

ROAD SAFETY EDUCATION

STRATEGIC FRAMEWORK



NATIONAL ROAD SAFETY COMMITTEE

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Foreword

We are delighted to endorse this strategic framework document as a key resource for all government agencies working through road safety education, information and promotion programmes towards further improving road safety outcomes, at all levels of every community.

The framework, developed by the National Road Safety Committee, takes account of and clarifies the interaction of various government strategies. These strategies address key goals for road safety, injury prevention, health and enforcement of road safety values as they appear in law. It also recognises that many education programmes will work well in synergistic ways. As a result, many initiatives may achieve more than one of the four main principles underpinning the vision of the New Zealand Transport Strategy – sustainability, integration, safety and responsiveness.

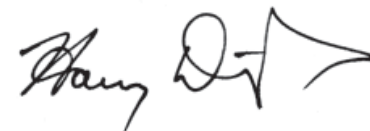
This model of road safety education recognises that everyone in the community can have their awareness, knowledge and understanding of risks on the road raised. Community members will benefit from those initiatives they see as highly relevant to themselves, their families and their transport needs for work and leisure.

To achieve an increasingly safer environment requires on-going education effort for a range of transport sector professionals. They can ensure they are clear about the effects of trauma on the human body; and how to work together most effectively to prevent it. Transport professionals need to provide and manage safe, clearly signed roads and intervene on behalf of the community to ensure that legal limits are observed. They also need to purchase and manage safe vehicle fleets.

All the varied communities of New Zealand will benefit from enhanced road safety education, promotion and provision of clear, easily accessible, comprehensive information about road safety issues. This will enable us all to take greater personal responsibility for our behaviour impacting on the safety of ourselves, and others, on the road network.



Hon Annette King
Minister of Transport



Hon Harry Duynhoven
Minister for Transport Safety

Purpose

Road safety has improved significantly over the last 15 years. The government's goal is to reduce casualties to no more than 300 fatalities and 4,500 hospitalisations a year by 2010.

This document has been developed as a unifying document for all government agencies working through education, information and promotion programmes towards further improving road safety outcomes at all levels of every community. It explains the current road safety education context and provides a model for an aligned, co-ordinated and collaborative effort in addressing road safety education and promotion, and deciding with and through whom, to achieve better road safety outcomes.

The cumulative effect of all road safety education interventions is expected to help decrease trauma and to increase commitment to safety. To do this all road safety education needs to be aligned, consistent; to use what is known about the risk factors behind crashes, and the opportunities to reduce trauma; to set the priorities for providing information, various education and training programmes and promotional activities.

This road safety education strategic framework acknowledges that effective road safety education includes the wide range of ways by which training and information are already provided to various individuals and groups to meet transport network safety requirements. Some examples are: websites, signage, print, mass media advertising, targeted educational courses and training, vehicle safety promotion, workshops for commercial transport operators or other groups such as professional engineers, and provision of best practice advice in a range of settings. All these interventions can be expected to work in an integrated way to achieve safer roads, safer people and safer vehicles: leading to fewer fatalities and serious injuries.

