DRIVING SAFETY FIRST: IMPROVING ROAD SAFETY FOR NOVICE DRIVERS
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PREFACE

I am delighted to introduce you to Goodyear EMEA’s 2013 Research Report into Novice Drivers. This year’s work with driving instructors builds on our efforts over a number of years to draw out new ideas and new angles on issues around road safety.

Last year we looked in-depth at the attitudes of young people to driving and road safety. This year we turned this around and focused on those who have the most important role in driver training—the instructors themselves. This White Paper is the culmination of many years’ work and a major contribution to the debate around novice drivers and road safety. It is also unusual in offering a major sample of the views of driving instructors in the European Union, Russia, Turkey and South Africa.

Goodyear’s contribution is more than simply raising issues by publishing research, important though that is. As a manufacturer we play a key role in driving up road safety standards.

I look forward to our continuing engagement with policy makers, driving schools 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 a leader in developing innovative tires with technological advances that can help motorists drive safely regardless of the conditions they might face.

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.
I am delighted to introduce this important new piece of research by Goodyear EMEA and to have worked with them in 2013 to deliver a substantive new body of research into the attitudes of Europe’s driving instructors.

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. 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 behaviour 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.

“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.”
METHODOLOGY

For the purposes of this report, all references to Goodyear EMEA refer to Goodyear Europe, Middle East and Africa (EMEA).

ABOUT SURVEY METHODOLOGY
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, 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 analysed 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.

This research builds on research carried out in 2012 amongst 6400 novice drivers in 16 countries (Austria, Belgium, Czech Republic, Denmark, France, Germany, Italy, the Netherlands, Poland, Russia, Spain, Sweden, Switzerland, South Africa, Turkey and the UK).

ABOUT GOODYEAR
Goodyear is one of the world’s largest tire companies. It employs about 69,000 people and manufactures products in 52 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 111 years’ of experience in developing a vital part of any vehicle—the tire. We believe that we have a responsibility 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.eu.

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.
DRIVING SAFETY FIRST  |  IMPROVING ROAD SAFETY FOR NOVICE DRIVERS

NOVICE DRIVERS AND ROAD SAFETY

Novice drivers are disproportionately more likely to be involved in car accidents than more experienced drivers—the 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 more experienced drivers have the skills and attitudes that are likely to make novices higher risk drivers. Young people are more likely to take risks and to have attitudes that encourage reckless behaviour. 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 behaviour that makes them higher risk drivers.

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 behaviour. 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 behaviour that makes them higher risk drivers.

THE TESTING REGIME IN EUROPE

Driving lessons must prepare novice drivers to be safe on the road. Novice drivers have to be aware of the responsibilities that come with driving a car. Novice drivers need to be coached who can imbue their students with the right attitudes from the start. And novice drivers need to have more frequent tests during their training to ensure that those who pass a test can be safe on the road.

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.

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 other drivers. Novice drivers 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.

RECOMMENDATIONS:

FOR POLICY MAKERS:

• The European Commission should look to conduct research into the safety benefits of a graduated driving licence.
• The European Commission and national governments should encourage the inclusion of pre-driving instruction training in road safety in the education curriculum for schools.
• The European Commission should strengthen the requirements on training in car and motorcycle maintenance—particularly in relation to checking the tire tread and tire pressure, within all elements of the driving test.
• National governments should use public awareness campaigns that target novice drivers to support their policies on road safety where appropriate.

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 emphasise the technology in their vehicles which make them safer.

FOR WIDER STAKEHOLDERS:

• The insurance industry should continue to innovate to incentivise 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.
• Driving schools should continue to innovate new training techniques that effectively coach novice drivers to be safe drivers.

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

• Support the introduction of a graduated driving licence
• 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
• Work with driving schools to promote the importance of tire maintenance in safe driving.

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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 a new survey of driving instructors in the EU, Russia, Turkey and South Africa.
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. The report sets out the issues around the safety of 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 recognise that there is no easy solution: there is a paradox that only with experience can drivers become safe and only by driving can they become experienced. For that reason Goodyear EMEA wants to look at the solutions as well as recognising 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 one that car manufacturers do well to address in their promotional work — it is responsible that Goodyear are prepared to contribute in this way.”

There is also a role for policy makers who set the standards for instruction and testing. Governments can also use penalties to incentivise good behaviour or punish unsafe driving. However, policies alone cannot effect behavioural 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 negative impact on driver behaviour.

Based on interview with Goodyear EMEA 2013
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 kilometres a year. 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. All the heart of this report is our commitment to minimising 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 24.

