

DRIVING SAFETY FIRST: IMPROVING ROAD SAFETY FOR NOVICE DRIVERS



A REPORT BY GOODYEAR EUROPE, MIDDLE EAST AND AFRICA

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PREFACE

I am delighted to introduce you to Goodyear EMEA's second edition of its White Paper into Novice Drivers. This year, we surveyed 6805 parents of novice drivers in 19 countries. This builds on last year's work with driving instructors and on our efforts over a number of years to draw out new ideas and new angles on issues around road safety.

In 2012 we looked in-depth at the attitudes of young people to driving and road safety. In 2013 we focused on those who have the most important role in driver training – the instructors themselves. It was a clear result from our research in both years that parents play a key role in their children's attitude to road safety and the new insights we have gained are the basis of a whole new chapter in this White Paper.

Goodyear's contribution is more than simply raising issues by publishing research, important though that is. As a major supplier of the automobile industry we play a key role in driving up road safety standards. I look forward to our continuing engagement with policy makers, road safety associations, driving schools, parents and the motor industry and to working with them to further improve the safety of our young drivers.

With a corporate commitment to encouraging safe driving, Goodyear is committed to develop innovative tires with technological advances that can help motorists drive safely regardless of the road and weather conditions they might face.



A handwritten signature in black ink, appearing to read 'Olivier Rousseau'.

Olivier Rousseau
Vice President, Consumer Tires,
Goodyear Europe, Middle East
and Africa



Goodyear Europe, Middle East and Africa is committed to working with a variety of stakeholders to ensure we make our roads safer. That does not just mean improving the safety relevant attributes of tires, but playing a full role in the road safety debate.

FOREWORD

BY JOHN LEPINE

I am again delighted to introduce this revised edition of Driving Safety First by Goodyear. It has been a pleasure to support Goodyear's research program with Europe's driving instructors in 2013 and to join the introduction of the results at a roundtable debate with leading road safety experts organized by the European Transport Safety Council.

As the President of the European Driving Schools Association (EFA) I am aware of many of the issues that concern our members across the continent. We know that driving instructors are focusing more and more on the importance of understanding the attitudes and motivations of the young people we teach. The original research commissioned by Goodyear reinforces the work we do at EFA to constantly improve how we teach young drivers. It also offers a comprehensive survey of Europe's driving instructors, drawing out the differences as well as those areas of shared experience.

This report demonstrates that driving instructors do far more than simply explain and demonstrate how to control a vehicle. We are coaches and teachers who need to impart to learner drivers an understanding of road safety that can serve them for a lifetime. Our responsibility is far more than simply enabling our students to pass a test.

But we face a challenge in balancing that responsibility with the needs of our customers, most of whom want to pass quickly and affordably. That is why driving instructors and driving schools cannot ensure young people are safe drivers in isolation. Parents, schools, governments and the motor industry all have a vital role to play. This second edition of the White Paper, with additional material based around the attitudes of parents, adds an important new dimension to that argument. I hope that the policy makers who read this report will take some of its messages to heart.

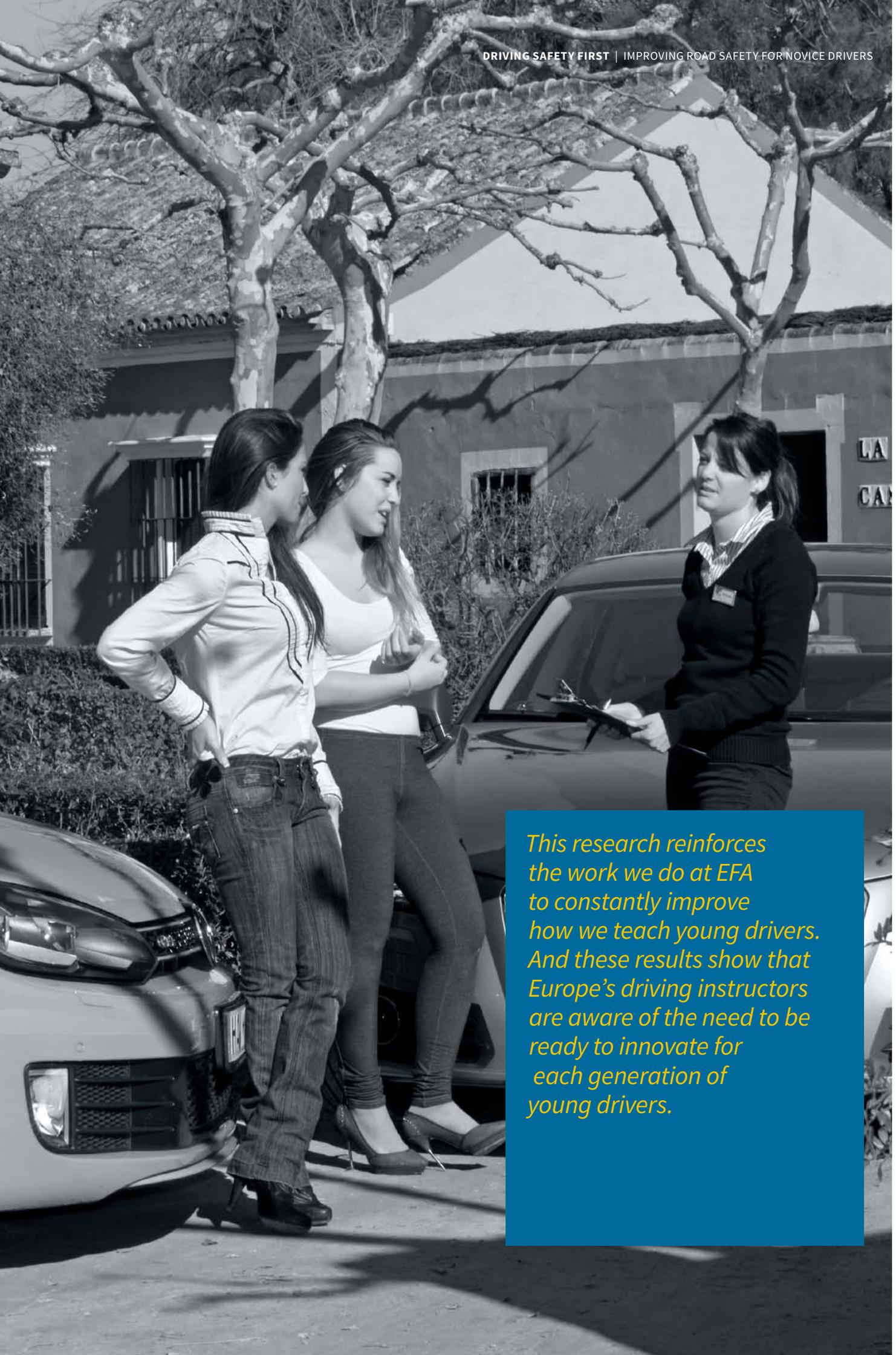
The way we teach young people to drive safely can never stand still. Technological developments mean that vehicles have grown ever safer for most drivers. At the same time, as cars become more and more an extension of our living rooms, complete with music, internet and phone, the opportunities for high-risk behavior increase. Policy makers are responding to these challenges across the EU, but the debate will never be completed. To that end I welcome this report—but it is a signpost not a finishing post. And I look forward to seeing how this research can shape the debate amongst policy-makers and the car industry in the years to come.



A handwritten signature in black ink that reads "John Lepine". The signature is fluid and cursive, with a large initial 'J'.

John Lepine

President, European Driving Schools Association (EFA)



This research reinforces the work we do at EFA to constantly improve how we teach young drivers. And these results show that Europe's driving instructors are aware of the need to be ready to innovate for each generation of young drivers.

FOREWORD

BY ESZTER SALAMON

I am pleased to welcome Goodyear's new initiative to focus on the role that parents have in shaping their children's driving and their concerns about novice drivers on the road. As the president of the European Parents' Association I'm glad to see that socially responsible companies such as Goodyear want to reflect on issues important for us as parents all over Europe.

Parents are well aware of the fact that having a driving license has become nearly as essential for people in Europe and other developed parts of the world as reading and writing skills. Once your child enters the job market, not having a driving license (and not being able to speak a second language) can be a great handicap.

Parents also want their children to be safe on the road, and many want to become more involved in their children's driving education. Parents are all in agreement that principles of road safety should be taught in schools at an early age. Many believe that schools are currently failing to provide sufficient education on road safety.

Moreover, road safety skills are not considered a necessary part of compulsory education. As the survey results shows, for many parents there is a financial issue when deciding on driving instruction; we parents should probably start educating policy-makers on the need to focus on required safety skills as part of the curriculum. To do so, we should use the survey results.

Furthermore, the first time your child goes out to the street on his/her own as well as when he/she drives the family car for the first time are probably among the most stressful moments of a parent's life. The survey presented here highlights some strategies parents are using to reduce this stress and to educate their children to become safe drivers. Many parents see themselves as role models for their children and a majority claims to have started to drive more carefully since they had children. For this reason they are likely to become more attentive and careful when driving the children. At the same time – for financial and other reasons – they are not yet very likely to refresh their knowledge and skills, to see this as part of their lifelong learning while changing rules as well as changing traffic conditions may well require this.

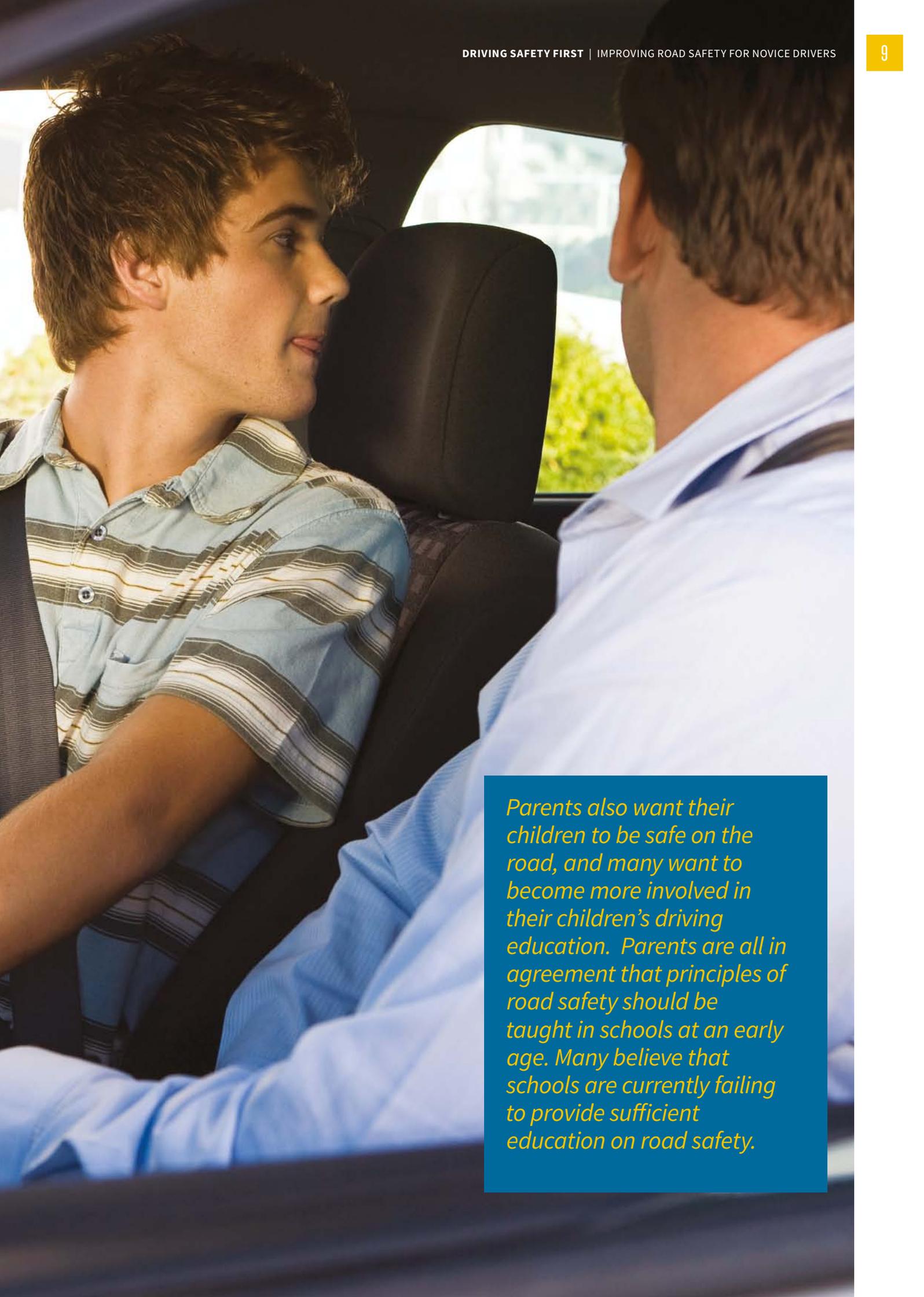
I find it very important not only to have the insights of this survey but also to introduce it to as many parents and policymakers as possible. It is also important to start discussions based on the data for several reasons, namely:

- encouraging parents to be more aware of their important role in their children becoming safe drivers
- the importance of refreshing your knowledge and skills in this field as part of the lifelong learning process of being a parent
- to start thinking about how to make road safety part of general education to relieve parents of the financial burden and thus prevent social disparities.

I hope all parents and policy-makers will find the survey results useful and that EPA and Goodyear will work on for road safety for our children in the future.



Eszter Salamon
President,
European Parents' Association
euparents.eu



Parents also want their children to be safe on the road, and many want to become more involved in their children's driving education. Parents are all in agreement that principles of road safety should be taught in schools at an early age. Many believe that schools are currently failing to provide sufficient education on road safety.

METHODOLOGY

2012 SURVEY ON NOVICE DRIVERS

The study was carried out by IPSOS on behalf of Goodyear EMEA to better understand young and novice drivers' road safety awareness, beliefs and practices. A total of 6400 respondents were interviewed with 400 interviews per country across Austria, Belgium, Czech Republic, Denmark, France, Germany, Italy, The Netherlands, Poland, Russia, Spain, Sweden, Switzerland, South Africa, Turkey and the UK. There were a total of 20 questions spanning five themes: Driving Education; Road Behavior; Lifestyle focus; Societal focus; Seasonal and Preparing for winter.

Fieldwork was carried out from July 23 to August 17, 2012. Interviews were conducted online in the local language of each country. Respondents had to have a valid driver's license, be older than 18, and be an active driver.