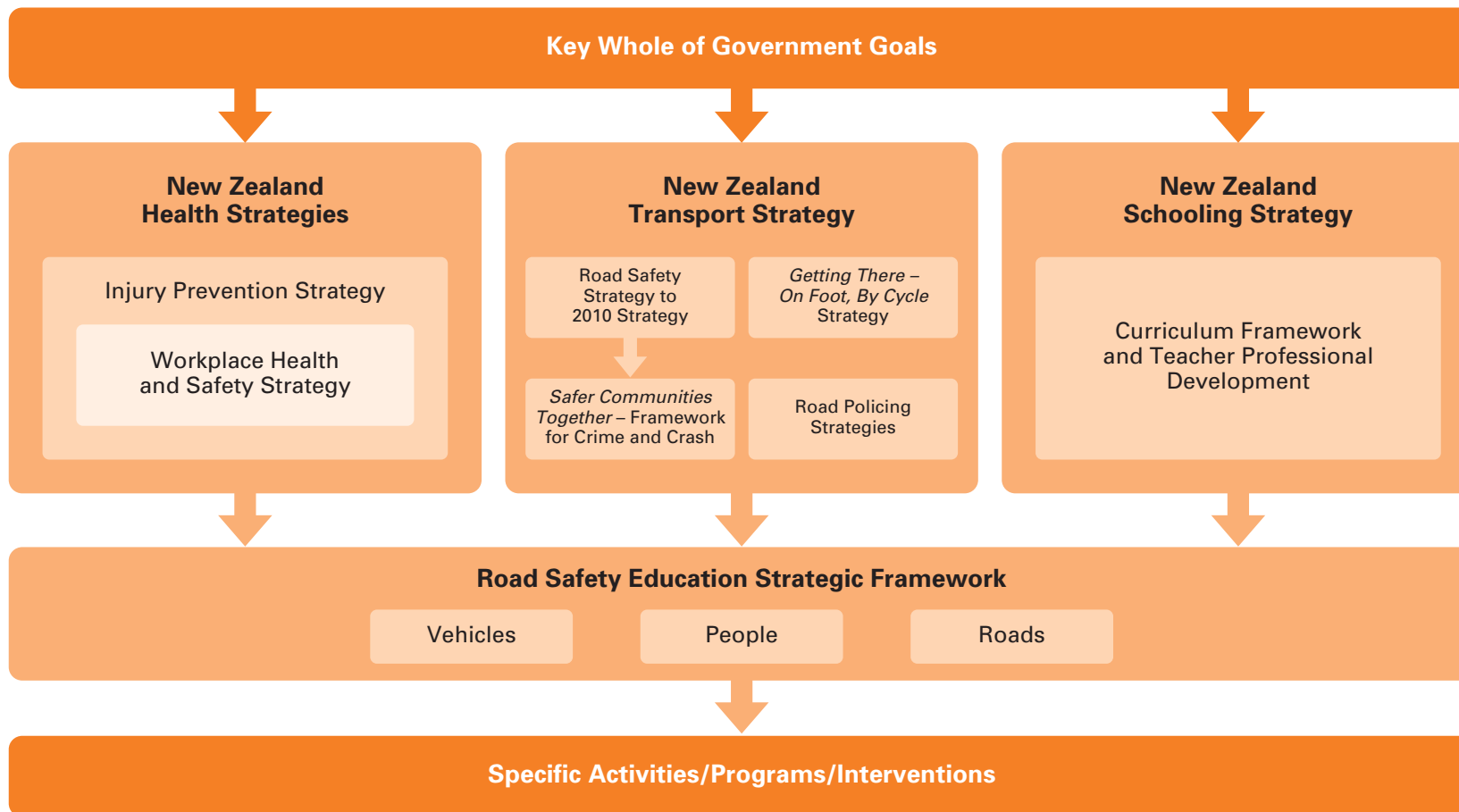


Figure 1: Integration of government strategies

New Zealand Transport Strategy 2002

The New Zealand Transport Strategy's vision advances four key principles which are so interwoven in practice that each is dependent on the others for its own success: sustainability, integration, safety and responsiveness. Each will be substantially assisted by aligned, consistent road safety education.

Sustainability Road safety is essential to community social well-being and resilience and is a significant sustainability issue, alongside other issues such as vehicle emissions, travel demand management and pricing. It is a leading public health issue in terms of the social and economic costs arising from crashes and needs to be well linked to other sustainability issues.

Integration Safety is increasingly being integrated into transport infrastructure and vehicles and roads management planning. As more cyclists and pedestrians are encouraged onto the network this integration of modes using the network will also increase the need for targeted safety education, both for network designers and users.

Safety Road safety (including workplace health and safety on the road transport network) is central to this principle.

Responsiveness is required because New Zealand is a diverse place and has diverse needs for road transport systems both from differences in local terrain and other variations from community to community. In each local situation there is the need to inform, promote and educate to maximise road safety outcomes, including different work-related road and vehicle safety needs.

This strategic framework was developed to address road safety in terms of each of these principles as they interconnect with each other in practice. There will be an ongoing opportunity to create innovative education programmes for particular audiences in different situations.

Road Safety to 2010 Strategy

The government developed the *Road Safety to 2010 Strategy* in 2002 to reduce casualties to no more than 300 fatalities and 4,500 hospitalisations a year by 2010 through a mix of complementary engineering, enforcement and education solutions. Core road safety enhancement themes will address design, purchase, control and use in the following areas:

- Roads
- Light vehicles and motorcycles
- Heavy vehicles
- Speed
- Alcohol
- Restraints/Safety-belts
- Driver standards
- Walking and cycling
- Passenger transport and
- Institutional arrangements.

Theme: Integrating safety into the transport system

A more systemic approach to transport management should build safety in, not add safety on. Safety should be considered in all transport decisions and designed into our infrastructure. This means our road network should be designed, and our land-use planning done, in a way that challenges the acceptability of road deaths and serious injuries, and accommodates the safety needs of all users: pedestrians, cyclists, public transport users and motorists.

