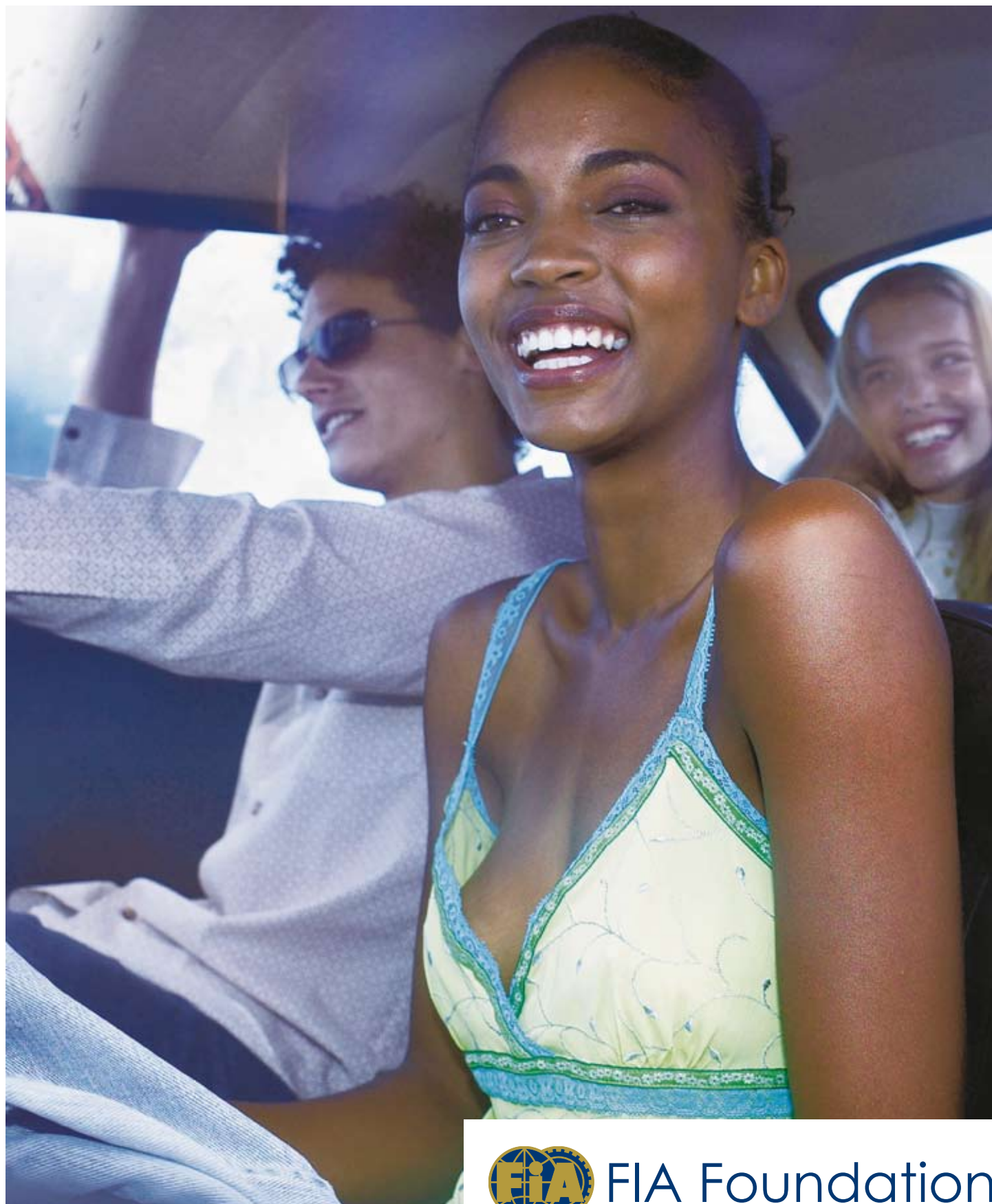


# INTERNATIONAL POLICY FORUM 2005

At Risk on the Road - Young and Novice Drivers



**FIA Foundation**  
for the Automobile and Society

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# International Policy Forum 2005

## At Risk on the Road - Young and Novice Drivers

The FIA Foundation International Policy Forum brings policy and technical experts from motoring organisations across the world together with policy specialists from international institutions, government and the automotive sector. The annual Policy Forum provides an opportunity for open discussion and debate on important issues of public policy relating to the charitable objectives of the FIA Foundation: road safety, sustainable mobility and the environment.

The focus of the 2005 International Policy Forum was on road safety for young drivers. Young people aged between 16-24 are at most risk of involvement in a road traffic crash. For this age group car crashes are the leading cause of death. In OECD countries alone it is estimated that more than 9000 people aged between 16-24 were killed in 2003.

Discussion at the Policy Forum centred on the types of risk encountered by young drivers; why young drivers are most at risk; the need for better support and training both pre and post licence; and initiatives taken by automobile clubs to mitigate the risks to young drivers.

This document is a record of the proceedings of the 2005 International Policy Forum, containing an edited transcript of the presentations and discussion. The FIA Foundation is very grateful to all the speakers for their enthusiastic participation in the Policy Forum.

The 2005 International Policy Forum was held in Budapest, Hungary, on 16th June 2005. We would like to thank Magyar Autoklub for their excellent hosting of the event.



**David Ward,**  
Director General,  
FIA Foundation

# Introduction

**Lauchlan McIntosh,**  
Executive Director,  
Australian Automobile  
Association and  
Chairman of Conference  
Week

Welcome. This is the second International Public Policy Forum of the FIA Foundation.

The FIA Foundation supports an international programme of activities promoting safety, both in motor sport and on the road, environment and sustainable mobility. With specialised technical expertise the Foundation has been able to support research and advocacy to assist member clubs and motorists.

Last year the Forum focused on children's road safety. The topic today is Road Safety and Young Drivers. This Forum is again being held together with the club Conference Week. Almost 300 delegates from 50 countries representing over 100 million motorists are present.

We are fortunate to be able to meet here in Budapest thanks to the excellent hospitality of the strong auto club the MAK. I know the Foundation is grateful for their support.

The Forum brings together a range of speakers from around the world. We welcome them. We will have time to discuss their views and I will encourage you to comment on successes or failures you may have encountered in training young drivers.

I think I can make a general statement that cars provide millions of people with a level of mobility which improves their standard of living. Young people in particular look forward to the time when they can drive a car and be independent from their family, driving a car has for many years been seen as a "rite of passage" to adulthood. At the same time this independence coincides with a personal time of adventurism, of risk taking and of peer group positioning. The car becomes not simply a means of transport for young people, but also a mechanism to meet these challenges.

While the car brings many advantages to us all, there is a dark side. Cars are driven by people. People make mistakes and people often lack the right driving attitudes and skills. As a result accidents occur, the car in an accident may crash, causing injury or even death to the driver and occupant and possibly also to other road users.

I am sure you all know over one million people lose their lives every year from such crashes, almost 3000 every day, and millions more are injured. Many of those crashes are avoidable.

Last week I was fortunate to attend the Enhanced Safety of Vehicles Conference in Washington.

This international conference provides an opportunity for engineers, vehicle manufacturers, regulators, academics and consumer representatives to review the latest developments in vehicle safety.

New cars are being equipped with a range of safety devices to assist in avoiding a crash and also in protecting the occupants in the event of a crash.

“

Driving a car is  
seen as a 'rite of  
passage' to  
adulthood

”

Cars are already becoming more sophisticated with features to assist the driver. Devices such as adaptive braking, lane keeping warning, dynamic stability and traction control, features which will require a different skill set for drivers. A range of airbags to protect occupants, recognising different driver weights, will soon become commonplace. (Unfortunately many of these devices are only being slowly introduced in countries where the need is greater.) The integrity of the passenger compartment continues to improve to protect all occupants in the event of a collision

Roads and road furniture are being redesigned and reengineered to reduce the hazards which cause injuries in crashes. New uses of information technologies will provide more relevant and more immediate information to drivers.

Many clubs have championed the need for these improvements for many decades and in recent years assisted with the development of consumer information programs to encourage car manufacturers and road authorities to see the investment benefits from safer cars and safer roads. Clubs and the FIA Foundation are key players in New Car Assessment Programs (NCAP) and the more recently developed Road Assistance (RAP) programs in Europe and soon to be introduced in Australia and the USA. Many are active in telematics and other intelligent transport information systems.

Researchers and practitioners in the field of safety have recognised the importance of a “total systems” approach to achieve improved performance. All parts of the system are important. For road safety that means understanding and improving the car, the road and the driver as key elements in reducing road casualties.

In different countries with different cultures and different levels of and causes of motorisation road safety casualties vary dramatically. But regardless of the absolute level of deaths and injuries these three elements remain.

Today the Forum will focus on the car drivers, in particular younger and novice drivers. We will hear of new projects, we will review recent research into the risks novice and younger drivers face, we will hear of programs designed to manage the risk factors and offer solutions, and finally consider the action role for auto clubs based on their many real life younger driver training programs. Many clubs have years of experience in the area of driver training.

This topic is of interest around the world. In Australia we have embarked at the instigation of our Deputy Prime Minister, John Anderson, on a major study of the benefits of a specialised post licence driver training program. 14,000 young drivers will be involved. Governments, car manufacturers, insurers, and the motoring club the RACV are the sponsors. AAA is assisting in the steering committee. I hope the lessons learned will be valuable not only in Australia but also the world.

The Foundation has provided a wide ranging agenda and will publish the results not only for us but for a much wider circulation.

The outcome will be of our own making. If we can all learn from each other, I know we can help save many young drivers from unnecessary death and injury so they can all enjoy the safe experiences that motoring can provide.

**At Risk on the Road -  
Young and Novice Drivers**

# Counting the Cost of Inexperience

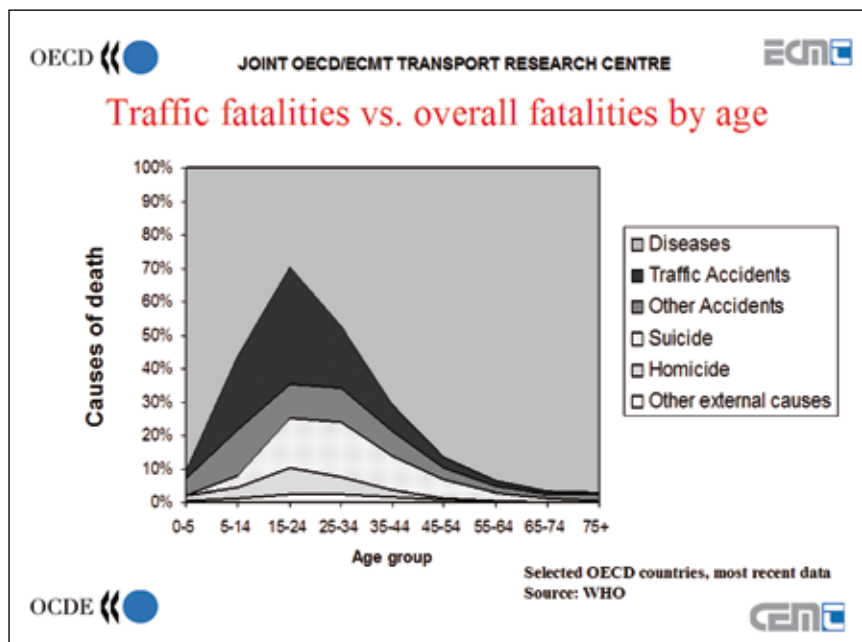
**John White,**  
Head,  
Joint OECD/ECMT Transport  
Research Centre

Good morning ladies and gentleman. It is a great pleasure for me to have been invited here today and to work with the FIA Foundation and with the motoring associations on what I'm sure we all agree is a very important issue. Before I get started on the specific topic I would just like to say a couple of words about the Joint OECD/ECMT Transport Research Centre. This body was set up last year by the Organisation for Economic Cooperation and Development (OECD) and the European Conference of Ministers of Transport (ECMT).

The JTRC (as it is known) has 50 full member countries which stretch geographically from Mexico, across the United States and Canada, across Europe as far as Russia and in the Asia Pacific region from Japan and Korea to Australia and New Zealand. Last year OECD and ECMT Transport Ministers approved a new programme of work including a project focused on "Young driver risks and effective counter measures". We have a Working Group undertaking this project that has 28 participants from 20 member countries. It is chaired by Mr Divera Twisk from the Netherlands' Transport Research Institute. The Working Group is supported by a secretariat from the JTRC which I head and where Colin Stacey is the project administrator. This OECD/ECMT working group project provides the basis for my presentation today. As requested, I am focusing on the topic of young drivers and looking at the costs of inexperience.

We have already heard how young drivers are over-represented in crashes and fatalities. I want to briefly look at some of the international data that we have collected on this.

If we look at the causes of fatalities over the lifetime of people living in 23 of the 30 OECD countries we can see that traffic fatalities peak in the 15 to 24 age group the typical young driver age group - as the leading cause of death.