2013 SURVEY ON DRIVING INSTRUCTORS

The study was carried out by ReputationInc on behalf of Goodyear EMEA to better understand driving instructors' attitudes towards road safety awareness, beliefs and practices amongst young drivers. The survey encompassed 37 questions, which was disseminated to driving instructors in fifteen different countries. The countries who took part were: Austria, Belgium, Czech Republic, Denmark, France, Germany, Italy, The Netherlands, Poland, Russia, Switzerland, Spain, UK, Turkey and South Africa. In every country the overall population of driving instructors was researched, and a representative sample from each country was then required to fill out the questionnaire. The answers to questions from all surveys were collated and analyzed both at individual country levels, and at EU-wide level. The countries included in the EU analysis were: Austria, Belgium, Czech Republic, Denmark, France, Germany, Italy, The Netherlands, Poland, Switzerland, Spain, and The UK (sample size n=2334). When undertaking the overall European analysis, the data was weighted equally according to country populations, thereby giving all countries an equal voice.

Fieldwork was carried out from August to September, 2013. Interviews were conducted online in the local language of each country. The full results of the survey are available on request.

2014 SURVEY ON PARENTS

The two research projects in 2012 and 2013 revealed that both novice drivers and driving instructors believe parents have an important role in shaping their children's attitudes to road safety. In 2014 an additional study was carried out by ReputationInc on behalf of Goodyear EMEA to better understand parents' attitudes towards road safety, driving education and novice drivers. In addition, Goodyear collaborated with a number of psychologists in the fields of Social Psychology and Traffic Psychology. The psychologists supported the development of the questionnaire, to ensure the most relevant questions were asked and that it would provide valid responses.

The survey consisted of 35 questions and was disseminated among parents in 19 different countries Austria, Belgium, Czech Republic, Denmark, Finland, France, Germany, Italy, The Netherlands, Poland, Romania, Russia, Slovenia, South Africa, Spain, Sweden, Switzerland, Turkey and the UK. A representative sample from each country completed the questionnaire.

The answers to all questions in the survey were analyzed separately at individual country levels and at EU-level, which included all countries surveyed, excluding South Africa Turkey and Russia. The EU data was weighted equally according to populations, to give all countries an equal voice. The sample size of the EU data only was n=5492. The sample size of the full data was n=6805.. Fieldwork was carried out from July to August 2014. Interviews were conducted online in the local language of each country. The full results of the survey are available on request.

The full results of all three surveys are available on request.



ABOUT GOODYEAR

Goodyear is one of the world's largest tire companies. It employs about 69,000 people and manufactures products in 50 facilities in 22 countries around the world. Its two Innovation Centers in Akron, Ohio and Colmar-Berg, Luxembourg strive to develop state-of-the-art products and services that set the technology and performance standard for the industry.

Goodyear has 116 years' of experience in developing a vital part of any vehicle—the tire. We believe that we have a responsibility to be involved in the tire safety debate, and we want to contribute to safer mobility. In Europe, Goodyear is a signatory to The European Road Safety Charter (ERSC). Goodyear supported the idea of an EU Tire Label that makes it easier for consumers to judge tire performance from an environmental and safety perspective. Goodyear has supported the mandatory introduction of the Tire Pressure Monitoring System—an electronic system designed to monitor the air pressure inside a tire—in all new passenger cars from 2012, and all cars from 2014. Goodyear also supports the idea of member states bringing in laws around winter tires to improve road safety in winter conditions. Goodyear is engaging with stakeholders to demonstrate the importance of road safety.

For more information about Goodyear and its products, go to www.goodyear.com.



ABOUT THE EUROPEAN DRIVING SCHOOLS ASSOCIATION (EFA)

EFA represents the interest of 25 Driving School Associations from 24 European countries with all European authorities, institutions and organizations. EFA is concerned with all aspects of driver training including the training of driving instructors; the tuition that instructors give: pre-driver education; learner drivers; new or novice drivers; qualified driver improvement; environmentally friendly driving; and advanced driving to drivers and riders of all categories of vehicles. EFA is also concerned with all matters concerning road safety and is keen to encourage initiatives which lead to safer roads.

The main objectives are: Harmonization of the education and examination of driver trainers; the curriculum and syllabus for the training of all categories of drivers; the curriculum for the advanced training of all categories of drivers; the education and the examination of drivers and the standards of the driving test the examination organizations and driving examiners. EFA is a professional association neutral in political and denominational matters.

EFA is committed to the European Road Safety Charter.

For more information about EFA and the work it does go to www.efa-eu.com.



ABOUT THE EUROPEAN PARENTS ASSOCIATION (EPA)

EPA gives a powerful voice to more than 150 million parents in Europe, mainly in the field of education policies, working with national parents' associations across the continent. EPA's standpoint is that collaboration between parents and teachers is crucial to provide children with the best education.

The core objective of the organization is to actively promote participation in, and recognize the central role of parents' have in, their children's education. This objective is achieved through: supporting and spreading information about innovative educational practices and EU funded projects; facilitating networking and European cooperation amongst parents; promoting parents' support and training and partnering with like-minded organizations; supporting research in fields relating to parents participation in education. EPA's view is that parents have the ultimate responsibility for the upbringing of their children and should have a decisive role in all aspects of their lives, especially the education of their children including institutional schooling.

For more information about the EPA and the work it does please go to www.euparents.eu.

EXECUTIVE SUMMARY

THIS WHITE PAPER IS THE LATEST IN A SERIES OF RESEARCH PROJECTS FROM GOODYEAR EMEA ON THE SUBJECT OF ROAD SAFETY.

In 2005 we conducted research into vehicle maintenance and in 2006 we researched road safety for holiday makers. In 2012 we surveyed Europe's novice drivers. This report focuses again on novice drivers and draws on existing research and new surveys of driving instructors and parents of novice drivers in the EU, Russia, Turkey, and South Africa.

NOVICE DRIVERS AND ROAD SAFETY

Novice drivers are disproportionately more likely to be involved in car accidents than more experienced drivers—evidence from the OECD shows that traffic accidents account for the single greatest cause of fatalities among 15-24 year olds in Europe. This presents a challenge to road safety campaigners, the motor industry and to policy makers. There is a paradox: only with experience can novice drivers become safe drivers but the experience of driving carries risk. To solve that paradox we need a training and testing regime that can equip novice drivers with the skills and attitudes that will reduce the risks for those who have recently acquired a driving license.

WHY ARE NOVICE DRIVERS MORE LIKELY TO CAUSE ACCIDENTS?

Novice drivers are less experienced, making them more vulnerable and more likely to make mistakes. Novice drivers are also much more likely to be younger than the average driver. Young people, especially young men, are more likely to take risks and to have attitudes that encourage reckless behavior. Young drivers are also more likely to be negatively influenced by their peers or to imitate the bad driving habits of their parents. Young people are also more likely to engage in other risky behavior that makes them higher risk drivers.

THE TESTING REGIME IN EUROPE

Driving lessons must prepare novice drivers to be safe on the road. Part of this encompasses the fundamental skills required to handle a car. However, far more important for road safety is the attitudes that novice drivers have to the risks involved in driving. The best driving instructors need to be coaches who can imbue their students with the right attitudes from the start. And driving tests need to better imitate real-life driving experiences to ensure that those who pass a test can be safe on the road.

Some experts have called for changes to the driving test. One change that is widely advocated is a graduated license system (GDL)—already adopted in different forms in most EU member states. The GDL can require repeat tests after a period of probation, longer periods between reaching the age of majority to learn to drive and the age at which one can pass the test and variable penalties for novice drivers. Our research shows that there is broad support for graduation in the license system.

MAINTAIN A SAFE VEHICLE

Car maintenance is even more important for novice drivers than for other drivers. Novices are more likely to take risks and so have more to gain from cars that are designed to be safer—in particular cars with electronic systems that override the driver. Experts agree that while modern vehicles require less knowledge of car maintenance, it remains of critical importance to road safety.

REDUCING THE RISKS POSED BY NOVICE DRIVERS

There are three strands to reducing the risks posed by novice drivers. The first is to ensure that novice drivers are positively influenced to be safer on the road. The second, and more contentious, is to place restrictions on novice drivers through a graduated license system. Finally, measures should be taken to improve road safety for all motorists, which will disproportionately benefit novices.

There are positive and negative ways to influence behaviour. Parents and peers can help novice drivers by fostering a culture of road safety. Policy makers can also encourage a better attitude, through education and public awareness campaigns. Governments can also threaten to penalise unsafe driving in novices by imposing tougher penalties on novice drivers, restricting when they drive or enforcing a zero alcohol limit.

Technology offers solutions to unsafe driving that benefit all motorists whose cars are fitted with advanced safety systems. By including such systems (e.g. tire pressure monitoring systems) in more cars the motor industry can reduce the risks posed by novice drivers.

THE ROLE OF PARENTS IN SUPPORTING THEIR CHILDREN AS NOVICE DRIVERS

Parents are important role models for their children both in setting an example as a driver and in how they support children learning to drive. Parents feel confident and safe in their driving, but may be overestimating how well they drive. Parents have a complimentary role to play but should not seek to take the place of professional instructors. Engagement between parents, novice drivers, instructors and schools could strengthen the way novice drivers are prepared to be safe on the road. Parents show a keen interest in their children as they learn to drive but may be too generous in their assessment of how safely novices drive. Parents should be encouraged to refresh their driving skills when their children are learning to drive, and to support children in retaining skills on car maintenance acquired ahead of the driving test.

RECOMMENDATIONS:

FOR POLICY MAKERS:

- The European Commission should look to conduct research into the safety benefits of a graduated driving license.
- National governments should use public awareness campaigns that target novice drivers to support their policies on road safety where appropriate.
- The European Commission should encourage and fund public campaigns to increase awareness of parents' role in educating their children about road safety.
- Goodyear suggests the introduction of a 'Road safety day for novice drivers' to address the specific challenges novice drivers face on the road.
- Local governments should encourage refresher courses in driving for experienced drivers.

FOR THE AUTOMOTIVE INDUSTRY:

- The motor industry should work toward the universal inclusion of new technology that improves road safety in vehicles driven by young drivers.
- The motor industry should use marketing and promotion to emphasize the technology in their vehicles which make them safe.

FOR WIDER STAKEHOLDERS:

- The insurance industry should continue to innovate to incentivize increased road safety training for novice drivers through reduced tariffs linked to additional instruction.
- The insurance industry should reward novice drivers who prove their commitment to road safety by offering lower insurance premiums.
- The insurance industry should continue to innovate to incentivize increased road safety training for novice drivers through reduced tariffs linked to additional instruction.
- Driving schools should continue to devise and develop new training techniques that effectively coach novice drivers to be safe drivers.
- Schools and colleges should consider teaching road safety as part of their responsibility beyond the primary school years.
- The insurance industry should incentivize parents who demonstrate their commitment to safe driving.

IN ADDITION TO THESE RECOMMENDATIONS, AS PART OF ITS ONGOING COMMITMENT TO ROAD SAFETY GOODYEAR IS PLANNING TO:

- Encourage collaboration between driving schools, established educational authorities and parents, to ensure the safety of novice drivers on the road.
- Continue research into attitudes to road safety and road behavior.
- Support the introduction of a graduated driving license.
- Add to our existing collateral on road safety (e.g. the road safety app) by developing material that promotes road safety for use by young people and driving instructors in their efforts to educate novice drivers.
- Work with driving schools to promote the importance of tire maintenance in safe driving.

INTRODUCTION

THE WHITE PAPER ON NOVICE DRIVERS IS THE RESULT OF NEARLY A DECADE'S WORK BY GOODYEAR EMEA IN PROMOTING ROAD SAFETY.

In 2005 we conducted research into attitudes to flat tires and, in 2006, research into road safety for holiday makers. In 2012 Goodyear EMEA commissioned a Europe-wide survey of more than 6,400 young drivers to explore their attitudes to road safety. In 2013 we again commissioned research, this time exploring the attitudes of driving instructors. Building on our original research, this report sets out the issues around the safety of novice drivers. The report explores the strengths and shortcomings of driving instruction across Europe, the impact of recent technological developments on road safety and the role of parents and schools in preparing young people to be safe motorists. In 2014, we have revised this report adding the results of our latest research which explores the attitudes of parents to road safety. This honors the commitment made in the first edition of the White Paper in 2013 to develop a road safety campaign that targets the parents of novice drivers. A summary of the new findings can be found in Part four – the role of parents in road safety for novice drivers on page 37. Finally we offer a number of policy recommendations, a call to action for all stakeholders and our own commitments to improve road safety for novice drivers.

Novice drivers are more likely to be involved in car accidents than more experienced drivers and car accidents are the biggest killer of young people in Europe. This alone justifies our call to action to reduce the risks that novice drivers pose to themselves and others on the road. However, we recognize that there is no easy solution: there is a paradox that only with experience can drivers become safe and only by driving can they becoming

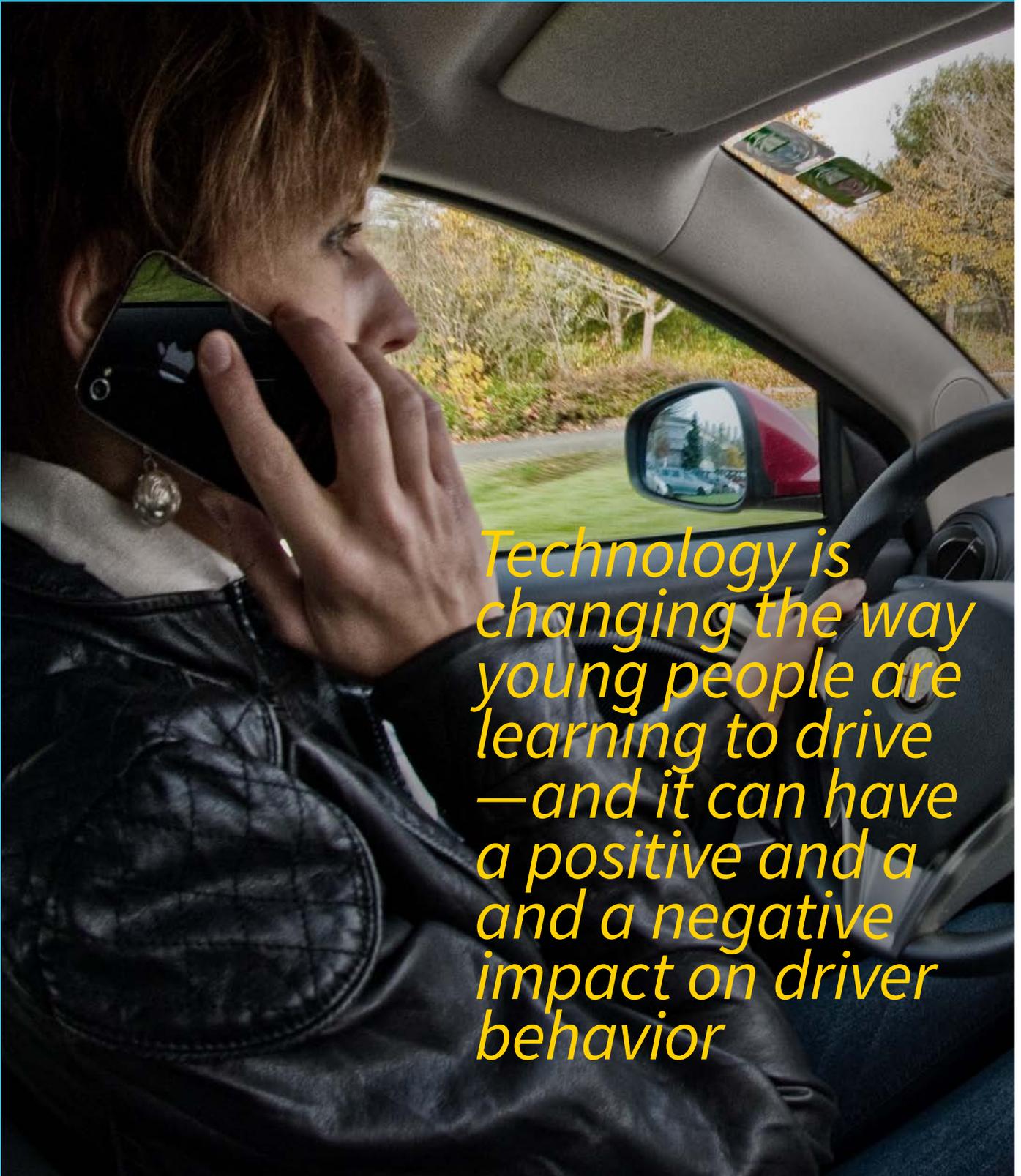
experienced. For that reason Goodyear EMEA wants to look at the solutions as well as recognizing the challenges. We hope that our collaboration with Europe's driving instructors will bear fruit.

