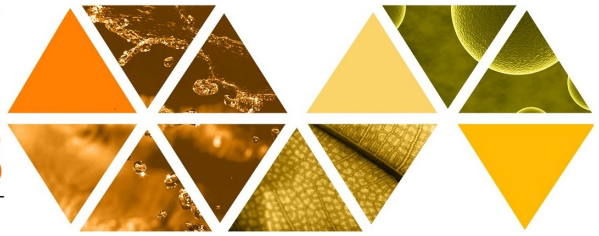




Australian Government  
Australian Research Council

**EI**  
**2018**  
ENGAGEMENT  
AND IMPACT



# Engagement and Impact 2018

**RMIT University**

**RMT16 (SS) - Impact**

## Overview

### Title

*(Title of the impact study)*

Seeing it from their perspective: A young person-centred workshop has reduced the road toll

### Unit of Assessment

16 - Studies In Human Society

### Additional FoR codes

*(Identify up to two additional two-digit FoRs that relate to the overall content of the impact study.)*

13 - Education

### Socio-Economic Objective (SEO) Codes

*(Choose from the list of two-digit SEO codes that are relevant to the impact study.)*

88 - Transport

### Australian and New Zealand Standard Industrial Classification (ANZSIC) Codes

*(Choose from the list of two-digit ANZSIC codes that are relevant to the impact study.)*

80 - Preschool and School Education

### Keywords

*(List up to 10 keywords related to the impact described in Part A.)*

road safety

safety education

toll reduction

young people

safe driving

student

road safety education

secondary school

### Sensitivities

Commercially sensitive

No

Culturally sensitive

No

### Sensitivities description

*(Please describe any sensitivities in relation to the impact study that need to be considered, including any particular instructions for ARC staff or assessors, or for the impact study to be made publicly available after EI 2018.)*

### Aboriginal and Torres Strait Islander research flag

*(Is this impact study associated with Aboriginal and Torres Strait Islander content?)*

*NOTE - institutions may identify impact studies where the impact, associated research and/or approach to impact relates to Aboriginal and Torres Strait Islander peoples, nations, communities, language, place, culture and knowledges and/or is undertaken with Aboriginal and Torres Strait Islander peoples, nations, and/or communities.)*

No

### Science and Research Priorities

*(Does this impact study fall within one or more of the Science and Research Priorities?)*

No

# Impact

## Summary of the impact

*(Briefly describe the specific impact in simple, clear English. This will enable the general community to understand the impact of the research.)*

Young people are overrepresented in road crashes. Efforts to address this have typically treated young people's lack of driving skills or understanding of safe driving as the cause of the problem. In contrast, Dr Kerry Montero developed an innovative approach to road safety education that focuses on young people's capabilities and so empowers them to engage in safer road use behaviours. She first implemented this approach as a road safety workshop for Year 11 students known as Fit to Drive (F2D). Supported by all major road safety stakeholders, this workshop has been delivered to hundreds of thousands of Victorian students. Demonstrably making young people safer road users, Kerry's approach has come to form the heart of road safety education programs delivered across Australia.

## Beneficiaries

*(List up to 10 beneficiaries related to the impact study)*

Young people

Road users

Road safety practitioners

Regional and rural communities, which have particularly high rates of road crashes involving young people

## Countries in which the impact occurred

*(Search the list of countries and add as many as relate to the location of the impact)*

Australia

## Details of the impact

*(Provide a narrative that clearly outlines the research impact. The narrative should explain the relationship between the associated research and the impact. It should also identify the contribution the research has made beyond academia, including:*

- who or what has benefitted from the results of the research (this should identify relevant research end-users, or beneficiaries from industry, the community, government, wider public etc.)*
- the nature or type of impact and how the research made a social, economic, cultural, and/or environmental impact*
- the extent of the impact (with specific references to appropriate evidence, such as cost-benefit-analysis, quantity of those affected, reported benefits etc.)*
- the dates and time period in which the impact occurred.*