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The younger the driver the higher the crash risk during the first year of solo driving  
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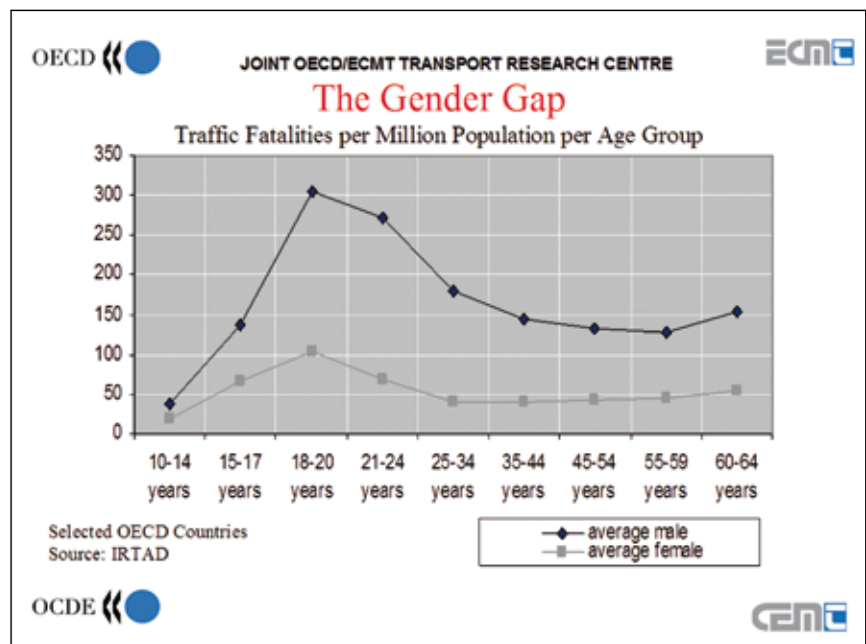
How do the fatalities and risks of young drivers vary across countries? In some states, for example in the USA and New Zealand, young drivers start solo driving at 16. In other states they start at 17. Statistics show that typically the young driver population accounts for between 20% and 30% of total driver fatalities. When you look at the data across a range of countries it becomes clear that if the country has a very good general

level of road safety then the level of road safety for young drivers is also generally better than in other countries.

The first OECD report on young drivers was produced in 1975. Since then OECD's International Road Traffic and Accident Database has tracked reductions achieved in both overall and young driver fatalities as the number of countries reporting data has grown from around 5 back in 1975 to around 30 now.

Between 1975 and 2003 young driver fatality rates reduced by around 50%. This is despite significant increases in vehicle kilometres travelled, i.e. increased exposure to risk. That is good, but it should be noted that the reductions achieved for young drivers - although positive - are no better than for the 25 to 54 age group. In other words young drivers have continued to be affected by traffic safety risk at a much higher level than other groups in society. The question that is always raised is why this is the case and we have heard many of the factors already. People often talk about age and experience and what is the balance between the two.

However, when you look at the IRTAD data for selected countries, it is the important gender differences that are highlighted. Not everybody knows how significant they are. However, males are over-represented in traffic fatalities for the 18-24 age group - and for all age groups based on data which are available for the OECD countries. Young males in the 15 to 17 age group are more than twice as likely to end as a traffic fatality than females of the same age group. For the 18 to 24 age group young males are around 3 ½ times more likely to end up as a traffic fatality than young females of the same age group.

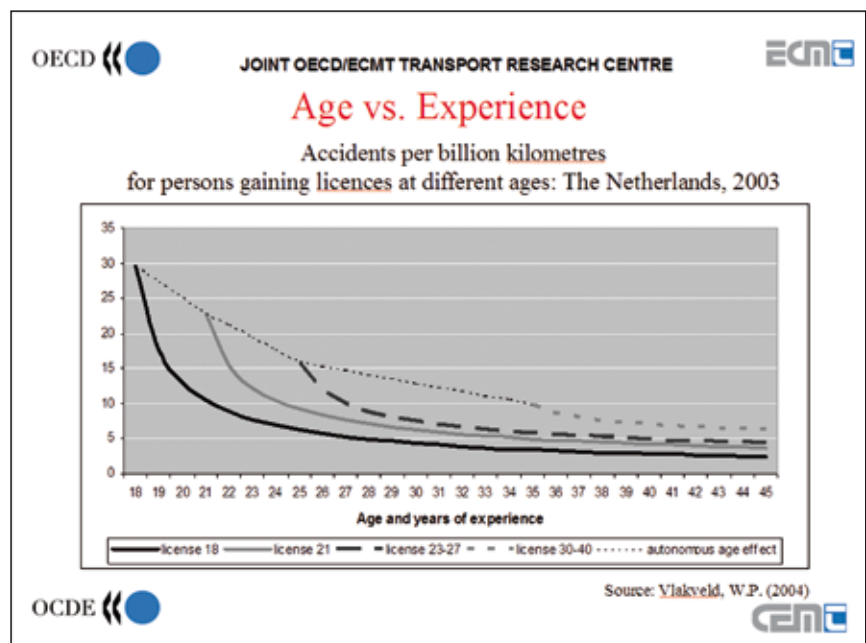


Of course these differences don't relate simply to age or experience at all - but they're hugely important to the total number of young driver fatalities. Research indicates that they're due principally to differences in behaviour between young males and females and research has shown that young males are, in a range of things, more self-confident and greater risk takers. They are more prone to over estimate their skills, they are more prone to thrill-seeking and to driving for pleasure. They are more likely to speed and they are less likely to wear seat belts.

Many people think that the gender differences can be explained by the fact that males drive more often and they drive further distances, i.e. by differences in exposure. But, recent research undertaken by the Sunflower Study in Sweden, the Netherlands and the UK - 3 of the best performing road safety countries in the world - shows that very significant gender differences remain after adjustments are made for exposure.

The data show that, in 2003, young males in Sweden were around 3 times more likely to be involved in fatal accidents than young females per million vehicle kilometres driven. In the UK, in 2002, young males were over 4 times more likely to be involved in fatal accidents than young females per million vehicle kilometres. So there are clear and very significant differences between the risks of young male drivers and young female drivers in even the best performing road safety countries. From a research point of view, where you are looking for 5% or 10% differences to try and make recommendations, gender differences of this magnitude in young driver risk suggest the need for a gender specific approach targeting males. However from a political and policy point of view this has generally not been considered acceptable or highly desirable.

Of course, age and experience are still vitally important factors. Recent research carried out in the Netherlands in 2003 looked at the factors of age and experience of drivers in relation to the level of accidents per billion kilometres driven. Two key findings were immediately apparent. Firstly, in terms of age, it was found that the younger the age of the driver the higher the crash risk during the first year of solo driving. Secondly, looking at experience, it was found that 21 year old drivers with 3 years experience face very much lower risks than novice drivers of the same age.



Research has also looked at the risks that young drivers impose not only on themselves but also to their passengers and to other road users. For example, in 2003 there were 91 driver fatalities in the 18 to 24 age group in the Netherlands. Based on multipliers drawn from Dutch research it is expected that 53 of the young drivers' passengers and another 49 other road users would likely have been killed. In other words, for each young driver fatality, on average, at least one other person is also killed.

Furthermore, when serious injuries are included the numbers multiply rapidly. In 2003, the number of 18 to 24 year olds seriously injured and hospitalised as crash victims in the Netherlands was close to 2,000 and this was from a starting point of 91 fatalities. Of course all countries consider such numbers of fatalities and serious injuries unacceptable. Let us now consider some of the costs involved.

In the State of Victoria, Australia it is estimated that the overall cost to the community of a crash with a fatality is around A\$1.6 million or around €1 million, taking into account personal and social costs such as the loss of a productive life. The community cost of a serious injury is less, estimated at A\$400,000. However, the reverse of those numbers is true for government services costs where a serious injury on average generates a government service cost over 4 times as high as a fatality and that is associated with remedial treatment and ongoing support.

Given the relative frequencies of fatalities and serious injuries, while reducing fatalities remains a top priority, reducing serious injuries is also extremely important and from a cost viewpoint will generate large savings in government services costs.

Now let's count the cost of inexperience. We've estimated that there are well over 9,000 young drivers in the 16 to 24 age group killed in the OECD countries every year. Across OECD countries, the community costs of these crashes are huge, estimated at close to €20 billion per annum. If the costs of passengers and others killed and injured in crashes involving young drivers are taken into account, the overall costs can be expected to be much more than double the cost for young driver fatalities alone.

If OECD and ECMT member countries were able to achieve even a 10% reduction in young driver fatalities the benefits would be considerable - In the order of €2 billion per annum for the 30 OECD countries alone.

As well as the project on Young Drivers, the OECD/ECMT Transport Research Centre is also running a project focused on achieving ambitious safety targets set by governments. ECMT ministers have endorsed 50% reduction targets for 2010-2012. Given the high risks and costs in the young driver area, we are hopeful our young drivers' project will make a real contribution to achieving the reduced targets that have been set.

But how can this be done? One of the problems with teenage drivers is that they are teenagers. Learning to drive is difficult for anybody but especially young people. The Working Group is looking at best practice across member countries as well as at the counter measures that can reduce the risks. It is clear that in this area as in many others, if all countries were to implement what we know to be best practice in various different areas, there could be very great savings. We therefore need to focus on the high risk areas – such as speed, alcohol/drugs, seat belt wearing, multiple passengers and night-time/weekend driving - where, further improvements appear possible if the right decisions are taken.

I would like to focus now on one risk area in particular, one which looks at age and physiology. In the US some interesting medical research has recently been published which focuses on the late development of the parts of the brain that are linked to the ability to inhibit impulses, weigh consequences, prioritise and strategise.

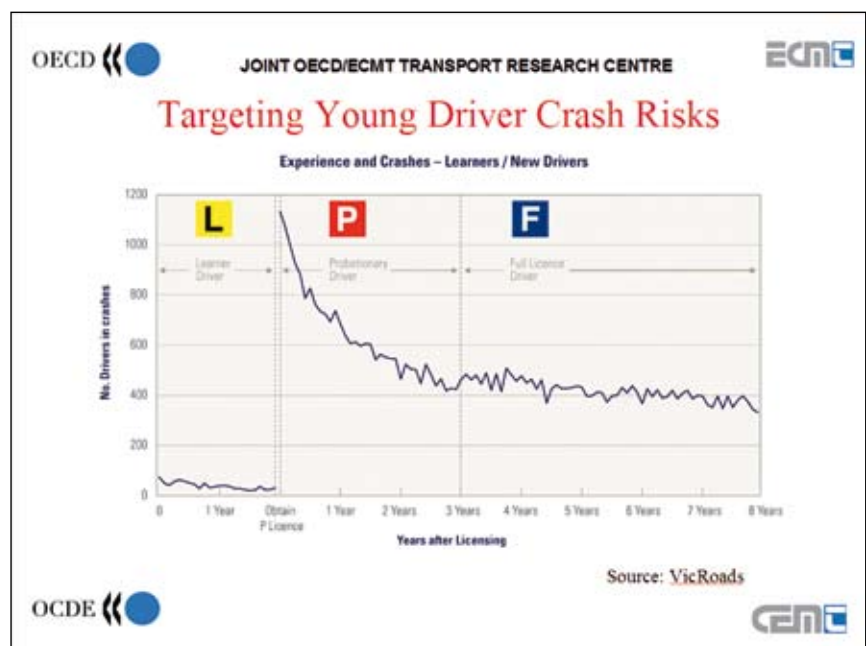
The notes accompanying the research speculate that this part of the brain is still developing until young people are in their twenties and that this

may be related to some of the behavioural manifestations of the teen years. Of course, if that research proves to be accurate and that linkage is established there could be some very important implications for governments.

For example, what if the research were to show that at 16 or 17 young people are not really adequately equipped from a physiological viewpoint to make the judgements and deal with the risks that they will face if licensed to drive solo? How would governments react, when considering what the lowest licensing ages should be?

Research indicates that young drivers have to gain experience in order to be safe drivers. But gaining experience exposes them to risk. The learning period, where a new driver is accompanied by an experienced driver, is an extremely low risk period for drivers. However, as soon as the accompanying driver has gone, the same drivers have a risk level that in different countries has been estimated to be between 10 and 30 times higher than the risk level they faced as a learner when they had somebody sitting in the car beside them.

Another interesting point to consider is that it takes 2 to 3 years to get down to the decreased risk levels of older drivers. As a result most governments focus on the 2 to 3 year new driver period. However, the highest risk period occurs in the first year or 6 months. The West Australian government, as an example, has just released a discussion paper with possible new measures that focus on the first 6 months in particular.



An important balance governments need to achieve is how to tackle this problem without limiting young people's access to experience and overall mobility and without appearing to penalise youth.

In conclusion, the working group is in the later stages of its work on a project that encompasses all of these aspects of young driver risks. The Working Group is focusing on best practices as a way of achieving improvements – for example in education and training, on single and two-phase licensing systems (as used in Europe) as well as on graduated licensing systems (as practised in the US, Australia, Canada and New Zealand). In addition the group is considering enforcement, de-merit

points, technical support systems, persuasive communications and of course campaigns.

We are looking for policy oriented recommendations for improvements in this area that take into account in particular the different levels of safety performance of different OECD and ECMT countries. Importantly, on completion, this work will be considered by policy groups in different countries and the findings and recommendations will, we hope, be submitted directly to OECD and ECMT transport ministers who meet annually. It is hoped that the work will provide valuable advice to those ministers. We are looking forward to being able to talk about the outcomes of the work.

I would like to thank the FIA Foundation for the opportunity to make this presentation which has focused on “Young driver risks and the cost of inexperience”. Thanks very much for your attention.