As John Lepine, President of the European Driving Schools Association puts it:

“It is a huge problem and some that car manufacturers do well to address in their promotional work—it is responsible that Goodyear are prepared to contribute in this way.”¹

There is also a role for policy makers who set the standards for instruction and testing. Governments can also use penalties to incentivize good behavior or punish unsafe driving. However, policies alone cannot effect behavioral change. The motor industry, campaigners, parents, teachers and novice drivers themselves must work together to further reduce the unacceptably high casualty rate in young drivers.

This is the reason why Goodyear EMEA has embarked on this latest research and this is why we offer this White Paper. Our report sets out the challenges that we face in making young drivers safer drivers. We also offer some practical immediate and longer-term solutions. This report is a signpost not a finishing post. The work of making young drivers safe will not be delivered overnight. However, we welcome the opportunity to make our contribution to this vitally important issue.



Technology is changing the way young people are learning to drive —and it can have a positive and a and a negative impact on driver behavior

PART ONE:

NOVICE DRIVERS AS AN IN ISSUE IN ROAD SAFETY: RESOLVING THE PARADOX

The overwhelming majority of Europeans rely on the ability to drive to get on with the normal routine of their lives.

There are more than 250 million vehicles on the road in Europe and the average European driver travels 14,000 kilometers a year². For most Europeans, learning to drive is an economic necessity. The paradox in training novice drivers to drive safely lies in the fact that the only way to learn is to experience driving on real roads amongst other drivers; this is an activity that carries risk. A safe driver will always be first an inexperienced and potentially unsafe driver. At the heart of this report is our commitment to minimizing the risk to young drivers as they make that transition.

In Europe most countries allow drivers to use the roads from the age of 18, with

some (UK, Ireland and Hungary) allowing those over 17 to drive and a few allowing more flexibility for younger drivers (16+) under adult supervision (Iceland, Slovenia, France). For Europe's young people, the time at which they begin to become independent, to leave home, get a first job, and vote for the first time, overlaps with the time that they first learn to drive. Learner drivers and novice drivers who have passed their driving test are in most cases young people between 18 and 24³.

As a group, therefore, novice drivers stand out because of their relative youth and their inherent inexperience. They also stand out as the group most likely to be involved in fatal traffic accidents. In developed countries (members of the Organization for Economic Co-operation and Development) traffic accidents are the single greatest cause of death among 15-24 year olds⁴. While the data is less easily available, the evidence suggests that fatalities on the road are even more of a problem amongst novice drivers in developing countries⁵.

² http://www.acea.be/news/news_detail/vehicles_in_use

³ We define a learner driver as someone legally old enough to drive with supervision (e.g. in a lesson or with a parent). A novice driver is any driver who has recently (within 2 years) passed a driving test for the first time.

⁴ http://ec.europa.eu/transport/road_safety/specialist/knowledge/pdf/novice_drivers.pdf

⁵ <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1123095/>

The disproportionate level of fatalities amongst novice drivers is amongst the most significant issues in road safety in the developed world.

Novice drivers are not only more likely to be killed because they drive in a particularly unsafe way; novice drivers are over-represented in every crash and fatality statistic. Novice drivers are more likely to cause an accident in which they kill themselves; they are also more likely to kill their passengers, pedestrians and other road users. On average, for every young driver who is killed in an accident, 1.3 others will also die⁶. Young drivers are more likely to die in single vehicles accidents, in accidents at night and in accidents caused by loss of control and high speed. Young drivers are also more vulnerable to the effects of drinking alcohol before driving. Finally, because young drivers carry more passengers, accidents involving young drivers result in more serious injuries and in a higher number of people injured.

For policy makers, road safety campaigners and for the motor industry as a whole, novice drivers therefore present a specific challenge. All drivers must learn to drive at some point: for young people, as for all motorists, the freedom to drive enables a social life, education, work and leisure. Although the statistics indicate that young people are less safe on the road, by the time they reach their late teens it is no longer desirable to forbid them from

driving. Just as with any activity that carries risk, protection through prohibition cannot be extended indefinitely. And for road safety this is especially the case—effective safe driving comes in part from education and cultural attitudes to driving and in part from experience. The only truly safe driver has been taught and self-taught to drive responsibly—passing from a state of vulnerability as a novice, to safety as an experienced driver. In addressing the challenge of ensuring novice drivers are not a danger to themselves and others, we must accept that all drivers present more of a risk than experienced drivers as they acquire experience. And we must remember that the vast majority of drivers pass from novice to experienced driver without causing a fatal accident.

In setting the parameters for driving instruction, policy makers face this same paradox. Driving tests must be rigorous enough to ensure that novice drivers are not a danger on the roads. But they must also be affordable and achievable enough so that young people engage with learning to drive responsibly. If gaining a driving license becomes too bureaucratic, time-consuming or expensive there will be some who opt out of the legal channel. This could create a situation where some young people chose to drive without passing a test; a small minority of untrained drivers would pose a worse threat than a large majority of novice drivers. In some states there are additional limitations placed on novice drivers, with varying degrees of

success. This report will consider in more detail the potential benefits of more stringent testing or graduated licensing, whereby novice drivers gain the right to use the roads in stages. However, any benefit in road safety terms must be balanced by the impact on the driver. For example, as young drivers are more likely to be involved in an accident at night, it might seem logical to impose a curfew. However, the consequent impact on drivers' ability to travel independently to work or between educational establishments and home would have a severe economic impact. This would be in addition to the inconvenience to young drivers being restricted as to when they drive or the logistical challenge of enforcement.

Policies around road safety for novice drivers must, therefore, be balanced between achieving a reduction in the high number of accidents caused by novice drivers and creating a regime that liberates young people to drive safely. This report will consider how the driving instruction regime could be improved, based on new research conducted among driving instructors. The report also considers attitudes of young people to driving instruction and other issues in road safety. We offer recommendations for policy makers as to those improvements, as well as considering how politicians, along with parents, the motoring industry and young people themselves can create the right pressures to ensure improvements in road safety amongst novice drivers.

⁶ http://ec.europa.eu/transport/road_safety/specialist/knowledge/pdf/novice_drivers.pdf

WHY ARE NOVICE DRIVERS MORE LIKELY TO CAUSE ACCIDENTS?

Most of the factors that cause novice drivers to be less safe as a group than other road users are self-evident. Novice drivers are the least experienced drivers on the roads. However comprehensive their instruction, until they have spent time alone experiencing the realities and risks of driving they will not learn how to be lifelong safe drivers. Because this experience cannot be replicated in a controlled environment beginners must be more cautious and pose a greater risk as they learn the rules of the road. In the words of Floor Lieshout, Director, Youth for Road Safety:

“Teaching someone how to drive is one thing, influencing attitudes is much harder.”⁷

As well as being the least experienced drivers, novice drivers are overwhelmingly the youngest drivers on the road. Of course some people choose to learn to drive once they are older and more mature and the risk they pose as novices will be greater than that of an experienced driver of the same age—but this is a tiny minority of novices. Young drivers are more likely to cause accidents as a consequence of their youth as well as their inexperience. Some of this is a matter of biology—at the age of 18 those parts of the human brain that integrate information and control impulses are underdeveloped⁸. And young people are less mature socially—more likely to give in to peer pressure, more likely to need to demonstrate independence from their parents and other adults and more likely to take risks. And, according to our research, this generation of young people are more likely to be distracted than previous

WHY DO YOU THINK THAT UNDER-25S NEED MORE INSTRUCTION ABOUT ROAD SAFETY THAN OLDER STUDENTS?



generations. Over half the instructors in our survey feel young people need more instruction than older students, citing more distractions as the biggest factor.

The way that young people drive also puts them at risk. Young people are more likely to drive at night as they travel between social engagements, work and home. Young people are less experienced in carrying passengers and are more likely to carry passengers who themselves take risks, have been drinking alcohol or who might be tempted to behave badly and distract the driver. Younger people are also more likely to be driving cars that are older and less safe. 17 % of young people admit to carrying more passengers than they have seat belts in their car and 46 % have witnessed this behavior in their friends⁹.

Driving under the influence of alcohol or drugs poses risks for all ages. However, young people are more likely to drink before driving and suffer greater impairment from alcohol. Young people are far more likely to take drugs than older road users. The toxic cocktail produced by combining drugs and alcohol leads to extremely high crash risks. A final factor is the greater impact on young

drivers of lack of sleep. Again, lifestyle dictates that younger people are more likely to sleep less and more likely to drive after very little sleep.

A tendency to be tired, under the influence of drugs or alcohol, and to take risks all contribute to young drivers posing a risk to themselves. But even a well-rested young driver faces more distractions than in previous generations. Distraction, whether from inside or outside the car, causes more driver error in young drivers than it does in other road users. Young drivers are more likely to be distracted by their passengers, by in-car technology (e.g. car radios and CD players; satellite navigation) or by their mobile telephones. Although mobile or smart phone use by drivers of all ages is dangerous, for a generation that is used to being able to respond to a mobile phone message instantly, or even to comment on social media at any time, is a greater risk in the current generation of novice drivers who have grown up with smart phones.

As well as inexperience which can make some young drivers more risk prone, all novice drivers have limited experience of different driving conditions. A novice

⁷ Based on interview with Goodyear, 2013

⁸ Reference required

⁹ Goodyear EMEA research 2012

who passes his or her test in the summer may never have had experience of driving accompanied in adverse weather. No driving instructor can ensure that their lessons will feature the full range of weather conditions—one reason that some experts advocate longer periods between the age at which young people can learn on the road and their final test. Similarly, novice drivers will only experience a limited variety of terrains, driving in areas where wild animals can appear suddenly or sudden changes in weather while learning. This makes it all the more important that instructors coach the right habits and attitude for any eventuality. Our 2012 research shows that novices can lack confidence in adverse weather or in different terrains: 26% feel uncomfortable driving in snow and 19% lack confidence in mountainous areas. Unsurprisingly the level of discomfort varies from country to country—while half of Spain’s young people are uncomfortable driving in snow, this falls to 30 % in the UK and only 6 % in Sweden.

THE CURRENT DRIVING INSTRUCTION REGIME IN EUROPE

While some novice drivers never have formal instruction this is now increasingly unusual. Testing regimes for drivers have made it very difficult to pass a test without any professional driving lessons. When considering how we prepare young people to be safe drivers the focus of this report is on the overwhelming majority of novice drivers who have had at least some professional instruction. Although the results of our research do show up some clear differences between driving instruction in different countries, all professional driving instruction has some common factors. Driving lessons in the

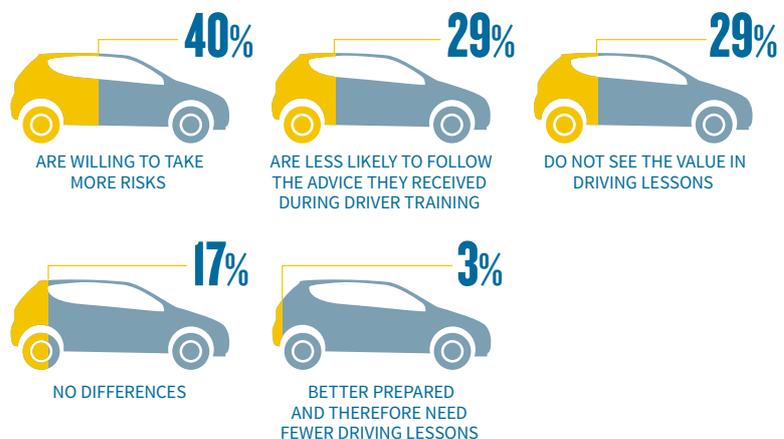
vehicle are one-on-one in a safe and controlled environment, usually with a dual-control vehicle. During lessons a learner driver is focused solely on driving—the real-life distractions of passengers, the car radio, mobile telephones, or being in a hurry to reach a destination do not form part of the usual driving lesson. To that degree, a driving lesson does not resemble driving in traffic.

The clear challenge then, for the driving instructor, is to overcome this structural barrier and influence his or her learner driver to become a safe driver as well as to pass their driving test. In the first instance an instructor is offering practical training in controlling a vehicle. Learning to change gears, start a vehicle on a hill, to park and to maneuver are prerequisites to learning to drive safely. However, once mastered the more important element of risk perception, hazard awareness and the ability to anticipate other road users comes to the fore. It is in this element of driving instruction that the real value lies in terms of road safety.

