

Road Safety Education Blueprint


Guiding Queensland's Approach to Road Safety Education from Birth to Young Adulthood



Re-released in 2023



Queensland
Government



Road trauma is a leading cause of death of Queensland children and youth. For every death, there are hundreds of road trauma injuries that further impact upon the health and wellbeing of Queensland children and their families.

The Department of Transport and Main Roads is committed to eliminating all deaths and serious injuries on Queensland's roads.





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Summary

Children and young people are some of the most vulnerable road users and they need our support and guidance to make the right decisions that will keep them safe on and around roads.

Road trauma represents one of the most serious health risks to children and young people. Children are not born with the cognitive, sensory and physical skills required to be safe road users. These skills become embedded through appropriate role modelling and consistent education as children develop and mature.

The actions contained in the Road Safety Education Blueprint (the Blueprint) aim to embed a whole-of-life approach to road safety education that underpins the Department of Transport and Main Road's broader strategic approach to reducing road trauma. The actions are also focused on changing the road safety culture of the community and better equip our children and young people with the skills they need to become safer road users.

The Blueprint is the first of its kind in Queensland and sets out the department's approach to road safety education over the coming decade.

Children, young people and road safety

The Queensland Ambulance Service responds to over 4,000 transport incidents involving children each year¹, with children and young people representing approximately 23 percent of all Queensland road fatalities.²

According to the Australian Institute of Health and Welfare (AIHW), injuries sustained by land transport incidents are the leading cause of death in children aged one to 14, and the second leading cause of death in children and young people aged 15 to 24 in Australia.³

Trends in road traffic incidents indicate that there are also a range of social and cultural dimensions to road

safety risk, including demography, geography and socioeconomic status.

Across Queensland, the evidence indicates that due to these factors many children and young people have higher susceptibility or exposure to road trauma, including young males, children and young people from low socioeconomic backgrounds, of Indigenous and Torres Strait Islander descent or from rural and remote communities.

There are a range of unique risk factors which may influence this risk including (but not limited to) greater risk-taking behaviour in males, higher rates of alcohol or drug use in low socioeconomic and Aboriginal and Torres Strait Islander communities, and higher driving speeds and rates of fatigue in rural and remote areas.

The role of education

Best practice road safety education focuses on establishing practical knowledge, skills, strategies and risk awareness to build a better road safety culture and embed positive road safety attitudes.

As a result, road safety education plays an important role in shaping the current and future road behaviour of children and young people to keep them safe on the road.

Road safety education should focus on minimising road-related risk through regular and consistent education at each stage of a child's development.

This whole-of-life approach to road safety education contributes to outcomes where children and young people are equipped with the capabilities to become responsible and safe road users.

The Queensland context

The Queensland Government has long been committed to reducing the burden of road trauma on communities. Under the *Safer Roads, Safer*

Queensland: Queensland Road Safety Strategy 2015-21, Queensland set a vision of zero serious road trauma by 2050, and has since reaffirmed this vision in the Queensland Road Safety Strategy 2022-31 (the Strategy), which sets the strategic direction for reducing road trauma over the next decade.

The Blueprint is a key component to achieving our vision, and serves as a framework for delivering road safety education to children and young people. Blueprint actions will be built into each of the three road safety action plans that support the Strategy.

The Safe System and beyond

Introduced under the previous strategy, the Safe System concept takes a holistic view of the road transport system, stating that if one part of the system fails, the other parts will protect road users from death or serious injury. There are four pillars of the safe system, including: safe roads and roadsides, safe speeds, safe vehicles and safe road users.

While the Safe System continues to be at the foundation of Queensland's approach to road safety, the new Strategy elevates and expands our thinking beyond the traditional transport sector, to take a more integrated, systems-based approach to road safety. The new model allows us to reach a broader set of stakeholders and build new partnerships across government, industry and communities (see Figure 1).

Figure 1: Safe Systems



Road safety education is a key component of the Safe System, as well as the Individuals and Communities pathways of the new model. Road safety education is intended to shape road user attitudes, perceptions and behaviour of both individuals and groups.