# At Risk on the Road - Why Young Drivers Die

**Professor Stephen Stradling,**  
Professor of Transport and Psychology,  
Napier University

“  
Many young people think they are inviolable or invulnerable...that they'll live forever  
”

Good morning. There is much to be said on the subject of young drivers so I wish to start with this statement, the words of a young driver taken from material in the Scottish Road Safety Campaign DVD, which I believe says it all about young drivers:

*“I have always wanted to be driving, always loved cars and when I got my own car then I wanted to do it up. I wanted it to have alloy wheels and the body kit and to look really nice. That's when I was that age of 17 when you want, everyone wants, their car to be like that.*

*I remember setting off in the morning. I remember up until about 5 miles out of town and the accident was 7 miles out and I believe I went round the corner and obviously I swerved for something. But because I was going far too fast I couldn't hold the van on the road and I hit the crash barrier which threw me back onto the road and the van rolled two maybe three times and ended up on its roof.*

*My injuries were three fractures to my skull. I now have metal plates in my forehead, I am blind in my right eye and certain hormonal damage which I have to take five pills a day for. I have to get an injection off the nurse every three weeks and I also have to inject myself every night before I go to my bed.*

*I thought I was invincible. I thought 'Seventeen, I've got my licence'. I thought 'I will drive as fast as I can'. Yeah, people have car crashes but it was never going to happen to me.*

*Before the accident I was stick thin and I was a keen footballer. I was desperate to be a policeman and now, because of the accident, it's just put my life all to pot, really. I cannot join the police now because I am blind in my right eye. I put on so much weight because of the car crash and I am really at a point where I just don't know what to do.”*

If we look at a model of why drivers have crashes we will find that the real reasons can be found in the safety margins, that is, it is the safety margins which are the immediate precursor to crash involvement, whether it is active or passive crash involvement. There are also what can be called distal influences on the likelihood of a crash, such as age and gender. However, since they cannot be changed it makes more sense to focus on the factors right at the centre which is influencing safety margins. These are proximal influences affected by personality factors, and as we've heard from John White, young drivers are greater risk-takers. Their lifestyles often encourage riskier behaviour. For instance, they drive more often at night. They drive more often in the dark. They drive at night at weekends when they or other people on the road are drunk. Many have the attitude that they are inviolable or invulnerable, or that they'll live forever. They do not have much driving experience and may have an over-confident driving style involving excessive speed.

Let's look at a definition of driving:

Driving is a skill-based, rule-governed, expressive activity involving balancing capability and task difficulty to avoid loss of control and ongoing real time negotiation with co-present transient others to avoid intersecting trajectories while maintaining and enhancing your self-image.

The point I'm trying to make is that there are at least 3 aspects involved in driving or, if you're young and inexperienced, involved in becoming a driver. The first is mastering the technical skills of vehicle handling and positioning. The second is learning the rules, both the formal rules in the Highway Code and the informal rules that you pick up from experience, in order to read the road and anticipate hazards. The third is restraining self-serving impulses.

The first aspect is basic vehicle manoeuvring and handling the vehicle. The second is mastering the traffic situation, knowing what is going on and reading the road. The third aspect relates to goals and context driving.

Some examples can be found in the work of Ray Fuller of Trinity College in Dublin, published in AAP this year. Fuller says that the crucial thing in becoming a skilled driver is the balance between capability, what you can do, and task demands, what you're being required to do by the current road traffic situation. When a driver's capability exceeds task demands he or she is in control. However, when task demands exceed capability then the driver is no longer in control. Often, they have a lucky escape. However, if they are unlucky, they have a collision. Young, inexperienced solo drivers are more likely to find themselves in a situation where task demands exceed capability.

Not all young drivers are bad drivers. But there are many that are. The phrase "undrivers" has been coined in the UK to refer to drivers who use the public highway but do so without a licence, in vehicles that aren't registered, in vehicles that aren't certified roadworthy, without paying the current tax to drive on the road and without the benefits of insurance. Ninety per cent of those who get caught and convicted of driving uninsured are male and 50% are under 20 years old.

Why do young people want to drive? The reason is that cars are seen to offer a route into the adult realm. In the words of young drivers themselves: "It gives me independence to be able to go where I want when I want"; it gives the "total feeling of freedom". In one of our studies we found that young people in particular see driving a car as projecting a particular image of themselves and expressing themselves. Young people get a strong sense of personal identity from driving. Driving gives young people, an otherwise excluded group in society, a sense of being socially included.

Whoever first called cars automobiles was almost certainly a genius because what they combine is mobility, being able to get to places, with autonomy, a feeling of being in control, which is yet another thing that's particularly important to young persons.

Expressive activity: Transport into the adult realm.

"Instead of using public transport you get to use cars."

"Nice silver shiny car. It has to be shiny."

'Driving a car ...'

- Is a way of projecting a particular image of myself
- Gives me a feeling of pride in myself
- Gives me the chance to express myself by driving the way I want to
- Gives me a feeling of power
- Gives me the feeling of being in control
- Gives me a feeling of self confidence
- Gives me a sense of personal safety

"It's going to be purple and hopefully a Skyline but I don't have a lot of money."

"Windows down, music blaring and just going up and down the street."

"It would just be great, just the total feeling of freedom."

Automobile = Autonomy + Mobility

"Not relying on your parents all the time"

"It gives me independence. Be able to go where I want when I want."

I would like to also talk a bit about speed. In one of our studies we showed a number of photographs to drivers of different types of road and asked them various questions such as what they thought the speed limit for the road was and what they thought the chances of being caught for speeding were. One picture showed a county road with a bend that could be seen in the distance. People were asked what speed they would prefer to drive at on a road like this. The speed limit in the UK for such a road is 60 miles per hour. 16% of respondents said they would like to go above 60 mph on such a road – a relatively low percentage. Those who do want to go fast on country roads, however, tend to be young drivers. More precisely, young males.

At what speed would you prefer to drive on roads like this?

M 1%, F 2% 'Never' drive on roads like this

Of those that do, M 59%, F 52% know the limit is 60 mph



There are 3 reasons why drivers speed. The first is because they can - Because we make it possible for them to. The second is because they feel under some pressure to. The third is because for some it feels good.

Why do (young) drivers speed?

Because ... .. they can **Car, road geometry, traffic flow, cameras, traffic management, weather, etc..**

"In modern cars it's very difficult to drive at less than 35 mph."  
*At what speed would you feel safe driving on the motorway?*  
 "Well, in the right circumstances, about 95" High-mileage F.

Because ... .. they're pressed to **Obligations, time and schedule pressure, expectations, etc..**

"I've got a friend and she's just passed her test, okay all respect to her she did have a crash, but she'll drive 5 mph under the speed limit everywhere and it's just so annoying, it really is." F 17-24.

Because ... .. it feels good **Thrill-seeking, matching task difficulty to challenge, progress interrupted, etc..**

"I'm a pretty careful driver, but every now and again, it's cool to go fast and it feels good." M 17-24.  
*How does it make you feel, speed?* "Kind of exhilarating." F 17-24 .

The main reason while all drivers speed, especially young drivers, is because of cars. Modern cars feel safe. Lots of people in our studies say to us that in a modern car it is so difficult to drive at the speed limit. It is difficult to drive at 30 mph around town. It is difficult in modern cars to stick to 70 mph on the road. The car just doesn't feel comfy.

So what should we do? We should provide more training for novice drivers. Crucially it is they have the skills and attitude deficit that need addressing.

For those who drive as part of their work, there is the possibility of using health & safety and other kinds of legislation to exert some influence and control over the way they drive.

Compare and contrast the situation between becoming qualified to drive a car on public roads with being asked to learn to operate an equivalent piece of large machinery as part of your job, for which there is a rigorous selection procedure. Importantly, for workers operating heavy machinery there is a regular audit and appraisal of continuing competence. The same does not happen for drivers, though, as with other heavy machinery, operating conditions and equipment can change. We could provide retraining and remediation for drivers when necessary but we are not doing enough of it yet. For operators of heavy machinery there are mechanisms for removing those whose manner of operation threatens the safety of themselves and others. With motorists too we can disqualify them from driving for ill conduct.

Rather than fine and add points to the licence of those caught speeding or running red lights, I would like to see them go on a remedial training course for which they pay themselves. They could attend a one day course and be shown in the morning in the classroom why they should change and in the afternoon be out on the road and be showed how to change. If you want to change a person's behaviour you have to do two things. You have to give them a reason for changing and you have to help them to do the changing.

This may be a difficult task given some of the influencing factors that drivers are faced with. Take this advert found in the motoring section of

a newspaper advertising a new model of Fiesta as a “130mph pocket rocket”. The speed limit in the UK is 70 mph. 70 mph is the maximum velocity at which you are allowed to travel in a horse-powered vehicle on UK roads. This new Fiesta can reach speeds of practically twice the UK maximum speed limit. The new 5 series BMW has had its top speed capped at a 155 mph - more than twice the maximum speed limit. Why? Thank you very much

# How Can We Improve Teenage and Novice Driver Safety?

**Anders Nyberg,**  
Swedish National Road and  
Transport Research Institute

Good morning. I would very much like to thank the FIA Foundation for inviting me here as a speaker today. I would like to talk about how we can improve teenage and novice drivers' safety.

One way to try and solve the problem is to combine campaigning, law enforcement and education. The effects of campaigns tend to vary and be short term due to the fact that the campaigns themselves are usually carried out over a short-term period.



However, it is possible for them to achieve greater effect if they are conducted on a regular basis. That they are conducted on a regular basis is important for several reasons. One is the importance of maintaining and reinforcing the message that seat belts save lives. Another is that there is always a new generation to educate as well as an older generation to re-educate.

“  
Education is a  
necessary  
ingredient if you  
want to influence  
young people’s  
behaviour in traffic  
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Campaigns are often used and should be used to increase people’s awareness of both risky and safe behaviours but can also be very helpful in giving people information about new facts, about different issues as well as trying to increase people’s acceptance of laws and of why they need to be enforced. They are also used to inform people about forthcoming changes in the traffic system.

Campaigns can involve the active or passive participation of the group of people that they are targeted at. Research has shown that the effects of campaigns are usually better if active participation is used. The active approach leads to greater long term effects than when only passive participation is used. It is also important to bear in mind that different people are influenced by different things. A campaign should therefore try to influence people by using different types of methods and messages. They should, for instance use facts, emotions, reflection and self-evaluation.

## Campaigns

- » Active or passive participation
- » Use different types of messages and methods (e.g. emotions, reflection & self-evaluation)
- » Focus on relevant issues, e.g. seat belt use, speed, drinking & driving and combine them with enforcement & education



There are a lot of problems regarding traffic safety but it is impossible to solve them all at the same time. If too many road safety areas are covered in one campaign it is probable that people will lose interest or that they will become confused over which message is the most important in the campaign. As such a campaign should focus on the most relevant issue.

We know for instance that seat belt use is low and that speeding and people driving intoxicated is also a big problem and that all three are among the main causes of accidents that happen on the road. It is therefore reasonable that a campaign should focus on these 3 issues. The best results will be achieved when campaigning is carried out on a regular basis and is combined with enforcement and education

In order for the law to be effective and for enforcement to work it is important that the public accept and support these measures. This could be gained through information via for instance campaigns.

It is also important that people know that breaking the law will lead to sanctions by society. Enforcement must therefore become a part of everyday police activity which could involve having checkpoints at places where lawbreaking is known to happen regularly. Where law enforcement and campaigns have been used together it has been proven to have a positive impact on, for instance, better seat belt use, reduced instances of speeding, less drunk-driving and fewer crashes.

Education is a necessary ingredient if you want to influence young people's behaviour in traffic. Preferably people should at least get pre-licence traffic education, basic driver education and post-licence education if we should have any chance to tackle the problems facing young people on the roads.

The provision of traffic education in schools has many advantages. For instance, young people will learn from an early age about an issue that they may have to deal with in their every day life and so will have some knowledge of traffic issues before they start to learn how to drive a car. This is important since everything cannot be taught and learned during basic driver education.

It is also worth considering taking a wider perspective than the traditional rule based teaching when giving traffic education in schools in the future. This means that traffic education in schools should focus not only on traditional issues like learning traffic rules and traffic signs but also on teaching on more complex traffic issues which could incorporate, for example, pupil discussion the circumstances in which it is appropriate to use or not to use different modes of transportation, what could be done to improve the traffic environment or how an individual or a group can influence changes in the traffic system.

A good basic driver education needs to have a good relationship between the goals of the curriculum and the competence of the instructors working in the system whose job it is to ensure that learner drivers learn about the goals stated in the curriculum during the education process. Finally, the driving licensing test must include testing of the different goals stated in the curriculum. If the relationship between any of these 4 components is weak then there is a risk that the whole system will not work as intended.

The latest year's research shows that forthcoming developments of the driver licensing system currently used should include more than the traditional skills based approach. For example, the EG matrix has shown that a person needs to have many competences to be a safe driver. It also includes an awareness that a person's driving behaviour is influenced by such matters as lifestyle, social background and the ability to make right decisions about when and with whom driving is carried out. A licensing system which has this broader perspective therefore must have instructors with different competences to be able to fulfil the new curriculum's goals.

Research has also shown promising results regarding restrictions during the learner driver period especially in the graduated licensing system in North America, Australia and New Zealand. It is probable that the effect of restrictions will be even greater if they are accepted by the public, if they are gradually reduced before the learner driver gets a full licence and if sanctions are levied when restrictions are broken.

Other systems, like the Swedish system, have shown that gaining maximum experience during the learning stage is beneficial for safety during the initial period as a novice driver. This means that the driving licensing system should stimulate learner drivers to gain a lot of driving experience before getting a full licence.