To that end a number of the experts we interviewed raised the distinction in the approach to driving instruction between acting as an instructor and acting more like a coach. The instructive approach imparts practical knowledge and tests it until it has been learnt. In contrast, the approach of a coach is to encourage and inspire a pupil to take on boards a set of values—in this case to take on board the importance of road safety. Just as an average school teacher can train a group of school children to pass an exam through tests and memorizing the right answer, an average driving instructor can teach to the test without going beyond that point. The best driving instructors, however, are not just trainers but should resemble the very best school teachers—those teachers that inspire their pupils with a lifelong commitment to learning and a love of a subject. As Martin Winkelbauer of the Austrian Road Safety Board says:

“A driving teacher can only teach if he or she believes in what they are teaching.”¹⁰

WHAT DISTINGUISHES TODAY’S YOUNG DRIVERS (UNDER 25) FROM PREVIOUS GENERATIONS



THE DRIVING TEST

COUNTRY	PRACTICAL TEST	THEORY TEST	MINIMUM HOURS	DRIVING IN SPECIFIC CONDITIONS	GRADUATED LICENSING
AUSTRIA	●	●	●		●
BELGIUM	●	●	●		●
CZECH REPUBLIC	●	●	●		
DENMARK	●	●	●		
FRANCE	●	●		●	
GERMANY	●	●	●	●	
IRELAND	●	●			
ITALY	●	●			
NETHERLANDS	●	●			
POLAND	●	●			
RUSSIA	●	●	●		
SOUTH AFRICA	●				
SPAIN	●	●			
SWEDEN	●	●		●	
SWITZERLAND	●	●	●		●
TURKEY	●	●			
UNITED KINGDOM ¹¹	●	●			●

For policy makers, the obvious enforcer of road safety is the testing regime. By raising the standards expected of learner drivers before they can acquire a driving license regulators of driving standards can hope to improve road safety.

In recent years different European Governments have brought in a number of innovations. All EU countries now require learner drivers to pass a theory test before they are allowed to take a practical test¹². In addition to questions about road signage and other factors, such as braking distances, some theory tests now include more advanced hazard perception tests. How theory knowledge is taught can vary. For example, in France theory training is not obligatory and learner drivers can teach themselves the knowledge required for the theory test. In Germany, in contrast, a learner must undertake 28 hours of theory lessons. Provided that the bureaucracy or cost involved in these enhancements to the testing regime do not deter drivers from

following a route to become a legal driver these have been welcome developments.

However, the practical test cannot in itself satisfy the need to ensure novice drivers will become safe drivers. Just as a driving lesson is an unreal environment, so is a driving test. For most drivers, a driving test will be the time behind the wheel of the car when they are most focused on driving without mistakes—or at least it should be. However, for many young people the process of passing a test is quickly followed by driving solo for the first time, driving with passengers, even celebrating with alcohol.

Some road safety campaigners continue to argue for more elements in a driving test which will test learner drivers in challenging situations—for example driving on motorways, driving round bends in rural areas or driving at night. Clearly this would require driving instructors to coach learners in these situations but this would be broadly welcomed.

The driving test is not without its critics. There is understandable desire on the part of learner drivers to pass their test(s) in the most time efficient fashion. Research, supported by research carried out by Goodyear EMEA in 2011, shows a widespread appreciation that many people (including learners, instructors and parents) distinguish between learning to drive and learning to pass a driving test. In the words of John Lepine, president of the European Driving Schools Association (EFA), in evidence to the UK Parliament said:

“I think a lot of people do the minimum required to pass the theory test in the first instance, the hazard perception test and then the driving test. If people were required to follow a structured syllabus and a properly structure way of learning to drive that would make for some improvement... the problem is young people and their mums and dads want them to pass their tests as quickly and as cheaply as possible, whatever they might say in focus groups. The truth of the matter is that puts pressure on the driving instructor to allow them to take a test before they are ready.”¹³

Our research shows that driving instructors recognize that the driving test is not the end point when it comes to learning about road safety. 43 % would favor the incorporation of real life situations in to the test. Only 17 % of instructors feel that novices

11 http://www.trainer.iaw.fraunhofer.de/deliverables/TRAINER%20D1.2_Final.pdf

12 http://www.trainer.iaw.fraunhofer.de/deliverables/TRAINER%20D1.2_Final.pdf

13 <http://www.publications.parliament.uk/pa/cm200607/cmselect/cmtran/355/355i.pdf>

have a comprehensive understanding of maintaining a safe vehicle on passing a test, and only 12 % feel that young drivers have gained a lifelong skill of safe driving on passing.

PLEASE RATE THE EXTENT YOU AGREE WITH THE FOLLOWING STATEMENTS.



12%

After passing their test young drivers have gained a lifelong skill of safe driving



17%

After passing their test, novice drivers have a comprehensive understanding of maintaining a safe vehicle



23%

After passing their test, young drivers in my country have a comprehensive understanding of safe driving behaviours



43%

Driving tests should incorporate real life situations

Eddy Klynen of the Flemish Foundation for Traffic Knowledge sums this up:

“In the learning process you have one-on-one, day time, no radio and no peers and then [novice drivers] get a license and celebrate with their friends and this becomes very dangerous.”¹⁴

Our 2012 survey of young drivers shows there is variance in young drivers' levels of confidence on passing a test. While 87 % of drivers in Sweden and the UK feel comfortable driving alone after their test, this falls to 61 % of Italians. But more importantly, in all countries the vast majority do feel comfortable as soon as they pass their test. This shows both that driver training instills confidence and that young people have a high opinion of their driving skills. When we asked young people if they thought they could pass their test if they retook it the results were less reassuring. Overall only 27 % of young drivers thought they would pass their test a second time, emphasizing the capacity of young people to relax into bad habits once they have a license.

The European Transport Safety Council (ETSC) has called for the driving test to be more rigorous and for the European Union to impose harmonization of the driving instruction regime for member states:

“In ETSC’s view, a training programme for drivers could be most effective when combined with additional measures aimed at lowering risk behavior of novice drivers on roads. Graduated licensing systems consisting of a classic theory exam, followed by a practical training and closed off by a practical driving exam accompanied with a beginner drivers’ license linked to a demerit points system is preferred.”¹⁵

THE CHALLENGES FOR DRIVING INSTRUCTORS

The challenge then for driving instructors and for those who supervise learner and novice drivers is moving beyond the requirements of the driving test and instilling in novices the habits that will help them to be safe drivers for life.

THE QUALITY OF DRIVING INSTRUCTION

A key component of quality of instruction is the level to which driving instructors are professionalized. The requirements placed on driving instructors vary considerably. In some European countries the level of professionalization is considered very high, with Norway as the stand out example. The appetite for professional development will also vary depending on the model of instruction in each country. For example, where the tendency is for driving instructors to be self-employed, it would prove difficult to persuade driving instructors to continue to make expensive investments in their own training. By way of contrast, in places where driving instructors are employees and their driving schools are prepared to invest in further training this would be welcomed.

Any policy that aims to improve novice driver safety by focusing on improvements to driving instruction will necessarily have to consider the consequent steps required to improve standards of driving instruction. The current emphasis for high quality instruction is to emphasize the instructor's role as a coach and to make coaching integral to the teaching method. Goodyear supports the championing of the coaching method led by EFA.

14 Based on interview with Goodyear, 2013

15 [http://www.etsc.eu/documents/Position per cent20ETSC per cent20on per cent20training+education_Final.pdf](http://www.etsc.eu/documents/Position%20per%20ETSC%20per%20on%20per%20training+education_Final.pdf)

ACCOMPANIED DRIVING

As well as driving with a driving instructor, novice drivers can gain experience of driving on the road with an accompanying adult; for some novice drivers their experience in the car ahead of test is divided between formal instruction and practice with another adult in the vehicle, usually a parent. Clearly most young people benefit from this experience and it is a far more affordable way to acquire sufficient experience of driving than lessons alone. Different testing regimes have different requirements – in some countries it is possible to apply for and take a test without formal instruction (i.e. being taught by an adult without a driving instructor qualification). In other countries such “lay instruction” is not allowed.

Some testing regimes require a certain number of hours of practice and novices must submit a logbook recording a fixed number of hours behind the wheel. In yet another variant of the Graduated Driving License in theory it could also be the case that post-license drivers had to be accompanied for a period. However, there is conflicting evidence on the benefits to road safety of expanded accompanied driving schemes. In France, it proved to be far less effective than expected when trialed¹⁶.

MAINTAINING A SAFE VEHICLE

Poorly maintained cars are disproportionately more likely to cause accidents and more likely to be a cause of fatalities if an accident occurs. As we have seen, novice drivers are more likely to be driving older cars which require more attentive maintenance. Poorly maintained cars are disproportionately more likely to cause accidents and more likely to be a cause of fatalities if an accident occurs. As we have seen, novice drivers are more likely to be driving older cars that require more attentive maintenance and which will not carry the additional safety features of newer cars. So for novice drivers the type of car they are driving exacerbates risk— young and inexperienced drivers are a risk in any car, and a greater risk in the sorts of cars that they drive. In the same way, just as risk-taking behavior is dangerous amongst all adults; unsafe cars are dangerous for all road users. For novice drivers the risks posed by driving an unsafe car are especially dangerous.

The experts who have contributed to this work agree that maintaining a vehicle is vitally important to road safety, although the nature of that maintenance has changed. Developments in cars mean that far fewer drivers now understand the simple mechanics of their car and at every generation less likely to have attempted to repair a car themselves—the image of a car owner peering into their car’s bonnet to establish the cause of a fault is now consigned to the past.

As Michael Gatscha, of Test and Training says:

“In the past there was a tendency towards encouraging drivers to learn a lot of the technical stuff. We need to move more to building driver awareness so they understand a vehicle’s safety systems.”¹⁷

However he does not dismiss the continued importance of tire maintenance:

“Even if there are systems that do some work for them they need to know and feel what consequences are of their tire pressure.”¹⁸

Vassiliki Danelli-Mylona, of the Hellenic Road Safety Institute, goes further and advocates proactively engaging novice drivers on the specific importance of tire maintenance:

“I don’t think they learn enough. They just learn what they need to pass their theory test, but I think there should be a reconsideration of the issue. In Greece they know nothing about maintenance. We organized a pitstop with Goodyear to raise awareness of car maintenance. People really got on board and were really interested.”¹⁹

¹⁶ Page Y. (1999). Young drivers, “Apprentissage anticipé à la conduite” and road accidents. Les cahiers de l’observatoire, 15-55, 1995.

¹⁷ Based on interview with Goodyear, 2013

¹⁸ Based on interview with Goodyear, 2013

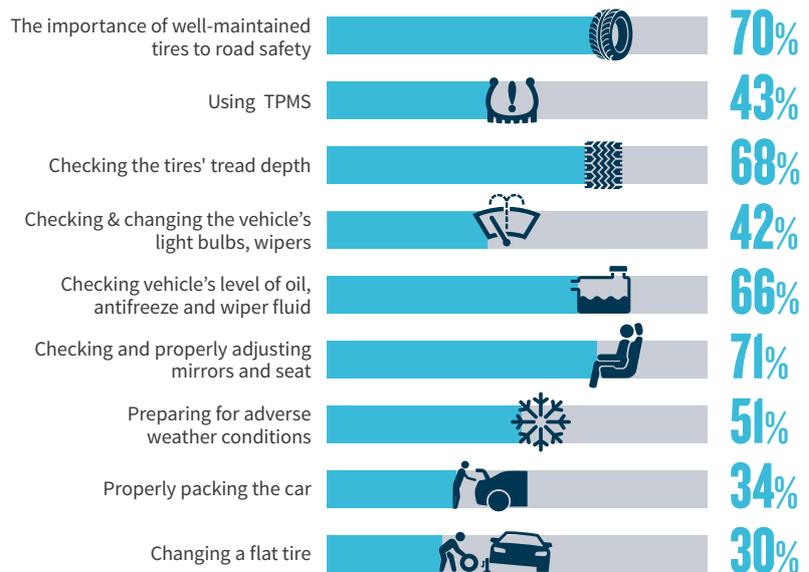
¹⁹ Based on interview with Goodyear, 2013

Mika Hatakka, of the University of Turku in Finland, speaks for many when he says that keeping maintenance on the agenda despite the advances in car technology is important:

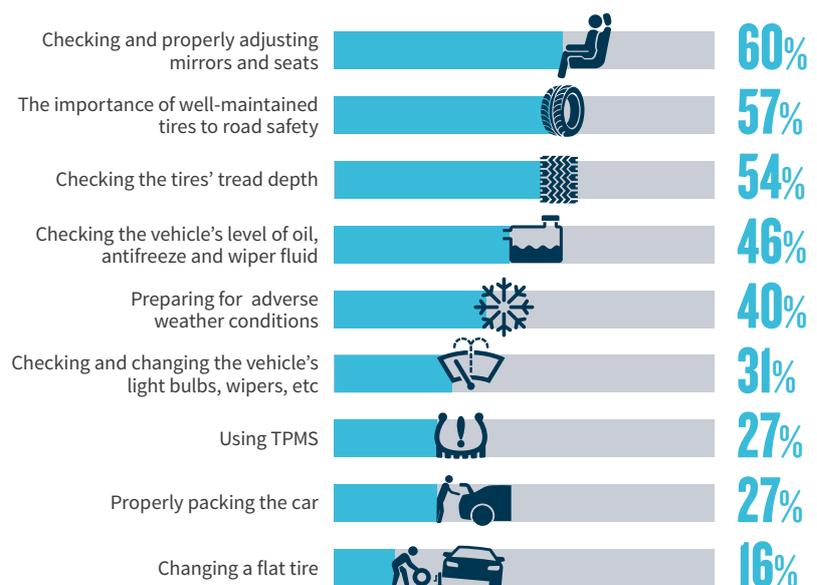
“The trend has been that the technical aspects have been ripped off from the system. Modern cars have prevented us from fixing our own cars. But we need to keep maintenance on the agenda.”²⁰

In our survey of driving instructors the importance of tires was also top-of-mind. When asked which vehicle maintenance considerations are so critical to road safety that they should be part of the driving test tire maintenance is the most cited. 79 % of instructors say that the importance of tire maintenance should be in the driving test and 75 % cite the importance of checking the tire tread depth. However, they share the concerns of road safety experts that not enough young people are aware of the importance of tire maintenance, with only just over half (51 %) saying that they do not feel novices consider tire maintenance to be important.

WHICH SPECIFIC VEHICLE MAINTENANCE SKILLS DO YOU TEACH PUPILS ABOUT?



OF THE FOLLOWING VEHICLE MAINTENANCE CONSIDERATIONS, WHICH DO YOU BELIEVE ARE SO CRITICAL TO ROAD SAFETY THAT THEY SHOULD BE PART OF THE DRIVING TEST?



PART TWO:

SUMMARY RESULTS FROM 2013 ROAD SAFETY SURVEY

THE SAMPLE

In 2013 Goodyear's research partners surveyed 2,334 driving instructors in EU member states. In addition we surveyed 349 instructors in Russia, South Africa and Turkey.

Our sample was a balance of ages although most driving instructors (63 %) are aged between 40 and 59, reflecting the tendency for instructors to take on the role later in their career. The overwhelming majority (84 %) are men. Half of the instructors we surveyed in the EU have taught for more than fifteen years, which means our data reflects long-term attitudes as well as offering a snapshot of opinion in 2013.