For children and young people, road safety education is critical in ensuring that they grow to become safe and responsible pedestrians, bike riders, drivers and passengers. Road safety education should begin in early childhood and continue beyond the schooling years to ensure that positive behaviours are continuously reinforced to support young road users to make safe decisions throughout their lives.

Blueprint objectives

The Blueprint has two key objectives:

- to embed a whole-of-life road safety education approach across childhood and adolescence; and
- to build a positive road safety culture.

Achieving these objectives will be an influential step towards driving the generational change in road safety attitudes, behaviour and culture that we want to see in Queensland over the coming decade.

Current state

Historically, the delivery of road safety education to children and young people in Queensland has primarily focused on public awareness campaigns, road safety education programs, and through discretionary classroom-based teaching.

Across the continuum of childhood and youth, road safety education programs represent the most widely adopted approach, typically delivered by non-government organisations, industry and government agencies.

Road safety education programs are designed to focus on a key age group and provide relevant, targeted content. Education programs are delivered across Queensland to metropolitan, regional and remote areas.

Across these dimensions, road safety education programs are currently targeted towards:

- Children in their early years of primary school (aged six to 11 years), with a content emphasis on pedestrian, cycling and vehicle passenger safety.
- Adolescents in senior high school (16 to 18 years) who are eligible to enter the Graduated Licensing System, with a road safety content focus on driver and passenger safety.
- Children and youth located in Queensland's south-east corner, east coast major cities and inner regional cities.

Gaps and opportunities

This distribution of road safety education programs across age, content and geography exposes several key gaps. These include:

- Children under five years of age, whereby the delivery of road safety education should primarily target parents and carers who are responsible for the safety of young children;

- Young drivers who are transitioning from their Learner License to a Provisional License, whereby the likelihood of being in fatal crash increases more than six-fold⁴ once supervision is no longer required; and
- Higher-risk children and youth, including those in rural and remote areas, of Aboriginal and Torres Strait Islander descent, or from lower-socioeconomic backgrounds.

A new way forward

The Blueprint presents an opportunity to better coordinate the development and delivery of road safety education across the continuum of childhood and into young adulthood, and appropriately target higher risk communities across the state. A coordinated approach will promote greater efficiency, reduce duplication of effort and support a more effective distribution of road safety education.

Further opportunities also exist to ensure that road safety education reflects emerging and contemporary approaches to education, complimenting face-to-face road safety program delivery.

Evidence-based practice

Development of the Blueprint was informed by a strong evidence base, compiled through contemporary research and analysis of developmentally appropriate and best-practice road safety education. This evidence base will underpin the effective delivery of this Blueprint.

A Project Advisory Group was established to support the development of the Blueprint and to facilitate collaboration across the education, emergency services and youth justice sectors. This collaborative design approach supports shared responsibility in the future delivery of road safety education in Queensland. Road safety is everyone's issue and everyone's responsibility.

“Whole-of-life education and skills development helps embed positive road safety behaviours, to ensure road users make safe decisions throughout their life.”



Blueprint framework

The Blueprint's framework guides the department in achieving the objectives through the underpinning actions. Action plans have been developed to address the gaps and opportunities to improve road safety education in Queensland.

Core principles

Implementation of the Blueprint is guided by four core principles. These principles were developed in consultation with a Project Advisory Group and the proposed actions validated through a co-design process. The four core guiding principles are:

1. Leverage contemporary evidence and best practice to inform road safety education;
2. Ensure a holistic and omnichannel approach to the implementation of road safety education across childhood;
3. Use child-centred approaches to develop knowledge, skills, attitudes and motivation to shape behaviour regarding road safety; and
4. Balance the benefits and return on investment of road safety education.

Strategic pillars

The Blueprint is organised into six strategic pillars which set the high-level themes for the 27 actions. These pillars represent separate but equally important areas of focus for the delivery and coordination of road safety education for children and youth. The strategic pillars are based on:

- Cognitive, social and physical developmental milestones during childhood and youth;
- The differing travel modes that children undertake at each stage of life;

- The unique road safety risk factors facing higher risk communities; and
- The importance of leadership and governance in strengthening the effectiveness of road safety education.

