

# Road Safety Education Program

Grant funding guidelines – 2021

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# 1. Purpose of the guidelines

These guidelines provide information for applicants of the Department of Transport and Main Roads' (Transport and Main Roads) Road Safety Education Program funding. **You must read these guidelines in conjunction with the Good Practice Guidelines on Road Safety Education and the [Service Agreement - Standard Terms](#) before filling out an application.**

This document sets out:

- the purpose of Transport and Main Roads' Road Safety Education Program funding
- the eligibility and assessment criteria
- how grant applications are considered and selected
- how grantees are notified and receive grant payments
- how grantees will be monitored and evaluated
- responsibilities and expectations in relation to the opportunity.

## 2. Introduction

Using the roads is one of the most serious health risks facing Queensland's children and young adults, with road trauma being a leading cause of lives lost in these age groups. For every death there are many more affected by road trauma injuries that impact upon the health and wellbeing of Queensland children and their families.

A generational change in the culture and attitude towards road safety is required to reduce road trauma. Transport and Main Roads is committed to supporting this culture change through a whole-of-life approach to road safety education. This whole-of-life approach contributes to outcomes where children and youth are better equipped with the capabilities to become responsible and safe road users.

### 2.1 Road Safety Education Blueprint

The [\*Queensland Road Safety Education Blueprint: Guiding Queensland's Approach to Road Safety Education from Birth to Young Adulthood\*](#) (the Blueprint) provides the framework to embed a whole-of-life approach to road safety education. The Blueprint specifies that road safety education should focus on minimising road-related risk through regular and consistent education at each stage of a child's development.

The Blueprint includes 27 actions across six strategic pillars. These pillars represent separate but equally important areas of focus for the delivery and coordination of road safety education for children and youth. The Community Road Safety Grants sit across the Blueprint as one of the initiatives that support the delivery of road safety education to Queensland's children and young adults.

The Community Road Safety Grants provide funding to address the unique risk profiles presented by three age groups within the Blueprint – young childhood; young adolescence; adolescence to young adulthood.

## 2.2 Road safety education

Road safety education plays an important role in shaping the current and future behaviours, attitudes and skills of youth to keep them safe on and around the road. Effective road safety education programs help children, adolescents and young adults to be safe passengers, pedestrians, cyclists and novice drivers by providing them with appropriate knowledge, strategies and risk management processes.

Effective programs complement the other key influencers on youth behaviours and attitudes, to provide a wholistic approach to road safety education. Transport and Main Roads is committed to supporting evidence-based educational activities that match a child, adolescent or young adult's stage of development and are delivered through formal or community-based education settings.

## 3. About the funding program

- Not for profit community groups with structures in place to deliver road safety education programs are invited to apply using the application response form located at [www.tmr.qld.gov.au/roadsafetygrants](http://www.tmr.qld.gov.au/roadsafetygrants).
- The Queensland Government has committed \$5 million per annum to the Community Road Safety Grants scheme. The scheme includes learner driver mentor programs; road safety education programs; and road safety education short-term projects.
- The road safety education funding program (the program) will run from 1 January 2022 to 30 June 2026.
- Funding agreements may be extended beyond this period, pending funding availability and performance review or formal evaluation of programs.
- The minimum grant amount is \$20,000 per year.
- There is no maximum grant amount, but grants cannot exceed the amount of available funds.
- Road safety education program funding is awarded on the basis of merit through a competitive application and selection process. Applications will be assessed by an assessment panel.
- In responding to the selection criteria, applications must detail the funding required to enable effective and efficient service delivery.
- Service providers must report regularly on the delivery of their program.

### 3.1 Funding objectives

The objectives of the Transport and Main Road's Road Safety Education Program grants are to:

- employ appropriate pedagogies that deliver quality road safety education to Queensland children, adolescents and young adults
- contribute to the reduction in the number of children and adolescent deaths and serious injuries on Queensland's roads
- build a positive road safety culture by embedding a whole-of-life road safety education approach across childhood and adolescence
- align program structure and content delivery to the Good Practice Guidelines on Road Safety Education
- provide a flexible delivery model to enable broad participant access to the program
- implement continuous improvement to innovate and delivery program enhancements in response to regulatory, societal or environmental changes.

## 3.2 Service delivery requirement

Transport and Main Roads is seeking to engage Road Safety Education Program providers to deliver services across Queensland. These individual programs contribute to a Transport and Main Roads' objectives of a whole-of-life approach to road safety education and to build a positive road safety culture.

Road safety education programs should clearly demonstrate how they are able to empower youth with age appropriate knowledge, strategies and risk management processes to make them safer road users.

The following target groups, service areas and program support requirements have been identified to assist Transport and Main Roads in achieving its stated program objectives.

### 3.2.1 Target groups

The specific target group of a Road Safety Education Program will differ between program providers and the locations they service. Each unique target group will have different needs, and these must be catered for in an appropriate manner.

Transport and Main Roads' Road Safety Education Program funding aims to provide Queenslanders aged between 6 and 24 years with access to education that supports their development and personal safety. Each age group has a range of unique risk factors that are based upon a child's cognitive and physical development, as well as the differing influences in their social environment.

The Good Practice Guidelines on Road Safety Education provide a summary of the evidence-based risks and the appropriate teaching methodologies that should be employed to shape the behaviours, attitudes and skills of youth to keep them safe on and around the road.

Crash trends demonstrate that age, as well as broader demographic, geographic and socioeconomic factors contribute to youth road safety risk. A one size fits all approach may not always be the most appropriate means to deliver safer outcomes across Queensland's diverse communities. If delivering road safety education programs within at-risk communities such as rural or remote locations, lower socioeconomic areas, or Aboriginal or Torres Strait Islander communities, they must be made relevant and accessible to address these unique factors.

#### Young Childhood (6 to 11 years)

Throughout childhood, an increase in mobility enables children to begin exploring the traffic environment as pedestrians and bike and scooter riders. Embedding safe walking and cycling behaviours in children plays an important role in laying the foundations for safe independent mobility throughout life. Parents and carers also have a key responsibility to be role models to their children and to demonstrate the correct road safety behaviours.

#### Young Adolescence (12 to 15 years)

As children reach adolescence their independent mobility becomes increasingly important for supporting their travel and social interactions. Adolescents have inhibited risk-based decision-making skills due to continuing maturation of the brain and heightened emotional responses from hormonal changes due to puberty. This age cohort experiences significant social changes resulting in friends and schoolmates becoming bigger influences in their behaviour.

#### Adolescence to Young Adulthood (16 to 24 years)

Teenagers and young adults enter a period of rapid development, where they undergo significant cognitive and physical changes. Their social lives also continue to change in this time, commonly resulting in a shift in the influence of peers.

This age group is also eligible to obtain their driver's licence through Queensland's Graduated Licensing System. Young drivers are consistently over-represented in Queensland road crashes and the resulting lives lost and serious injuries. The dangerous mix of inexperience and overconfidence in young drivers can be fatal.

## 3.2.2 Service areas

All Queensland youth, irrespective of location, should have access to some form of road safety education, whether through school, community or government-supported programs. This education should be delivered through a whole-of-life approach ensuring that it builds new skills and reinforces themes that contribute to positive behaviours, attitudes and strategies required to be safe on and around the road.

### Prioritisation Tool

Understanding the localised road safety risk for Queensland youth is challenging, as in many crashes children are injured as a result of being a passenger and not because of their actions. To better understand the Queensland areas that should be prioritised, Transport and Main Roads, in partnership with the Centre for Accident Research and Road Safety – Queensland (CARRS-Q), developed a prioritisation tool.

