Meeting of the United Nations Road Safety Collaboration, Bangkok, 17 March 2017

Safer Road Users – PG4 Summary

Chair: Judy Fleiter, Global Road Safety Partnership

Meeting aims:

To share current work of road safety organizations
To discuss road safety resourcing/capacity building to achieve the goals of the DoA and SDGs
To discuss challenges and opportunities to making road users safer

Participants.

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
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<tbody>
<tr>
<td>Mignott, Shushanna</td>
<td>SafeKids Worldwide</td>
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<td>Pratt, Stephanie</td>
<td>CDC/NIOSH by Webex</td>
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<td>Baluja, Rohit</td>
<td>Institute of Road Traffic Education</td>
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<td>O’Conor, Shane</td>
<td>FEDEX</td>
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<td>Thabo, Tsoletsane</td>
<td>RTIA</td>
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<td>Kwizi, Nzcobo</td>
<td>RTIA</td>
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<td>Fleiter, Judy</td>
<td>Global Road Safety Partnership</td>
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<tr>
<td>Li, Qingfeng</td>
<td>JHU</td>
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<td>Tuntrakul, Thaniya</td>
<td>Thai Red Cross Society</td>
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<td>Suntikul, Trimuch</td>
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<td>Katguda, Lalida</td>
<td>CSC Thailand</td>
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<td>Li, Yuwei</td>
<td>UNESCAP</td>
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<td>Lieshout, Floor</td>
<td>YOURS</td>
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<tr>
<td>Peden, Margie</td>
<td>World Health Organisation</td>
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<td>Huang, Na</td>
<td>AIP Foundation</td>
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<td>Sidik, Kirgam</td>
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<td>Savitree, K</td>
<td>IMMA</td>
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<td>Plitpomkarn, A</td>
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<td>Kim, Pagna</td>
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<td>Hekkert, P</td>
<td>Global Drive Alliance</td>
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<td>Zixiewxia</td>
<td>CATARC</td>
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<td>Lee, Sandra</td>
<td>J &amp; J</td>
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<td>Santipakorn, Nopadol</td>
<td>RVP</td>
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<tr>
<td>Ivers, Rebecca</td>
<td>The George Institute for Global Health</td>
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Speakers

1. Dr Rohit Baluja (Institute of Road Traffic Education, India, no ppt presentation provided) described historical perspective of involvement in UNRSC since 2004 and
knowledge about UN Conventions in the SE Asian countries. Noted that there were many who were not adhering to UN Conventions, primarily because they were not aware of them. Noted large number of and growth in 2 and 3 wheelers in Asia. Identified need for work to understand more about what the problems are, relating to vehicles, roads, road users. Has been involved in a 2 year research project (details not specified), the recommendations of which will be presented at UNECE next week in Geneva. Advised that recommendations will be available on UNECE website. Recommendations include improved lane markings, helmet use, rider/driver management, data management. Suggested the establishment of local chapters of UNRSC to progress work in regional locations.

2. **Dr Margie Peden** (WHO) showed the Slow Down ‘Managing Speeds’ toolkit online that was discussed in the plenary meeting yesterday by Mr Rod King. The package went live overnight on WHO website.

Description of content of the newly launched WHO Manual on Powered 2 and 3 Wheelers. Discussion about interventions included are in 3 categories 1) proven, 2) promising, 3) insufficient evidence but included for further consideration. All members encouraged to add the link to the manual to their website. Discussion ensued on the efficacy of various types of driver and rider education. Consensus reached that there will be a focus on driver/rider training at the next PG4 session. Brief update also on WHO Bicycle ‘Manual’. Consensus was reached at the last PG4 session that a full manual was not needed, but something shorter. WHO advised that a tender is currently open for production of a 10-20 page document.

3. **Dr Qingfeng Li** (Johns Hopkins International Injury Research Unit). Provided background information on JHU role in the Bloomberg Philanthropies Initiative for Global Road Safety for monitoring changes in key risk factors. Road side observational data collection methodology described (twice yearly). Results from 3 rounds of data collection presented: Helmet use overall 11%, with extremely low wearing rates, especially for passengers and ebike riders. Seatbelt wearing rates higher for drivers, than front seat passengers, and lowest for rear seat passengers. Speeding and drink driving rates were low.

4. **Dr Rebecca Ivers** (The George Institute for Global Health) presented information on the Driving Change program – research conducted with Indigenous people in Australia to improve driver licensing outcomes. Link found between low license levels and reduced employment and education opportunities. Highlighted importance of close community contact. Barriers to participation in licensing included lack of identification documentation, low literacy levels, lack of cultural responsiveness by licensing service agencies. Adopted case management process to assist people through the licensing process.
5. Mr Shane O’Conor (Fedex). Presentation on 5 key issues for NGOs to consider when wanting to engage with the corporate sector: 1) Align with core competencies, 2) Have Measurable impacts, 3) Is program sustainable and scalable, 4) Strategic partnerships – try and not make it a one off thing, 5) Executive and Team member engagement.