NOVICE DRIVERS: DEFINITION

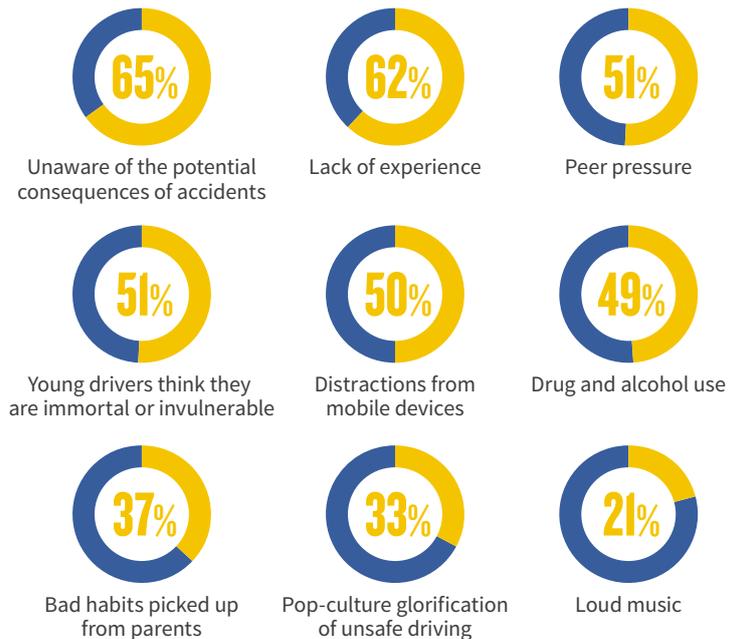
This report uses the terms “novice driver” and “young driver” interchangeably. Of course not all novice drivers are young—although the vast majority of instructors who took part in the survey are teaching pupils under 25 most of the time. Half of respondents (51 %) agree that under-25s need more instruction than older students, with under a third (28 %) challenging this. For the purposes of this report we are focusing on the vast majority of novice drivers who are also young.

ISSUES AROUND NOVICE DRIVERS

Europe’s driving instructors consider a number of factors were important in causing reckless driving among novice drivers. 65 % of instructors feel that “young drivers are unaware of the potential consequences of accidents” and 62 % feel that “lack of experience” causes reckless driving. A further 51 % say that “young drivers think they are immortal or invulnerable”. This reflects our research and the views of the experts we have consulted in preparing this report—young drivers and novice drivers pose a danger because of their attitude and because they have not yet learnt how to drive safely, the paradox explored at the start of our White Paper.

Our research indicates that potential solutions intended to reduce levels of unsafe driving amongst novices will have to address both these issues. Firstly we need to ensure that driving instruction, including before driving lessons are undertaken, effectively highlights the dangers of driving to impress upon young people their own vulnerability. This is a fundamental challenge for instructors, for whom young people are a client with a specific need, i.e. to pass the driving test.

IN YOUR OPINION, WHAT ARE THE BIGGEST CAUSES OF RECKLESS DRIVING AMONG YOUNG DRIVERS?



As John Lepine, president of the European Driving Schools Association (EFA) puts it:

“Young people are very difficult to influence, to get at—and especially so when they have just passed their test and are at their most vulnerable. You are saying to someone who has achieved a high point in their life: ‘Yes you have passed; yes you are very clever but...’ That message needs to be inculcated from the beginning of the training.”²¹

The second element is the impact of inexperience. As this paper has set out, by definition a novice driver has little experience. Measures to address this

must ensure that the test does as much as possible to ensure a novice is fully equipped to be a safe driver and ensure that young drivers can gain experience in a safe way after their lessons are over.

Driving instructors also rank distraction highly as a cause of reckless driving with 50 % citing “distractions from mobile devices” as a specific cause of reckless driving. Road safety experts share this view.

As David Davies of the Parliamentary Advisory Council for Transport Safety (PACTS) says:

“Distraction from new technology is an issue—having a ban on handheld mobiles is insufficient. The distraction comes from the [telephone] conversations.”²²

²¹ Based on interview with Goodyear, 2013

²² Based on interview with Goodyear, 2013

When we asked instructors which in-car distractions were most likely to cause dangerous driving the results were more compelling still: 84 % of instructors consider mobiles a dangerous distraction, with compared to in-car entertainment (54 %) and other passengers (53 %).

Results from Goodyear EMEA's 2012 research, conducted amongst novice drivers, bears this out. When we asked young people what their favorite activities were in the car 98 % said they like listening to music. They are also candid about risk behaviors — 44 % admitted to using a phone without hands-free and 41 % said they used smart phones to go online while behind the wheel.

INFLUENCES ON YOUNG DRIVERS

The experts we interviewed all agreed that young drivers are subject to a whole range of influences, chiefly their contemporaries and their parents. The majority of instructors (55 %) believe that peers have more influence on young drivers than parents when it comes to changing bad driving habits. In part this is to do with their age. As Dr Mika Hatakka puts it:

“It is simply connected to being a young person. Young people are developing their personality and are susceptible to peer pressure and are more impulsive.”²³

Parents are also important, and can have a different form of negative impact. 65 % of instructors believe that parents negatively influence young drivers' attitudes to road safety. When asked who the main influences were on young people driving

instructors the influence of parents was ranked just above that of friends and peers with “parents” being rated the biggest influence by 27 % and friends at 14 %. More than 20 % of instructors (23 %) say that other drivers on the road have a strong influence—a reminder that all drivers have a societal responsibility to set a good example. Again, our 2012 research provides further evidence for the influence of other road users on novice drivers. 67 % of young people admitted that they had sworn at other drivers and 28 percent had made obscene hand gestures. 44 % had been a victim of road rage.

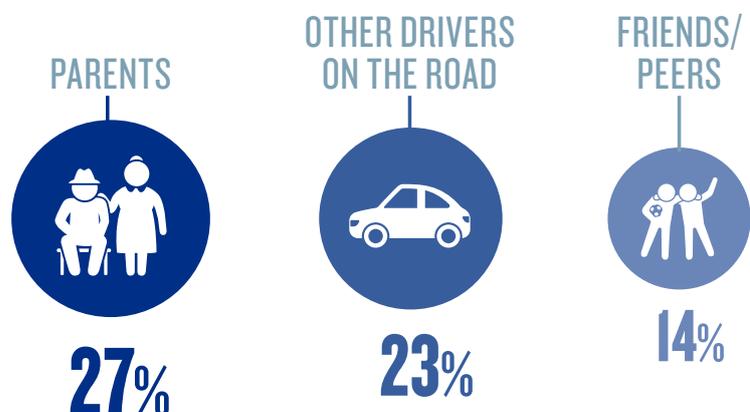
Beyond a novice drivers parents and friends and the immediate influence of other road users, instructors do not feel that there are other significant influences. When asked “apart from you, who has the most influence on a young driver's attitudes to safe driving” only 4 % cite “traditional media”, 4 % “road safety organizations” and 3 % “social media.”

This reinforces the challenge that policy makers face in influencing young drivers directly. Not only are they hard to reach because of their over-confidence and sense of invulnerability, our survey implies that they are far more susceptible to being influenced by people close to them (i.e. friends and family) than information broadcast in their direction. For road safety organizations, and others looking to influence young drivers, it may be more effective to influence young drivers indirectly through their peer group and their parents.

THE ROLE OF PARENTS

Unsurprisingly nearly of driving instructors (76 %) want parents to set a better example, and a third would recommend a parent joins a driving lesson in person (33 %). 30 % think that regular progress reports between instructors and parents would also help.

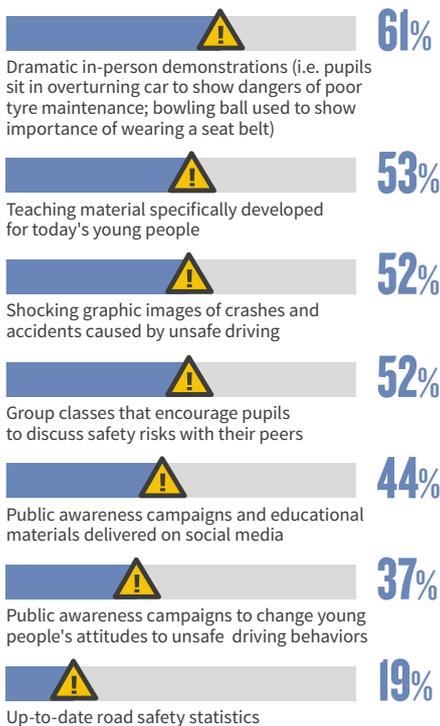
APART FROM THEIR INSTRUCTOR, WHO HAS THE MOST INFLUENCE ON YOUNG DRIVERS' ATTITUDES TO SAFE DRIVING?



HOW TO GET TO YOUNG DRIVERS

When asked what other means we have to influence young drivers the most effective means is dramatic in-person demonstrations, cited by 61 %, followed by the use of shocking or graphic images, cited by 65 %. There is also an appetite for educational material (from 53 %) and group classes in which young people can discuss safety risks (52 %).

WOULD YOU SAY THE FOLLOWING APPROACHES WORK AT MAKING YOUNG DRIVERS TAKE ROAD SAFETY SERIOUSLY?



Fewer instructors (44 %) are convinced by the impact of public awareness campaigns on social media and only a fifth (19 %) think that compelling road safety data would have an impact.

As stated above, most instructors think under-25s need more safety instruction than those who take driving lessons later in life. When we asked this subgroup (51 % of the whole sample) why they felt that young drivers are less safe they cited in-car distractions as the most likely reason (65 %). Additionally, 63 % put the cause of recklessness in young drivers down to the fact they “grew up in a less patient and more hectic society” and half (50 %) cited young people’s complacency about speeding. This is supported by our survey of young people which revealed that 66 % of young people break the speed limit.

It is undoubtedly the case that under-25s today have grown up in a world in which they are permanently connected to their peers through smart phones, tablets, PCs etc. However, driving while distracted by a mobile phone is extremely dangerous for every driver. It is likely that as with drinking and driving, which is inherently dangerous, young people are more exposed to the dangers. This is not to say that experience can compensate for dangerous behavior, but to emphasize that behaviors which are risky for all drivers are far more risky when exhibited in younger drivers.

Europe’s driving instructors do not see the solution to in-car distractions in teaching young people to drive when they are distracted—i.e. to teach novices how to compensate. Only 29 % cite lessons with friends in the car as an effective solution and a third (35 %) think learning to use a hands-free phone in lessons would help either. However, most instructors (51 %) think that very common distractions, e.g. listening to radio, could be part of the routine of driving lessons. Again this reflects the importance of attitude over skills—one can interpret this data as suggesting that instructors are more concerned that young drivers learn to drive safely and so reject things that might distract them before setting out, rather than learning to compensate for external influences.

ROAD SAFETY CAMPAIGNS—THE ROLE OF THE STATE

Europe’s driving instructors are not persuaded that investment in road safety campaigns is delivering a return on investment: 31 % state “I am aware of some of the road safety awareness campaigns in my country and think they are effective.” This compares to 41 % of respondents who are aware of campaigns but do not rate their effectiveness.

However, this is not to say that driving instructors do not believe that there is more that could be done. 44 % would recommend that road safety training should start at a much earlier age and 40 % would require schools to teach road safety. The same number favor government investment in driver training institutions (41 %). In today's fiscal climate it is unlikely that national governments would be inclined to invest public money in driver training—historically the responsibility of the learner. However, the thinking behind this viewpoint is not simply a bid for funding. Were governments to invest in driver training, young learners would be able to spend more on the right training for them. An alternative would be for the Government to offer young people some funding towards lessons. As John Lepine of EFA puts it:

“I would make part of the cost of learning to drive the responsibility of government. Some measures could increase the spending power of the individual and enable them to attract better training.”²⁴

This proposal would address the challenge that instructors face in looking to deliver a high pass rate at a low cost. While it is beyond the scope of this report to recommend spending programmes to individual governments, given the lack of evidence of the return on investment in road safety campaigns it could prove fruitful to explore reallocating that resource.

The most popular reform relates to enforcement: 69 % of driving instructors think that there should be more enforcement of existing road traffic laws, something echoed by David Davies of the Parliamentary Advisory Council for Transport Safety in the UK:

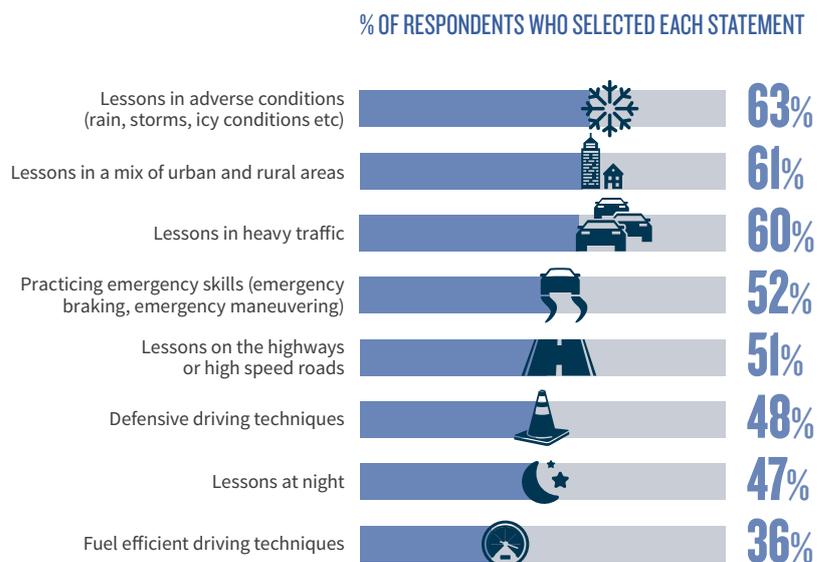
“Reduced road policing is a problem and young drivers get the impression that there are fewer police out there.”²⁵

IMPROVING DRIVER TRAINING

Clearly governments can influence young drivers by mandating elements of instruction either through minimum standards in driving lessons or through the testing regime. 63 % of Europe's driving instructors think that lessons in adverse conditions would help prepare novice drivers and 61 % favour lessons in a mix of urban and rural areas. The research showed that 60 % see the benefit of lessons in heavy traffic, 51 % of lessons on high speed roads and 52 % the benefits of practicing emergency skills. The majority (47 %) also advocate lessons at night.

The experts we spoke to were all in favor of a form of graduated licensing as were 52 % of all instructors. Why is it that top-up lessons are less popular as an element of this? Our results cannot offer a definitive

WHAT TEACHING TECHNIQUES DO YOU BELIEVE BEST PREPARE YOUNG DRIVERS FOR DRIVING IN REAL ROAD CONDITIONS?



²⁴ Based on interview with Goodyear EMEA, 2013

²⁵ Based on interview with Goodyear EMEA, 2013

answer, however, it has been suggested that for many driving instructors the integrity of the test as the clear delineation between lessons and license is important. Additional elements of the graduated license seem more likely to succeed than simply adding lessons beyond the formal test.