However, research has also shown that the effect of much driving experience probably would be even greater if it is gained in a structured way. It is important that modern driving licensing systems always try to develop the test procedures so that society can be more assured that all new drivers are as safe as possible when entering the traffic system on their own. What I mean by this is that they at least have to be sure that all new drivers have the competence stated in the curriculum otherwise it is not a good system.

In terms of post licence driver education it is important that it is, as far as possible, integrated with the basic driver education. We know that many of the problems experienced by young people with a newly acquired driver's licence relate to over-confidence. It is important that this type of driver education focuses on risk awareness and matches the needs of participants. It should also incorporate self reflection exercises and discussion.

To conclude this brief overview on possible solutions to improve teenage and novice driver safety I would say that much can be gained if an overall perspective is used which combines the strength of campaigns, law enforcement and different types of traffic and driver education. Thank you very much for your attention.

# Discussion

## Question

I was interested in what John White said about the relationship between age and experience and I wondered what lessons we can learn from that. Did I understand it rightly that if you have two 20 year old drivers and one has been driving for 2 years he will be a safer driver than the 20 year old driver who has just passed his test and what can we learn from that?

## John White

I think that's exactly what the research shows. The original research was done by Maycock, who provided a series of graphs that show that if you start driving at 21, for example, the sort of risk profile you have after 1 or 2 years experience, and if you start at a younger age you have higher risk, the year you start, and you'll be a safer driver than somebody a year later or two years later that is starting at that age. So there is a trade-off between the high risk in the first year or two of driving and the safer driver on average that comes at a later stage. That is one of the things that we are trying to look into. What is the balance and what does that tell you about the choices that governments and jurisdictions make about age and how they modify things a little bit at the margins over time.

## Anders Nyberg

The research shows that the gaining of driving experience is most important. It is better to gain this experience during the learning period instead of gaining the experience with a full license on your own with all the problems that novice drivers have. For instance in Sweden if you look at injury accidents during the learning period between the sexes there are no differences whatsoever but during the first 2 years as a novice driver about 80% of all accidents involve young males, so there is benefit in gaining this experience with accompanied driving, not on your own.

## Stephen Stradling

The comparison you gave was between a 21 year old who had been driving for 2 years and a 21 year old who just started driving and statistically the 21 year who has been driving for 2 years is likely to be safer. However, those two people in your example were not randomly allocated. It is not the case that somebody rolled the dice and said you, you're going to start learning at age 18 and you're not going to start learning till 21. If it were like that we would have clear evidence that it is a treatment effect, that the 2 years extra driving made the difference. What actually happens in the real world is some people, for their own reasons, say 'I want to learn driving as early as possible'. And by the time they get to 21 they'll have 2 to 3 years driving experience. Other people will say, 'driving I can take it or leave it', or 'I can't afford it', or 'I am 21 now, I suppose I better start learning to drive'. They are different people. So the difference may be due to a selection effect rather than treatment effect.

## John White

I think the experience that is coming from our group is that one of the best things you can do is extend the training in the learner phase for as long as possible. The safest thing you can do is to encourage young people to train for longer. In many respects training that involves having parents sitting in the car or an older sibling or somebody who is a very experienced driver is just as effective as having a driving instructor in the car.

The amount of time that is spent driver training varies in different jurisdictions. Some require 25 hours and some 50 hours. In many cases the amount of driver training that they're getting is very small and one of the trends that we are noticing is that countries that are looking at this in more detail are talking about 120 hours or 5,000 km or something like that as the amount of training that they should be doing. The other important thing is the training that young drivers get in many respects is not training in the high risk areas. They get training during the day if, for example, a parent is able to take them for a drive. But they don't get training at night time in how to drive back from a nightclub or what to do in other high risk circumstances like having 3 people in the car and so on. So I think that in a practical sense the best thing you can do to reduce the risks in the first year of solo driving is to require just as much training as the community will accept.

## **Question**

I have a specific question for John White. I was surprised when you showed the graphs on the difference in accidents and deaths between males and females. I was surprised by the magnitude of the difference and I was wondering if those graphs take into account the possible fact that often more males have a license than women or the fact that perhaps the miles driven by males are higher than those by women.

## **John White**

The first graph I put up showed the traffic fatalities per million population per age group. So it is on a population basis and it doesn't reflect the amount of driving. The second graphs, which were taken from the Sunflower Study for Sweden, Netherlands and the UK, in fact takes into account the amount of driving and is based on the number of fatal accidents per million kms driven, and the proportions hold. It holds in the way that the transport sector tends to assess things, which is on the basis of risk exposure and per million kms driven.

**Surviving the danger years -  
risk factors and solutions**

# Teaching Responsibility Through Effective Enforcement

**Keith Bailey,**  
Senior Policy Officer,  
Association of Chief Police  
Officers,  
UK

I would like to talk about teaching responsibility and effective enforcement. They are not the simple concepts that they at first appear because of national and even regional differences in legislation and practices. So I'd like to unwrap these concepts a little and examine them in the UK and the European context.

The police in the UK are very much involved in teaching in schools. It is a particularly important role for us and we value the contact with young people. An excellent example of the work that we do in schools can be found in the Police Service for Northern Ireland who recently won a Prince Michael Road Safety Award for a project called It Could Be You. This is a road show that they run which goes into the schools and really challenges young people.

Whilst the education process clearly works for many it is only effective for those who want to learn. Neither education nor teaching necessarily equate to learning. Even the best teachers can fail in their task if a child has no wish to learn. True learning and responsibility are achieved through a combination of education and discipline on behalf of both the educator and the taught.

Most failures in education come about because individuals simply do not want to learn. They don't want to learn new skills or new attitudes or maintain them once they've been learned. This applies equally to those skills required by those who wish to use the road. For these people it is important that passing their driving test does not signal the end of learning.

We heard this morning about the benefits of post licence driver training to remind us of the limits of our ability. Having passed their test a driver's skills may have increased but their ability to anticipate danger and to respect other road users, those skills linked to a sense of responsibility, is often unchanged. This is reflected in crash data all around the world in relation to young people.

Unless we do something about increasing the sense of responsibility in young drivers the skills that they are acquiring actually provide them with confidence and a sense of excitement that, as we heard this morning, can have fatal consequences. We know through experience that youthfulness, especially for the problem group of young males, is about risk taking. It's about instant gratification and the show of prowess to our peers.

All this happens in circumstances on the road where there is actually minimal supervision. How often do you actually see police officers patrolling the roads specifically to detect motoring offences? Police enforcement attempts to compensate for this lack of self-discipline by providing disincentives and informing the choices of young people and of course everyone on the road. A policeman involved in traffic enforcement is quite likely to be the young driver's first real experience of discipline.

Will that first encounter, or subsequent encounters, actually teach responsibilities? Are we effective in achieving what we aim to do? That will depend on the nature and the quality of the enforcement encountered. It is clear that the European Commission regards road safety enforcement in terms of formal prosecution. The Commission's enforcement recommendation requires that the priority offences of speeding, drink and drug driving and seat belt wearing actually be dealt with formally, that is, either by a fixed penalty notice or by summons in the courts.

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Safe driving is infectious. When we comply...those behind us are forced to comply as well

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Enforcement in the United Kingdom, however, cannot be so clearly defined because of the unique position of the constable within the British constitution. Enforcement in the UK is not about outcomes but about the whole process of proactive police patrol in which Officers interact with drivers on a continuum beginning with education at one end and enforcement at the other. Indeed, prosecution actually means that the continuum has failed. The education process has failed. The skill of policing is in knowing the appropriate place on that continuum in relation to the particular driver asking the question of what sanction will be most effective in the case of this particular driver. It involves applying a massive degree of discretion.

This unique position provides police officers with a discretionary freedom that is key to policing by consent in the UK. No government, no senior police officer, can actually interfere with an individual police officer's discretion whether or not to deal with a motoring offence in a particular way.

As crown servants police officers cannot be required to treat a motoring offender in a particular way. Their discretion is absolute. In addition to this individual discretion, there is I suggest, in all countries a largely unwritten pact between the police and motorists around what level of offending is actually tolerated. In the UK there is much discretion about the level that we begin to prosecute offenders for speeding. Those who have travelled to Italy will know that there is a lot of discretion about prosecution for pedestrian crossing offences. In other countries there may be tolerance over mobile phone use or lane discipline on motorways for example.

Certain types of behaviour may be illegal in one country and not in another and they may attract different penalties. UK road policing employs a holistic approach involving local partnerships and the use of intelligence led activities following a national business process called the National Intelligence Model. No longer can police forces afford to employ police officers on random patrol. Due to scarce resources for road policing targeted and intelligence led deployment is now used in the UK. This means applying an offender-specific as well as a general deterrent approach to enforcement.

Offender-specific targeted enforcement enables us to deal with prolific offenders by tailoring our formal actions to their offending profile. Identifying collision and offending hotspots enables us to improve our general deterrent by concentrating our patrolling activities in those locations. This type of flexibility is not recognised in the Commission's enforcement recommendation which as I said before requires formal prosecution in every case.

Finally, the police are there to maintain standards and discipline amongst the motoring public. However, it is not a job for the police alone and no responsible motorist should under-estimate the potential value of their own presence on the road. This is something I refer to as the roller coaster of compliance which is consistently missing from road safety messages.

When we drive responsibly and obey the rules, not only do we set a good example but we also have a direct effect on the behaviour of other road users by denying them opportunities.

Safe driving is infectious. When we comply, certainly in terms of the speed limit, those behind us are forced to comply as well. Bad driving is infectious too. If we break the speed limit we provide those behind us with the opportunity to break the speed limit. Those who comply can know that

they are making a sizeable contribution to road safety, those who do not forfeit the right to criticise the behaviour of other motorists.

I believe that major reductions in road death and injury will be achieved when responsible motorists realise the important part they each have to play in road safety. Yes, the police do have a role in education. But the motoring public, as in every other aspects of day to day human activity, have the most potential for effectively teaching responsibility on the road. Thank you.

# Survival Skills: The Need for Effective Driver Licensing and Training

**Petro Kruger,**  
Corporate Affairs Manager,  
AA of South Africa

South Africa has a fatality rate growth year on year of about 25%. Last year we had 12,000 fatalities in South Africa. This year we are looking at around 15,000. So it is a huge problem in South Africa. I think a main contributing factor is the lack of proper driver training. What I would like to do is just look at the traditional purpose of driver training, driver testing, and also the purpose of a licence, which is often confused in many countries as an identity document. I will then give you a perspective on the situation in South Africa.

A quote from A J McKnight from Monash University actually describes what driver training should be. It says “the potential impact of driver training upon road safety may be compromised by the preoccupation of the initial instruction with preparation for road test, the lack of advanced instruction after licensing and the absence of corrective driver training for traffic violators. The whole purpose behind driver training is to teach the learner how to receive information on the road, how to analyse information and then anticipate actions of other drivers, decide its own action and then act and one of these often break down.”

**BUDAPEST** Purpose of driver training

Teach the learner how to:

- Receive information
- Analyze information
- Anticipate actions of other road users
- Decide own action
- Act

The potential impact of driver training upon road safety may be compromised by the preoccupation of initial instruction with preparation for road tests, the lack of advanced instruction after licensing and the absence of corrective training for traffic violators.

A J McKnight, Monash University

FIA Foundation for the Automobile and Society


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Unlicensed drivers  
turn roads into a  
dangerous free for  
all  
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You receive information which you don't analyse correctly. You do not determine what the other driver will do and you act in an incorrect manner. This should be addressed by proper driver training. The purpose of a licence test is to determine the level of the knowledge of the driver, not only about the legislation but also about the vehicle. Often you find the driver taking a licence test, and this is the situation in South Africa, in a vehicle that he doesn't own. He passes the test. The next day he gets into a vehicle, a brand new vehicle given to him by his parents. He has never driven it before. He hasn't been tested in that specific vehicle and I think that is a serious problem that should be looked at.

On the subject of the rules of the road, we did an interesting test with law enforcers in South Africa. We've got about 400 regulations in our Road Traffic Act and when we tested what legislation or what regulations were actually implemented by our traffic law enforcers the number was 6. So out of a selection of 400 they applied 6 of the regulations regularly.


If we look at knowledge about road signs, we often find that in our rural areas the road signs are different than in urban areas and many students, because it's easier to pass a drivers licence test in a rural area, do the test in the rural areas. Then when they come to drive in urban areas it becomes quite a challenge. People should do their licence in the area where they are going to drive. There is also the basic skill of manoeuvring the vehicle. It is addressed in the licence test but not always to a level to ensure the driver can safely manoeuvre the vehicle. This should be addressed as well.


In South Africa we started to roll out a new licence with a photograph on it in 1998 for the first time. The licence confirms that the driver passed the licence test. It determines the class of vehicle that the driver is licensed for and whether they have any endorsements on the licence. That is something that is seriously lacking in most developing countries, and it enables law enforcers to check the driver's track record. In South Africa that is currently impossible as we have no central system or central database logging driver offences so individuals can be repeatedly fined for the same offence and the police would have no record of that.



## Drivers License

- Conversion to credit card type license from 1998 to 2003
- 5,6 million drivers
- 250 000 new drivers per year
- Fraud and corruption resulted in millions of licenses being obtained fraudulently







FIA Foundation  
for the Automobile and Society



As I have said, in South Africa we have an appalling road safety record. Just looking at driver training, for example, in South Africa our driving instructors do not require special training to become a driving instructor. If you have a licence to drive a certain vehicle you can train anyone else to drive that vehicle. Driving instructors also do not have a set of standards that they have to adhere to. There are certain elements within the Road Traffic Act that they know. They often get a copy of the drivers' licence test and that is what they train on.