The development of this tool analysed a range of data sets including socio-economic, demographic, geographic and crash risk. This work determined that it was practical to only assess the risk for young drivers aged 16-24 years, due to the limited road safety and crash variables for younger children and adolescents. The outputs from the prioritisation tool analysis are aligned to the Australian Bureau of Statistics (ABS) Statistical Area 4 (SA4) regions and the underlying Statistical Area 2 (SA2) areas. This approach was required to be able to statistically compare regions and ensure the accuracy and relevancy of different datasets.

SA4s (in bold below) are the largest sub-State regions and in regional areas tend to have lower populations (100,000 to 300,000), while in metropolitan areas tend to have larger populations (300,000 to 500,000). The SA2s (in italics below) are designed to reflect functional areas that represent a community that interacts together socially and economically and often reflect one or more related suburbs, with a population range of 3,000 to 25,000 persons, and have an average population of about 10,000 persons. It is important to note that these statistical areas sit independent of other boundaries such as state and federal electorates or Local Government Areas.

### Priority Areas

Children and adolescents aged **6 to 15 years**: All regions in Queensland are assessed as a priority area.

Adolescents to young adulthood aged **16 to 24 years**: Priority areas identified from the prioritisation tool are:

- **Brisbane and Surrounding Suburbs**
- **Logan and Beaudesert**
- **Ipswich and Lockyer Valley**
- **Moreton Bay and Surrounding Regions**
- **Gold Coast and Surrounding Region**
- **Sunshine Coast and Surrounding Region**
- **Toowoomba and Crows Nest**
- **Wide Bay – Burnett Region**
- **Emerald and Surrounding region**
- **North Queensland**
  - *Townsville*
  - *Mount Isa*
  - *Mackay*
  - *Cairns*

Providers can apply for any geographic area in Queensland, but **priority** will be given to programs that target the identified priority areas for each age group.

## 3.2.3 Program support requirements

If your program receives funding there are a number of important processes and structures that must be implemented to ensure its effectiveness, efficiency and sustainability. Transport and Main Roads' minimum requirements are outlined below.

### Program structure

- A clearly defined target audience, assessment of target audience's unique needs, and explanation about how these will be addressed.



- Clearly defined program objectives outlining precisely what your program aims to achieve (what problems you are attempting to address). Program objectives should be measurable and achievable.
- Participants are provided road safety education aimed at influencing their attitudes, knowledge and skills and equipping them with strategies to reduce their risk.
- The program has an Operations Manual detailing necessary policies and procedures (for example, code of conduct, complaints management, workplace health and safety, volunteer roles and responsibilities, prevent and intervene in bullying and cyberbullying among children and young people).
- The program complies with relevant legislative and insurance requirements (for example, Privacy and Blue Card).
- Program capacity has been estimated based on forecast program funding, organisational capabilities and capacity, and the number of participants or delivery locations.

### Program resources

- Program resources, including any additional funding sources, have been identified and a detailed annual budget has been prepared on the template provided.
- Staffing requirements have been appropriately described and justified.
- A dedicated program coordinator who is responsible for the day to day operations has been identified
- Succession and risk management plans are in place to ensure continuity of service

## 4. Eligibility criteria

We cannot consider your application if you do not satisfy all the eligibility criteria.

### 4.1 Who is eligible to apply for a grant?

To be eligible your organisation (legal entity) must:

- be incorporated or registered under an Act of Parliament with not-for-profit objectives
- have an active Australian Business Number (ABN)
- have a bank account in the name of the legal entity
- have a physical office located in Queensland
- comply with the [Queensland Government Supplier Code of Conduct](#)
- not be an organisation listed in section 4.2.

### 4.2 Who is not eligible to apply for a grant?

Your organisation is not eligible to apply if you are:

- a Commonwealth, state or local government agency or body (including government owned corporations)
- an organisation considered to be an academic institution such as primary and secondary schools (including their respective parent association) and tertiary institutions.

We reserve the right to refuse an application for funding due to past conduct by an individual associated with the applicant that may bring the Queensland Government into disrepute.

## 4.3 Eligible expenditure

You can only spend grant funds on delivering eligible grant activities as specified in your service agreement. Funding may be expended at your discretion; however agreed outcomes must be met as specified in your service agreement.

If your application is successful, we may ask you to verify program costs that you provided in your application. You may need to provide evidence such as quotes for major costs.

You must incur the expenditure on your program between the start date and completion date specified in your service agreement for your program for it to be eligible.

### 4.3.1 Minimum funding and timeframes

While there is no maximum grant amount that can be applied for, the minimum eligible grant amount is \$20,000 per year over 4.5 years.

## 5. The assessment criteria

You must address all the following assessment criteria in your application. The application form will guide you through questions relating to each criteria. We will assess your application based on the weighting given to each criteria.

The amount of detail and supporting evidence you provide in your application should be relative to the size, complexity and grant amount requested.

### Criteria 1

#### Knowledge of program need and demand

You should demonstrate this through:

- Identifying and quantifying the road safety problems within delivery region(s)
- The specific age groups that your program will target
- Evidence that there is sufficient demand for your program
- Outlining your methodology for promoting, registering and assessing deliver locations or venues for your program.

### Criteria 2

#### Demonstrates experience, capability and capacity

You should demonstrate this through:

- Your organisation's history and experience
- Internal capabilities in working with communities, delivering education or in road safety
- Key performance outcomes of your existing programs (if applicable) or other similar program
- Ability to abide by the [Queensland Government Supplier Code of Conduct](#).

### Criteria 3

#### Program's content and delivery

You should demonstrate this through:

- Your program's alignment with the Good Practice Guidelines on Road Safety Education including the age specific risks and your teaching approaches
- Detailing how your program influences attitudes, behaviours, knowledge and skills
- Identification of place-based delivery to higher risk communities (if applicable)
- Innovation in program design and delivery.

### Criteria 4

#### Proven relationships and support structures to enhance program sustainability

You should demonstrate this through identifying:

- Your community relationships and support structures
- Financial or in-kind support from stakeholders
- Staff retention strategies
- Willingness to cooperate with other program providers

### Criteria 5

#### Evaluating program outcomes

You should demonstrate this through identifying:

- Applicable targets and performance indicators
- Processes to capture participant and program data
- Frameworks to be implemented that evaluate the effectiveness of the program.

### Criteria 6

#### Value for money

You should demonstrate this through identifying:

- Program costs
- Estimated cost per participant
- The relative value of the grant sought

## 6. How to apply

Before applying, you must read and understand these guidelines, the application form and the service agreement template.

These documents may be found at [www.tmr.qld.gov.au/roadsafetygrants](http://www.tmr.qld.gov.au/roadsafetygrants). The Community Road Safety Grants webpage is the authoritative source for grants information.

Organisations are limited to submitting one application. Applications are to outline service delivery location/s, number of participants and funding required in a single application.

To apply you must:

- register via the Community Road Safety Grants online portal (online portal)
- complete the Road Safety Education Funding Program application form found at [www.tmr.qld.gov.au/roadsafetygrants](http://www.tmr.qld.gov.au/roadsafetygrants)
- provide all the information requested
- address all eligibility criteria and assessment criteria
- attach all required documents
- submit your application via the online portal by **5:00pm, 27 August 2021** (“the Closing Date”).