As has been stated, 69 % of instructors think that novice drivers should be deterred from unsafe driving by stricter punishments for infringements (e.g. speeding). 59 % favor restrictions on certain types of car—an issue that is in large part forced on new drivers by the cost of insuring vehicles with large engines. However, instructors are less keen on limits for drivers that appear to discriminate how they use the car. Only 36 % favor different (i.e. stricter) speed limits for novices and fewer still (16 %) advocate limits on how many passengers a novice can carry. 78 % rejected the suggestion that novices should be limited to driving at certain times of day to avoid the added risk of driving at night and 84 % reject preventing novices carrying younger passengers who require safety seats. Again, this data strongly suggests that instructors want the driving test, for which they prepare their pupils, to be the measure of a safe driver. While they want to deter unsafe driving by elements of probation (around tougher penalties for novices) they do not want different categories of driver on the road.

We wanted to explore instructor's appetite for additional education materials that might help them promote safety to learner drivers. One in five instructors (18 %) is not aware of tutorials or training apps. Only 15 % say that they do not think such tools effective and so do not use them, with fewer still (9 %) saying they have used them but remain unconvinced. However, 15 % say they use training tools to good effect and 18 % say they do not use them but would like to learn more.

TOP-UP LESSONS

We asked the driving instructors a number of questions on the benefits of top-up lessons. 36 % of instructors say that none of their pupils take top-up lessons, so we can assume that the overwhelming majority of pupils do not take additional lessons after their test. When we asked what motivates novice drivers to have additional lessons the most likely reasons were either to benefit from lower insurance or because their parents make them.

However, this does not mean that instructors do not recognize the benefits: 66 % agree or strongly agree that top-up lessons give drivers more experience and 48 % agree or strongly agree that they help novices to be safer drivers. Nearly half (45 %) say that drivers should have to take additional lessons at certain milestones. Again this supports the view that young drivers need to acquire incremental experience, something that lessons can offer. However, it should not be misread as a wholesale endorsement of additional tests or graduated licensing—top-up lessons can be seen as enhancing the skills and attitudes of drivers who are already able to drive without restrictions.



CAR MAINTENANCE AND ROAD SAFETY

Our 2013 survey asked driving instructors which vehicle maintenance considerations are so critical to road safety that they should be part of the driving test. The most popular responses related to adjusting the mirrors and seats and to tires. A total of 60 % of instructors think that properly adjusting the mirrors and seats is the most important element of day-to-day car maintenance. As a discipline taught at the start of every single lesson this is unsurprising. 57 % think the importance of well-maintained tires to road safety should be included in the test and 54 % that novices should be tested on checking the tire's tread.

We also asked instructors which elements of maintenance they included in driving lessons. Again, the proper adjustment of seats and mirrors is the most frequently cited (71 %). Tire maintenance is, however, of equal importance and the overwhelming majority (70 %) of instructors teach this in their lessons. Additionally, 68 % teach their pupils about checking their tires' tread depth, ahead of checking the oil (66 %) and using a Tire Pressure Monitoring System (TPMS) (43 %).

Having asked instructors what should be in the test and what they taught we wanted to explore their opinion on how much knowledge on maintenance was imparted to novice drivers. Here the results were more worrying. Although it is a clear priority, instructors felt that after a test as many as 45 % of novices are not aware of the importance of checking their mirrors and seat. Only 38 % of instructors think that novices continue to be aware of the importance of tire pressure to road safety when they pass.

Results from the research Goodyear EMEA conducted in 2012 into novice driver attitudes, similarly suggests that car maintenance does not receive as much attention as it might. Only 45 % of novices said that they learnt about tire pressure in their lessons.

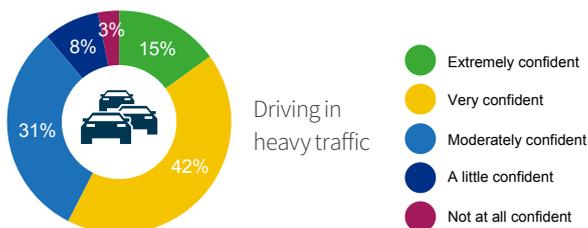
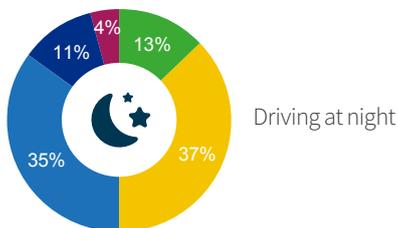
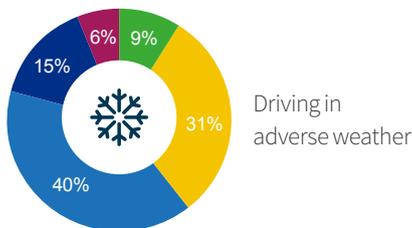
There is an imbalance here. When asked what is important in terms of car maintenance nearly three quarters of instructors say they want elements of maintenance (adjusting mirrors/tire maintenance) in the test. A similarly large number, reassuringly, teach these elements. However, when asked if novices continue to consider maintenance once they pass a test the numbers fall dramatically. This makes a powerful case for more rigorous testing, including within a graduated license system, on elements of car maintenance.

Tires are the only contact point between the vehicle and the road. Therefore, tire manufacturers have an important role to play. Tire manufacturers can raise awareness of tire safety, and support legislators to bring in laws that make it easier for consumers to make informed choices.

PARENTS AND ATTITUDES TO ROAD SAFETY

The 2014 survey conducted amongst the parents of novice drivers in Europe (i.e. parents with children aged between 16 and 25) focused on parents' assessment of their own driving skills and their attitudes towards the driving education available to their children. The research indicated a relatively varied set of confidence levels among parents: 57% are very confident driving in heavy traffic, 50% feel confident driving at night and 40% feel confident even in adverse weather conditions. Infographic one : Confidence levels amongst parents

LOOKING AT YOUR OWN SKILLS, HOW CONFIDENT WOULD YOU FEEL ABOUT DOING ANY OF THE FOLLOWING?



- Extremely confident
- Very confident
- Moderately confident
- A little confident
- Not at all confident

In general, parents do not feel the need to refresh their driving skills – 53% feel that their daily driving provides a continuous means of achieving this. However, only just over half of parents (54%) feel that they would pass a driving test if they took it today.

A surprisingly high number of parents favor mandatory refresher courses (46%), which rises to 66% if there was a benefit in terms of reduced insurance premiums.

WOULD YOU SUPPORT A MANDATORY REFRESHER DRIVING COURSE?



WOULD YOU SUPPORT A MANDATORY REFRESHER DRIVING COURSE IN CASE IT WOULD RESULT IN DECREASED INSURANCE PREMIUM?



The overwhelming majority of parents support the early education of children in road safety (84%) but nearly two thirds (62%) believe that schools are currently failing to provide sufficient education on road safety.

Parents would like their children's driving lessons to include driving in adverse weather conditions, emergency skills, as well as lessons in heavy traffic and driving at night. 42% of parents support the graduated driving license with strong support in Belgium (54%), Italy (59%) and the UK (66%). 49% admit that it is difficult to make an informed choice of driving school for their children and 80% think that driving lessons are expensive. Most parents (53%) would like to receive regular progress updates from their child's driving instructor and 40% would value attending a lesson in person.

Parents are optimistic about their children's driving skills and 84% of parents think that their children drive safely most of the time. Parents are divided on whether this generation is more reckless on the road than previous ones, 40% of parents believe that they are more reckless while 41% disagree. Parents agree with data from driving instructors that distractions from mobile devices are the biggest cause of reckless driving. They are, however, more confident than driving instructors that children drive safely with their friends: when asked if their child drives less safely when their friends are passengers 80% disagree. This compares to 51% of driving instructors who think that peers can be a cause of reckless driving and 53% who consider other passengers to be a dangerous distraction.

PART THREE:

REDUCING THE RISK POSED BY NOVICE DRIVERS

In addressing the factors that make novice drivers more likely to be unsafe drivers, policy-makers can take two approaches. The first is to influence the attitudes of young drivers; the second is to enable young drivers to acquire the experience needed to drive safely over time.

While there is universal agreement that positively influencing young drivers to have an attitude that is more safety conscious is worthwhile, applying a probationary period which limits certain behaviors for novices is more contentious. Finally, policy makers and the motoring industry should continue to enhance road safety for all road users, which will disproportionately benefit novices. This report will now consider these elements in turn.

Safe roads, safe cars and the effective enforcement of traffic laws are the key drivers of overall road safety. The introduction of seatbelts, for example, led to significant improvements in road safety. For novice drivers it is, therefore, important that law enforcement is targeted at young people, who are more likely to take a cavalier attitude to the rules. Although the only long-term solution to getting young people to drive more safely will be in changing their overall approach, ensuring that young people understand the rules is a vital first step.

Restricting how novice drivers use their cars will improve their road safety. Some regulations are already applied universally. It is illegal to drive a vehicle without a license. People under the age of 16, those who are deemed unsafe to drive for medical reasons, and those who have had a license revoked may not drive at all. However, in most European countries the distinction between those considered safe to drive and those prohibited from driving is binary—one is either licensed or not. Placing specific restrictions on novice drivers creates a new category of motorist—one who is permitted to drive on the roads in certain defined circumstances.

The most commonly cited policies to restrict novice drivers are a reduced permitted level of alcohol in the bloodstream; restrictions on driving in certain conditions, for example at night; rules around permissions to carry passengers; tougher penalties for novice drivers for a set period of time. This approach logically leads to a form of graduated driving license.

EFFECTING BEHAVIOURAL CHANGE IN NOVICE DRIVERS

This report has considered why it is that novice drivers are more likely to pose a risk to road safety and sets out the most developed solution—the graduated driving license. However, the GDL is not the only approach.

The academic consensus is that youth and inexperience make novice drivers unsafe. To overcome this without imposing restrictions on novice drivers that enforce experience and maturity (by graduating the license), policy makers must influence young drivers' attitudes.

One means of affecting the attitudes of young drivers comes through enforcing existing laws more vigorously—for example, in the UK, drivers can have their license revoked if they are awarded six penalty points, as opposed to 12 points for all other drivers. In addition, novice drivers who lose a license must re-take a test. Policy makers hope that by emphasizing the importance of traffic laws early on, they will encourage novice drivers to become safe drivers.

There is logic to this approach—the key influences of improved road safety for novice drivers have been the same as for all road users: wearing seatbelts, obeying the speed limit, not driving when under the influence of drugs or alcohol and improvements in vehicle safety.

Alongside tougher enforcement, policy makers can suggest improvements to driver education, for pre-drivers and for learner drivers. Most governments recognize that the mainstream education system should instruct young people in the dangers and responsibilities of driving long before they are old enough to get behind the wheel of a car. The importance of pedestrian safety amongst young children, especially in communities where they are walking to and from school, places a specific duty on schools to teach this. At the same time as teachers are instructing young people about the risks and dangers of alcohol and drugs, and personal and social development can instil an understanding of safe driving and highlight the risks to young novice drivers.

One more controversial form of pre-driver education is driving instruction on private land for young people below the legal age at which they can drive on public roads. Policy-makers are divided on the benefits of this. While some argue that there are benefits to young people mastering the mechanics of controlling a vehicle before they learn to drive on public roads, others are adamant that this is dangerous as it gives young people too much confidence. Inevitably, a young person who can confidently manage gear changes, braking, steering and maneuvering on a track will be less daunted when they come to learn to drive in traffic.

As the Department of Transport in the UK puts it:

“It is evident that learning to drive involves more than acquiring the practical skills of vehicle control, and that more focus is needed on the higher level aspects of driving and the safe use of shared road space—acquiring the means to interact safely as a driver with a variety of other road-users, and to respond safely to the full range of hazards which drivers encounter. For pre-drivers to concentrate on practical driving skills in a traffic-free environment risks reinforcing an unbalanced approach to safe driving.”²⁶

POSITIVE INFLUENCES ON NOVICE DRIVERS

Many factors might influence young drivers. We have seen some of the potential negative influences—peer-pressure, desire to take risks and to show off, poor judgment on the influence of alcohol. What are the potential positive influences? Perhaps most important is the influence of parents. While young novice drivers are often becoming increasingly independent, parents remain important role models. They have the power to incentivize good behavior and to sanction irresponsibility. Parents often own, or have the control of, the cars novice drivers use. By encouraging safer driving, by restricting night driving or by withholding use of a car if their children are too tired to drive safely, parents can encourage a safety-conscious attitude to driving.

PARENTS

Given the importance of supervised driving post-test, parents can play a critical role in enabling novice drivers to become safe drivers. Policy makers should engage parents (and others who supervise learner and novice drivers) in the driver training. If driving instructors and those who accompany learner drivers outside their lessons were able to collaborate in driver training it would help young people gain experience of driving in a safe way.

THE INSURANCE INDUSTRY

Another tangible driver of behavioral change amongst all drivers is their insurance premiums. Drivers who break the law by speeding or by driving under the influence of alcohol are rated a higher risk to insurers and have to pay higher

premiums. Conversely, drivers with a good safety record can be rewarded with lower premiums. All novice drivers pay higher premiums because they pose a higher risk. However, the insurance industry can incentivize measures that improve a novice driver’s road safety by offering lower premiums to drivers that prove their commitment to road safety. In some cases novice drivers choose to undertake additional instruction after they have passed the test which includes driving at night, driving on the motorway or driving in extreme weather conditions. In some EU member states the graduated driving license provides for this—for example in Estonia a novice driver who passes his or her driving test in the summer months must do an additional test driving in snowy conditions later in the year. Finally, insurance companies can offer lower premiums for safer cars. Novice drivers are not likely to be driving the most advanced vehicles—either because they are too expensive or because the size of the vehicle’s engine incurs a very high insurance premium for a novice driver.

THE MOTOR INDUSTRY

A number of the experts interviewed for this research praised the role of the motor industry in recent decades in improving road safety. While regulators have incentivized or obligated car manufacturers to meet certain standards, for example through the voluntary New Car Assessment Programme (NCAP)²⁷, in many cases manufacturers led the way. The two most frequently cited improvements to road safety are the introduction of seatbelts, followed by their use becoming mandatory and campaigns to reduce drink driving.

²⁶ Department of Transport response to 7th Report Transport Select Committee 2007

²⁷ Euro NCAP is a voluntary vehicle safety rating system backed by the European Commission, as well as motoring and consumer organisations in every EU country: <http://www.euroncap.com/home.aspx>

Car manufacturers introduced and promoted seatbelts long before they were obliged to.

Car manufacturers have also invested significantly in research and development to make vehicles safer for passengers and pedestrians. Some manufacturers chose to market the safety of their vehicles as a strong selling point.