Theme: Devolving safety management

Different regions and communities face different road safety issues. This national Road Safety to 2010 strategy will be supported during the decade by dynamic regional and local strategies that integrate safety into day-to-day transport management and contribute to a safer New Zealand. Central government will provide strong support and guidance, and local government will assume greater safety management responsibilities. For example, safety management systems have been developed by a number of road controlling authorities in partnership with Land Transport New Zealand. Guidelines and crash analysis tools are being provided to support regional government in its contribution to the achievement of national and regional road safety outcomes through individualised regional land transport strategies.

Theme: Communicating within partnerships

Continuous improvement depends on continual discussion and co-ordination among the various road safety interests. Effective communication within road safety partnerships helps all participants to understand their roles in achieving road safety goals. For example, it is up to the road controlling authorities to provide roads that can be safely used; it is up to each of us to use the roads safely; and it is up to the Police to take action against those who do not stay within the rules when using the roads.

Theme: Making the best use of resources

Effective road safety management depends on careful research, rigorous analysis and actions based on strong, proven evidence. By researching the 'risk profiles' of different roads, vehicles, communities and road users, we can consider the best actions for a given situation. Analytical tools help make sure those actions are appropriate and targeted where they will have the most impact. Regularly monitoring and evaluating the results allows us to make useful adjustments.

Theme: Accommodating human error

Road user behaviour contributes to most crashes, but we cannot focus entirely on trying to change people's driving habits: the road itself and the vehicle must also be made safer. We recognise that, whatever we do to make road users more alert, law abiding and competent, some will still make mistakes. Vehicle design and construction increasingly protect drivers and passengers from crashes and injuries. We must also work on designing and operating a road network that better accommodates human error.

Theme: Improving road user behaviour

We have made much progress in improving road user behaviour. We will continue these efforts through education and by enforcing safety standards and holding irresponsible road users to account. Education shows people how to use the roads safely and tries to persuade them to change unsafe behaviour, while effective enforcement and appropriate penalties help deter people from potentially dangerous behaviour.

The 2010 strategic framework was developed with the assistance and full support of the National Road Safety Committee (NRSC). Implementation is being overseen by the NRSC. Today the NRSC comprises the chief executives of ACC, NZ Police, Land Transport New Zealand, Transit New Zealand, Local Government New Zealand, Ministry of Education and the Ministry of Transport, with Ministries of Health, Justice and the Department of Labour as associate members.

Describing road safety education

Road Safety Education in the New Zealand context aims to positively influence behaviour in the wider road environment, including the behaviour of influencers, providers and operators of the transport network, operators of commercial transport fleets, vehicle importers and sellers and users of the transport network (child and adult, private and commercial) by:

- promoting and developing appropriate knowledge and understanding of traffic rules and road safety concepts
- prioritising, developing and improving appropriate skills of all road transport network influencers, providers and users
- strengthening and improving appropriate community attitudes towards risk awareness and optimum transport system use, personal safety and individual responsibilities for the safety of ourselves and others, cultural values (such as care, courtesy and consideration for others), life-skills, survival techniques
- promoting support for road safety related activities such as police activity, road and vehicle safety design features, or speed limits set to improve safety.

Road safety education can primarily be expected to raise awareness of road safety as a personally relevant issue, increase knowledge and improve skills. More than anything else this is what education does best. Few engineering or enforcement initiatives could be expected to raise awareness, increase knowledge or improve skills as well as education can. However, a supportive environment, with people, road and vehicle safety systems in place, and where users and professionals are held to account for their actions, can reinforce motivation, attitude and behaviour changes so they are long-lasting.

One type of education, mass media advertising campaigns, which other education programmes can build on, can simultaneously reach very large numbers of the population to build awareness and knowledge and support other road safety initiatives across the community. Mass media campaigns can effectively provide the public credibility needed to attract the wider community to targeted education programmes and the detailed information provided via websites and elsewhere, including workplaces where employers and enterprises now have a duty to address transport safety issues for the benefit of their employees.

It is very important that road safety education is acknowledged in its widest sense as this function is contributed to and achieved every time someone conveys information that may lead to a road safety benefit. This may range from a national media advertisement about the consequences of driving at unsafe speeds, to a piece of professional advice about how to address roadside hazards, to sharing road safety improvements information at a professional or sector workshop, to website information on the effects of driver fatigue, to courses and displays run in a community setting that address a need such as vehicle child restraints, to structured education and training courses in various educational settings, and individualised driver instruction.