You are responsible for ensuring that your application is complete and accurate. We will investigate any false or misleading information and may exclude your application from further consideration.

If you find an error in your application after submitting it, you should contact us immediately on [roadsafetygrants@tmr.qld.gov.au](mailto:roadsafetygrants@tmr.qld.gov.au).

You cannot change your application after the closing date and time.

If we find an error or information that is missing, we may ask for clarification or additional information from you that will not change the nature of your application. However, we can refuse to accept any additional information from you that would change your submission after the application closing time.

You should keep a copy of your application and any supporting documents.

We will acknowledge that we have received your application within two working days.

If you need further guidance around the application process or if you are unable to submit an application online contact us at [roadsafetygrants@tmr.qld.gov.au](mailto:roadsafetygrants@tmr.qld.gov.au).

## 6.1 Attachments to the application

We require the following documents with your application:

- proposed income and expenditure budget<sup>1</sup> – see template on [www.tmr.qld.gov.au/roadsafetygrants](http://www.tmr.qld.gov.au/roadsafetygrants)
- documents that support program structure and resources (refer section 3.2.3 of the funding guidelines)
- letters of support from community members with knowledge of the program
- the most recent audited financial statements for your organisation
- list of current board/committee members for the organisation
- position descriptions for staff to be employed
- copy of the commitment letter signed by the President or Authorised Officer that the organisation will meet the undertakings of the [Queensland Government Supplier Code of Conduct](#) – see template on [www.tmr.qld.gov.au/roadsafetygrants](http://www.tmr.qld.gov.au/roadsafetygrants).

You must attach supporting documentation to the application form in line with the instructions provided within the form.

You should only attach requested documents. We will not consider information in attachments that we do not request.

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<sup>1</sup> [National Standard Chart of Accounts](#) (NSCOA) used. All Australian governments (Commonwealth, state and territory) have agreed to accept NSCOA when requesting information from not-for-profits. NSCOA provides a common approach to the way not-for-profits record and report accounting information (consistency in accounting categories and terms).

## 6.2 Joint applications

We recognise that some organisations may want to join together as a group to deliver a road safety education program.

In these circumstances, you must appoint a 'lead organisation'. Only the lead organisation can submit the application form and enter into a service agreement with Transport and Main Roads. The application must identify all other members of the proposed group. Each joint applicant must meet the eligibility criteria set out in section 4.

Transport and Main Roads may ask for a letter of support from each partner organisation; this letter of support should include:

- details of the partner organisation
- an overview of how the partner organisation will work with the lead organisation and any other partner organisations in the group to successfully deliver the road safety education program.
- an outline of the relevant experience and/or expertise the partner organisation will bring to the group
- the roles/responsibilities of the partner organisation and the resources they will contribute (if any)
- details of a nominated management level contact officer.

The 'lead organisation' will take legal and financial responsibility for the execution of the service agreement over the life of the grant.

You must have a formal arrangement in place with all parties prior to execution of the service agreement. The formal arrangement must be in writing and signed by all parties. This arrangement must clearly set out the roles and responsibilities for each party in delivering the program objectives.

## 6.3 Timing of grant opportunity processes

You must submit an application between the published opening and closing dates. We cannot accept late applications.

If you are successful, we expect you will be able to commence your road safety education program from 1 January 2022.

The anticipated timeframes for awarding Road Safety Education Program funding are:

Activity	Date
Release funding guidelines and application form to market	12 July 2021
Market briefing	19 July 2021
Cut-off for acceptance of information/clarification questions	23 August 2021
Closure of applications	27 August 2021
Assessment of applications	30 August 2021
Outcome of applications	30 November 2021
Post-offer negotiations	1 December 2021
Contract commencement date	1 January 2022

Transport and Main Roads reserves the right to alter the above dates throughout the process should the need arise.

## 6.4 Questions during the application process

If you have any questions during the application period, contact the Community Road Safety Grants team by emailing [roadsafetygrants@tmr.qld.gov.au](mailto:roadsafetygrants@tmr.qld.gov.au). The Community Road Safety Grants team will respond to emailed questions within two working days. Answers to all universal questions will be posted via the online portal that can be found at: [www.tmr.qld.gov.au/roadsafetygrants](http://www.tmr.qld.gov.au/roadsafetygrants).

## 7. The grant selection process

### 7.1 Assessment of grant applications

#### 7.1.1 Eligibility

Transport and Main Roads will review applications against the eligibility criteria as per section 4.

If your application is deemed ineligible, the application will not progress through the assessment process and Transport and Main Roads must not recommend the application for funding.

#### 7.1.2 Written applications

Applications must be set out in the Application Response Form located on [www.tmr.qld.gov.au/roadsafetygrants](http://www.tmr.qld.gov.au/roadsafetygrants).

Applications that do not satisfy the eligibility criteria in section 4 will be rejected.

An application lodged after the Closing Date will not be accepted.

An application will be considered on its merits, based on:

- How well it meets the criteria in section 5, including whether it provides value for money
- How it is ranked against other applications

Based on the evaluation of your written application, the assessment panel will shortlist applications to progress to the final stage of the application process, a presentation of service offering. The presentation is not an opportunity to change your application.

### 7.2 Who will assess applications?

An assessment panel will assess each eligible application.

An application may be rejected, in the absolute discretion of the assessment panel, if it is incomplete.

An application will be assessed on its merits against the criteria in section 5 to determine how it is ranked against other applications.

Shortlisted organisations will be invited to provide a presentation to the assessment panel, either in person or online. The presentation provides an opportunity for organisations to show case their program and how it will be managed. The presentation will also allow the panel to ask questions and clarify the information provided by the organisation.

The assessment panel will recommend applications for funding based on how well you meet the criteria in both your written application and your presentation.

The assessment panel will make recommendations to the Program Delegate as to which applications to approve for a grant.

### 7.3 Who will approve grants?

The General Manager, Land Transport Safety and Regulation Branch, as the Program Delegate, decides which grants to approve taking into account the recommendations of the expert panel and the availability of grant funds for the purposes of the grant program.

Prior to final approval of your grant, the assessment panel may negotiate the amount of funding and outcomes with an applicant.

The Program Delegate's decision is final in all matters, including:

- the approval of the grant
- the grant funding amount to be awarded
- the terms and conditions of the grant.

## 8. Notification of application outcomes

We will advise you of the outcome of your application by email. If you are successful, we will advise you of any specific conditions attached to the grant.

If you are unsuccessful, you may ask for feedback within **28 days** of receipt of the formal advice from the Department of Transport and Main Roads. We will give written feedback within **28 days** of your request.

## 9. Appeals

There is an appeal process available for unsuccessful applicants. An appeal must be made within **28 days** of receipt of the formal advice from the Department of Transport and Main Roads and will need to include:

- the grounds on which you are seeking the appeal; and
- any additional information in support of the appeal.

Appeals must be submitted via email to: [roadsafetygrants@tmr.qld.gov.au](mailto:roadsafetygrants@tmr.qld.gov.au).

## 10. Successful grant applications

### 10.1 The grant agreement

You must enter into a legally binding service agreement with Transport and Main Roads.

The [Service Agreement - Standard Terms](#) and Funding Service Details have general terms and conditions that cannot be changed. A sample Funding Service Details document is available on [www.tmr.qld.gov.au/roadsafetygrants](http://www.tmr.qld.gov.au/roadsafetygrants).