No attention is given to how you should act in dangerous situations where it is raining, where there is fog, where there is low visibility. Driving at night is not attended to and I think that it is essential for learner drivers to be trained under all situations. There is also no central academy that offers training to instructors in South Africa and that is a serious problem. We need to set specific standards so that we increase the standard of our drivers out on the road and I think it would have a dramatic impact on our road fatalities as well.

There is also no standardised training manual for instructors. This is not only a problem for instructors, it is also a problem for potential drivers. We've been trying to get a copy of what we call the K53 drivers licence test for the past 24 months and there is none available in print so at the moment I don't know how our learner drivers are passing their tests.

The examiners are law enforcers, traffic law enforcers and as I said earlier they know about 6 of the regulations within the Road Traffic Act, so there is a serious lack of training of the examiners. There is also a lack of resources in testing centres. We have about 300 testing centres throughout South Africa. We have 5 inspectors. So it is virtually impossible for them to do a proper investigation of all the testing centres.

Another thing of huge concern is that there is no minimum period between obtaining a provisional or learners' licence and a full drivers' licence. At the age of 18 you can go on the Wednesday to do your learners drivers licence. You can go on the Thursday to do your proper drivers licence and you can drive. So there is no experience needed on the road. And where this becomes a huge problem is with our freight, heavy vehicle drivers.

Once you reach the age of about 21 you are allowed to drive a vehicle over the weight of about 10 tonnes so you obtain your learners licence on the Thursday, on the Friday you go for your proper drivers' licence and you are put behind the steering wheel of a 30 tonne truck the next day. It is a huge concern.

Corruption is also rife. We did a test with one of the journalists in Johannesburg. It cost her exactly €500 to obtain a proper drivers licence going from no licence to a drivers licence within half an hour. This is something that has to be addressed. The government has recently appointed a team of investigators, the special investigations unit, to inspect this fraud and corruption within the drivers licensing, but the roll out will be over the next 3 years. Currently we have got about 4.6 million licensed drivers. We've got about 2 million unlicensed drivers. So, within 3 years we are going to have huge numbers of unlicensed drivers out there.

I spoke about a new format of drivers' licence being issued in 1998. It is a credit card type licence which has certain security elements within it. There was a barcode on the back which could be scanned to check that it is a valid licence but unfortunately no scanners were handed out to the traffic law enforcers so it defeats the purpose of this type of licence. We've also had people put this on to a colour copier, laminate it and pass it off as a proper drivers licence. So it is a concern.

About 2 weeks before this conference we had a huge uproar about drivers' licensing in South Africa. Unlicensed drivers turn roads into a dangerous free for all. Half of South African drivers' licences are not valid. Out of 5 ½ million drivers it is estimated that about 3 million of these drivers are unlicensed or not legally licensed. How do you address that problem? You cannot put 2 million drivers through another test with 300 testing centres and this is part of what we are addressing at the AA.

We are lobbying government. We actually took government to higher court on the legislation and roll out of the new licences where we said they were pushing it through in a period that was unviable. They had to roll out 5 million licences in about 5 years. We said that they should go back, do it properly, roll it out over a 10 year period and ensure that there is no corruption or fraud involved. We unfortunately lost and it cost us a few hundred thousand Rand because they had the backing of the constitutional court. Now the problem has arisen that about half of the licences are invalid.

We are also offering a collision avoidance driver training course for drivers to attend after obtaining their drivers licence. The test is done over a 6 week period where you are filmed in your car driving and then you are given certain elements to improve upon and it has been proven very successful. We are also looking at a system of setting standards and accrediting driving schools so that we have a certain level of standard training for new drivers and also that they know more than 6 out of 400 regulations within the Road Traffic Act. Thank you.

# Post Licence Training Schemes - Lessons from the NovEv Project

**Nick Sanders,**  
International Commission  
on Driver Testing Authorities  
(CIECA)

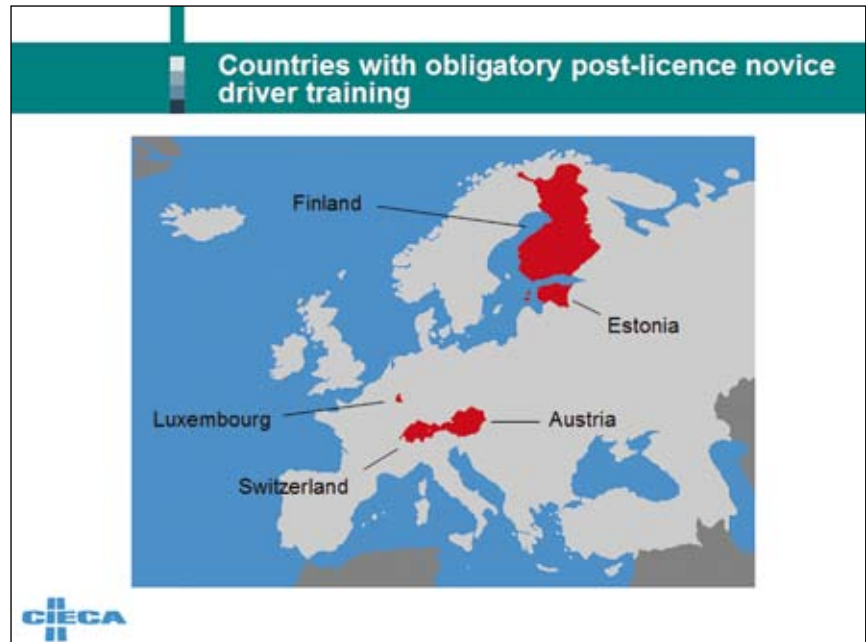
Thank you for giving me the opportunity of talking about post licence training for novice drivers and specifically the recommendations or the experiences that we have in the European Union NovEv project.

Second phase training is the name often given to post licence training for novice drivers: training which takes place after the driver is able to drive on his or her own. Second phase training is increasingly popular as an obligatory measure in a number of different countries and its popularity is growing.

The obvious rationale behind this type of training is that it gives a level of support to novice drivers during their most vulnerable period of driving which is immediately after the licence. At the same time there is no clear evidence of the road safety benefits of a two phase system as yet. Some countries have a few years experience with this but there is no clear statistical evidence of the benefits of this type of training at the moment. There are some indications of positive effects though. I'll talk a little about those later.

It is important to realise also that there can be negative or counterproductive effects with post licence training depending on the type of training given. I will explain how difficult it is to design and implement such training properly - the training of trainers and quality control need to be stringent.

At the moment the countries in Europe with obligatory post licence second phase training for novice drivers are Finland, which started in 1989, closely followed by Luxembourg in 1996 and Estonia a few years ago, Austria just 2 years ago and Switzerland which will be starting at the end of this year. In all these countries novice drivers have to come back for training after the licence once they're able to drive independently.



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Post licence training supports novice drivers during their most vulnerable period  
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What exactly are the objectives of second phase post licence training for young drivers? Of course the objectives will tend to vary from one country to another but essentially what we are doing is looking at how the driving experience of young drivers, that has been accrued over a small period of weeks and months immediately after the licence, can be structured and how we can discuss and learn from their experiences and learn from each other's experiences. One main mechanism for that is to reach this level of

discussion through group discussions and feedback.

The other thing is of course to raise awareness of risks. Not only immediately related to the driving task but risks related to the driving context: who you are driving with, whether you're tired, whether you're under the influence of alcohol, as well as lifestyle factors. Another important thing which has come out of recent research is the importance of developing a sense of self-awareness amongst novice drivers. Just instructing them on how to drive properly is not going to prepare them to be responsible drivers who understand what type of risks are associated with them on an individual basis and also to their category of driver. It is important to not only highlight the risks but to also try and give individuals an idea of how they can overcome these risks by adopting certain driving styles and having different strategies that each individual can use for safe driving.

There are different levels of driver behaviour which can and should be addressed in second phase driver training. These include basic vehicle control and traffic interaction - the two classic areas that driver training before the licence focuses on. However we would like to raise the bar in the post licence arena by making novice drivers aware of the real impact of the influence of their lifestyle and the immediate driving context, for example, on accidents.

Some examples of how lifestyle and contexts can affect novice drivers' ability to drive safely are the classic problems of sensation seeking and feeling under pressure, especially when you have passengers in the car that you are trying to show off to. Also the type of mood you are in or whether you are in a rush, etc. So we are looking at, above all, a focus on these higher levels during the second phase training programme.

Typically, when you look at the countries that have this type of training at the moment, there tend to be 3 main elements to it. We are looking firstly at what is called a feedback drive which is an on-road drive with an instructor but the instructor is not instructing, rather he is coaching, giving feedback and discussing the driving style. Feedback drive can also sometimes take place with other novice drivers in the car at the same time so the driver, who is also a novice driver, can share his or her experiences and get peer feedback from other novice drivers sitting in the car.

The second element is the track-based module. Tracks are areas away from public roads which in the past have specifically been used to develop vehicle handling skills. This is something that to a large extent we want to avoid in second phase training because basic vehicle handling skills are of course necessary to drive a car safely but anything beyond that, especially trying to train skills to deal with emergency situations and so forth, have proved through research to be extremely counter productive for this category of driver because it generally leads to overconfidence amongst the drivers that we are trying to reach.

The third element is group discussions using the experience of the young drivers and discussing how the experiences they've had so far on the road are common to their age group and to people with their level of inexperience.

As you can see the type of methods that we are trying to use in second phase training are far more interactive than those involved in initial driver training. It is less instruction on the part of the driver trainer and more interactive, based on discussion and feedback. It allows for feedback from the instructor or the trainer and also for feedback from the participants.

Importantly, the instructors themselves require coaching skills and an understanding of group dynamics. Trainers need to understand about novice drivers and the influence of their lifestyle and driving context to be able to focus on the right issues. They need coaching skills to generate discussion and to make people think about their own individual circumstances and importantly they need to know how to deal with groups. In some countries, in Austria for instance, there is a specialist trainer who looks after each specific module, so for instance for the group discussion they actually use a psychologist. In Finland, which has the longest tradition in second phase training, the driving instructor does the whole package. There are obviously choices that are made along the route.

In terms of the time frame of second phase training what are we looking at? Well, we've seen how important it is not to miss the most vulnerable period in terms of accidents amongst novice drivers which are in the initial months after the driving licence but at the same time we can't have the second phase so early that the novice drivers haven't accrued the necessary independent driving experience to be able to benefit from this type of training and we also can't wait too long because otherwise we'll miss the opportunity for benefits altogether.

If we look at the Austrian multiphase model the post licence phase is spread out over the first year after the initial training and the licence. And this again shows, how vulnerable novice drivers are immediately after the licence but also how quickly the accident risk does go down, albeit to still high levels, within a few months after the training and therefore the need for training that meets the specific timeframe requirements of young drivers.

The Austrian multiphase provides an overview of how the system works. Within 2 to 4 months after the licence there is a feedback drive, one on one with the instructor and the young driver. Within 3 to 9 months there is a track module and group discussion which takes place in the same day and then there is a follow up feedback drive after that. The whole package should be finished within a maximum of 12 months. Of course this comes at a time where classically novice drivers would be within a probationary period as well so you have a combination of the second phase training as well as a probationary period with restrictions.

To turn now to the results of the NovEv project, we did see some positive changes in terms of the driving behaviour, the risk awareness and to some extent the knowledge amongst the drivers that took part in some of this training. Importantly, in mostly every single case, the participants themselves found that the training was a useful experience. However, there was evidence in one training centre of negative results where the level of risk awareness, the driving behaviour and so forth of the drivers actually got worse as a result of the training. This is a very important thing to take into account. There were also signs in terms of questionnaire feedback of over confidence amongst some of the drivers recorded in 2 other centres which suggest that the message that was trying to be transmitted to young drivers was not the one that was received.

As a result we have made three major recommendations. The first is that there needs to be a very high level of training of trainers. Essentially we are talking about taking driving instructors who are used to a very different type of training format and providing them with these extra skills to be able to deal with second phase training. That is not an easy process.

Secondly, you have to make sure that the training which is on paper is actually the one which is designed in practice. Often, the previous experience of the driving instructors means that it is very difficult for them to make a transition between old style and new style training. Over time there needs to be strong and independent quality control to make sure that this is happening.

Importantly, the signs of over confidence that we saw from some of the results and also the negative results we saw from one training centre were largely due to the fact that the track training was implemented in a rather old fashioned way. It focused far too much on vehicle handling skills and not enough on risk awareness. Risk awareness really needs to be the key issue when dealing with track modules.

The second phase is an increasingly popular measure. There are also voluntary ones operating in a number of different countries and regions. Hypothetically speaking post licence training provides a support mechanism during the immediate post licence phase for young drivers although there is no clear evidence of road safety benefit as yet and this is largely based on statistics coming out of Finland which has the longest tradition of two phase system. Taking into account the positive and negative effects, it is important that second phase training is carefully designed and implemented. Positive results very much depend on how well the trainers themselves are trained and how well the system is maintained over time.

I would like to conclude with one last word of caution. Post licence training for novice drivers is very different from the classic advanced driver training that you would come to expect from the automobile clubs, some obviously in the past more so than now. Here I'm talking more about the track based elements where we need to avoid as much as possible any sort of attempt to improve young drivers' vehicle handling skills in emergency situations. This is counter productive and research has showed this over a number of years but it is still in certain areas falling on deaf ears. Thank you very much.

# Discussion

## Question

Question to Keith Bailey. In the UK there is no post licence driver training in place. How do you feel about the idea of compulsory post licence training?