Enablers

The Blueprint's framework identifies the key roles played by parents and carers, educators, government, and the wider community in influencing safe behaviours in children and young people. These stakeholders are a key supporting element to many of the actions across the six strategic pillars and will be critical to their successful implementation.

Actions

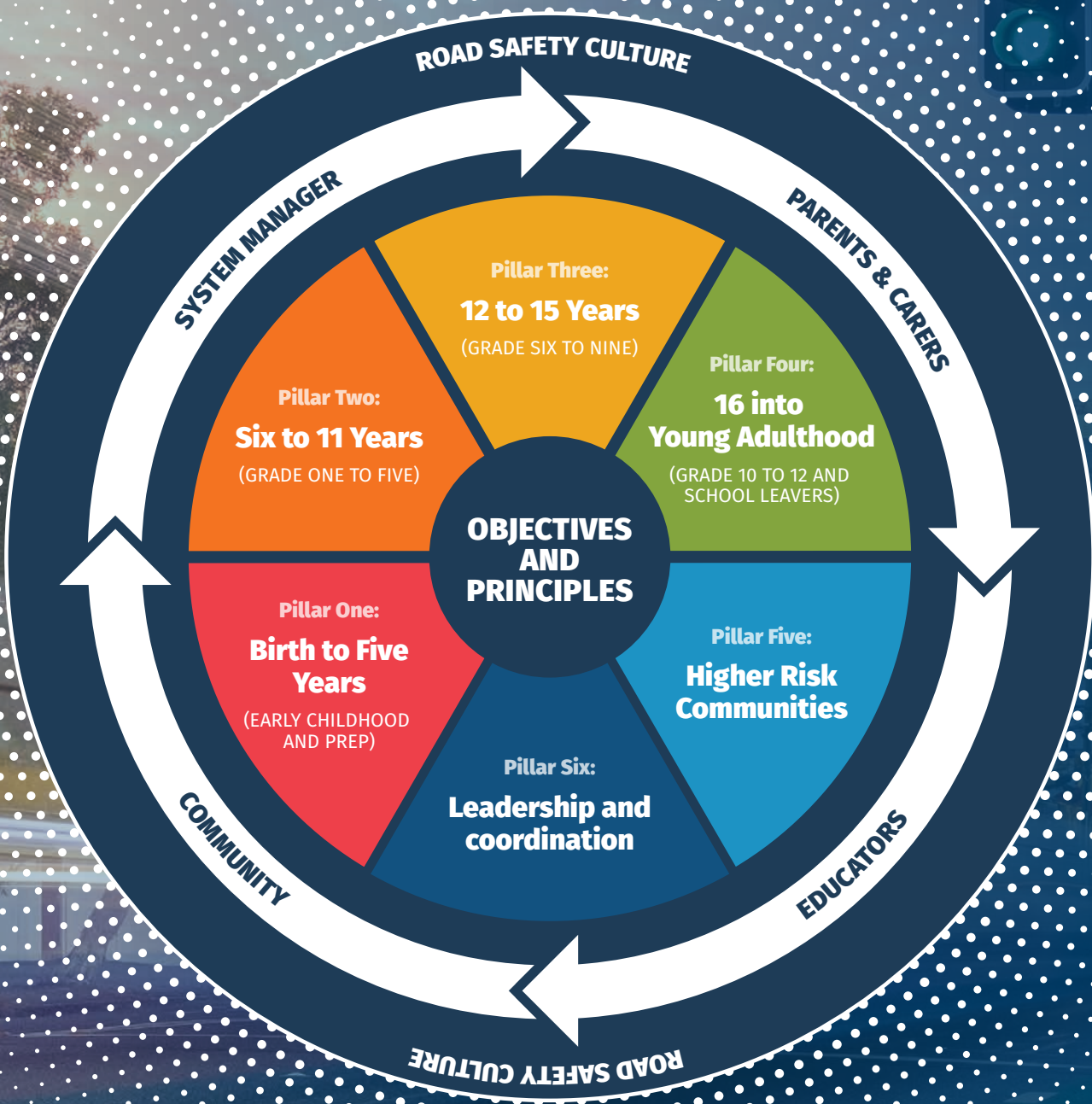
Actions have been developed for each of the strategic pillars, which are supported by initiatives designed to deliver high-level outcomes.