You will have **28 days** from the date of a written offer to execute this service agreement with Transport and Main Roads ('execute' means both you and the Transport and Main Roads have signed the agreement). During this time, we will work with you to finalise details.

The offer may lapse if both parties do not sign the service agreement within this time. Under certain circumstances, we may extend this period. We base the approval of your grant on the information you provide in your application.

You may request changes to the service agreement. However, we will review any requested changes to the service agreement to ensure they do not impact the grant as approved by the Program Delegate.

We must execute a service agreement with you before we can make any payments. We are not responsible for any of your expenditure until a service agreement is executed. If you choose to start your program before you have an executed service agreement, you do so at your own risk.

Your Funding Service Details will include the following:

- funding and payment arrangements
- meeting targets, milestones or timelines
- collecting and supplying data

- submitting reports and/or acquittals
- participating in an evaluation
- undertaking risk management
- complying with these funding guidelines

Your service agreement may also have specific conditions determined by the assessment process or other considerations made by the Program Delegate. We will identify these in the agreement.

Transport and Main Roads may recover grant funds if there is a breach of the service agreement.

## 10.2 How we pay the grant

The service agreement will state the:

- maximum grant amount to be paid
- any financial or in-kind contributions you will make
- when periodical payments will be made
- what is required before next instalment is paid
- how we will pay you (e.g. organisation will provide a tax invoice with bank account details for payment)

We will not exceed the maximum grant amount under any circumstances. If you incur extra costs, you must meet them yourself.

We will make an initial payment on execution of the service agreement. We will make subsequent payments according to an agreed schedule set out in the service agreement and adjusted for unspent amounts from previous payments. Payments are subject to satisfactory progress.

## 10.3 Grants Payments and GST

Your organisation is solely responsible for assessing if GST applies to grant funding. If you are unsure if GST applies, please consult your Tax Advisor.

The approved grant amount is **GST exclusive**. In the event GST applies to your grant amount in accordance with the *New Tax System (Goods and Services Tax) Act 1999* (the GST Act), Transport and Main Roads will pay an additional amount (to cover the GST component) on receipt of a compliant tax invoice on which GST is identified.

In accordance with the GST Act, if you are not registered for GST, you cannot add GST. For GST registered applicants, each arrangement needs to be assessed on a case by case basis with consideration given to the application of the principles in *GST Ruling 2012/2 – GST: Financial Assistance Payments* and/or subparagraph 9-17(3) of the GST Act (Grant is a non-commercial appropriated payment between Government related entities for a supply).

## 11. Announcement of grants

If successful, your grant will be listed on [www.tmr.qld.gov.au/roadsafetygrants](http://www.tmr.qld.gov.au/roadsafetygrants) 21 calendar days after the date of effect.



## 12. How we monitor your grant activity

### 12.1 Keeping us informed

We will arrange periodic meetings, at agreed intervals, to discuss your program's progress and any emerging issues you may be facing. In addition to the planned periodic meetings, you should let us know immediately if anything is likely to affect your program delivery or organisation.

We need to know of any key changes to your organisation or its business activities, particularly if they affect your ability to deliver your program.

You must also inform us of any changes to your:

- name
- addresses
- nominated contact details
- bank account details.

If you become aware of a breach of terms and conditions under the service agreement, you must contact us immediately.

### 12.2 Reporting

You must submit reports in line with the service agreement. We will remind you of your reporting obligations before a report is due.

The amount of detail you provide in your reports should be relative to the size, complexity and grant amount.

The contract value will determine the financial and performance reporting requirements as outlined in the table below.

	Tier 1	Tier 2	Tier 3
Annual funding	< \$150,000	\$150,000 - \$300,000	\$300,000+
Payment cycle	Annual payment	6 monthly payment	6 monthly payment
Financial reporting	Audited financial reports	Audited financial reports	Audited financial reports
Progress reporting	Annual reporting	6 monthly reporting (performance and financial)	6 monthly reporting (performance and financial)
Performance review	<ul style="list-style-type: none"> <li>• Annual assessment of delivery against program objectives</li> <li>• Review the efficacy of program for continued funding during year 4</li> </ul>	<ul style="list-style-type: none"> <li>• 6 monthly assessment of delivery against program objectives</li> <li>• Review the efficacy of program for continued funding during year 4</li> </ul>	<ul style="list-style-type: none"> <li>• 6 monthly assessment of delivery against program objectives</li> <li>• Formal evaluation required to continue funding commencing during year 3</li> </ul>

## 12.2.1 Progress report

Progress reports must:

- include evidence of your progress towards completion of agreed activities and outcomes within the reporting period
- include an income and expenditure statement for the reporting period
- be submitted by the report due date (you can submit reports ahead of time if you have completed relevant activities).

You must report on all locations you receive grant funding for.

We will only make grant payments when we receive satisfactory progress reports.

You must discuss any reporting delays with us as soon as you become aware of them.

## 12.2.2 Performance review

Evaluating your program is important as it lets you know whether your program is achieving your objectives and what might need to change. It also helps to ensure that limited resources are used most efficiently for the greatest possible impact.

The value of your grant will determine the performance review requirements you must undertake. For grants under the value \$300,000 per annum it is expected that you will have processes in place for the ongoing monitoring of your service delivery. You will be expected to perform a review to assess if your program is meeting its objectives.

For grants over the value of \$300,000, funding provisions will be made by Transport and Main Roads for an appropriately qualified third party, approved by Transport and Main Roads, to conduct a formal evaluation of your program. It is expected that you will have the appropriate data collection processes in place to inform this evaluation.

## 12.3 Audited financial acquittal report

You must provide a yearly independently audited financial acquittal report. A financial acquittal report will verify that you spent the grant in accordance with the service agreement. The financial acquittal report template is attached to the sample service agreement.

## 12.4 Service agreement variations

We recognise that unexpected events may affect your progress. In these circumstances, you can request a variation to your service agreement. You can request a variation by emailing your variation request to [roadsafetygrants@tmr.qld.gov.au](mailto:roadsafetygrants@tmr.qld.gov.au).

You should not assume that a variation request will be successful. We will consider your request based on provisions in the service agreement and the likely impact on achieving outcomes based on discussions with you.

## 12.5 Quality assurance checks

We regularly perform quality assurance checks (including site visits) on approved grant applications.

These checks are made to ensure that all information provided can be proved and that the grant was only spent on approved items and according to the service agreement.

## 12.6 Evaluation

We will evaluate the Community Road Safety Grant scheme to measure how well the outcomes and objectives have been achieved. We may use information from your application and reports for this purpose. We may also interview you or

ask you for more information to help us understand how the grant impacted you and to evaluate how effective the program was in achieving its outcomes.

We may contact you up to one year after you finish your grant for more information to assist with this evaluation.

## 13. Probity

Transport and Main Roads will make sure that the grant opportunity process is fair, according to the published guidelines, incorporates appropriate safeguards against fraud, unlawful activities and other inappropriate conduct.

### 13.1 Enquiries and feedback

Any questions or feedback you have regarding this grant opportunity should be sent to [roadsafetygrants@tmr.qld.gov.au](mailto:roadsafetygrants@tmr.qld.gov.au).

### 13.2 Reservations

Without limiting its rights whatsoever, Transport and Main Roads reserves the right, in its absolute discretion and at any time during the period from the release to the market of these funding guidelines to the approval of an application for funding to:

- amend the structure, procedures or timing of the application process;
- vary or amend the assessment criteria without notification;
- request further information from an applicant (including by way of interview) to clarify their application;
- make its own due diligence investigations and draw on outside expertise in conducting an assessment of applications;
- terminate or suspend this selection process at any time;
- conduct negotiations with any applicant after applications have been lodged; or
- not provide any reasons to any applicant for any action or decision taken as part of this process.