## Keith Bailey

I applaud it because it is actually saying to the driver that your driver training doesn't start and finish with the driving test, it is extending the driver training and I think that is a marvellous idea. I find it difficult however to support something that currently isn't very well supported by any positive data and I would always ask the question how long do the effects last for? In the UK we have gone along the road of driver improvement schemes. In other words you prove you are a bad driver first and then we give you the opportunity to take an alternative to a penalty and that is you go on a driver improvement scheme and you avoid the penalty. We see that as the best way. Identify the bad drivers who offend and deal with them.

## Question

I would like ask Petro whether or not there is any road safety education provided in schools in South Africa.

## Petro Kruger

No unfortunately the levels of transport safety training in our schools are very low. We are currently working with the Global Road Safety Partnership to roll out a programme in high schools aimed at young people between 13 and 18 but there is a lack of political will to address the situation. If you deal with things like AIDS and people who don't have houses to live in road safety becomes a very low priority and that's something that hopefully with FIA Foundation support we can change.

## Question

What are the compliance rates for obligatory post licence training, how many drivers fail to attend? Also is bad behaviour punished; is virtue rewarded, are there any insurance consequences of going through this additional process?

## Nick Sanders

Essentially what the countries with obligatory second phase training do is make sure that your licence that you initially get at the driving test is only valid for a certain period of time. Therefore if your driving licence elapses that means that you haven't actually fulfilled the requirements to gain a full valid driving licence.

I am not sure about the compliance rates in terms of people trying to avoid the system, that is a very interesting point, but ultimately what would happen is that your driving licence that you get in the short term after the test would run out because it has a limited validity on it.

Secondly, in terms of insurance, there are no immediate benefits. But there are examples of voluntary post licence training schemes which actually involve insurance companies themselves where young drivers do get benefits in terms of insurance. One example is France where there are a number of insurance companies that have set up their own partnerships with the driving schools and driver trainer centres where post licence training takes place. I know of one, however, that after 4 or 5 years of being in this partnership and of offering lower accident premiums actually withdrew from the project altogether because they found that over time there was actually no difference between the safety levels of the drivers that had taken part in the project and the training and those that didn't.

### **Question**

I thought one of the most interesting things you brought up was the issue of training of trainers and this is presumably a much greater problem for obligatory courses because if people are voluntarily attending a course then there is one level of attitude and expectation because people have chosen to come. If you make people attend then they could be resentful. Some of them may not wish to contribute to really being there. Then the quality of the course becomes an important issue, I suppose. In relation to this, is the training of the trainers difficult? Are the training standards good enough?

### **Nick Sanders**

Having recently been involved in a project on pre-licence driving instructors there is a massive variation in terms of standards between one country and another. Some countries are better placed than others therefore to put into effect a second phase because they already have certain skills that are more desirable for the second phase. But in general the training of trainers is a major issue especially for driving instructors that are used to a particular type of training and obviously they live and work in a very restricted environment without very much peer review. If you are going to use driving instructors for the post licence phase then it is definitely a tricky business.

The second point is that obviously with pilot projects you're going to launch trials for instance like the ones that we've just done in NovEv or the one that is in Australia, you can to a certain extent chose the trainers according to their abilities. You chose a specific, relatively limited number of trainers because you know that is the number you need and that they have the right types of skills. However, if you're going to make something obligatory on a nationwide basis then inevitably it is going to be more difficult to maintain that same level of quality amongst the trainers as within a small scale pilot project.

Within obligatory training novice drivers will take part from all spectrums of society and you will get troublemakers, you will get people who will do their best to ignore the whole thing altogether. But experience has shown that a second phase driver training programme shouldn't be based on a pass or fail basis. It should be a relaxed, informal environment where people can share experiences so you can't necessarily force troublemakers or people that are not complying to retake the training for instance. And it also puts a lot of pressure on the trainers themselves.

The trainers do need to have very high skills in terms of dealing with these groups, similar skills presumably to school teachers in terms of learning to deal with problem children. I can speak through experience having seen people in group discussions in Austria for instance, psychologists who are very highly skilled in getting people to talk but if they only have a short period of time to generate a discussion then no matter how well trained you are as a trainer there is a risk that you simply will not get through to a lot of the participants.

## **Question**

Did I understand correctly that there is no evidence about advantages of such a project even in Finland where the project has been going on for over 10 years?

## **Nick Sanders**

The main country where a lot of research has been done is indeed in Finland which has 16 years of experience now with a two phase system. Initially it was thought that the two phase system or the introduction of the second phase system led to an enormous reduction of accident fatalities amongst novice drivers. However, on closer inspection it was shown that the reduction in fatalities amongst novice drivers also came about at the same time as a very significant reduction of fatalities amongst all other categories of drivers as well. This was in a time in the early nineties when the two phase system was first introduced and it was a time when there was an enormous economic depression which generally means that people drive less and as a result the exposure goes down. That would particularly affect novice drivers and so this would explain at least in part why the reduction took place in the first instance.

There is a possibility of course that the two phase system was something to do with the reduction but I think the economic situation was a large contributory factor. Now there is some initial data from Austria which seems promising. They've had a couple of years of experience with their multi phase training and there is some initial data to suggest that accident rates and the number of fatalities amongst the novice drivers have gone down compared to previous years but for scientific reasons it is still far too early to say whether this can be attributed to the introduction of the multi phase system.

**Action on Young Drivers -  
The Automobile Club Role**

# Young Drivers and Alcohol Project

**Beate Pappritz,**  
Head of Road Safety  
Programme,  
ADAC

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Young people  
wanted proof that  
they drove worse  
after consuming  
alcohol

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Thank you to the FIA Foundation for giving me the opportunity to give this presentation. I will present a project from the ADAC which is not a new project but which is still very important.

Drinking and driving is a serious road safety problem as we have already heard today. In 1991 ADAC began a project on drinking and driving. We used the model of the designated driver and asked groups taking part in the project to choose a driver before going to a disco. The driver had to then wear a badge for the duration of the evening indicating that they were the designated driver.

For the purpose of the project we chose a disco outside of Munich that participants would have to drive to. It quickly became apparent, however, that the central concept of our project would not work as the young people thought it was impossible to be branded by wearing a badge. They had the view that if you wore a badge you would be ridiculed and the others will ask you whether your mum told you not to drink this evening etc. There were also practical reasons why it wouldn't work. For instance people did not want to put a pin through their clothing in case it ruined it.

However, we drew important lessons from this initial set-back. Importantly we came to understand that our target audience has to be consulted about everything in the campaign. In our discussions with young people the crucial theme that emerged was that they wanted it proved to them that they drove worse after consuming alcohol. We took this on board and developed a programme which introduced practical driving exercises as part of the safety training.

As part of the programme the young drivers who claimed that they could drive safely even after 3 or 4 drinks were taken to a training centre in Munich where they were allowed to drink and then display their ability to drive in a large car park area. After consuming various amounts of alcohol they were asked to perform a number of manoeuvres in the car such as breaking suddenly, swerving to miss a dummy posing as a pedestrian and so on. The effects of driving under the influence of alcohol, such as slower reaction times, were very much apparent and the young people's feedback showed that the exercise had changed their attitudes towards drinking and driving. Many said they would no longer drink at all if they were driving and that they would not get in a car as a passenger with someone who had been drinking.

To date we have distributed more than 30,000 videos of the programme to schools all over Germany. We have also provided some country specific versions to various countries Thank you very much for your attention.

# Reaching Young Drivers in Australia - A Strategic Approach

**Anne Morphett,**  
Policy Advisor,  
NRMA

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It is possible to change behaviour through campaigning if messages are well targeted  
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I would like to thank the FIA Foundation for giving me an opportunity to speak on our work within Australia.

I will begin by giving some brief background on Australia. We have a number of motoring clubs and associations. I am based in Sydney and our work also covers the New South Wales and Canberra areas. We have 1.95 million members and road safety has always been an integral part of our constitution and it continues to be some of our core business.

For those people who aren't familiar with the size of Australia, to put into context why the automobile is an important part of our culture, I'll try to explain what some of the distances are. I've met some of my colleagues from West Australia here whom I don't see during the year because it would be like the club in London going to Moscow for a meeting. In our country we have about 800,000 kilometres of roads and on average Australians drive 16,000 kms a year. So we are very attached to our cars. For young drivers it also becomes an issue because we have very limited public transport in most areas, particularly regional areas. Although most of our population, which is only 20 million people, live in a limited number of cities on the coast, we still do a lot of driving.

Many of the roads we drive on are of very poor quality. We heard this morning about the fact that not only is it the vehicle safety and the drivers' safety and their behaviour but also the roads that contribute to a number of crashes.

Novice drivers in Australia are over-represented in serious injury and fatality crashes. We have in New South Wales a graduated licensing scheme which was modelled very much on US, Canadian and New Zealand schemes. We have 300,000 young people on what we call P plates at present. A 17 year old driver with their P1, that is, their first stage of licence is about 4 times more likely to be involved in a fatal crash than a driver 26 years or older.

One of things that we've tried to do in NRMA is have a comprehensive approach to the issue of young drivers' safety. We have a couple of programmes aimed at pre-drivers and we are involved in a number of programmes providing resources, education and information.

We provide educational resources for free to road safety officers, teachers, pre-school teachers, parents groups within schools, and to anyone who requests them. We've also began doing more work with youth. We need to listen to what youth have to say because they are the people who are most affected by these dreadful statistics so we've been running focus groups both within our research projects and within other business units. Recently we also ran an internet web based survey around a whole range of issues the government was discussing on youth licensing.

We provide community grants because we very much believe in local solutions for local problems. Whether it is youth, indigenous communities, or particular age demographics, it is important that people own the message.

Some of our recent activities include the development of some more interactive road safety education. We feel that hands-on learning about key concepts is important. We also know from talking to both primary school and high school young people that they have a very sophisticated expectation of technology, they want to receive messages both within books but certainly on websites and we find touch screen technology to be very popular. We've been trying some different touch screen technology learning base games.



We also developed a booklet to help the supervising driver and the L-plater go through the graduated licensing scheme. We provide these by the thousands every month or so and they are very widely use. The other thing that we have found is that a motoring club such as ourselves often fills a gap that isn't met by a government department. Government departments don't generally provide this kind of resource and their staff often use our resources because they are the only thing in the market place.

We also provide a CD Rom. It's interactive technology and self-paced learning, which is very important. Last year we worked with our Department of Education and our Transport Department which does licensing to develop training material for teachers. We developed a road safety game with learning material which is now available in every high school in New South Wales.

Amongst the things that we developed we found that there was a shortage of really clear simple information and facts so we developed a series of fact sheets with safety tips on them. We are continuing to develop them as people identify learning needs. Currently we are working on one which provides advice on how to share the road with heavy vehicles and understand stopping distances and lane changing.



We've have been involved in some of our partnerships with other industries as well as government. For example, we have been working in a partnership with a University, a number of government departments and, 20,000 young people who have just received their full licence.

We are carrying out a comprehensive study which involves a survey of over 20,000 people and looks at things like sleep patterns, the type of driving they do, the training that they received, whether it was from their parents or whether it was private, and how many hours the training took place over. We're looking at things to do with their psychological and mental health and state of mind, depression, alcohol, sleep patterns. We feel that this will be something that can be used to really inform the success of the graduated driving licensing scheme as well as what are the other key areas that we should be focusing on in terms of road safety.

One of the things that occurred last year was that there were a number of very serious crashes involving multiple fatalities and injuries with young people, some of which occurred in powerful vehicles. One of the daily newspapers took this up as a cause and there was a huge response from the media and the community which prompted a response from the government.

The minister for roads stated that he would bring in a whole range of changes to young driver licensing. The media is not always the most appropriate forum for this sort of complex issue and there are biases with different groups. However, the really good outcome of this particular campaign was that road safety has never been talked about as much in these states. It became radio news and our club was one of the leaders in the debate because we had a lot of research at hand, we were involved in a lot of different projects and we provided a whole range of information.

Our message was that you have to engage with the audience, you actually have to make any changes to young driver licensing research based. Get the community to understand why you want to change those things and engage with the youth. What we did was promote a whole range of information. We also encouraged parents to spend more time with the young people in the cars to give them experience, to talk about night driving and other risky driving situations.

We ran an online survey and 8,000 people filled in a very long questionnaire which gave us an opportunity to put forward the views of our members to the government in response to a discussion paper they had published.

Part of our response to the government discussion paper was to go out and talk to young people and our commitment to them was to feed back their thoughts. We felt that they needed to have a support with their voice to the government. They were very interesting to talk to because one of the things they said was don't pick on everybody and have blanket punishment and blanket restrictions. Work with the people who are a problem. Make licensing tougher but don't make it impossible for us to get licences because we need them.

In its discussion paper the government said that it would consider enforcing passenger restrictions similar to those in place in other parts of the world. However, we've spent 30 years in Australia getting people to understand the dangers of drink driving and to willingly have designated drivers. If we have passenger restrictions in a country where we have to travel long distances we would be doing a disservice to young people and threaten their mobility. The government has actually moved away from bringing in those restrictions because it could see the road safety gains around alcohol in relation to promoting the idea of designated drivers would be lost if we brought in passenger restrictions.