*NOTE - the narrative must describe only impact that has occurred within the reference period, and must not make aspirational claims.)*

Fit to Drive (F2D) is a workshop for Year 11 students. From 2011 to 2013, this workshop was delivered to over 70,000 students in over 200 secondary schools in Victoria. In 2012, following a coronial inquest into a road crash involving young people, the coroner highlighted the need for compulsory and consistent road safety education for

young people. F2D was recommended to the coroner as best practice in the field (F2D). As a result, VicRoads took ownership of F2D and, in 2014, relaunched it as a government supported workshop. Between 2014-2016, F2D has been delivered to over 60,000 students in over 500 secondary schools.

While F2D has been revised over the years in light of the changing context in which young people drive, it has retained its basis in Dr Kerry Montero's research: it continues to treat young people as moral agents and constructors of knowledge, and to use 'near-peers' as facilitators. It does this by presenting students with road use scenarios and facilitating their discussion of how these scenarios involve risky road use behaviours. Unlike traditional approaches to road safety education, which involve young people being told what constitutes road safety by those considered authoritative, in F2D, young people collectively define risky and safe road use behaviours. They then collaboratively develop strategies to use in risky road use situations. Developed by young people and so formed with an awareness of their reality, these strategies are practically tenable.

F2D has fostered safer road use behaviour. Student evaluations demonstrate that F2D raises students' awareness of the consequences of dangerous road use behaviours. This awareness has compelled them to reflect on their own behaviours and take responsibility for their road use decisions. In their evaluations (F2D survey data 2016), students say such things as, "It was a great program that was an eye opener to what could happen to me or one of my friends or anyone", "It makes you plan ahead of actually getting behind the wheel," and "this program could possibly be the sole reason why some people in the future make a good decision and live to see the day". Moreover, students testify to their commitment to engage in safer road behaviours. The evaluations consistently show that over 90% of students will use the strategies to avoid risky driving situations that they have learnt in F2D.

The Victorian government has consistently recognised the impact of F2D. It adopted the program as a key strategy in its Road Safety Action Plan 2013-6, stating that it was "committed to extending the Fit to Drive program to ... all secondary schools in Victoria". It reaffirmed this commitment in its Road Safety Action Plan 2014-6. In 2014, the Victorian Minister for Roads Terry Mulder recognised the impact of F2D, saying that it "is an important part of assisting young passengers and drivers to stay safe on our roads. That's why it's important we get it into as many secondary schools as possible". The minister identified F2D as one of a range of measures that had helped to reduce young driver casualty crashes by 20% (TAC 2014). More recently, in its Towards Zero 2016-2020 Road Safety Action Plan, the Victorian government identified F2D as an important part of a comprehensive program of road safety education.

F2D has also cohered the efforts of road safety stakeholders, as the Coroner recommended. The Melbourne Fire Brigade says that F2D has "created strong ... partnerships between the major road safety agencies, local government and locally based community stakeholders," which have allowed "the sharing of information and resources, availability of expert advice, coordination of road safety resources at the local level, ability to raise funds and attract sponsorship for road safety programs; [and] accredited training for facilitators and presenters" (Hale).

As the effectiveness of Kerry's approach to road safety education has become increasingly evident, road safety organisations across Australia have approached her to develop programs for their purposes. One such organisation is the Blue Datto Foundation, a charity based in New South Wales, which aims "to change the culture of young drivers by altering attitudes and behaviours". For this Foundation, Kerry developed 'Keeping Safe', "an interactive education workshop that empowers young people to make smarter, safer decisions on our roads". It was launched in 2015. Scott Weber, President of NSW Police Association, has acknowledged the impact of the workshop, saying, "Keeping Safe is central to shift the change in attitude and behaviour in the younger generation to keep all members of the community safe and we highly recommend it to all school and community groups" (Blue Datto Foundation).