### 13.3 Conflicts of interest

Any conflicts of interest could affect the performance of the grant opportunity or program. There may be a conflict of interest, or perceived conflict of interest, if Transport and Main Roads' staff, any member of the assessment panel or advisor and/or you or any of your personnel:

- has a professional, commercial or personal relationship with a party who is able to influence the application selection process, such as a Transport and Main Roads officer or member of the assessment panel
- has a relationship with or interest in, an organisation, which is likely to interfere with or restrict the applicants from carrying out the proposed activities fairly and independently or
- has a relationship with, or interest in, an organisation from which they will receive personal gain because the organisation receives a grant under the grant program/ grant opportunity.

You will be asked to declare, as part of your application, any perceived or existing conflicts of interests or that, to the best of your knowledge, there is no conflict of interest.

If you later identify an actual, apparent, or perceived conflict of interest, you must inform Transport and Main Roads in writing immediately.

Assessment panel members and government staff including the decision maker must also declare any conflicts of interest.

## 13.4 Privacy

We treat your personal information according to the *Information Privacy Act 2009* and the Queensland Privacy Principles. This includes letting you know:

- what personal information we collect
- why we collect your personal information
- who we give your personal information to.

Your personal information can only be disclosed to someone else for the primary purpose for which it was collected, unless an exemption applies.

We may share the information you give us with other State Government entities for purposes including government administration, research or service delivery.

As part of your application, you declare your ability to comply with the *Information Privacy Act 2009* and the Queensland Privacy Principles and impose the same privacy obligations on officers, employees, agents and subcontractors that you engage to assist with the activity, in respect of personal information you collect, use, store, or disclose in connection with the activity.

## 13.5 No Canvassing

An applicant must not contact officers of Transport and Main Roads with a view to obtaining information in respect of this selection process which is not publicly available or to enhance its prospect of being selected or shortlisted. Any unauthorised communication or approach by or on behalf of an applicant to influence, or seek to influence, may in the absolute discretion of Transport and Main Roads lead to the exclusion of the applicant from this process.

## 13.6 Confidential Information

We may at any time, require you to arrange for you; or your employees, agents or subcontractors to give a written undertaking relating to nondisclosure of our confidential information in a form we consider acceptable.

We will keep any information in connection with the service agreement confidential to the extent that it meets all of the three conditions below:

1. you clearly identify the information as confidential and explain why we should treat it as confidential
2. the information is commercially sensitive
3. revealing the information would cause unreasonable harm to you or someone else.

We will not be in breach of any confidentiality agreement if the information is disclosed to:

- the assessment panel and other State Government employees and contractors to help us manage the program effectively
- employees and contractors of our department so we can research, assess, monitor and analyse our programs and activities
- employees and contractors of other State Government agencies for any purposes, including government administration, research or service delivery
- the Minister for Transport and Main Roads, and
- a Committee of the Queensland Parliament.

The service agreement may also include any specific requirements about special categories of information collected, created or held under the service agreement.



## 14. Good Practice Guidelines

### 14.1 Young Childhood (6 to 11 years)

#### Why are children vulnerable road users?

Using the road safely requires a range of skills to make highly complex decisions. These decisions relate to a person's ability to pay attention to their environment and to process information in order to identify and respond to hazards on and around the roads.

We are not born with these abilities; instead they are acquired continually from childhood and into adulthood as the body and brain mature. Many of these skills are learned through experience, education and the application of advanced cognitive (brain-based), sensory and physical capabilities.

As a result, children and young people may not have the experience or cognitive maturity required to safely respond to the dynamic and changing interactions around roads. Exposure to traffic situations which exceed the capabilities of children places them at greater risk of road-related injury.

When providing road safety education, it is important to understand the specific risk factors of each age group that increase the likelihood of being involved in a serious road crash.

#### What does the research say about the risks for children?

As a child transitions from the early childhood stage, they continue to rapidly develop cognitively and physically. Although a child's ability to grasp abstract ideas such as road safety develops during this age, their developmental immaturity, relative to adults, means that road and traffic dangers can exceed a child's skills and abilities. At the same time, children encounter new challenges, especially as their social environment changes.

Key risk factors facing young and primary-school aged children include:

##### Cognitive risks

- Brain development during this period means that a child's ability to grasp abstract ideas, process information, and manage their attention increases.<sup>2</sup> Children within this age group are able to better assess risk due to their cognitive development and are better able to understand the importance of road safety education. This increase is only relative to that of a pre-schooler, and children of this age group still need significant adult assistance and supervision as they are unable to manage the risks in the traffic system by themselves.
- Children are at a greater risk of being involved in a road incident as they may not be able to always effectively manage their impulses (impulse control) and any visual, cognitive and auditory distractions.<sup>3</sup> Children of this age group require active adult supervision, as they remain unable to manage the risks within the road environment by themselves.

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<sup>2</sup> Committee on the Science of Children Birth to Age 8 (2015): Deepening and Broadening the Foundation for Success; Board on Children, Youth, and Families; Institute of Medicine; National Research Council; Allen LR, Kelly BB, editors. Washington (DC): National Academies Press (US).

<sup>3</sup> Meir, A., Parmet, Y, & Oron-Gilad, T. (2013). Towards understanding child-pedestrians' hazard perception abilities in a mixed reality dynamic environment. *Transportation Research Part F: Traffic Psychology and Behaviour*, vol. 20: 90-107. Retrieved from: <https://doi.org/10.1016/j.trf.2013.05.004>

- Children have usually developed their visual and auditory capability by the age of eight. Up until this has occurred, a child's depth perception and peripheral vision is impaired, and therefore their ability to identify hazards on the road is still poor (including their ability to judge distance and speed appropriately).<sup>4</sup>

### Physical risks

- The small physical size of a child is still a factor in their vulnerability in and around traffic.<sup>5 6</sup> Young and school-aged children may be difficult to spot by drivers due to their small size, especially when vehicles are reversing. This increases the risk of run-over incidents.
- Children of this age group are still also physically vulnerable as a passenger in a car, resulting in increased risk when in a crash. As such, it is critical that they are in an appropriately fitted child restraint suited to their height and size.

### Social Environment

- Adults significantly influence a child's road safety beliefs and behaviours during this age and remain responsible for active supervision when children are on or around roads.<sup>7</sup>
- Children within this age group commonly start walking to school, and therefore have increased exposure to traffic, especially when crossing roads. As their means of transport changes, children become increasingly exposed to the road environment, creating a greater risk of being involved in a road incident.<sup>8</sup> *Distraction can also become a factor in unsafe pedestrian behaviour, especially if children are using smart phones or other electronic devices, listening to music, or otherwise performing other tasks when walking.*
- *For this age group, many children will use bicycles, scooters or skateboards. These forms of transport expose children to a range of new road safety risks, especially if ridden on streets and roads or around vehicles. Although children of this age group are generally able to use a bicycle or other wheeled form of transport, they may not have other skills required to safely navigate within traffic. This includes the ability to keep their attention on other road users and respond appropriately to safety hazards.*<sup>9 10</sup>

## What does this research mean when teaching road safety education for children?

### Children start to comprehend road safety more

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<sup>4</sup> Congiu, M., Whelan, M., Oxley, J., Charlton, J., D'Elia, A. & Muir, C. (2008). Child pedestrians: Factors associated with ability to cross roads safely and development of a training package. Monash University Accident Research Centre.