For instance, due to the significant influence tire pressure has on vehicle safety and efficiency, tire pressure monitoring systems (TPMS) were first adopted by forward-looking European manufacturers as an optional feature for luxury passenger vehicles in the 1980s. From November 1, 2014, all new passenger cars sold in the European Union must be equipped with TPMS. Along with improving safety by alerting drivers of under-inflated tires, TPMS systems improve fuel efficiency, increase tire life and decrease maintenance requirements. In February 2013 the European Commission issued clarification on Regulation 661/2009 which sets out mandatory and desirable safety features. Other innovations worth noting include lane departure warning and the use of Advance Braking Systems.²⁸

Car manufacturers are to be commended for their continual investment in safety innovations. Sarah Jones, of Cardiff University in the UK, went so far as to say that just as car manufacturers make a product that carries risk and have worked hard to reduce that risk, other producers of products that can be harmful could follow their lead.

THE IMPACT OF CHANGING TECHNOLOGIES

Technology has two converse impacts on the safety of novice drivers. Some technologies in the vehicle enhance road safety. Other technologies, those that young people take into a vehicle, can be a distraction and pose dangers. This generation of young drivers has grown up with portable technology and expect to be able to keep in touch with friends and to be online around the clock. They also expect to have at their fingertips their music, videos and the other features of smart phones and tablets. This presents a challenge to driving instructors to ensure that young people are aware of the dangers of being distracted by their gadgets while driving.

However, technologies are also making cars safer. Amongst promising applications for young drivers are:

- Smart cards
- Alcolocks
- Seatbelt systems
- Driving data storage units
- Electronic stability control
- Advanced driver assistance systems

Smart cards hold information about the driver and if used in conjunction with the ignition key can prevent the car from starting unless the driver is authorized. For novice drivers this could be used to limit driving at certain times of day (e.g. after darkness) and so reduce the amount young drivers drive in risk conditions.

Alcolocks systems requires a driver to take a breathalyser test before the car will start—in theory this could save lives, although it is not foolproof; such a system only requires one sober person to be on hand to bypass the breathalyser.

Seatbelts have been the single most important technological advance in the last thirty years, saving countless numbers of lives. Advanced seatbelt systems require drivers to wear a seatbelt in order to start the engine.

Driving data storage units, also known as black boxes, provide feedback on a driver's performance. They could be used by parents to monitor the driving of their children or as part of a graduated licensing scheme.

Advanced driver assistance systems can detect a driver's deviation from an intended path and correct this by alerting the driver or applying the brakes to bring a vehicle under control. However, there is evidence to suggest that drivers who are conscious of this safety feature feel able to take more risks. The benefits to novice drivers of ESC need to be properly evaluated.

Advanced driver assistance systems are still in development but hold out the potential to improve road safety by limiting speed and enforcing distances between vehicles. We recognize that great steps have been taken in this area but ensuring that all drivers benefit remains a challenge.

As David Davies of the PACTS in the UK says:

“Modern cars are considerably safer—Euro NCAP has helped... [but] novice drivers buy older, smaller, cheaper cars so they do not benefit as much from technological advances.”²⁹

We endorse the view that safety features should not be the preserve of top-range cars, especially when younger drivers have the most to benefit from them.

The Head of Policy at the European Transport Safety Council, Ellen Townsend, puts it well:

“The most life-saving technology (e.g. Intelligent Speed Assistance, seat belt reminders, and ESP) should be in all cars. Young people have a limited budget so we need to encourage the industry to introduce these—as opposed to legislating for it.”³⁰

THE ROLE OF PUBLIC AWARENESS CAMPAIGNS

Public awareness campaigns have historically been seen as one means by which governments attempt to effect behavioral change. Some of the most effective campaigns have been closely tied to new legislation or tightening laws. European governments, to varying degrees, used television campaigns to reinforce changes in the law to mandate the use of seatbelts. It is also widely recognized that media campaigns helped the long, but vitally important, campaign to deter drink driving and shift the cultural norms around the way people viewed the risks of drunk driving.

Most of the experts we consulted agree that public awareness campaigns have a role to play, although the proliferation of television channels and the internet have shifted how they are best delivered to the public. However, there is consensus that effective campaigns cannot be effective in isolation. As Antonio Avenoso, Executive Director of the European Transport Safety Council puts it:

“Campaigns are important and they help. But if we only do campaigns the safety return is debateable. They cannot work on their own. They need to be coupled with policy making, with technology and enforcements.”

Driving instructors are less convinced that public awareness campaigns remain an effective tool. Half of the instructors in our survey say

“I am aware of the road safety awareness campaigns in my country and I don’t think they are effective.”

INCORPORATING ROAD SAFETY INTO EDUCATION

The European Transport Safety Council has already called on the European Union to make traffic education mandatory. Goodyear EMEA supports this position. It is especially important that road safety education continues in school into the teenage years. Primary school children are taught again and again about the importance of road safety for pedestrians and parents rightly focus on the importance of teaching their children how to safely cross the road. We recognize that adolescents are less receptive to didactic approaches and can feel patronized; however, we believe it is vitally important for teachers to come up with innovative approaches that will prepare them to think about road safety before they get behind the wheel of a car. There is evidence that suggests some bad habits among young people cannot be overcome easily in regular driving training which could be tackled in schools.³¹

²⁹ Based on interview with Goodyear, 2013

³⁰ Based on interview with Goodyear, 2013

³¹ Hoeschen A. and Bekiaris E. (Eds) (2002). TRAINER (GRD1-1999-10024) Deliverable 2.1
“Inventory of driver training needs and major gaps in the relevant training procedures.”

The ETSC advocated incorporating education about road safety into citizenship training:

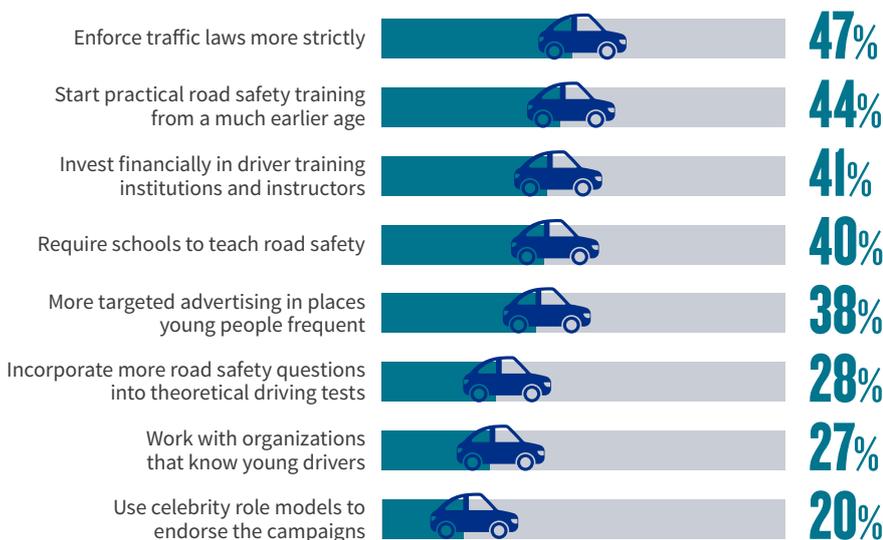
Such an education could be part of some general subject on citizenship education and would preferably include in-site training at traffic grounds as pedestrians and cyclists. It must be assured that such a subject on citizenship education will be treated equally to other obligatory school subjects.

*The idea of a cyclist riding license for children/youngsters could provide an additional stimulus for later driving training. It is essential that children learn about the need to work to obtain such a certificate by improving knowledge, skills and what is equally important by improving their behavior and attitudes.*³²

This is something that Europe’s driving instructors support. When we asked instructors what governments could do the second most cited response was start practical road safety training at a much earlier age, behind stricter enforcement of the existing road traffic laws.

WHAT DO YOU THINK GOVERNMENTS SHOULD DO TO IMPROVE YOUNG DRIVERS’ ATTITUDES TO ROAD SAFETY?

% OF RESPONDENTS WHO SELECTED EACH STATEMENT



WIDER INFLUENCES

All of us are susceptible to a wide range of influences and young people are no different. Our research shows that parents and friends have the most influence on how young people consider road safety. Only 10 % of Europe’s driving instructors consider that the media has a direct impact on novice drivers. However, we believe that the broader cultural influence of the media cannot be dismissed. Car magazines and TV place a huge importance on a car’s performance—and in most cases this means a focus on speed. In some cases there is no question that the intention is to glamorize speed.

THE GRADUATED DRIVING LICENSE

In the course of researching this report, a number of road safety experts advocated the mandatory introduction of graduated drivers’ licenses (GDL) across the European Union. The GDL works by reducing young drivers’ exposure to high risk situations by adding an intermediate phase between the learner and full licenses.

Advocates of the GDL argue that

*“it has been demonstrated to have only positive effects, both in terms of fatalities, casualties and crashes, and in terms of outcomes such as teen and parent empowerment.”*³³

32 EC’s consultation on driving training and traffic safety education http://www.etsc.eu/documents/Position%20ETSC%20on%20training+education_Final.pdf

33 Sarah Jones, GDL short briefing and FAQs

In 2011 a Cochrance Review in the UK found that:

*“GDL is effective in reducing crash rates among young drivers, although the magnitude of the effect varies. The conclusions are supported by consistent findings, temporal relationship, and plausibility of the association. Stronger GDL programmes (i.e. more restrictions to high quality based on IIHS classification) appear to result in greater fatality reduction.”*³⁴

It is not possible to calculate an overall effect of GDL in the countries where it is used (some US states, Canada, Australia, South Africa) given the different cultural and societal norms, for example the variation in norms around alcohol consumption. However, Dr Sarah Jones of the University of Cardiff in the UK argues that

*“the biggest effect demonstrated by the review has been on fatal crashes, with a decrease of up to 57 %”.*³⁵

There is no standard model for a GDL. However most models of GDL use some or all of the following restrictions on learner drivers:

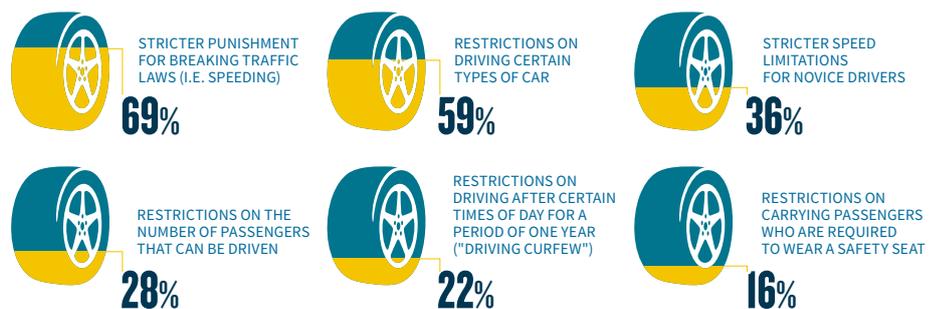
- Minimum period for holding a provisional license
- Night curfew
- Limits to passengers
- Lower or zero blood alcohol level
- Minimum age for a full license
- Mandatory, additional driving courses to obtain full license

Given the apparent benefits of GDL, why has it not been adopted universally? Some opponents of GDL argue that enforcing it would be an additional burden on the police. Others argue that prescriptive rules for young drivers punish the majority for the sins of a small handful of reckless young drivers. As Professor Allsop, Emeritus Professor of Transport Studies at University College London says, any system for driving licensing depends on the consent of all drivers, and it has been argued that GDL by making getting a license harder will deter some from even bothering. Finally, opponents of the GDL say that while it might

help while restrictions apply, as soon as they are lifted then bad behavior can flourish. The GDL has long been debated in different parts of the EU, and there is no single answer as to why policy makers have thus far resisted its implementation. The reality is that for many parents and young people the benefits of transitioning from being a learner driver to a qualified driver in the shortest possible timeframe remain very attractive. Restrictions on when a person can drive, who they can offer lifts to and the cost of additional lessons would inevitably be unpopular with some elements in the population. Those who advocate the GDL have some way to go in convincing the population at large that the benefits significantly outweigh the perceived inconveniences.

Our research shows enthusiasm for elements of the GDL. When asked if they favor the GDL in principal 52 % responded positively. Of those we asked which elements it should include. 69 % favor stricter enforcement of the law and 59 % restricting novices from driving certain types of vehicle. However, curfews (22 %) and restrictions on passengers (28 %) were far less popular.

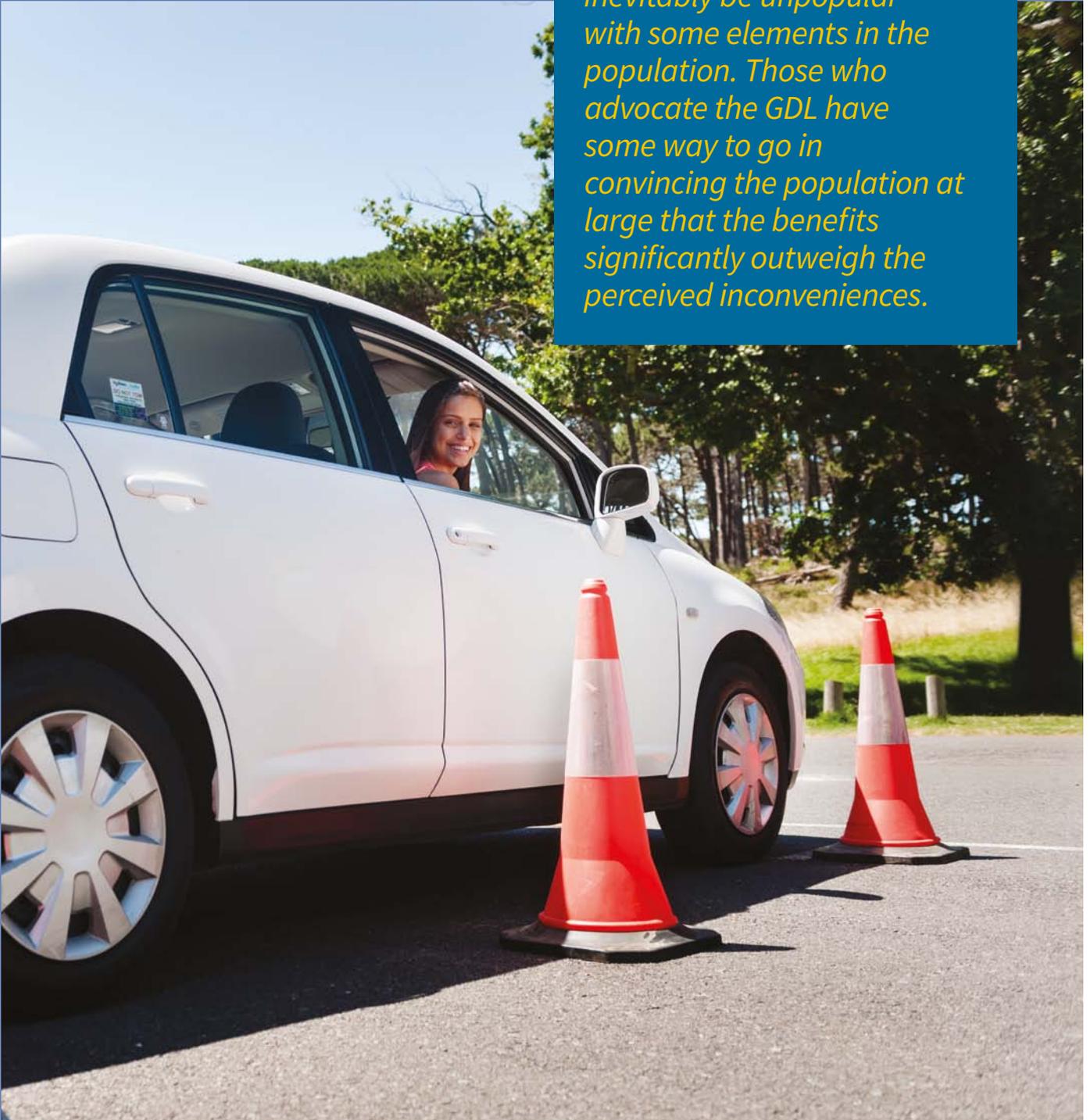
WHAT CHARACTERISTICS OF A GRADUATED LICENSE SYSTEM DO YOU THINK WOULD IMPROVE ROAD SAFETY?