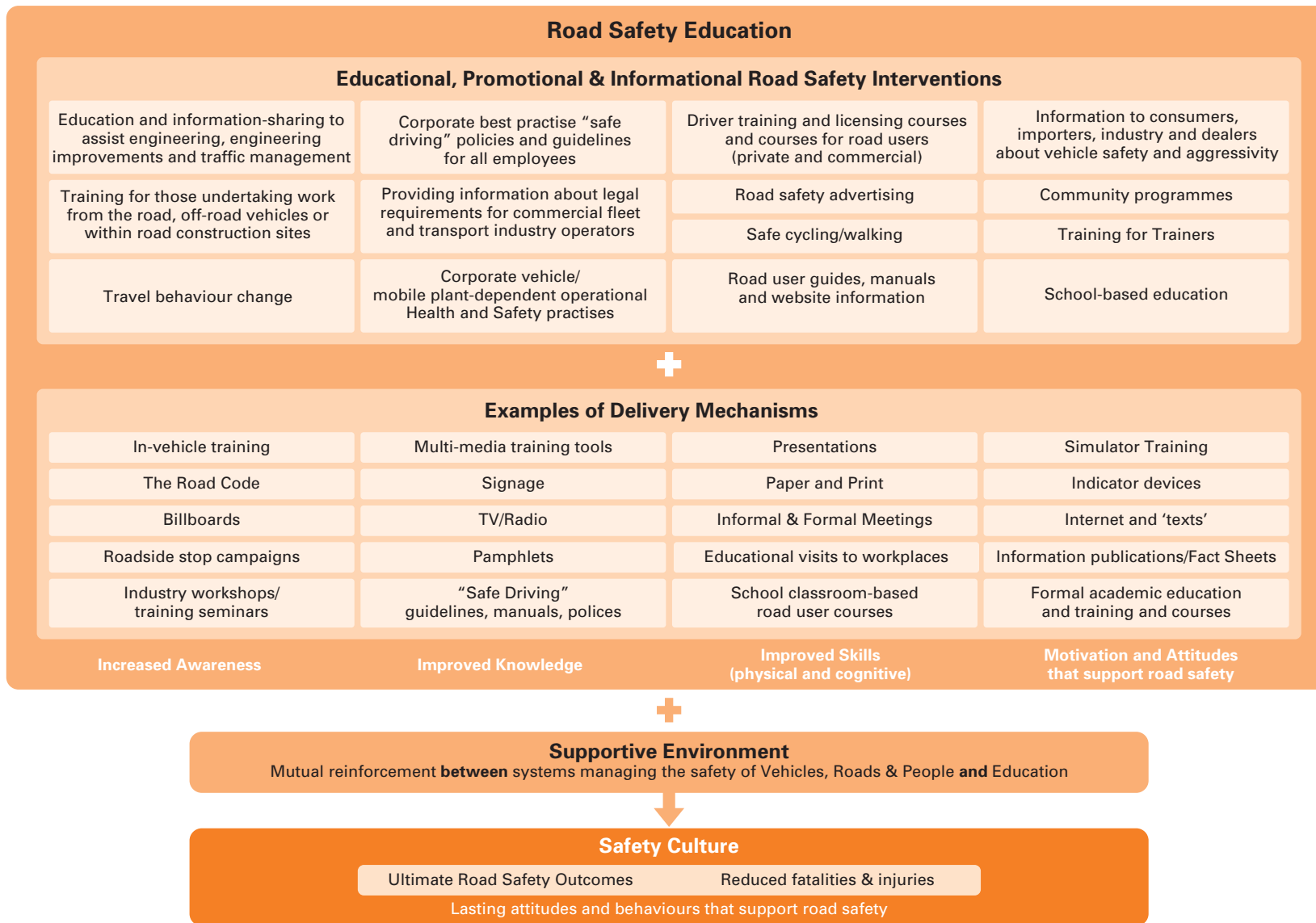


Figure 2: Examples of road safety education interventions and delivery mechanisms