Another programme that we are working on is called transforming drivers. This is an innovative research project. It is a 3 year partnership with the University of Western Sydney and the Australian Research Council. We're looking at media analysis, advertising, road safety ads and particularly gender, ethnicity and gender and sub-cultural differences. We have seen that males are over-represented in the stats in all ages and particularly in youth. So in this project we've looked a lot at road safety advertising and from our club's point of view one of the things it will help us to do is not only advocate more with youth and on behalf of youth to government in terms where we put money for programmes and education but also to work with other stakeholders about the kind of advertising and campaigns that we do.

The differences in Australia are very clear around gender. Women have different types of crashes than males. Alcohol and speed are two huge factors for male drivers. There is interesting evidence that is emerging on the physiological differences of brain development and gender differences. There was an article in the Sydney Morning Herald at Easter on a study that's looking at differences in the brain and it isn't about car handling skills. It is about attitudes and distinguishing between how they actually get from the beginning to the end of their journey.

Looking at cultural differences, our indigenous people are over-represented in crashes. Successful health campaigns have taught us that it is important for groups to have advertising messages that mean something to their community. In our advertising campaign we used the indigenous colours of the aboriginal flag. Mob is a word that a lot of aboriginal people use about their own people, so we used the message "bring the mob home safely".



It is possible to change behaviour through campaigning but is important that campaign messages are well targeted. It is important to look at who the audience is and how to engage with them and work with them.

In summary, I would like to say that, where road safety is concerned there is not one single approach that works. But we have found in Australia that it is important to use a full range of educative material and to engage with the youth as far as possible. Thank you.

# Promoting Safety Through Driver Training

**Erich Sedelmayer,**  
General Manager,  
ÖAMTC Safe Driver Training

Good afternoon ladies and gentlemen, Presidents, colleagues and friends. Promoting safety to the public is the most ethical and important scope of activities an automobile club can do. The ÖAMTC started promoting safety through driver training more than 20 years ago in a very specialised way. The biggest challenge within these 20 years was not to reach only the experienced drivers but to reach the most endangered group the young drivers and especially the young male drivers.

What does driving mean to young people? Driving means freedom, independence, fun, thrill, self experience. For us driving means road safety. The problem is road safety does not have a cool image. As a result many good and sophisticated road safety activities are not well accepted by the target group and this affects results. The challenge is therefore to develop road safety activities that engage the target group.



This relies on the successful presentation of road safety messages. It is important to get across the point that safe driving involves personal responsibility.

Road safety training for young novice drivers in Austria became mandatory in 2003 and was generally well accepted. In order for it to be accepted it needed to project the right kind of image. The marketing of road safety training was therefore very important. The message we developed was that the purpose of road safety training was to improve driving skills and to help novice drivers to manage risky situations.

Looking at the results of road safety training in Austria, we found that young drivers believed they had improved their driving skills and had become more aware of risky driving situations which perhaps they overestimated their ability to deal with or anticipate before. Looking at the statistics, since the introduction of this type of training, there has been an 11% reduction in the accident rate in relation to novice drivers.

It is important that automobile clubs create services not only for the experienced drivers but also for young people to whom driving is a new activity. For many clubs this will involve the development of road safety programme which will sit alongside more traditional club services and activities.

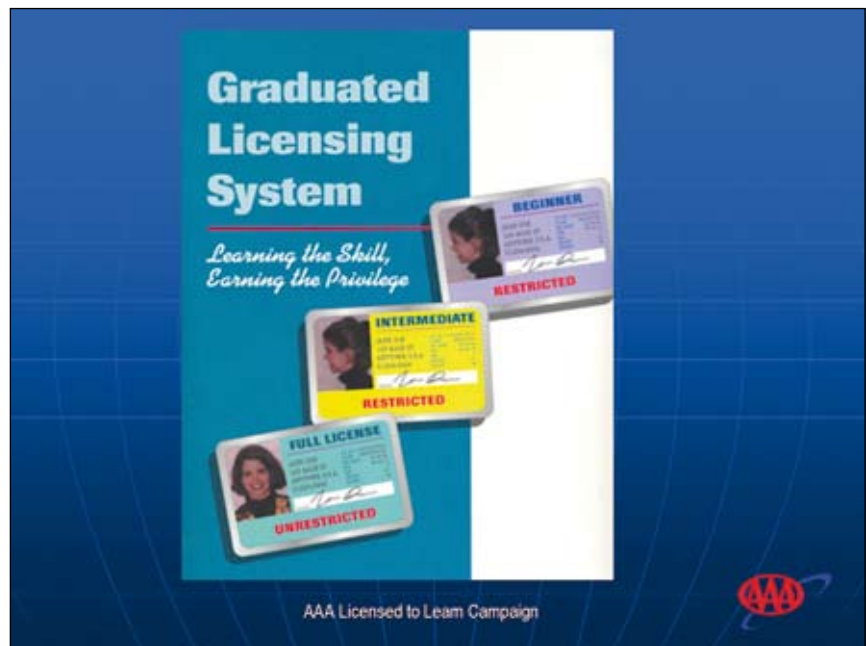
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What does driving mean to young people? Freedom, independence, fun, thrill  
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I believe that as automobile clubs we have very good persuasive powers in terms of forcing the automobile industry to produce safer cars. As well as safer cars we need the relevant authorities to make better roads and better laws. Then we as clubs can concentrate on the human element, on the education and training of young drivers. Thank you.

# Graduated Licensing and Parent / Teen Contracts

**Susan Pikrallidas,**  
Vice President Public Affairs,  
American Automobile  
Association (AAA)

Thank you to the FIA Foundation for the opportunity to be with you today and talk about AAA and our efforts to enact graduated driving licensing laws in the US. We called our graduated driving licensing campaign 'Licence to Learn'.



The initial goals of the Licence to Learn or the Teen Driver Initiative were first to raise awareness. We carried out a survey of our members and non-members and were surprised to learn that most people, particularly parents, believed that drugs, gun violence and suicide were the major contributors to teen deaths. What they didn't know is that it was motor vehicle crashes. This indicated the challenge facing us in terms of educating people about how serious the problem of motor vehicle crashes was and this was the first thing we had to address.

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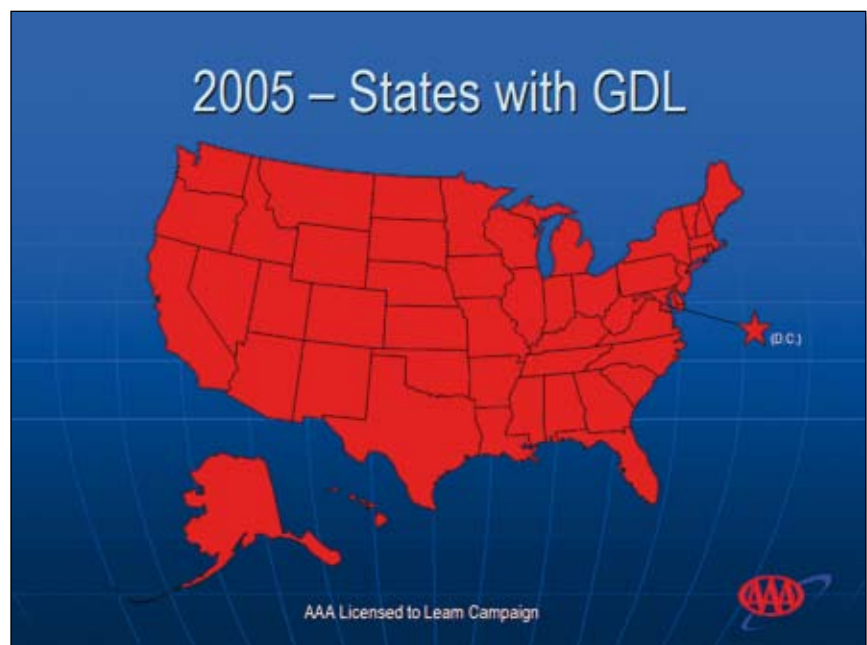
In 1997, 8 states had a graduated licensing law. Today every state has one

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We used a lot of different techniques. We placed several articles in our club publications and did a lot of work in the media and got a lot of coverage on the problem and what we wanted to do about it.

It is worth saying here that motor vehicle crashes continue to be the number one killer of teens in the US. However, more people than ever know this and are willing to do something about it. As a result it is easier to address it at the state legislature because there are people now who care about it and who know that it is a serious problem. In effect it has created an atmosphere in our legislatures to actually enact laws.

In 1997 when we initiated our campaign there were 8 states that had some form of graduated driver licensing laws. Today in 2005 every state in the union now has a graduated driver licensing law.



There were people who opposed the bills to establish graduated driver licensing and these included parents, some police officers, rural groups and interstate licensing agencies. Various reasons were given for their opposition. Parents in particular opposed the idea because they believed driving was a right. They didn't like the government interfering in their teen's ability to drive, this was a personal decision, a family decision and the state had no right telling them what to do. We had to counter that argument by reminding them that driving is a privilege conferred by the state and that in fact motor vehicle crashes were the number one killer of people in their teens.

Police officers were concerned that the laws were unenforceable but we used some data from states that did have graduated driver licensing laws to refute that argument.

In rural states a lot of kids during harvest seasons drive pickups back and forth to fields and carry out various other driving tasks and they argued that graduated driving licence schemes would have been a hardship to these states. We actually worked with the state legislatures in those states and came up with a compromise that allows teens to drive during certain limited times of the year without a full licence, and that addressed the problem.

State licensing agencies were concerned that it would cost a lot and we again used evidence from other states that had enacted graduated licensing laws to refute those arguments.

We created a sense of competition amongst our clubs. We challenged them as to who could get the GDL law passed most quickly, who could pass the best GDL law, who could do it within a limited amount of time. We also did something we had never done before where if one state had successfully passed a graduated driver licensing law we would ask the club to ask their governor to call another governor in another state to encourage them to do the same. This was very effective in getting the more recalcitrant not to veto these bills.

So phase one of the programme was about getting the bills passed. In phase two we wanted to step back a little bit and actually evaluate and validate what we had done. We wanted to look at whether laws would work and whether they would reduce teen deaths. In this the AAA Foundation for Traffic Safety carried out research to see how the laws were working, which components of the law were most effective and which ones should be built into new legislation as we move forward. Research should be completed by the end of this year and then we will begin our work in advocating based on the research. Early research already shows that night restrictions and passenger restrictions in particular are effective in reducing teen crashes.

We intend to use the AAA Foundation research to guide us as to what provisions we need to add to state laws to make them even better and we want to help the clubs lobby their state legislators to improve these laws.

We are also developing new campaign messages that are essentially aimed at parents to try and convince them of their very important role in road safety for their teens.

We want to get across the message that in the majority of teen crashes the person killed is not the driver but a passenger. This is important and we think such facts will help build awareness and support for these tighter restrictions that can be rather controversial.

We are going to revise and update the teen driver contract which was a large part of our earlier campaign and is very important in terms of making parents aware of how incredibly important they are in the whole teen driving experience and in creating safer teen drivers.

This has been an extraordinary campaign for AAA. Never before have all 50 states passed laws other than when a federal law required them to and threatened sanctioning them for not doing so. There was no federal law for this and there were no sanctions for this. It was just the commitment of our AAA clubs and the commitment of our association to go out and do something about a very serious problem and in 3 years we got 48 states to do something about it and we are very, very proud of that. Thank you.

# Discussion

## Question

In the context of the move to GDL across the country was there much of a focus on the really young drivers and driving age. The reason I ask that question is that I noticed in USA Today, a few months ago a campaign that it was running about whether 16 year olds were too young to drive. So was that an issue in that context?

## Susan Pikrallidas

We have probably some of the lowest age laws in the world and that is part of our history. Our history and our culture are built around driving. To give you an example how far we've come in the last few years is that when I've got my learners permit I was 14, you can't get a learners permit now until you're at least 16. Raising the age of driver licensing in the US is I think a very hard thing to do. There are huge amounts of data suggesting that that would be a good thing to do but because of our culture, because of the number of rural areas in the US and because we don't have a lot of other ways of getting around, of being mobile, I think it would be unlikely for the driver licensing age to go up very much very soon.

## Question

Anne Morphett made some very interesting points about specific targeting of campaign messages towards certain individual groups. Is there any evidence in the NRMA's driver training project of differences in outcome where different groups are concerned? For example, do you find young men react differently to young women in the training programme?

## Anne Morphett

It is too early to see any differences between male and female responses to this programme. We have, however, done a lot of psychological research into what people consider to be the main messages of the training. People were presented with various statements and asked to say whether they agreed or disagreed with them.

One statement was that an accident was a kind of fate. Before the training the majority of male drivers were in agreement with this. However, after the training the number of males in agreement had significantly decreased. The reverse was true of women however. After the training more women agreed with the statement than before the training.

Astonishingly, after the training more women agreed with the statement that driving fast is sometimes safer than driving slow than before the training. So far these are the only differences that we have seen between male and female drivers. But not enough research has been carried out to draw firm conclusions.

# Closing Remarks

**Rosario Alessi,**  
Chairman,  
FIA Foundation

Thank you Mr. Chairman. Ladies and Gentlemen.

We have had a very productive day, and I would like to thank all our speakers for making this Policy Forum such a success. I am pleased that the FIA Foundation is able to attract speakers of such a high calibre to our annual Forum.

I would also like to thank Magyar Autoklub for hosting the event and for their superb organisation and hospitality at Conference Week.

Today we have participated in valuable discussion on an important area of road safety, that of young and novice drivers. There is no greater 'at risk' group on the roads. We have been provided today with alarming statistics showing that road traffic crashes are the single biggest cause of death amongst the 15-24 age group. We must all strive to prevent these needless injuries to young men and women who are cut down just as they embark on the great promise of their adult lives.