Each initiative is bound by a timeframe which refers to the period within which the actions will be commenced.

Priority actions are represented through short-term initiatives that will be commenced within the first 24 months of the release of the Blueprint. These initiatives reflect the current knowledge of key dependencies, competing priorities and the complexity considerations of stakeholders. Medium and long-term initiatives have also been identified that build progressively or are dependent on the completion of the priority actions and will be built into the broader road safety action plans.

The 27 actions contained in this Blueprint will be led by the department, however many will involve partnerships and collaboration with other government agencies, non-government organisations, businesses and the community in order to be successfully implemented across Queensland.

Figure 2: Blueprint Framework



PILLAR ONE

Birth to five years

Infants and young children under five years of age explore their physical environment before they have the cognitive capabilities and skills to identify and respond to traffic hazards. Their small physical stature further increases their vulnerability to traffic, whereby young children may not be visible to drivers and other road users.

As a result, young children are reliant on adults to manage the risks and decision-making required to stay safe in the traffic environment.

Parents and carers have an important role in providing supervision, teaching and role-modelling safe pedestrian behaviour, and are responsible for

ensuring that children are restrained in a properly fastened and adjusted Australian Standard approved child restraint when travelling in a vehicle.

During early childhood, road safety education and programs should align to the National Practices for Early Childhood Road Safety Education. These practices outline how the principles of effective pedagogy for early childhood can be applied in the road safety context.

The actions under Pillar One are focused on delivering road safety education to parents and carers, early childhood educators, and young children through developmentally appropriate mechanisms.



| Action | Initiative | Timeframe |
|--|---|--------------------|
| <p>1. Provide road safety education resources to guide parents and carers in understanding their role and responsibilities in road safety during early childhood.</p> | <p>1.1 Work with key stakeholders to develop and disseminate road safety education resources for parents and carers, including those that are culturally and linguistically diverse and/or located in regional and remote areas.</p> | <p>Medium term</p> |
| <p>2. Build awareness of the National Practices for Early Childhood Road Safety Education across Queensland's early childhood education and care sector.</p> | <p>2.1 Publish the National Practices for Early Childhood Road Safety Education on Queensland government webpages, and work with early childhood education and care providers to promote to educators and carers.</p> | <p>Medium term</p> |
| <p>3. Provide materials and resources for early childhood education and care providers to deliver road safety education.</p> | <p>3.1 Collaborate with early childhood education and care providers, and other jurisdictions, to develop or adopt road safety materials and resources that align to the National Practices for Early Childhood Road Safety Education.</p> | <p>Medium term</p> |

PILLAR TWO

Six to 11 years

Children have an eagerness to explore and discover their environment, and are active travelers as they gain confidence in walking and riding.

Up until approximately 11 years of age, children are continuing to develop their vision, hearing and cognitive capabilities. As a result, road traffic threats continue to exceed a child's skills and abilities to appropriately respond.

Parents and carers continue to have an important role in providing supervision, teaching and role-modelling safe behaviour throughout childhood. As children enter primary school, educators should reinforce safe road safety behaviours taught by parents.

Road safety education during childhood is instrumental in laying the foundations for safe independent mobility throughout life. Throughout this period, road safety education should build on the foundational education embedded during early childhood to increase children's confidence to make safe decisions as road users.