/// The Road Safety Education Strategic Framework

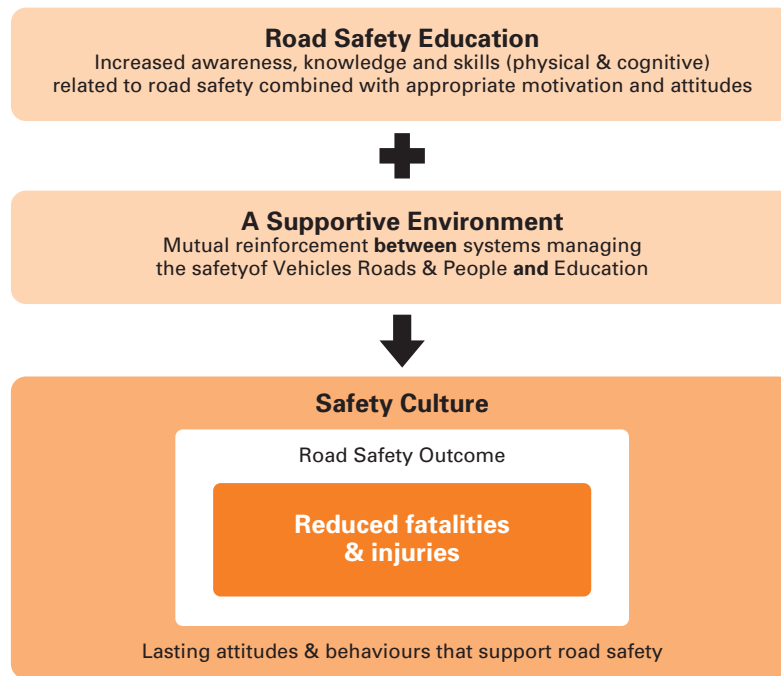


Figure 3: The Strategic Framework – Road Safety Education plus a supportive environment influencing long term attitudes and behaviours, leading to reduced fatalities and injuries

The strategic framework will support significant improvements to road safety by:

- undertaking quality road safety education in an appropriate, well-aligned, supportive environment
- developing greater public awareness of road safety as an important public health and safety issue
- developing more widespread road safety knowledge and skills across all classes of transport network decision-makers, designers, builders, operators and users
- building a higher level of road safety-oriented attitudes and behaviour across all vehicle and transport network decision-makers, designers, builders, operators and users
- prioritising educational activity in order to support the most desired outcomes and ensure the best available educational strategies are used
- reminding users of the consequences (harm or penalties) of not using the road network safely, and professionals that they will be held accountable for ensuring a safe roading network is provided and operated safely.

A supportive environment means that engineering, enforcement and education are aligned, mutually reinforcing, and do not provide contradictory or mixed messages. This requires improving the safety of roads and setting speed limits and signage to match different road settings and expected usage. It also requires the expectation that crashworthiness, aggressivity and crash avoidance features of vehicles improve as far as technology will allow.

Education has a clear role in raising awareness, improving knowledge and enhancing skills. These gains are each valuable in their own right and each can be evaluated. In conjunction with a supportive environment, education can trigger safety culture attitudes and behaviours that reflect safe road design, use of the network and safe vehicles, used safely. Such achieved behavioural outcomes can be measured and will contribute to a reduction in fatalities and injuries.

Road safety education, can address important community goals:

- quality of life and good family health, safety and wellbeing through safe use of a safe transport system with roads and vehicles that make travel as safe as possible: (appropriate speed limits and clear signage should be set for road conditions and hazards should be removed or protected against)
- productivity and wealth through safe use of a safe transport network to access and deliver goods and services
- an environment where the five objectives of the New Zealand Transport Strategy are not seen as being in competition with one another, rather the opportunities for synergies are identified and exploited. For example, the issues of reducing travel speeds and increasing fuel economy are linked.

Education programmes to address these needs and others can be targeted at appropriate groups and individuals in conjunction with the appropriate environmental factor/s (such as engineering solutions and/or enforcement). This combined approach has the best likelihood of success in raising awareness and knowledge and achieving genuine long-term attitudes and behaviour that strengthen a safety culture.

What is 'safety culture'?

Consensus in the relatively safer countries of the world, particularly in the OECD, has developed around the idea of a 'second generation' approach to achieving road safety. This approach is based on an ethical commitment to saving lives, a refusal by society to accept that deaths and serious injuries are the inevitable result of use of the road transport network. It involves a whole of community paradigm shift in thinking, to actively value and look for ways to promote a more widespread safety culture, and integrate safety into wider transport, economic and societal decision-making. The 'second generation' approach therefore seeks specific improvements in roads, vehicles and human behaviour but is equally concerned that these elements are systemically working in harmony towards road safety.

This is essentially a 'sustainable' approach, concerned with preserving life and health and community resources over the longer term whilst having effective transport systems achieving efficient and safe movement of people and goods on road transport networks, and economic productivity at the current time. It has significant implications for road safety education, because it will require the development of a sense of personal and organisational responsibility and associated cultural values for all decisions and behaviour across the road transport system.

This involves people seeking to become fully aware of how their actions and decisions, personal and professional, impact on their own and others' safety, for example:

- For road designers it includes consideration of human capabilities and physical vulnerability and how safe road design can mitigate the effects of road user errors. It also includes the need for greater opportunities to be provided for safe, shared use of roads by vulnerable users
- For all road users it includes care, courtesy and consideration for others, and most importantly that their behaviour in the traffic environment reflects these attitudes. This may include people reflecting on their own on-road behaviour when they felt they had had a 'close call' and analysing what had happened. It could also include vehicle purchase decisions
- For vehicle fleet providers and corporate buyers it means making available the most crashworthy vehicles technology has developed, as well as focussing on price.