³⁴ Russell, K.F., Vandermeer, B., Hartling, L. (2011). Graduated Driver Licensing for reducing motor vehicle crashes among young drivers.

³⁵ Based on interview with Goodyear, 2013

Restrictions on when a person can drive, who they can offer lifts to and the cost of additional lessons would inevitably be unpopular with some elements in the population. Those who advocate the GDL have some way to go in convincing the population at large that the benefits significantly outweigh the perceived inconveniences.



PART FOUR:

THE ROLE OF PARENTS IN ROAD SAFETY FOR NOVICE DRIVERS

Goodyear's 2013 research into the views of driving instructors and the first edition of its White Paper – 'Driving Safety First: Improving Road Safety For Novice drivers – focused on driving instructors who prepare novice drivers to be safe on the road.

It was clear in the results of that research that parents were a key factor in the attitudes that young people have to road safety. In the 2013 White Paper, Goodyear said that when it comes to young people's attitudes to road safety:

'There are positive and negative ways to influence behavior. Parents and peers can help novice drivers by fostering a culture of road safety.'

Our recommendations made in 2013 also reflect the fact that parents are a key factor:

'As part of its ongoing commitment to road safety Goodyear EMEA will develop a road safety campaign that targets the parents of novice drivers.'

On that basis Goodyear carried out further unique research to understand parents' attitudes. This builds on the research carried out with driving instructors in 2013 and with novice drivers in 2012. 5492 (52% women, 48% men) parents across Europe plus 1313 parents in Russia, Turkey and South Africa took part in an online survey and the key findings can be found in the final section of Part Two of this revised White Paper.

PARENT'S INFLUENCE ON NOVICE DRIVERS

Both driving instructors and the road safety experts Goodyear interviewed for this research are clear that parents have a key influence on their children as they learn to drive. 37% of driving instructors think that bad habits picked up from parents are a major cause of reckless driving by young people. 76% of instructors want to see parents setting a better example and 33% would encourage a parent to join a driving lesson. A similar number (30%) would like to see regular progress reports between parents and driving instructors.

Road safety experts agree on the role of parents and are keen to see greater collaboration between parents and instructors. As the President of the European Parents Association (EPA), Eszter Salamon sees it, parents influence their children at every level and road safety is no exception:

“It is clear the role of parents starts very early. They are role models for the children. They drive behavior and their behavior on the road as drivers, cyclists or pedestrians has an influence.”

Given that parents are important influencers, what sort of example do they think they are currently setting? Certainly, the majority of parents feel confident driving – 57% are very confident driving in heavy traffic and 50% are confident when driving at night. The majority of parents think that their skills are being topped up when they drive without the

need for proactively updating their driving skills – 53% consider their daily driving as continuous refreshment to their driving skills. Over a third (36%), however, admit that they have not refreshed their skills. The number of parents who have taken it upon themselves to actively refresh driving skills is a mere 8%.

Therefore, while parents feel they are confident and safe drivers, it is clear that their skills are based on day-to-day driving not the ‘defensive driving’ that novice drivers should acquire from formal instruction. While most parents feel that they would pass a driving test today (54%) over one in three could not be certain and over one in ten (12%) feel they would not pass the test. As Eddy Klynen, General Director, Flemish Foundation for Traffic Knowledge says:

“The biggest challenge is that parents must be aware that they are not instructors – they have a role to play but it is a complimentary one. They need to know what they shouldn’t do. They should not teach new things and they shouldn’t say the driving instructor is wrong – they should remember that things will have changed.”

PARENTS AND DRIVING INSTRUCTION

So parents do have a critical role to play – but not as an alternative to professional instruction. Parents are certainly confident that in so far as they are role models that they are doing the right thing. When asked whether their child/children think a parent’s driving skills set a good example to other drivers, 56% agree with only 7% disagreeing. When asked whether their child/children think a parent is a bad driver 40% strongly disagree (a high figure) with only 6% admitting that their own children do not rate their driving skills.

Road safety experts understand that all adults are not inclined to accurately judge their own driving. Since the early 1980s surveys in a range of countries all concluded that while drivers think that there are many unsafe drivers, they rate their own driving highly.³⁶ It is, therefore, especially important for the parents of novice drivers to judge their driving against the advice given by driving instructors rather than base it wholly on their own experience. Just over half of parents (51%) think that their children do not pay attention to the way a parent drives, something that road safety and child psychologists reject.

While parents are role models whose behavior is an influence in all aspects of their children’s lives, including driving, they also have a role in supporting the formal instruction that their children undertake. The experts we interviewed all feel that the wider educational establishment should be doing more with young people in schools. As Eddy Klynen says:

“There is not enough [road safety] education in schools. Elementary schools are doing a good job but in secondary schools it becomes more complicated, this is unfortunate because this is the time at which it becomes most important.”

Eszter Salamon of the EPA agrees that education has a role, but notes that educating young people becomes more challenging when they are teenagers:

“The time for learning to drive is the same time that young people are at an age when they want to rebel. That’s why instilling road safety should happen at an earlier age as well. Understanding road safety for pedestrians becomes part of a child’s every day habits and parents have a responsibility for instilling these habits. But between the ages of 16 and 20 young people are far more likely to listen to their peers than their parents.”

The parents who took part in this research share concerns about the level of road safety education in schools. While 84% feel that the principles of road safety should be taught in schools at an early age, 62% feel that schools are failing to provide sufficient education on road safety.

Lucy Rackliff, lecturer at Aston University in the UK and an expert in transport and road safety, argues that parents have a role in encouraging a lifelong approach to road safety. In particular she wants to see parents working more closely with schools and driving instructors:

“I think collaboration could be improved. I have been trying to argue for a more holistic approach to driver education. It is not something that can be achieved for a young person at 17 years old and then parked. As people get older their travelling needs change and instead of focusing only on the driving test people should see road safety skills as a continuous process.”

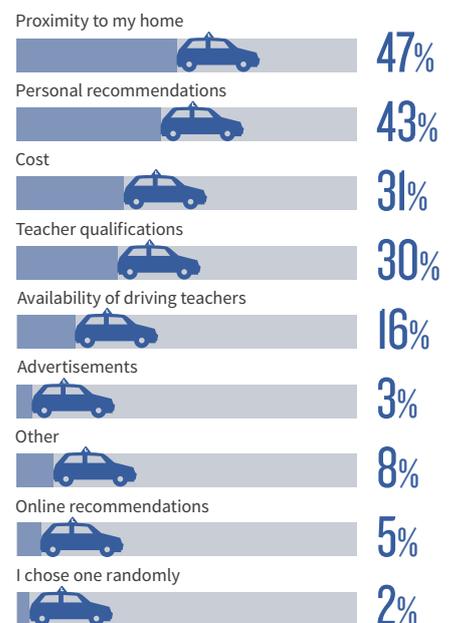
Making the right decision when choosing a driving school is not something that parents find straightforward. 79% of parents find it difficult to make an informed decision about the quality of the driving schools. When it comes to choosing a driving school parents tend to rely on local knowledge and personal recommendations. 47% of parents choose a driving school based on its proximity to their home and 43% choose on the basis of a recommendation. While 31% of parents said that cost is the primary consideration in choosing a driving school, nearly all parents (99%) consider driving lessons to be expensive.

However, parents are keen to engage in the process once their children are learning to drive. 53% of parents would like to receive regular progress reports from their child’s instructor

and 40% would be interested in attending a lesson to see their child’s progress first hand. Parents are also reasonably confident in their own children’s road safety. 84% of parents think their children drive safely most of the time and 73% of parents think their children are as safe as other drivers on the road. When asked if their child drives less safely when their friends are passengers 80% disagree. This suggests, however, that parents are overestimating their children’s ability to resist distraction. In reality, parents cannot experience first-hand the way their children drive with only friends in the car. When we asked young people how they drive in 2012, 67% of novice drivers admitted that they had sworn at other drivers and 28% had made obscene hand gestures – one assumes that this behavior happens in the absence of parents.

WHAT WAS THE MAIN REASON BEHIND CHOOSING THE DRIVING SCHOOL?

% OF RESPONDENTS WHO SELECTED EACH STATEMENT



CHALLENGES FOR PARENTS OF NOVICE DRIVERS

As the first part of this report shows, there are intrinsic challenges in training young people to drive safely that relate to the age at which they learn. Young people are more likely to be in an accident because of lack of experience and the attitude they have to road safety. Parents may not always be aware of these factors, and young people tend to learn how to drive at exactly the time that they are also gaining more independence. The two come hand-in-hand; for many young people the freedom to drive alone gives them their independence. For this reason it is important that parents continue to support their children's attitude to driving beyond the test to help firmly anchor safe driving behavior.

For some experts, the time at which a child begins driving lessons is the ideal time for parents to refresh their road safety experience. As Lucy Rackliff says:

“I think everyone should be encouraged to refresh their driving skills. There is a lot of scope for driving instructors to do something innovative around this.”

Stephen Stradling, Professor Emeritus at the Transport Research Institute at Edinburgh Napier University, echoes this point:

“Parents should undertake a speed awareness or similar course through their local authority road safety unit and

brush up on their car control and road reading skills – the message we are getting back is that people appreciate such courses. It is often the first opportunity for them to reflect on how they drive since they passed their test.”

We asked parents what they thought of a mandatory refresher driving course for parents and support was surprisingly high. For the EU, 46% of parents support a mandatory refresher course; if such a course could reduce insurance premiums, this figure rises to 66%. While it is unlikely that governments would impose such a policy at present, there is more appetite than might have been anticipated. In either case, anything which can encourage parents to accurately assess their driving skills at the point their children are novice drivers should be welcomed. Lucy Rackliff argues for encouragement over compulsion:

“You have to couch encouraging safe driving in enabling terms rather than mandatory terms.”

When the first edition of this report was published it included (as this version does) a recommendation to support graduated licensing. The arguments are set out elsewhere in the report, but we did ask parents their views. Across the EU, 42% of parents favor a graduated license system, with 36% opposed and 22% who do not know. Support is highest in the UK where 66% support graduated licensing and lowest in Sweden where only 15% are in favor.

The variations may be explained by the fact that there are different systems in place in certain countries. In the UK, a bill which proposed the introduction of a Graduated Driving License recently failed to complete its passage³⁷. In Sweden, practice drivers are obliged to take a course in road safety before they are given their permit. Parents and others who wish to accompany the novice driver in the car need to take the course too. Novice drivers are also required to pass a course in risk driving, which includes driving on ice, before they can take their test³⁸.

Another key finding from the research in 2013 was that young people are not learning enough about the importance of car maintenance. We asked parents about their knowledge of how to maintain a safe vehicle. Most parents are confident when it comes to checking tire tread depth (55%) and checking tire pressure (61%), with slightly fewer being confident when it comes to changing a tire (47%). This report retains the recommendation that car and tire maintenance should be a key part of driving instruction and the driving test. For parents, the responsibility to foster an approach to car maintenance that will help their children to continue to practice what they learn for the test remains an important one.

37 <http://services.parliament.uk/bills/2013-14/graduateddrivinglicencescheme.html>

38 http://publikationswebbutik.vv.se/upload/5571/100079_Allt_om_korkort_eng_utg8_201304.pdf



Parents should undertake a speed awareness or similar course through their local authority road safety unit and brush up on their car control and road reading skills – the message we are getting back is that people appreciate such courses.

RECOMMENDATIONS

FOR POLICY MAKERS:

- The European Commission should look to conduct research into the safety benefits of a graduated driving licence.
- National governments should use public awareness campaigns that target novice drivers to support their policies on road safety where appropriate.
- The European Commission should encourage and fund public campaigns to increase awareness of parents' role in educating their children about road safety.
- Local governments should encourage refresher courses in driving for experienced drivers.
- Goodyear suggests the introduction of a 'Road safety day for novice drivers' to address some of the specific challenges novice drivers face on the road.

FOR THE AUTOMOTIVE INDUSTRY:

- The automotive industry should work toward the universal inclusion of new technology that improves road safety in vehicles driven by young drivers.
- The automotive industry should use marketing and promotion to emphasize the technology in their vehicles which make them safer.

FOR WIDER STAKEHOLDERS:

- The insurance industry should continue to innovate to incentivize increased road safety training for novice drivers through reduced tariffs linked to additional instruction.
- The insurance industry should reward novice drivers who prove their commitment to road safety by offering lower insurance premiums.
- The insurance industry should incentivize parents who demonstrate their commitment to safe driving.
- Driving schools should continue to devise and develop new training techniques that effectively coach novice drivers to be safe drivers.
- Schools and colleges should consider teaching road safety as part of their responsibility beyond the primary school years.

IN ADDITION TO THESE RECOMMENDATIONS, AS PART OF ITS ONGOING COMMITMENT TO ROAD SAFETY GOODYEAR EMEA WILL:

- Encourage collaboration between driving schools, established educational authorities and parents, to ensure the safety of novice drivers on the road.
- Continue research into attitudes to road safety and road behavior.
- Support the introduction of a graduated driving license.
- Develop a road safety campaign that targets the parent of novice drivers.
- Add to our existing collateral on road safety (e.g. the road safety app) by developing material that promotes road safety for use with young people and driving instructors in their efforts to educate novice drivers.
- Work with driving schools to promote the importance of tire maintenance in safe driving.

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In 2014 Goodyear again reached out to a number of experts, including Ezter Saloman of the European Parents Association, Professor Stephen Stradling, Professor Emeritus at the Transport Research Institute at Edinburgh Napier University and Lucy Rackliff, lecturer at Aston University and an expert in transport and road safety. We would also like to thank Dr Chris Tennant and Dr Sally Stares of the London School of Economics, as well as Fiona Fylan and Traffic Psychology International for their great support in questionnaire development and analysis.

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