Actions under Pillar Two are focused on delivering road safety education directly to children, providing contemporary road safety resources and materials to support educators, and supporting parents and carers in their ongoing role as role models.



| Action | Initiative | Timeframe |
|--|---|----------------------|
| 4. Support the development of programs to deliver road safety education for children. | 4.1 Publish relevant road safety research on the Department of Transport and Main Road's website to support providers in developing their programs. | Short term |
| | 4.2 Utilise the Community Road Safety Grants scheme to continue to support program providers deliver road safety education, and facilitate collaboration between providers to promote innovation. | Ongoing |
| 5. Develop an interactive and online road safety education resource targeted towards children, teachers, parents and carers across Queensland. | 5.1 Evaluate the department's Journi program | Short term |
| | 5.2 Develop (or expand) an online road safety education resource which targets students, their teachers, and parents and carers. | Medium term |
| 6. Provide road safety education resources to guide parents and carers as role models of road safety during childhood. | 6.1 Work with key stakeholders to develop and disseminate road safety education resources for parents and carers, including those that are culturally and linguistically diverse and/or located in regional and remote areas. | Long term |
| 7. Develop curriculum materials and resources to support primary school teachers deliver road safety education. | 7.1 Work with the education sector to develop or adopt developmentally-appropriate road safety curriculum materials and resources. | Medium and long term |

PILLAR THREE

12 to 15 years

For young adolescents, independent mobility becomes increasingly important for their growing independence, social interactions with peers, and physical activity.

By 12 years of age, young adolescents understand that the decisions they make can keep themselves and other road users safer.

Between 12 and 15 years, young adolescents undergo a period of significant cognitive, physical and emotional development. During this development, adolescents have inhibited risk-based decision-making skills (due to prefrontal cortex maturation), and heightened emotional responses and social motivation (due to hormonal changes).

Adolescents are often significantly influenced by their peers. Road safety education should equip adolescents to support and influence their peers positively in the context of road safety.

As students transition to secondary school, teachers continue to have a role in reinforcing positive road

safety attitudes and behaviours. The role of parents and carers as role models also remains, however their influence over young adolescents may decrease due to an increased focus on social values and the influence of peers.

For young adolescents, the focus should be on building strategies and cognitive-behavioural skills in a road system context. For example, resisting external pressures, effective communication, and increasing assertiveness. These skills enable adolescents to make independent decisions, resist peer pressure and influence their peers when faced the prospect of a risky situation.

The actions under Pillar Three are focused on delivering road safety education directly to young adolescents, while considering the role of peers and the broader community. The actions also recognise the importance of supporting educators through contemporary road safety resources and materials.



| Action | Initiative | Timeframe |
|--|---|-------------|
| 8. Create road safety education and awareness campaigns that target young adolescent road users. | 8.1 Work with key stakeholders to influence road safety education and awareness campaigns to reflect contemporary best practice in road safety education. | Short term |
| | 8.2 Leverage contemporary marketing approaches in the delivery of road safety education and awareness campaigns. | Ongoing |
| 9. Support the development of programs to deliver road safety education for young adolescents. | 9.1 Publish research on appropriate Government websites to support providers in developing their programs. | Short term |
| | 9.2 Utilise the Community Road Safety Grants scheme to support program providers deliver road safety education, and facilitate collaboration between providers to promote innovation. | Ongoing |
| 10. Further develop partnerships to promote road safety awareness and education for young adolescents through local sporting clubs and community groups. | 10.1 Identify opportunities to expand and create new partnerships with local sporting and community groups, with a focus on promoting road safety education to adolescents in metropolitan, regional and remote Queensland. | Ongoing |
| 11. Develop curriculum materials and resources to support primary school teachers deliver road safety education. | 11.1 Work with the education sector to develop or adopt developmentally-appropriate road safety curriculum materials and resources. | Medium term |

PILLAR FOUR

16 into young adulthood

Once children reach 16 years of age, they can enter Queensland's Graduated Licensing System (GLS).

Young drivers are consistently over-represented in Queensland road fatalities. Young drivers move from having the lowest to the highest chance of being involved in a fatal crash when they gain their Provisional (P1) Licence.

Road safety education plays an important role in promoting safer driving practices to adolescents entering the licensing system. In addition to practical driving skills, education should target increased perception of road hazards, positive road safety attitudes, and an understanding of the risks of speeding, distraction, fatigue, not wearing a seatbelt, and driving under the influence of alcohol or drugs.