<sup>5</sup> Corben, B., D'Elia, A., & Healy, D. (2006). Estimating pedestrian fatal crash risk, conference proceedings of the 2006 Road Safety Research, Policing and Education Conference.

<sup>6</sup> Peden, M., & World Health Organization. (2008). World report on child injury prevention. World Health Organization. Retrieved from: <https://apps.who.int/iris/handle/10665/43851>

<sup>7</sup> Muir, C., Devlin, A., Oxley, J., Kopinathan, C., Charlton, J. & Koppel, S. (2010). Parents as role models in road safety. Monash University Accident Research Centre.

<sup>8</sup> Hobday, M. & Meuleners, L. (2018). Child and adolescent pedestrians and cyclists in Western Australia: how safe are they?. Curtin-Monash Accident Research Centre. Retrieved from: <https://www.rsc.wa.gov.au/RSC/media/Documents/Child-pedestrian-and-cyclist.pdf>

<sup>9</sup> Lenton, S. & Finlay, F. (2018). Public health approaches to safer cycling for children based on developmental and physiological readiness: implications for practice, British Medical Journal, vol. 2(1).

<sup>10</sup> Muir, C., Devlin, A., Oxley, J., Kopinathan, C., Charlton, J. & Koppel, S. (2010). Parents as role models in road safety. Monash University Accident Research Centre.

Children in this age group quickly gain the ability to understand the critical importance of road safety in comparison to younger children. At this age, children begin to have a much more sophisticated understanding of the risks within the traffic system. Road safety education is therefore critical for this age group, as children begin to grasp the complex decisions involved in practicing safer road behaviours.

### **Children still require active supervision and positive role modelling**

Young children become increasingly aware of the traffic environment and the importance of making decisions to manage their safety. Children's cognitive and physical maturity remains low in comparison to adults. For this reason, children of this age group continue to require close supervision from adults (that is, active supervision when riding a bike, when walking, or playing on the street). Parents also play an important role in modelling good behaviour, such as:

- actively explaining the need to be a good pedestrian (for example, not walking when distracted) or bike/scooter rider, and behave in predictable ways for drivers and other road users
- explaining the need to continue using a child seat when in the car, and ensuring all passengers are buckled up or restrained before starting to drive
- ensuring that children exit from the car with an adult's assistance only on the 'safety side' (curb-side door), and
- emphasising the importance of being a good pedestrian, including avoiding crossing the road unsafely and making eye contact with stationary drivers when crossing at the lights.

### **Increased independence may increase exposure on the roads**

As children become active transport users through cycling, scooter riding, or walking, it is recommended that education reinforce safe usage in off-road environments and under adult supervision, especially when under the age of 12.

### **Children still need to be in approved child restraints and wearing helmets when using scooters or bikes**

Parents and carers also need to understand the benefits of children wearing a properly fastened and adjusted Australian Standard (AS) approved bicycle helmet. When in the car, children of this age group still need to be in approved Australian Standards child restraint and should not be graduating to a regular seatbelt without a booster seat until they are of an appropriate age, height and size.



## 14.2 Early Adolescence (12 to 15 years)

### Why are children vulnerable road users?

Using the road safely requires a range of skills to make highly complex decisions. These decisions relate to a person's ability to pay attention to their environment and to process information in order to identify and respond to hazards on and around the roads.

We are not born with these abilities; instead they are acquired continually from childhood and into adulthood as body and brain mature. Many of these skills are learned through experience, education and the application of advanced cognitive (brain-based), sensory and physical capabilities.

As a result, young adolescents may not have the experience, cognitive or physical maturity required to safely respond to the dynamic and changing interactions around roads. Exposure to traffic situations which exceed the capabilities of adolescents places them at greater risk of a road-related injury.

When providing road safety education, it is important to understand the specific risk factors of each age group that increase the likelihood of being seriously injured or killed in a road crash.

### What does the research say about the risks for adolescents and young teenagers?

As a child enters adolescence, they continue their physical and mental development. During this period, physical development leads to hormonal changes that may influence an adolescent's ability to regulate their emotions and impulses.

At the same time, significant social changes common within this age group means that friends and schoolmates become bigger influences in a child's behaviour. This can also accompany increased independence, resulting in changes to an adolescent's exposure to the road environment, which is often unsupervised.

Key risk factors facing adolescents and young teenagers include:

#### Cognitive risks

- The cognitive development of a child continues until around age 25 as the neural networks (networks within the brain that support the specialised aspects of cognition that characterise adulthood) undergoes extensive remodelling.<sup>11 12</sup>
- The pre-frontal cortex represents the decision-making centre of the brain. The development of this strongly influences the ability to undertake complex cognitive behaviours such as decision-making, and impulse control. Within the context of road safety, the still-developing pre-frontal cortex means that an adolescent's ability to undertake effective, risk-based decision-making is limited.<sup>13</sup>

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<sup>11</sup> Crowe, L., Catroppa, C., & Anderson, V. (2015). Chapter 41 - Sequelae in children: developmental consequences, *Handbook of Clinical Neurology*, vol. 125: 661-677.

<sup>12</sup> Griffin, A. (2017). Adolescent neurological development and implications for health and well-Being. *Healthcare (Basel)*, vol. 29;5(4):62. Retrieved from: <https://doi:10.3390/healthcare5040062>

<sup>13</sup> Arain, M., Haque, M., Johal, L., Mathur, P., Nel, W., Rais, A., Sandhu, R., & Sharma, S. (2013). Maturation of the adolescent brain, *Neuropsychiatric Disease and Treatment*, vol. 9: 449-461.

## Physical risks

- Early adolescence represents a period of notable physical growth. During this stage, children become less vulnerable to run-over incidents as a result of their increased physical size, in addition to their growing understanding of the need to behave safely on and around the roads.<sup>14</sup>
- Young adolescents commonly use scooters and bicycles for personal transportation and recreation. They are physically vulnerable to the effects of a crash, especially that which affects their brain.

## Social Environment

- Young adolescents often demonstrate a tendency toward increased risk-taking and may experiment with pushing boundaries and social norms.<sup>15</sup>
- In addition to the neurological changes that are occurring, the onset of puberty brings about changes in the hormones which can affect motivation, mood, and emotion, which may result in more impulsive behaviour.<sup>16</sup>
- Although parents and teachers remain an important influence on adolescents, during this age period, there is an increased focus on social status as a driver of behaviour.<sup>17</sup> This increases adolescents' willingness to engage in more risky behaviour when with peers, such as taking more risks when crossing roads.<sup>18</sup>
- Changes in travel, including unsupervised travel, increases the exposure of early adolescents to road hazards. During this age period, adolescents are likely to begin travelling independently on public transport, or as a pedestrian or bike rider. They may also begin to travel as a passenger with young, inexperienced drivers, due to age proximity to provisional licence holders.
- Increased independence may also increase the likelihood of distraction. Early adolescents may be distracted by their peers or by mobile technology while walking or cycling.<sup>19 20</sup>

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<sup>14</sup> Dragutinovic N. & Twisk D. (2006). The effectiveness of road safety education: A literature review. Leidschendam, The Netherlands: SWOV Institute for Road Safety Research