Evaluations of the workshop show that those who participate in it have adopted safer road use behaviours. Evaluations conducted two weeks after the workshop show that 71% of participants had used their learnings from the workshop to "Avoid risky situations", and 70% to "Be more confident and speak up in risky situations" (Blue Datto Foundation). In addition, evaluations immediately following the workshop show that participants are committed to adopting safer road use behaviours. For example, 87% of participants say that they will "Make sure the driver is always safe to drive", 83% that they will "Always have a plan to get home safely", 80% that they will "Be more confident if faced with risky situations", and 88% that they will "Speak up when I don't feel safe".

With her approach to road safety education, Kerry has empowered young people to become safer road users. All those who have been involved in F2D and Keeping Safe testify to this, and, as Kerry writes, often want to know: "What can we do to sustain the momentum?" (Montero 2016).

## Associated research

*(Briefly describe the research that led to the impact presented for the UoA. The research must meet the definition of research in Section 1.9 of the EI 2018 Submission Guidelines. The description should include details of:*

- what was researched*
- when the research occurred*
- who conducted the research and what is the association with the institution)*

Typically, approaches to addressing the problem of young people's overrepresentation in road crashes have assumed that the cause of this problem is either young people's lack of driving skill or their ignorance about what constitutes safe driving. These approaches emphasise young people's deficiencies.

In contrast, Dr Kerry Montero theorises young people as fully developed moral agents and constructors, rather than passive recipients, of knowledge. She also recognises that young people are not isolated individuals but members of a social group, who collectively create and are then expected to adhere to social norms. She therefore hypothesized that the cause of young people's overrepresentation in road crashes is society's failure to empower them to make the safe road use decisions of which they are fully capable. On the basis of this hypothesis, Kerry developed an approach to road safety education that empowers young people. From its beginning in 2002, F2D has been in essence an ongoing experiment. From 2002-13, Kerry continuously observed F2D workshops, reflected on what she observed, and revised the program. A major redesign was done for the 2014 re-launch by VicRoads. In her PhD thesis, published in 2013, Kerry explains the research basis of F2D: her philosophy about young people. In it she examines how the philosophy has created the conditions under which young people have been able to create new knowledge: knowledge about road safety and about young people.

## FoR of associated research

*(Up to three two-digit FoRs that best describe the associated research)*

16 - Studies in Human Society

13 - Education

## References (up to 10 references, 350 characters per reference)

*(This section should include a list of up to 10 of the most relevant research outputs associated with the impact)*

Imberger, K., Cavallo, A., Hughes, I., Hagston, J., Buckley, L., Spencer, G., Ariens, B., and Montero, K. 2014. "The Year 11 Fit2Drive workshop – from Evidence-based research to a new program." Proceedings of the 2014 Australasian Road Safety Research, Policing & Education Conference, Melbourne, 12-14 November

Montero, K. 2013. "Fit to Drive": The making of meanings about young people, road safety and risk in a secondary school road safety program. PhD thesis. Melbourne, Australia.

Montero, K., and Kelly, P. 2016. 'Young people and the aesthetics of health promotion: beyond reason, rationality and risk.' Routledge, Oxford, United Kingdom

Montero, K., and Spencer, G. 2016. 'Key elements in the development and delivery of a community based multi stakeholder approach to road safety education for young adult road users.' Proceedings of the 2016 International Conference Road Safety on Five Continents, Rio de Janeiro, Brazil, 17-19 May 2016

Spencer, G., and Montero, K. 2013. 'Creating Sustainable Community Partnerships to Promote Road Safety in



## Additional impact indicator information

### Additional impact indicator information

*(Provide information about any indicators not captured above that are relevant to the impact study, for example return on investment, jobs created, improvements in quality of life years (QALYs). Additional indicators should be quantitative in nature and include:*

- name of indicator (100 characters)*
- data for indicator (200 characters)*
- brief description of indicator and how it is calculated (300 characters).)*