While young drivers and riders have the highest road safety risk for this age cohort, road safety education should continue to reinforce on safe pedestrian and cycling behaviours.

Education should continue to build cognitive-behavioural skills in a road system context. These skills enable adolescents to make independent decisions and resist peer pressure, whether as a driver, passenger, pedestrian or rider.

During this period, parents and carers have a valuable part to play in shaping their adolescent's future driving behaviour by modelling and promoting safe driver behaviour and attitudes.

Road safety education that targets youth, including young learner and novice drivers, should be delivered to both senior students (Years 10 to 12), graduates and school leavers. Therefore, education should be delivered both within and outside of the school environment.

These delivery approaches are reflected in the actions under Pillar Four which target adolescents and young adults as school students and as graduates and school leavers. The actions also recognise the important role of parents and carers, peers and the broader community in supporting road safety education.



| Action | Initiative | Timeframe |
|--|---|-------------|
| 12. Provide road safety education resources to guide parents and carers as role models and teachers of road safety for young drivers and road users. | 12.1 Evaluate the PrepL Supervisor Course. | Short term |
| | 12.2 Work with key stakeholders to develop and disseminate road safety education resources for parents and carers, including those that are culturally and linguistically diverse and/or located in regional and remote areas. | Long term |
| 13. Support the development of programs to deliver road safety education for children. | 13.1 Publish relevant road safety research on the Department of Transport and Main Road's website to support providers in developing their programs. | Short term |
| | 13.2 Utilise the Community Road Safety Grants scheme to continue to support program providers deliver road safety education, and facilitate collaboration between providers to promote innovation. | Ongoing |
| 14. Further develop partnerships to promote road safety awareness and education for young drivers and adolescent road users through local sporting clubs and community groups. | 14.1 Identify opportunities to expand and create new partnerships with local sporting and community groups, with a focus on promoting road safety education to young drivers and adolescent road users in metropolitan, regional and remote Queensland. | Ongoing |
| 15 Create road safety education and awareness campaigns that target young drivers and adolescent road users. | 15.1 Work with key stakeholders to influence road safety education and awareness campaigns to reflect contemporary best practice in road safety education. | Medium term |
| | 15.2 Continue to leverage contemporary marketing approaches in the delivery of road safety education and awareness campaigns. | Ongoing |

School students

| Action | Initiative | Timeframe |
|---|--|-------------|
| 16. Develop curriculum materials and resources to support secondary school teachers deliver road safety education. | 16.1 Work with the education sector to develop or adopt best practice and developmentally-appropriate road safety curriculum materials and resources. | Medium term |

Graduates and school leavers

| Action | Initiative | Timeframe |
|---|---|-------------|
| 17. Investigate new approaches for effectively delivering road safety education to graduates and school leavers. | 17.1 Work with key stakeholders to identify and facilitate delivery of road safety education to graduates and school leavers. | Medium term |
| 18. Further develop road safety awareness and education through tertiary education providers. | 18.1 Identify opportunities to expand or further develop partnerships with tertiary education providers (including universities and vocational education and training) to support road safety education. | Long term |



“Parents [and carers] serve as important role models, and their behaviour and actions can influence those of children. Childhood experiences build foundations for adult behaviours, attitudes and beliefs.”

OECD, 2004



PILLAR FIVE

Higher risk communities

Crash trends demonstrate that demographic, geographic and socioeconomic factors contribute to road safety risk. Accordingly, a one size fits all approach is not appropriate in the delivery of road safety education.

Road safety education must be made relevant and accessible to address these risk factors and appropriately target higher risk communities.

In Queensland, higher risk communities include those in rural or remote areas, in lower socioeconomic areas, or those in Aboriginal or Torres Strait Islander communities.

In lower socioeconomic areas and rural and remote communities, issues include barriers in the Graduated Licensing Scheme, limited access to driver education and training due to cost and service availability, and lack of roadworthy vehicles.