<sup>15</sup> Martin J., Kauer S. D., & Sanci, L. Road safety risks in young people attending general practice: A cross-sectional study of road risks and associated health risks. *Australian Family Physician*, vol. 45(9): 666-72. Retrieved from: <https://www.racgp.org.au/afp/2016/september/road-safety-risks-in-young-people-attending-general-practice-a-cross-sectional-study-of-road-risks-and-associated-health-risks/>

<sup>16</sup> Griffin, A. (2017). Adolescent neurological development and implications for health and well-Being. *Healthcare (Basel)*, vol. 29;5(4):62. Retrieved from: <https://doi:10.3390/healthcare5040062>

<sup>17</sup> Knoll, L. J., Leung, J. T., Foulkes, L. & Blakemore, S-J. (2017). Age-related differences in social influence on risk perception depend on the direction of influence, *Journal of Adolescence*, vol. 60: 53-63. Retrieved from: <https://doi.org/10.1016/j.adolescence.2017.07.002>

<sup>18</sup> O'Neal, E. E., Jiang, Y., Brown, K., Kearney, J. K., & Plumert, J. M. (2019). How does crossing roads with friends impact risk taking in young adolescents and adults?, *Journal of Pediatric Psychology*, vol. 44(6): 726–735. Retrieved from: <https://doi.org/10.1093/jpepsy/isz020>

<sup>19</sup> Stavrinou D., Pope C. N., Shen J. & Schwebel D. C. Distracted walking, bicycling, and driving: Systematic review and meta-analysis of mobile technology and youth crash risk. *Child Development*, vol. 89(1):118-128. Retrieved from: <https://doi:10.1111/cdev.12827>

<sup>20</sup> Baswail, A., Allinson, L., Goddard, P., & Pfeffer, K. (2019). Adolescents' mobile phone use while crossing the road. *Safety*, vol. 5: 27. Retrieved from: <https://doi.org/10.3390/safety5020027>

# What does this research mean when teaching road safety education for adolescents and young teenagers?

## **Teenagers undergo numerous social and physiological changes that increase risk**

During early adolescence, there are a broad range of interrelated factors that increase the risk of being involved in a fatal road incident. These factors include increased independence in travel, heightened emotional responses and an increase in social motivation. Although young teenagers' thinking becomes more complex during this stage, their ability to make informed decisions is still limited as they lack the cognitive development needed to control their impulsivity in comparison to adults.

## **Although peers often become more important to this age group, parents and teachers are still influential**

Road safety education for this age group should also account for the changing influences in motivation, as peers increase in significance. However, parents and other adults are still important influences, particularly in providing supervision, and in modelling of positive road safety behaviours and attitudes. At this age, in addition to modelling safe pedestrian and cycling skills, parents can prepare children for future driving by:

- explaining safe driving habits such as ensuring all passengers are using a seatbelt before driving, and performing visual safety checks before starting the car, as well as safer driving behaviours when on the road like indicating appropriately and checking for other drivers before changing lanes
- modelling positive behaviours like the need for emotional regulation when driving (for example, not getting verbally aggressive with other drivers on the road)
- brainstorming future potential risk scenarios adolescents may face (such as peer pressure to speed, accepting a lift when at a party, or being pressured to drive when under the influence of alcohol), and how your child can avoid them.

## **Providing education that teaches skills is important**

As a result, road safety education should focus on building important life skills relevant to the road environment. These include improving self-esteem, resisting external pressures (e.g. peer pressure), effective communication, and increasing assertiveness.

Young adolescents should be taught to recognise and respond appropriately to impulses that may lead them to engage in poor road safety behaviour.

Road safety education should also continue to build upon previous skills taught about how to navigate on and around roads safely as a bike, scooter or skateboard rider, including the need to wear a helmet. Safe pedestrian behaviour, for themselves and others, should also be emphasised.

## 14.3 Adolescents and Young Adults (16 to 24)

### Why are adolescents and young adults vulnerable road users?

Using the road safely requires a range of skills to make highly complex decisions. These decisions relate to a person's ability to pay attention to their environment and to process information in order to identify and respond to hazards on and around the roads.

We are not born with these abilities; instead they are acquired continually from childhood and into adulthood as body and brain mature. Many of these skills are learned through experience, education and the application of advanced cognitive (brain-based), sensory and physical capabilities.

As a result, adolescents and young people may not have the experience, or cognitive maturity required to safely respond to the dynamic and changing interactions around roads. Exposure to traffic situations, such as driving, which exceed the capabilities of young people places them at greater risk of a road-related injury.

When providing road safety education, it is important to understand the specific risk factors of each age group that increase the likelihood of being involved in a fatal road crash.

### What does the research say about the risks for adolescents and young adults?

As teenagers go through adolescence and become young adults, they enter a period of rapid development, where they undergo significant cognitive and physical changes. Adolescents' social lives also change in this time, commonly resulting in a shift in the influence of peers.

Research shows that the brains of young adults continue to develop until they are in their late 20s. The brain's development stages mean that an adolescent or young adult's ability to accurately assess risk is still limited. This is important to understand as teenagers become more independent and start to drive.

Key risk factors facing adolescents and young adults include:

#### Cognitive risks

- The immaturity of the pre-frontal cortex, in addition to other developing brain structures, can reduce adolescents' ability to undertake effective decision-making based off accurate assessments of risk.<sup>21</sup>
- The front part of the brain, the prefrontal cortex, undergoes development last, with changes in this part of the brain continuing into early adulthood.<sup>22 23</sup> The prefrontal cortex is the decision-making part of the brain, and is responsible for a person's ability to plan and think about the consequences of actions, solve problems and control impulses.<sup>24</sup>
- Young and novice drivers have a much higher crash risk than experienced adult drivers as a result of a lack of experience and associated impaired ability to perceive potentially dangerous situations (hazards) on the road.

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<sup>21</sup> Arain, M., Haque, M., Johal, L., Mathur, P., Nel, W., Rais, A., Sandhu, R., & Sharma, S. (2013). Maturation of the adolescent brain, *Neuropsychiatric Disease and Treatment*, vol. 9: 449-461.

<sup>22</sup> Albert, D., Chein, J., & Steinberg, L. (2013). The teenage brain. *Current Directions in Psychological Science*, vol. 22(2), 114-120. Retrieved from: <https://doi:10.1177/0963721412471347>

<sup>23</sup> Centifanti, L. C. M., Modecki, K. L., MacLellan, S., & Gowling, H. (2016). Driving under the influence of risky peers: An experimental study of adolescent risk taking. *Journal of Research on Adolescence*, vol. 26(1): 207-222.

<sup>24</sup> Albert, D., Chein, J., & Steinberg, L. (2013). The teenage brain. *Current Directions in Psychological Science*, vol. 22(2): 114-120. Retrieved from: <https://doi:10.1177/0963721412471347>

Research has shown that Hazard Perception Tests are effective at identifying drivers with an increased crash risk, and the best benefits occur when given at a point before a driver starts to drive unsupervised.

### Physical risks

- Once adolescents reach 16 years, they become eligible to enter the Graduated Licensing System (GLS). Adolescents who learn to drive need to develop new psychomotor and physical skills in a dynamic and fast-paced traffic environment.<sup>25</sup>
- Adolescents and young adults need more sleep than adults, and insufficient sleep presents a unique risk for this age group with consequences for their safety and performance.<sup>26</sup> As adolescents are significantly more likely to take risks when fatigued, this is a significant risk crash factor when they start to drive.

