

Developing the Drive Community toolkit: Working with community-based groups to support driver licensing education programmes

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Abstract

The Drive Community toolkit, developed by ACC and NZTA working with community groups, extends young driver education resources and supports community-based driver licensing education programmes. Community groups are well-positioned to support harder-to-reach at-risk young drivers through their holistic support services. The award-winning toolkit contains best-practice interactive resources, designed for classroom sessions. These support young adults through the graduated driver licensing system (GDLS) to become safe and skilled drivers. Demand for the toolkits has been high and initial feedback has been extremely positive.

Background

Young drivers (aged 16-24 years) in New Zealand (NZ) are over-represented in death and serious injury crashes compared to other age groups (Ministry of Transport, 2017). The riskiest period for driving is the first 6-12 months on a Restricted licence, when a novice driver is first legally able to drive unsupervised, and their risk of a fatal or injury crash is up to seven times higher than at any other time (Lewis-Evans, 2010).

ACC and NZTA partnered to offer digital resources, known as the Drive products, to support young people progress through the GDLS to become safe and skilled young drivers.

Method

To extend the reach of Drive resources, we worked with community groups to understand their needs in community-based driver licensing education. Many work with harder-to-reach at-risk young drivers. From them we learned that a digital suite of products did not best serve community providers. Instead, a toolkit of physical resources was designed to support and enhance programmes being run by community providers. Feedback from community groups and young people throughout the development process helped inform the design of the resources.

In the toolkit are resources designed using best-practice in road safety and driver education. There are; a collection of adaptable in-class activities designed to be interactive and engaging, a virtual reality app on hazard identification, and the Drive cards which gamify learning the NZ Road Code, the official guide to NZ's traffic law and safe driving practices, required for the written component of the GDLS. A 'Drive Community NZ' Facebook group for community educators has been set up to connect those using the toolkit to share their experiences and resources.

Results

Demand for the toolkit from community groups around the country has been high. Initial feedback suggests that the Drive Community toolkit resources will complement work done by community educators to support young people progress through the GDLS to become safe and skilled young drivers. The toolkit has also been recognised for design awards both in NZ and Australia in categories of Public Good, and Social and Community.

Conclusion

We have worked with community groups to understand their needs and support their work by providing a toolkit of resources. This work has allowed us to widen out young driver education offerings and start work to support a harder-to-reach group of young drivers, leveraging off the success of community groups to work with these young people. Further evaluation is planned to understand how the resources are being implemented, the impact the initiative has had on young drivers, and what further resources can be developed. 504

References

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- Ministry of Transport. (2017). Young drivers 2017. Retrieved from Ministry of Transport website: <https://www.transport.govt.nz/assets/Uploads/Research/Documents/31ad77c71e/young-drivers-2017.pdf>