For Aboriginal and Torres Strait Islander young people, the average transport-related mortality rate is three times the rate of non-Aboriginal and Torres Strait Islander children.⁴ The higher mortality rate is attributable to a number of diverse factors and is a reflection of multiple and intersecting layers of disadvantage faced by Aboriginal and Torres Strait Islander communities. The trend is exacerbated in rural and remote communities, where mainstream education programs may not have been successful in achieving changes in road safety culture and attitudes.

To support improved road safety outcomes for these communities, road safety education should tap into the strengths and capabilities of local communities, embrace the development of new partnerships and build on existing ones. This is reflected in the actions under Pillar Five.



| Action | Initiative | Timeframe |
|--|--|----------------------|
| 19. Promote a place-based approach to road safety education and awareness in higher risk communities. | 19.1 Leverage and connect with existing place-based programs to promote participation and accountability for road safety education in higher risk communities. | Short term |
| | 19.2 Work with key community members to support place-based road safety education and awareness which targets local road safety trends. | Medium term |
| 20. Ensure tailored road safety education is available for Aboriginal and Torres Strait Islander young Queenslanders. | 20.1 Review the department's Indigenous Driver Licensing Program. | Short term |
| | 20.2 Work closely with Aboriginal and Torres Strait Islander communities to develop culture-led road safety education and awareness campaigns, and explore opportunities to broadcast through targeted local media channels. | Medium term |
| 21. Identify opportunities to leverage existing programs and projects targeting higher risk youth to promote road safety education. | 21.1 Work with key stakeholders to identify existing programs and projects that target higher risk youth, and explore opportunities to incorporate road safety education. | Medium and long term |
| 22. Support the development and delivery of targeted road safety education programs that reflect current research and evidence for higher risk children and youth, including community-led programs. | 22.1 Publish research on appropriate government websites to support providers in developing their programs. | Short term |
| | 22.2 Leverage the Community Road Safety Grants scheme to continue to support program providers deliver road safety education, and facilitate collaboration between providers to promote innovation. | Ongoing |

PILLAR SIX

Leadership and coordination

Strong leadership is required to manage and coordinate the implementation of this Blueprint.

As the lead road safety agency, the Department of Transport and Main Roads plays a critical role in leading the development and promotion of road safety education. However, road safety education is a shared responsibility.

Strategic partnerships with other agencies and non-government organisations (with both an interest in, and influence over the delivery of road safety education) are critical to ensure road safety education minimises duplication, increases community engagement and participation, and draws on expertise from across the road safety sector.

The efficient provision and allocation of resources will provide consistency and continuity for Queensland's educators, children and young people, students, and families.

The Blueprint provides a commitment to the provision of evidence-based programs and evaluation of road safety education resources to strengthen the effectiveness of road safety education delivered in Queensland.

The action areas under Pillar Six outline the key steps the department will take to support the successful execution of this Blueprint.



| Action | Initiative | Timeframe |
|---|--|-------------|
| 23. Provide governance and oversight to support the delivery of the Road Safety Education Blueprint. | 23.1 Establish a road safety education governance structure to support the management of the Blueprint. | Short term |
| | 23.2 Develop a framework to evaluate the impact and outcomes of the Blueprint initiatives. | Short term |
| 24. Maintain a culture of evaluation for road safety education programs and initiatives to promote continuous improvement. | 24.1 Develop a continuous improvement cycle for road safety education programs and initiatives across Queensland that aligns with the Road Safety Strategy's evaluation framework. | Medium term |
| | 24.2 Collect and analyse key data relating to the distribution and coverage of road safety education programs to inform the Community Road Safety Grants scheme. | Short term |
| | 24.3 Ensure regular program and initiative reviews are undertaken to inform road safety education programs and the Community Road Safety Grants scheme. | Ongoing |
| 25. Provide education and promote road safety awareness through the collection, analysis and sharing of data and information. | 25.1 Enhance the department's website to provide user-friendly and contemporary information and data relating to road safety. | Medium term |
| 26. Embed road safety education curriculum and learning frameworks in Queensland schools. | 26.1 Collaborate with the education sector to advocate the value of road safety education in schools. | Long term |
| 27. Explore opportunities to provide road safety professional learning to educators across early childhood, primary and secondary school. | 27.1 Explore opportunities to adopt existing resources to support professional learning for educators to deliver road safety education. | Long term |
| | 27.2 Collaborate with the education sector to develop and embed resources to support professional learning. | Long term |

Evaluation and continuous improvement

The need for an evaluation framework to drive outcomes and efficiency

A culture of evaluation in road safety education will support the department to maximise outcomes for Queenslanders and ensure continual improvement. Robust and systematic evaluation is essential to learn and share what does and does not work for different target groups, and why. A culture of continual evaluation will strengthen delivery of road safety education and increase accountability.