A stronger safety culture accepts that for the greater good there are points where the community's values, expressed in laws and standards, will need to be reinforced by compliance agencies.

There will be other land transport education strategies which address the other NZTS objectives and there will be some synergies which can be achieved within road safety education programmes.

/// Important principles for road safety education and evaluation

There is consensus from those already involved in road safety education, around principles that should be considered when putting together road safety education programmes:

- **Prioritise the risk/need**
Identify the risk/need and then justify its priority above other needs and the cost effectiveness of supplying a proposed education programme to address it.
- **Be responsive**
Consider thoroughly the purpose/goal/need being addressed and the particular audience intended for any proposed education programme before deciding on the appropriate approach, methods and medium to be used which will achieve target audience buy-in.
- **Maximise positive outcomes**
In deciding on the programme to be followed, weigh up all the likely immediate and consequential outcomes of a proposed education programme to minimise any foreseeable risk of negative outcomes. Throughout the programme, reassess each step this way and, if appropriate, re-design the programme.
- **Create clear learning expectations**
Ensure it is very clear to all providers and all participants what learning outcomes for the programme are expected. This is particularly important when responsibility for delivery of the programme is shared by agencies.
- **Use 'best practice' methodology**
Use proven effective/best practice approaches and methods, where possible. Ensure first principles are applied if best practice is unknown.
- **Ensure alignment with other road safety initiatives and build on prior knowledge**
Road safety education should be related to and build on other programmes and be consistent with, and complementary to, other supporting road safety initiatives.
- **Evaluate effectively throughout the life of the education programme**
The evaluation process should match the goal of the programme. This needs to be recognised by those who evaluate the merits of educational programmes, as well as providers. If a clear process is planned and followed through to programme delivery and evaluation, there is a better chance of achieving successful safety culture outcomes.

Raising awareness, imparting knowledge and training road safety related skills are important educational achievements in their own right, and can be evaluated for success.

How can road safety education support enforcement and engineering?

The total road safety education effort needs to address the population, as a whole, as well as a very wide range of groups within it, in different ways to enhance the New Zealand safety culture. This would aim to maximise the road safety gains sought in the NZTS, Road Safety to 2010 Strategy, Getting there, on Foot, by Cycle Strategy, Injury Prevention Strategy, Workplace Health and Safety Strategy, Road Policing Strategies and Health and Education strategies.

All groups within the population need to be addressed and in ways aligned across all modes and whole of life experience to address the complexity and interconnections in road transport, private and commercial. No one group on its own can be expected to lift road safety outcomes to meet the targets of the 2010 strategy.

Key groups would include:

- transport network and transport industry stakeholders
- all network users
- communities.

Key transport stakeholders, land transport and other professional associations and organisations, employers, vehicle providers and driving instructors and trainers.

These groups are involved in engineering, enforcement, employment, education and standard setting, promotion (including social marketing), and sales decisions which impact on the road network's safety to integrate and include road safety culture issues in their activities.

- 1** Examples of some important themes, for road controlling authorities, standards setting bodies and police, are gaining full understanding of how a certain level of human error is inevitable and how it can be mitigated by design; how where engineering mitigation of dangerous routes is not possible or is too costly then measures such as lowering and enforcing speed limits will become particularly important in order to reduce travel speeds or change other aspects of performance in particular locations.
- 2** Commercial transport fleet operators may address how the negative impacts of human error can be minimised by providing safe vehicles for employees to use.
Other examples of valuable activities for commercial transport fleet operators are: in-vehicle training, planning sensible trip lengths and routes to cope with known hazards/ difficult routes; considering how the 'safety culture' standards of management – such as development of and adherence to a safety policy - are likely to permeate an organisation and contribute to or help prevent accidents; and accident and incident analysis - to gain an understanding of patterns of accident occurrence and show how crashes involving company vehicles on the road and at or near commercial premises may be prevented.
- 3** Examples of ways employers could contribute to road safety outcomes may include consideration of: whether their workforce could productively work from home for a proportion of the week, lowering numbers of vehicles on the roads whilst lowering their own costs; introducing and observing a safe driving policy to cover employees who use their own or company vehicles in work-related trips; choosing to purchase fleet vehicles according to crashworthiness and other safety and fuel efficiency features.