But we have also heard many solutions today. Our speakers have talked about the roles that training and enforcement have to play in ensuring that a focus is maintained on learning and adopting safe driving practices. It is important that there remains an emphasis on continued training after qualification and that the potential of sustained post-licence support continues to be explored.

I believe that it is important for driver training to begin before young people get behind the wheel. Here, parents can play a crucial role. The beneficial effects of driver training will be substantially increased if parents assist their teenagers on the roads by alerting them to risks and talking through and demonstrating appropriate driver behaviour.

John White spoke earlier in the day of the possible incomplete development of parts of the teenage brain that may in particular have dangerous implications for young drivers. Perhaps early parental guidance would compensate for this in some way. With parental guidance, as young people go on to get their full driving licence they will already have a higher level of competence than those who perhaps only began their driver training in the car with the instructor.

Alongside training and enforcement, education and campaigning plays an important role in reinforcing road safety messages. Continued education for young people is vital. Young drivers should be constantly made aware of the hazards of the road and of the importance of wearing a seat belt, of adhering to the speed limit and of the real dangers of driving under the influence of alcohol. An understanding and appreciation of these messages, backed up by both rigorous enforcement and targeted rewards, will help to ensure that young drivers are responsible drivers who navigate safely through the danger years.

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**We must help  
young drivers  
navigate safely  
through the danger  
years**

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Today's Forum has also highlighted the important role that the automobile clubs have to play. We have just heard from our panel of club speakers about the initiatives our clubs are involved in, around the world, to keep young drivers safe.

I hope that you will leave this Forum with fresh ideas and renewed enthusiasm for the challenge of making our roads safer. It is perhaps the most important part of the work that we all do.

# Biography of Speakers

## **Lauchlan McIntosh** **Executive Director, Australian Automobile Association**

Lauchlan McIntosh is the Executive Director of the Australian Automobile Association (AAA). The AAA is the national federation of 7 automobile clubs in Australia who provide services to over 6 million motorists. He is responsible for national public policy research and advocacy as well as coordinating national club activities. He is Chair of the Management Committee of the Australasian New Car Assessment Program, a past President of ITS Australia, and has been chairman of the AIT/FIA Conference week and is secretary of the AIT/FIA Region 11 group covering Japan to New Zealand, the Philippines to India.

He has a Masters degree in Management Science from the Massachusetts Institute of Technology in Boston USA.

## **John White** **Head, Joint OECD/ECMT Transport Research Centre**

John White heads the Joint Transport Research Centre (JTRC), which was established in January 2004 by the Organisation for Economic Co-operation and Development and the European Conference of Ministers of Transport. He is Secretary to the Joint OECD/ECMT Transport Research Committee which comprises senior representatives from the 50 OECD/ECMT member countries and oversees the JTRC's Programme of Work as approved by Transport Ministers. His JTRC Programme responsibilities include 3 projects related to road safety (Ambitious Targets, Speed Management and Young Drivers), which are each being undertaken by Working Groups with the participation of around 20 OECD and ECMT member countries. In 2006, these projects will provide policy-oriented recommendations for improved outcomes in these key road safety areas.

From 2000 to 2003, John White worked for Transport Division, OECD and from 2002, was Principal Administrator with responsibility for the Road Transport Research Programme. He developed transport inputs to the OECD's sustainable development work and contributed to the OECD's Liberalisation of international air cargo transport report.

Prior to 2000, John White held senior executive positions in the Department of Transport and Regional Services in Australia, with responsibilities for international and domestic transport policy, transport regulatory reform and government business enterprises. These included leading the portfolio development of Strategic Transport Directions for the Minister; motor vehicle safety in the Federal Office of Road Safety; developing the regulatory framework for the privatisation of Australia's major airports (the Airport's Act 1996); domestic aviation deregulation and corporatisation of Australian Airlines, as well as land transport/urban transport evaluation and funding programmes. John was also a member of APEC's Transportation Working Group and Steering Committee member of APEC's Congestion Points Study completed in 1995.

John's academic qualifications are in Engineering (transport and civil), Arts (economics and politics) and transport economics.

**Stephen Stradling**  
**Professor of Transport Psychology, Napier University**

Steve Stradling is Professor of Transport Psychology at the Transport Research Institute at Napier University in Edinburgh where he divides his time, reasonably equitably, between research on why we love our cars so much and research on why some of us drive our cars so badly. Recent research includes projects for the Scottish Executive on speeding drivers, motorcyclists, modal shift, accessibility, and why some Scots don't like buses.

**Anders Nyberg**  
**Swedish National Road and Transport Research Institute**

Anders Nyberg is a Researcher and Master of Social Science, PhD student at the Department of Health and Environment in the Division of Social Medicine & Public Health Science at the University of Linköping, Sweden.

Since 1997 he has worked at the Swedish National Road and Transport Research Institute (VTI). Before being employed at VTI Anders worked in the Department of Education at Uppsala University, Sweden.

Anders's major areas of research include analysis of young novice drivers' accident involvement and their causes, and development and evaluation of the Swedish driver education system. The work includes use of different methods of analysis, for example, experimental studies with an instrumented car, observation studies, accident register studies, questionnaires and interviews.

He has participated in the European projects ARROWS, focusing on the design and safety effects of roadwork zones; ADVANCED, focusing on post licence driver and rider training; and BASIC, focusing on the recent developments in basic driver education for drivers of category B. The research is published in VTI and EC reports, conference proceedings and international journals.

**Keith Bailey**  
**Senior Policy Officer, Association of Chief Police Officers (ACPO), UK**

Keith Bailey is Policy Officer at the Association of Chief Police Officers of England, Wales and Northern Ireland. He has particular responsibility for strategic development in road policing, having ten years experience in developing road policing policies and strategies for implementation throughout England, Wales and Northern Ireland and advising chief constables and their deputies on road policing and road safety matters. He is a retired police chief inspector and holds a Masters Degree in Deviance and Social Policy (Criminology) at Middlesex University.

He also acts as a road policing adviser to a number of UK road safety organisations including the Automobile Association; the Royal Society for the Prevention of Accidents; RoadSafe; the Parliamentary Advisory Council for Transport Safety; and the European Transport Safety Council. He also sits on a number of government working groups in the fields of road policing, road safety and research and development. He has contributed a number of articles on road policing in 'Policing Today' and 'Police Review' and last year was commissioned by the Institut National des Hautes Etudes de Securite in Paris to provide a contemporary study of road policing in England and Wales for an EC commissioned project.

**Petro Kruger**  
**Corporate Affairs Manager, AA of South Africa**

Petro Kruger completed a degree in International Politics at the University of Pretoria. Following this she went in to the short term insurance field. Petro started working for the Automobile Association of South Africa in 1994 and is the media liaison for the AA of South Africa. Petro represents the AA on various governmental and non-governmental committees including the National Road Traffic Safety Board, Committee for Active Road Safety, Global Road Safety Partnership (GRSP) Steering Committee and the Council for Scientific and Industrial Research Road Safety Panel et. al. Petro is Covenor of the Sub Saharan African Touring and Automobile Clubs Conference. She is passionate about road safety and changing the situation in South Africa and on the African continent.

**Nick Sanders**  
**International Commission of Driver Testing Authorities (CIECA)**

Nick Sanders is a project manager for CIECA, the international commission of driver testing authorities. He coordinates EU-funded research into driver testing and driver training. These projects include Advanced (post-licence driver training), TEST (analysis of the driving test), NovEV (2nd phase training for novice drivers), MERIT (driving instructor standards) and MEDRIL (medical testing for drivers).

Nick is 34 years old, British and is based in Brussels, Belgium. He is a graduate of the College of Europe, Bruges

## **Beate Pappritz** **Head of Road Safety Programme (ADAC)**

Beate was born 14 September 1954 in Freiburg/Breisgau. She graduated from the University of Munich with the first and second State Exam in German and French. From 1989 to 1991 she was the Managing Director of the Arbeitskreis Gymnasium und Wirtschaft, AGW e.V., in Munich (Working Group on Secondary Education and Economy).

Since April 1991 Beate has worked at the ADAC head office in Munich. From 1991-1997 she was the consultant for road safety education in schools in the department for Road Safety, Education and Information. Since September 1997 she has been head of the Road safety Programmes Department (VSP).

Since October 2002 Beate has been chairwoman of "Children and Youth using the roads," a committee of the DVR (German Road Safety Council).

Beate is also a Member of the Bayerischer Philologenverband (Bavarian Association of Philologists) and the Verband der Motorjournalisten (Association of Motor Journalists).

## **Anne Morphett** **Policy Advisor, National Roads and Motorists' Association**

Anne Morphett is a Policy Advisor with the National Roads and Motoring Association (NRMA). NRMA provides a range of motoring-related services to its 1.9 million members in New South Wales (NSW) Australia.

Anne's primary focus is road safety issues including young drivers, pedestrian safety, motor cycle safety and drink driving. Anne was the driving force behind the recent NRMA Mobile Member Centre, a world first in the provision of mobile services to members of a motoring association. The Mobile Member Centre, a semi-trailer staffed by four workers, provides advice and resources on driving, car safety and member services via state of the art interactive technology and live web access.

Anne is involved in a number of young driver research and education programs including Transforming Drivers, a project examining the social, cultural and gender influences on young driver behaviour; the DRIVE Study, a project focusing on young drivers who have completed the NSW graduated licensing scheme; and educational resources for young drivers, such as the Shift interactive CD Rom.

Prior to working with the NRMA, Anne worked in women's health, youth services and as a consultant in social policy. She has a particular interest in communications and media.

**Erich Sedelmayer**  
**General Manager ÖAMTC Safe Driver Training Centre**

Dr. Erich Sedelmayer was born in 1958. After his graduation as Dr. juris in 1987 he started working as the personal assistant to the Secretary General with the Austrian Automobile Club ÖAMTC (Österreichischer Automobil- Motorrad- und Touring Club). In 1993 he became Manager of the legal affairs department of ÖAMTC.

In 1999 he was appointed as General Manager of the “Test & Training” company, a subsidiary of ÖAMTC. From 2001 to 2003, when the track was sold by ÖAMTC, he was also General Manager of the Formula 1 Race Track in Austria. Within the Club he is responsible for road safety activities, especially for driver’s education programmes.

In both 2001 and 2002 Dr Sedelmayer played an active role in developing “multi-phase driver’s education programmes” in close co-operation with the inter-ministerial working group. Since 2003 he has been a member of the multi-phase driver’s education commission of the Federal Ministry of Traffic in Austria.

Dr. Erich Sedelmayer has also been a member of the FIA Court of Appeal in Paris.

**Susan Pikrallidas**  
**Vice President, Public Affairs, American Automobile Association (AAA)**

As Vice President, Public Affairs, Susan directs AAA’s public affairs activities, including government relations and traffic safety policy, public relations, corporate communications, community relations, international public policy, and the Ford-AAA Student Auto Skills Competition.

She was formerly AAA’s Managing Director, Government Relations and is a twenty-seven year veteran of the association. Before coming to AAA, she worked for five years on Capitol Hill – first for former Congressman Wiley Mayne of Iowa and then for the House Foreign Affairs Committee.

Pikrallidas is a graduate of Gustavus Adolphus College and the Georgetown University Law Center and is a member of the Virginia State Bar. She is past President of the Washington Chapter of the Women’s Transportation Seminar. She currently serves on the AAA Foundation for Traffic Safety’s Board of Trustees and Research and Development Committee, the Metropolitan Orlando Urban League’s Board of Directors, the Transportation Research Board’s Safety Conscious Planning Work Group, and as North American Regional Coordinator for the FIA Foundation’s Working Group on Road Safety and Mobility

**Rossario Alessi**  
**Chairman, FIA Foundation**

Rosario Alessi has been President of SARA Assicurazioni S.p.A. and SARA VITA Assicurazioni S.p.A. since 1993. In 2000, he resigned as ACI President and has been elected as ACI Honorary President entrusted with International Affairs. He also holds the positions of Member of the AIT Management Committee, Member of the Euroboard AIT/FIA (Bruxelles), Since 2001: Chairman of the FIA Foundation and Since 2002: President of the FIA Senate

Mr Alessi studied Law and is a Lawyer at the Supreme Court. Previous posts include: 1960 -Journalist belonging to the Roll of Journalists, 1962-1982 - President of the Automobile Club Caltanissetta, 1971-1982 - President of ACI 116 (Breakdown and roadside assistance service Company), 1982-2000 - President of Automobile Club d'Italia, 1984-2001 - Vice President of the FIA, 1982-2000 - Member of the Committee of the CONI (Comitato Olimpico Nazionale Italiano) and 1995 – 2000 -President of AIT Region I.



**FIA Foundation**  
for the Automobile and Society

## Objectives

The FIA Foundation has been established in the United Kingdom as a registered charity with an endowment of \$300 million made by the Fédération Internationale de l'Automobile (FIA), the governing body of world motor sport and the international association of motoring organisations.

Our objectives are to promote public safety and public health, the protection and preservation of human life and the conservation, protection and improvement of the physical and natural environment through:

- promoting research, disseminating the results of research and providing information in any matters of public interest which include road safety, automobile technology, the protection and preservation of human life and public health, transport and public mobility and the protection of the environment; and
- promoting improvement in the safety of motor sport, and of drivers, passengers, pedestrians and other road users.

The Foundation conducts its own research and educational activities as well as offering financial support to third party projects through a grants programme.

Visit [www.fiafoundation.com](http://www.fiafoundation.com) for the latest information on our activities



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