Adopting a consistent approach to evaluation supports the development of an evidence-base that can be used to inform and optimise future investment.

To underpin the success of this Blueprint, the department commits to developing an evaluation framework that:

- Identifies new and emerging road safety challenges and risks that need to be addressed;
- Clearly sets out the interrelation and alignment between road safety initiatives in terms of target audience, content and reach;
- Establishes key performance indicators for each initiative; and
- Supports the regular monitoring and review of the individual road safety education initiatives to drive improvement.



Key enablers for success

There are a number of enablers that are needed to embed a culture of evaluation and continuous improvement in road safety education in Queensland. These include:

- Leadership and governance: Strong leadership and governance is vital in driving the cultural change needed to support evaluation;
- Planning and co-design: Initiatives should be developed collaboratively with key stakeholders and government agencies to harness synergy;
- Data and evidence: The collection and analysis of qualitative and quantitative data is crucial to form the evidence-base on which future decisions are made; and
- Communication and engagement: As the lead agency for road safety, the department will need to build the case for reform and secure buy-in from key stakeholders.

A principles-based approach to evaluation

The department recognises that there is no one size fits all approach to the evaluation of road safety education initiatives. The approach to evaluation for each initiative must reflect the unique characteristics of that initiative, including overarching intent, structure, maturity, and data availability.

Rather than a prescriptive approach to evaluation, the department will adopt contemporary best-practice principles to guide the development of an evaluation culture for road safety education. These principles are summarised in the table below.

| Principle | Comments |
|-------------------------|--|
| Evidence-based | Decisions to adopt or continue initiatives are based on (qualitative and quantitative) evidence about the efficacy, efficiency, quality and sustainability of the initiative, and its achievement to objectives. |
| Measurable | Decisions to adopt or continue initiatives are based on (qualitative and quantitative) evidence about the efficacy, efficiency, quality and sustainability of the initiative, and its achievement to objectives. |
| Outcomes-focused | Initiatives are linked to clear objectives that can be measured, and the achievement of which can be tracked over time. Information on the achievement of objectives should be reported on a regular basis to promote transparency and accountability. |
| Co-designed | Initiatives should be co-designed, enabling all stakeholders to come together in the design of new initiatives and programs. A co-design process increases ownership and encourages innovation. |
| Collaborative | Initiatives must recognise the role of other road safety efforts, including across the Commonwealth, State, regional and local community levels to ensure there isn't duplication of effort. |
| Cost-effective | Evaluations will be fit-for-purpose to support timely decision-making and minimise resource-intensive reporting and data collection. |
| Targeted | Evaluations should be outcomes-focused rather than prescriptive. This enables the flexibility to respond to changing circumstances and individual needs. |
| Contemporary | Initiatives should challenge the 'status quo' where appropriate and recognise emerging trends in road safety and road safety education in children and young adults. |

References

- ¹ Children aged 0 to 17 years. Queensland Family and Child Commission, January 2020, *Annual Report: Deaths of children and young people Queensland, 2020 – 2021*.
- ² Children and youth aged 0 to 24 years. Department of Transport and Main Roads. (2020). *2020 Summary Road Crash Report – Queensland Road Fatalities*.
- ³ Australian Institute of Health and Welfare, July 2020, *Deaths in Australia: Leading underlying causes of death, by age group, 2018–2020*.
- ⁴ Department of Transport and Main Roads. (2020). *2020 Summary Road Crash Report – Queensland Road Fatalities*.