- 4 Representatives of vehicle manufacturers and dealers can improve road safety outcomes by ensuring they understand the value of incorporating vehicle design features that make it easier for vehicles to be driven safely and avoid crashes. These features include ergonomics, easy to read instrument panel (dashboard) layout, and easy to operate controls.
- 5 Driving instructors and trainers for users of all classes of vehicles can improve safety outcomes by ensuring advances in research and approaches to driver education and evaluation are communicated and passed on.

Network users

The second-generation approach to road user education places emphasis on the individual responsibilities of all road users for the impact of their behaviour on the safety of themselves and others. Drivers, passengers, pedestrians, cyclists, driver trainers, motor cyclists and public transport users all need to actively enhance their skills and/or respond to safety culture expectations of attitudes and behaviour.

Key themes for network user education programmes are development of individual responsibility for ensuring that use of the road network is entirely appropriate to road and traffic conditions and within safe limits. For example, each user can ensure his/her own fitness to drive, and drive safe vehicles. Expectations of users are that they will drive at speeds and in ways that will be safe in any given road situation. The legal speed limits set are only minimum standards at which the state will intervene to enforce safer behaviour.

Users can be made aware that it is essential they are unimpaired by alcohol, drugs or fatigue; that they are wearing safety belts; have knowledge of and observe the road code; can recognise and combat impairment; have risk awareness and develop strong hazard perception skills, and that they will face penalties for failing to drive safely.

As a part of this, it is important for drivers of all classes of vehicles (private and commercial) to have training in safe driving skills and learn road rules. Young and novice drivers have particular training and practice experience needs which address both skills development and patterns of thinking related to driving. As drivers become experienced they may consider training in advanced driving skills.

Other valuable education opportunities arise to advise users to buy safer and less aggressive vehicles for their own benefit and as good citizens in the wider community; and to address attitudes to promote genuine sharing of the road with consideration – whether as a driver, cyclist or pedestrian.

Communities

Communities include groups of people who are defined by one or more common threads, determined by one or both of:

1 Geographical locality (people within a suburb or district)

Geographical communities may need education programmes, targeted to local associations and resource centres such as schools. Such programmes can help build understanding of the value of safe roading infrastructure and encourage community members living in particular localities to work cooperatively and collaboratively with local authorities and central government to achieve this. Residents can be educated to monitor and make preferred community route needs known to the local authority and help with identification of hazards which may be mitigated.

2 Socio-demographics or common interests/identity (the business community, older people and ethnic groups are examples)

Older people have specific needs for education about older driver licensing, safe driving and pedestrian issues. These needs are related both to the level of risk they face on the transport network and to the most effective educational programmes for their particular community. In the case of older people, the "Safe with Age" classroom course employs older trainers teaching their peers about road safety. Ethnic groups can have specific language requirements and preferred styles and channels for receiving educational programmes, particularly trainers drawn from their own community. Cyclists and pedestrians also have particular education and training needs related to their vulnerability as road users.

A school community has both geographic and common interest community threads. For example, a school community is defined by aspects of geographical location, the location of the school and its catchment area, and the common interests/identity of school staff and Boards of Trustees, students and their parents in relation to the school.

Groups of parents can be educated to become more aware of the power of their being closely involved in planning and supervision and mentoring of driver education for their own children. Some work on this has indicated that many parents, as individuals, lacked confidence that they could take a lead role here. One-off parent work-shops raised confidence and could be built to become support networks. School staff and Boards of Trustees have particular interests around both the student curriculum and safe entrances and exits to schools.

The business community has education needs which are referred to under the section above discussing key transport network stakeholders. Commercial drivers and fleet owners or managers are an example of a business community of common interests, based on their functions on the transport network, and are included in the section, above, about transport network stakeholders.

Other communities of interest also have specific needs for educational programmes. Community education programmes for all audiences need to consider carefully the needs and education preferences of the particular community when planning how best to educate communities to adopt road safety culture expectations for their own on-road behaviour and that of others.

Table 1: Examples of existing inter-agency road safety education interventions across settings