6. There was no time remaining for further discussions.
Release

Dr Margie Peden
24th UNRSC Meeting
16-17 March 2017
Bangkok
Thailand
Preparation

- It has taken two+ years to prepare this manual

- Evidence gathering: Literature review was conducted by George Institute for Global Health
  - Searched and extracted information from peer-reviewed journals, grey literature, websites of major conferences, organisations and network websites
  - Prepared a literature review report

- Writing and production
  - Drafts prepared, reviewed, revised, edited, rewritten, re-edited, layout and printed
Module 1: Why is addressing PTW safety necessary?

- What are PTWs?
  - Focus is on two-wheeled motorcycles

- Importance of PTWs for mobility
  - Transport goods and services in many LMICs. Use in HICs is more mixed.
  - 29% of registered vehicles

- The PTW-related injury problem
  - 23% of global road traffic deaths

- Risk factors for PTW-related injuries
  - Non-use of helmets, alcohol, speed, traffic mix, road side barriers, vehicle stability and braking errors

- The Safe System approach and PTW safety
  - A viable framework for examining key PTW risk factors
Global distribution of registered motorized vehicles, 2013

In 2013, there were 516 million PTWs worldwide, accounting for 29% of all registered vehicles.

Source: based on (1).
Proportion of motorcyclist deaths by WHO region

WHO data shows that about 286 000 PTWs were killed in road traffic crashes in 2013
Module 2: Situational assessment

• What is a situational assessment?
  – A detailed and methodical examination of key data on the magnitude of the road safety problem, risk factors, prevention needs, the policy/programmatic environment and relevant stakeholders

• Why is a situational assessment needed?
  – To gather key information that will guide prioritization and help make decisions on how to manage, reduce, or prevent the PTW safety problem

• What is assessed and what are the components of a situational assessment
  – Magnitude, risk factors, policy, interventions and stakeholders

• Using the situational assessment findings for targeted action
  – Utilize information to inform the prioritization process
Module 3: Interventions

- Safe roads and mobility
  - Exclusive motorcycle lanes (or separation of traffic) where at least 20-30% of fleet is PTW
  - Protected turn lanes & widened shoulder or lanes
  - Removal of roadside hazards
  - Speed limiters and traffic calming
  - Improving road surface conditions
Module 3: Interventions

- Safe vehicles
  - Antilock brake systems (ABS) (potentially in combination with combined braking systems)
  - Headlights at night
  - Daytime running lights
Module 3: Interventions

- Safe people
  - Laws and enforcement
    - Mandatory helmet laws
    - Helmet standards
    - Strengthening penalties
    - Mandatory registration of vehicles
    - Demerit points
  - Reflective & protective clothing
  - Licensing/training
    - Compulsory skill test for motorcycle permit
    - Graduated licensing system
Module 4: Implementation and evaluation

- Define desired outcomes
  - Objectives should be **SMART**
  - Should be informed by scientific evidence derived from the situational assessment as well as from the available literature
  - Should include fatality and injury reduction targets
  - Both short-term and medium- to long-term objectives are desirable

- Prioritize evidence-based interventions
  - Evaluate each intervention in terms of cost, capacity for implementation and acceptability
  - Appraise the overall policy environment and level of support for the various interventions being considered
Module 4: Implementation and evaluation

- Define desired outcomes
  - State goals and objectives

- Prioritize evidence-based interventions
  - Effective interventions
  - Capacity to implement interventions
  - Acceptability of interventions

- Develop a monitoring and evaluation plan
  - Specify what to monitor and evaluate
  - Specify sources of data and methods for monitoring and evaluation

- Develop and execute a plan of action
  - Develop a comprehensive motorcycle safety plan
  - Implement, monitor and evaluate it over short- and long-term periods
Conclusion

- PTW safety is important in view of the increasing use of this mode and associated risks

- PTW safety needs to be considered within the overall road safety strategy

- Please disseminate and implement this manual

- Thank you to all who contributed, esp PG4

- Download:  
  http://www.who.int/violence_injury_prevention/publications/road
MANAGING SPEED

Approaches to managing speed

i. Building or modifying roads to include features that calm traffic

ii. Establishing speed limits to the function of each road

iii. Enforcing speed limits

iv. Installing in-vehicle technologies

vi. Raising awareness about the dangers of speeding

It’s available

Download your copy

http://www.who.int/violence_injury_prevention/publications/road_traffic
FedEx NGO Engagement Criteria