### Social Environment

- Independent travel becomes increasingly important to adolescents and young adults, particularly as they finish school and move into tertiary education and/or the workplace. Adolescents or young adults commonly gain their Learner Licence, and transition to a Provisional Licence during this age period. The road safety risk for a novice driver increases significantly once on a Provisional Licence as they are no longer supervised.<sup>27</sup> The Graduated Licensing Scheme within Queensland is designed to provide novice drivers with the opportunity to learn to drive in a restricted set of circumstances as they gain experience, and many of the conditions imposed upon Provisional Licence holders are intended to mitigate the risks for this particular group of drivers.<sup>28</sup>
- Young novice drivers can be prone to 'optimism bias', whereby their skill level is overestimated, and risk of crash is underestimated.
- Adolescents' social networks change during this period as they gain independence and may include new friends or new social pressures. The increasing influence wielded by peers can cause adolescents and young adults to engage in risky driving behaviours such as speeding and drink-driving as a result of peer pressure.<sup>29 30</sup>
- When driving with more than one peer passenger (a passenger of a similar age who is not a family member), young novice drivers have a higher crash risk, which is addressed in the GLS through restrictions on peer passengers for those on Provisional Licences.<sup>31</sup> Adolescent passengers have been found to exert passive peer pressure by simply being in proximity of the driver.<sup>32</sup>

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<sup>25</sup> Simons-Morton, B & Ehsani, J. P. (2016). Learning to drive safely: Reasonable expectations and future directions for the learner period. *Safety* (Basel, Switzerland), vol 2(4): 20. Retrieved from: <https://doi.org/10.3390/safety2040020>

<sup>26</sup> Alvaro, P. K., Burnett, N.M., Kennedy, G. A., Yu Xun Min, W., McMahon, M., Barnes, M., Jackson, M., & Howard, M. E. (2018). Driver education: Enhancing Knowledge of sleep, fatigue and risky behaviour to improve decision making in young drivers. *Accident Analysis & Prevention*, vol. 112: 77-83. Retrieved from: <https://doi.org/10.1016/j.aap.2017.12.017>

<sup>27</sup> Senserrick, T., Boufous, S., Olivier, J & Hatfield, J (2021). At what stages of licensing do graduated driver licensing systems reduce crashes? Example from Queensland, Australia, *Accident Analysis & Prevention*, vol 152,105989. Retrieved from: <https://doi.org/10.1016/j.aap.2021.105989>.

<sup>28</sup> Senserrick, T, Boufous, S., Olivier, J & Hatfield, J. (2016). Evaluation of Queensland's Graduated Licensing System. Final report to the Department of Transport and Main Roads, Queensland Government. Brisbane, Queensland: The Department of Transport and Main Roads.

<sup>29</sup> Horvath, C., Lewis, I. & Watson, B. (2012). Peer passenger identity and passenger pressure on young drivers' speeding intentions. *Transportation Research Part F: Traffic Psychology and Behaviour*, vol. 15(1): 52-64.

<sup>30</sup> Watling, H., Hooijer, J., Armstrong, K., and Watling, C. N. (2018). The influence of social factors and personality constructs on drink driving among young licenced drivers, *Transportation Research Part F: Traffic Psychology and Behaviour*, vol. 52: 210-221. Retrieved from: <https://doi.org/10.1016/j.trf.2017.11.023>.

<sup>31</sup> Scully, M., Newstead, S., & Keall, M. (2014). Evaluation of Queensland's Graduated Licensing System: analysis of police-reported crash outcomes and individual GLS components. Monash University Accident Research Centre.

<sup>32</sup> Centifanti, L. C. M., Modecki, K. L., MacLellan, S., & Gowling, H. (2016). Driving under the influence of risky peers: An experimental study of adolescent risk taking. *Journal of Research on Adolescence*, vol. 26(1): 207-222.

- Adolescents and young adults may be distracted by their peers or by smart phones and other devices while driving or near roads.<sup>33 34</sup>
- While illegal for those under age and on learner and provisional licences when driving, the increased popularity of alcohol and/or other drugs in this age group increases crash risk. The combination of drinking and driving is made worse by young adults' relative inexperience.<sup>35</sup> Alcohol consumption also impairs other road user groups such as pedestrians, with 'drink walking' emerging as a road safety issue.

## What does this research mean when providing road safety education for adolescents and young adults?

### Increased independence and life changes during this age increases risk for young adults

During adolescence, there are a broad range of factors that increase the risk of being involved in a road crash. These factors include increased independence in travel, increased exposure on the roads when driving or travelling with inexperienced drivers, and inhibited risk-based decision-making.

### Building skills to cope with new pressures is important for this age group

The focus of road safety education should be on building behavioural and life skills in a road system context, such as improving self-esteem, resisting external pressures (e.g. peer pressure), effective communication, and increasing assertiveness.

### Adolescents and young adults need to manage risk-taking and over-confidence

Road safety education for this age cohort should be based off the understanding that they are likely to underestimate risks when starting to drive. Adolescents and young adults should understand that they are prone to over-confidence in the first few years of driving, and that this may increase risky decision-making when on the roads. Advanced driver training alone is not recommended, as it is likely to contribute to over-confidence, resulting in poorer driving behaviour and increased crash risk.<sup>36</sup>

Road safety education should focus on adolescents' limited hazard perception capabilities (in speed of spotting potential hazards and ability to safely navigate them) due to inexperience.

Education in this area should build resilience skills, aiming to reduce risky driving behaviour in young drivers by focusing on interpersonal skills and risk awareness.

### Adolescents and young adults should understand the risks of distraction and drug and alcohol consumption

Road safety education should address deliberate risk-taking behaviour and poor choices, including fatigue, seatbelt wearing, distraction and speeding. Education for this age group should also highlight the need to separate drug and alcohol consumption from driving, noting that the increased risk of the likelihood of crash and crash severity when a driver is under the influence of alcohol or other drugs.

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<sup>33</sup> Stavrinou, D., Pope, C. N., Shen, J., & Schwebel, D.C. (2017). Distracted walking, bicycling, and driving: Systematic review and meta-analysis of mobile technology and youth crash risk. *Child Development*, vol. 89(1): 118-128. Retrieved from: <https://doi:10.1111/cdev.12827>

<sup>34</sup> Gauld C. S., Lewis I. M., White K. M., & Watson B. (2016). Key beliefs influencing young drivers' engagement with social interactive technology on their smartphones: A qualitative study. *Traffic Injury Prevention*, vol.17(2): 128-33. Retrieved from: <https://doi:10.1080/15389588.2015>

<sup>35</sup> Watling, H., Hooijer, J., Armstrong, K., & Watling, C. N. (2018). The influence of social factors and personality constructs on drink driving among young licenced drivers, *Transportation Research Part F: Traffic Psychology and Behaviour*, vol. 52: 210-221. Retrieved from: <https://doi.org/10.1016/j.trf.2017.11.023>

<sup>36</sup> Bates, L., Filtness, A., Fleiter, J., Watson, B., Tones, M. and Williamson, A. (2013). How would changing driver training in the Queensland licensing system affect road safety?. Centre for Accident Research and Road Safety – Queensland. Retrieved from: <https://www.tmr.qld.gov.au/-/media/Safety/roadsafety/Road-safety-research-reports/report-1-trends.pdf>

Road safety education for adolescents and young adults should emphasise the impact of using electronic devices like smart phones when on or around the road, especially when driving. Young people are likely to be especially susceptible to distraction-related crashes due to their cognitive and social risk factors, as well as lack of experience.