Intervention	Description	Key stakeholders	
Education and information-sharing to assist : engineering engineering improvements and traffic management road safety policy work	<ul style="list-style-type: none"> On-going professional training and standard-setting in safe network design, construction, maintenance, mitigation of road hazards; planning and action to lessen the fatalities and serious injuries caused by crashes due to user error on the network; demonstrating “best practice” solutions and co-ordinating Network Safety Co-ordination projects Road safety action plans Employing and working with road safety co-ordinators and community groups to address local road safety issues Collecting accurate crash information to enable patterns of casualties, risk and risk locations to be established Co-ordinating workshops and meetings of parties to share how to best combine resources to provide the best combination of the 3”E’s on dangerous stretches of highway; research and statistical analysis; publication of crash data, clarifying relevant policy. 	Academic institutions Research institutions IPENZ Chartered Institute of Transport Transit NZ Land Transport NZ	Local Authorities and Local Government NZ NZ Police Ministry of Transport Department of Labour ACC
Road safety advertising	<ul style="list-style-type: none"> Mass media advertising campaigns targeted at risk groups and whole of community audiences in order to raise awareness and knowledge about road safety. The advertising programmes work in conjunction with other initiatives to change behaviour. Issues and approach are identified by research and statistical analysis and tested for relevance and recall via further research. 	Land Transport NZ Ministry of Transport NZ	Police ACC
Community programmes	<ul style="list-style-type: none"> Local campaigns and projects targeted to particular perceived risks and local areas of concern, with an emphasis on Māori and Pacific Island communities Provision of speed indicator equipment at community sites where speed is an identified issue Addressing transport safety concerns raised by community groups Providing funding for road safety research and innovation; related awards Piloting courses for groups such as parents of young and novice drivers Research, policy and sector co-ordination. 	Local Authorities Land Transport NZ ACC NZ Police Transit New Zealand Road Safety Trust	AA and AADEF Other community groups Ministry of Transport Ministry of Health District Health Boards
Driver training and licensing courses and courses for road users (private and commercial)	<ul style="list-style-type: none"> For all private and commercial users, including courses for restricted licence holders, heavy motor vehicle and other commercial fleet drivers, endorsements such as commercial ‘passenger’, forklifts and rollers, and material for driving instructors and trainers Training for off-road safety around work vehicles Review of research literature and input into sector policy. 	Land Transport NZ ACC AA and AADEF Road Transport and Logistics ITO	New Zealand Qualifications Authority Ministry of Education Secondary Schools Ministry of Transport

Table 1 is continue on the next page

Table 1: continued

Intervention	Description	Key stakeholders	
School-based education	<ul style="list-style-type: none"> Education materials, school programmes, training or monitoring school traffic safety teams and travel plans, <i>Ata Haere</i> Pre-driver to learner driver skills and <i>Alchemy</i> programme and research into young and novice drivers Providing policy link to overall education effort to ensure alignment and consistency of messages. 	Land Transport NZ Local Authorities NZ Police ACC	Ministry of Education Schools AADEF Ministry of Transport
Road user guides, manuals and website information	<ul style="list-style-type: none"> Including the three road code books, CD-ROM and <i>"Your Safer Driving Policy"</i> Road trip guides and maps Vehicle manuals "Practice" website for young and novice drivers. Safe driving policy guidance for fleet owners and operators Vehicle user manuals Input into sector policy co-ordination and alignment, development of legislative framework. 	Land Transport NZ ACC AA	Vehicle manufacturers (via sales franchises) Ministry of Transport Department of Labour
Information to consumers, importers, industry and dealers about vehicle safety and aggressivity.	<ul style="list-style-type: none"> Provision of inspection, and information about vehicles and ownership, vehicle safety and aggressivity Consideration of the long term improvement of the vehicle fleet and the various sector policy implications, including the need for consumer education. 	Land Transport NZ Ministry of Transport Ministry of Economic Development	Imported Motor Vehicle Dealers Association (IMVDA) Motor Trade Association (MTA)
<p>Corporate best practice "safe driving" policies and guidelines for all employees.</p> <p>Training for those undertaking work from the road, off-road vehicles or within road construction sites.</p> <p>Corporate vehicle/mobile plant-dependent operational Health and Safety practices.</p> <p>Providing information about legal requirements for commercial fleet and transport industry operators</p>	<ul style="list-style-type: none"> Ensuring work-related use of the transport network is according to corporate best practice "safe driving" policies Employer-funded driver training for employees in operational driving practices Site-specific on-road safety and off-road safety around vehicles (such as at loading bays and roadside) for example where attending to service vehicle breakdowns and moving plant such as large cranes between sites Development of corporate operational procedures and practices and carrying out training in them for employees Roadside and other vehicle inspections; educational talks to professional drivers and transport affiliates; open days. 	Department of Labour ACC Police (CVIU)	



NATIONAL ROAD SAFETY COMMITTEE

The National Road Safety Committee comprises:

The Secretary for Transport (convenor)

The Commissioner of Police

The Secretary for Education

The Chief Executives of: Land Transport New Zealand,

Transit New Zealand, The Accident Compensation Corporation

and Local Government New Zealand.

The Secretary of Labour, The Secretary for Justice and the
Director-General of Health are associate members of the Committee.