Align to Core Competencies
Measurable Impacts
Scalable & Sustainable
Strategic Partnerships
Executive & Team Member Engagement

UN Road Safety Collaboration
Pillar 4: Safe Road Users
16-17 March
Bangkok, Thailand
Driving Change: development and implementation of a driver licensing support program for Aboriginal people in NSW

The George Institute for Global Health Australia

Rebecca Ivers

On behalf of the Driving Change collaborators, steering committee and investigators
Access to transport

Transport a key enabler for access to health care, goods and services, and to maintain cultural obligations and family commitments.

In 2008, 71% of Aboriginal and Torres Strait Islander adults living in remote areas had no access to public transport; 15% were unable to reach places when needed (AIHW 2011)

In the 2012–13 Health Survey 16% of Aboriginal and Torres Strait Islander people reported travel/distance as the prime reason not to access health services.

Private cars are an essential part of transport system especially in areas not serviced by public transport.
A driver licence means more than just driving a car

Kickbusch, 2007
Previous research

• Survey of people attending Aboriginal Medical Services in 4 locations; Redfern and Griffith in NSW, and Port Lincoln and Ceduna in South Australia 2012-2013

• Licensure (a full or provisional licence) was 51.4% in Redfern, 52.5% in Port Lincoln, 66.3% in Ceduna and 77.2% in Griffith

• 38% of people who had held a licence of any sort had had their licence disqualified, suspended or cancelled

• Strong links between licensing, employment and education (Ivers, 2016)

• Similar findings from NSW, SA, NT (Elliott and Shanahan, Helps, NT Gov)

• Licensing offences contribute to high incarceration rates
Development of Driving Change program

History of poorly funded grassroots driver licensing programs, poorly evaluated

Pilot funding for Driving Change provided by AstraZeneca
Establishment of steering committee with key stakeholders
Community engagement in first three sites (from survey sites)
  Aboriginal working party meetings
  Consultation with local organisations
  Establishment of local programs
Worked with youth workers on development of program responsive to local needs

Formative evaluation

Further funding obtained for roll-out and evaluation from Transport for NSW and NSW Health
Program aims

Strengthen licensing and road safety services through locally owned and delivered programs

Increase licensing rates and reduce licensing offences for Aboriginal people in urban, regional and remote communities in NSW

Demonstrate program effectiveness for sustainability of funding
Program evaluation

Formative
Program development in conjunction with survey

Process
Acceptability, Availability, Meeting needs of community

Impact
Reach, Licensing, employment, education outcomes

Outcome
Licensing, offence rates
Formative Evaluation Methods

12 semi-structured stakeholder interviews, reviewed program data, materials and client stories, developed program logic model
Results: Needs Assessment

Barriers to licensing

• Identification documents
• Limited access to licensing and testing facilities
• Poor access to eligible supervisory drivers and appropriate vehicles for learners
• Literacy/numeracy
• Financial costs
• Lack of culturally responsive service provision
• Tough licensing systems for new drivers
• Linkage of state debt to driver licences
Core elements of the program

Youth worker

- Program delivery by an Aboriginal youth worker with strong links to the local community

Community engagement

- Hosted in a community organisation accessible to young people
- Supported by local committee

Program activities

- Case management through the licensing system
- Coordinating community mentor program
Program activities

- Licensing process for new drivers
  
  **Pre-learner stage**
  - ID documents
  - Practice theory test
  - Assistance accessing registry
  - Fees
  - Doing Learner test

  **Learner stage**
  - Supervised hours during learner period
  - Assistance arranging supervision
  - Coordinating access to cars
  - Doing practical test
Program activities

**elicensing process**
- Payment of fines – debt recovery agency
- Facilitate access to legal assistance as needed
- Work and development orders
- Alternative transport schemes

**social marketing and education**
- Promoting licensing process
- Community events
- Facebook/twitter
- Community service announcements
Identifying and supporting mentors

Supervising drivers for young people in the program
Undergo free training (4-6 hours)
Working with children and driver licence checks
Interview with youth worker, code of conduct
Keys to Drive lesson
Paired with young person, supervise their driving hours in our car
Around 2 hours per fortnight minimum commitment (more is possible!)
“Not having a license will impact on every aspect of their lives. It’s about their health and their cultural responsibilities to family and their community…. There are a whole lot of issues that are addressed just by having a licence, so we hope that we reduce injury, but it also addresses the unemployment and the social injustices that exist.”

(Driving Change Youth Worker)
It was easy as I practiced and the training provided by Driving Change was great, I can now practice for my P1 and get travelling to see friends and family, Thank you Driving Change
I encourage anyone young or older to get involved and sign up as this gave me the confidence to practice and the training provided was so supportive, I can now drive anywhere anytime and support my family, I can now go to Queensland and visit my sister.

Thank you all very much I am now driving everywhere my petrol supply allows me..
This was so easy and also getting further support from Driving Change to gain my P1 licence, I encourage anyone to go and sign up as the support was great, I have also purchased a car and will have my P1 soon..
Process evaluation methodology

We triangulated 3 main sources of information

1) Descriptive and regression analyses program data: demographics, services delivered, licensing outcomes (n=984)

2) Semi-structured interviews
   Local Aboriginal Youth Workers from eight sites and central program staff during program development and implementation (n=11)
   Stakeholder interviews: key community and government organisations (Legal Aid, Attorney Generals Department, Roads & Maritime, Aboriginal Affairs) (n=7)

3) Community stories: interviews, focus groups, narrative recount (n=25)
## Program Outcomes: Reach

<table>
<thead>
<tr>
<th>Reach</th>
<th>N=984 (%)</th>
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<tbody>
<tr>
<td>Age (16-24 years)</td>
<td>671 (68)</td>
</tr>
<tr>
<td>Gender (Male)</td>
<td>442 (45)</td>
</tr>
<tr>
<td>Unemployed</td>
<td>866 (88)</td>
</tr>
<tr>
<td>Not tertiary educated</td>
<td>750 (76)</td>
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<tr>
<td>Licensed driver(s) in household</td>
<td>508 (52)</td>
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<tr>
<td>Carer or parent</td>
<td>301 (31)</td>
</tr>
<tr>
<td>Literacy concerns</td>
<td>181 (18)</td>
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<tr>
<td>Process measure</td>
<td>N=984 (%)</td>
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<tr>
<td>Dose delivered</td>
<td></td>
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<tr>
<td>Supervised driving</td>
<td>247 (25)</td>
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<tr>
<td>Financial assistance</td>
<td>281 (29)</td>
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<tr>
<td>Dose received</td>
<td></td>
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<tr>
<td>Low</td>
<td>401 (41)</td>
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<tr>
<td>Medium</td>
<td>364 (37)</td>
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<tr>
<td>High</td>
<td>219 (22)</td>
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<tr>
<td>Licence outcome</td>
<td></td>
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<tr>
<td>Learner licence attained</td>
<td>182 (19)</td>
</tr>
<tr>
<td>Independent licence attained</td>
<td>198 (21)</td>
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Progression to an independent licence

More likely to progress to an independent licence if clients:

- Received supervised driving practice
- Required only one element of the program
- Received financial assistance
- Received high levels of case management
- Lived with a licensed driver
- Over 25 years of age
Implementation facilitators

More than just host organisation
Facilitating community networks, access to additional funding, supporting grant applications and providing practical support for the Youth Workers

Engagement
Driven by the relationship between the program staff, host organisation and local key stakeholders
Most effective when communities had a sense of ownership and networks evolved from within the community

A key stakeholder will open a lot of doors
Implementation was facilitated at sites that had strong support from a key community stakeholder
## Impact evaluation: preliminary results

<table>
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<tr>
<th>Clients</th>
<th>N=1006 (%)</th>
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<tr>
<td>Proof of identification assistance</td>
<td>79 (7.9)</td>
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<tr>
<td>Financial assistance</td>
<td>323 (32.1)</td>
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<tr>
<td>Learner driver mentoring</td>
<td>267 (26.5)</td>
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<tr>
<td>Fines assistance</td>
<td>137 (13.6)</td>
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### Impact evaluation results

<table>
<thead>
<tr>
<th>Clients</th>
<th>N=1006 (%)</th>
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<tbody>
<tr>
<td>Licensing sanctions lifted</td>
<td>98 (9.7)</td>
</tr>
<tr>
<td>Learner licence</td>
<td>193 (19.2)</td>
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<tr>
<td>Provisional licence</td>
<td>224 (22.3)</td>
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Role of steering committee

Met quarterly throughout life of project

Powerful mechanism for reporting of community need, project learnings and outcomes

Linkages between community organisations and Government agencies

Informed development of statewide funding

Opportunity for cross-government linkages
What’s next?

Waiting on licensing and offence data to evaluate program outcomes

7 sites have ongoing funding through Roads and Maritime Services or NSW Community Safety Fund

Two other sites seeking funding but continuing program delivery

Ongoing evaluation of Bourke Maranguka Licensing Program/Justice Reinvestment

Lobbying of state and federal Governments for sustained funding for scale up