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 Organisation for Economic Co-operation and Development) traffic accidents are the single greatest cause of death among 15-24 year olds. 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 countries.

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 die. Young drivers are more likely to die in single vehicle 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 licence 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 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.
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 Lickout, Director, Youth for Road Safety:

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

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 underdeveloped1. 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 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 percent of young people admit to carrying more passengers than they have seat belts in their car and 46 percent have witnessed this behaviour in their friends2. 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 in other road users. Young drivers are more likely to be distracted by their passengers, by in-car technology (e.g. car radios and CI 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 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 these 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 50 percent in the UK and only 6 percent in Sweden.

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

65% MORE IN-CAR DISTRACTIONS TODAY THAN EVER BEFORE

50% LESS AFRAID OF SPEEDING THAN PREVIOUS GENERATIONS

16% RECEIVE LESS INFORMATION ABOUT THE DANGEROUS EFFECTS

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 manoeuvre 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.

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

40% ARE WILLING TO TAKE MORE RISKS

29% ARE LESS LIKELY TO FOLLOW THE ADVICE THEY RECEIVED DURING DRIVER TRAINING

29% DO NOT SEE THE VALUE IN DRIVING LESSONS

17% NO DIFFERENCES

3% BETTER PREPARED AND THEREFORE NEED FEWER DRIVING LESSONS

7 Based on interviews with Goodyear 2013
8 Reference required
9 Goodyear DMA report 2012
10 Based on interview with Goodyear 2013
THE DRIVING TEST

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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 licence 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 test11. 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 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 structured 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.”

Our research shows that driving instructors recognise that the driving test is not the end point when it comes to learning about road safety. 43 percent would favour the incorporation of real life situations in to the test. Only 17 percent of instructors feel that novices have a comprehensive understanding of maintaining a safe vehicle on passing a test, and only 12 percent feel that young drivers have gained a lifelong skill of safe driving on passing.

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 become safe drivers for life.

THE CHALLENGES FOR DRIVING INSTRUCTORS

The challenge is for driving instructors to consider the consequent steps required to driving instruction will necessarily have a direct impact on the quality of instruction

THE QUALITY OF DRIVING INSTRUCTION

A key component of quality of instruction is the level to which driving instructors are professionalised. The requirements placed on driving instructors vary considerably. In some European countries the level of professionalisation 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 emphasise 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.
ACCOMPANYING 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 Licence in theory it could also be the case that post licence 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 trialled.

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 attention and care. 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 appropriate 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 behaviour 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 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.”

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.”

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 organised a pitstop with Goodyear to raise awareness of car maintenance. People really got on board and were really interested.”

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.”

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 percent of instructors say that the importance of tire maintenance should be in the driving test and 75 percent 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 percent) saying that they do not feel novices consider tire maintenance to be important.
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 percent) are aged between 40 and 59, reflecting the tendency for instructors to take on the role later in their career. The overwhelming majority (84 percent) 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 percent) agree that under-25s need more instruction than older students, with under a third (28 percent) 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 percent of instructors feel that “young drivers are unaware of the potential consequences of accidents” and 62 percent feel that “lack of experience” causes reckless driving. A further 51 percent 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.

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.”

Driving instructors also rank distraction highly as a cause of reckless driving with 50 percent 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.”

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

- Unaware of the potential consequences of accidents: 65%
- Lack of experience: 62%
- Peer pressure: 51%
- Young drivers think they are immortal or invulnerable: 50%
- Distractions from mobile devices: 50%
- Drug and alcohol use: 49%
- Pop-culture glorification of unsafe driving: 33%
- Bad habits picked up from parents: 37%
- Loud music: 21%
When we asked instructors which in-car distractions were most likely to cause dangerous driving, the results were more compelling still: 84 percent of instructors consider mobiles a dangerous distraction, with compared to in-car entertainment (54 percent) and other passengers (53 percent).

Results from Goodyear EMEA’s 2012 research, conducted amongst novice drivers, bears this out. When we asked young people what their favourite activities were in the car 38 percent said they like listening to music. They are also candid about risk behaviours—44 percent admitted to using a phone without hands-free and 41 percent 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 percent) 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:

“...apart from you, who has the most influence on a young driver’s attitudes to safe driving?”

Parents are also important, and can have a different form of negative impact. 65 percent 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 ranked the biggest influence by 27 percent and friends at 14 percent. More than 20 percent of instructors (23 percent) 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 percent of young people admitted that they had sworn at other drivers and 28 percent had made obscene hand gestures. 44 percent 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 percent cite “traditional media”, 4 percent “road safety organisations” and 3 percent “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 own 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 organisations, 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 percent) want parents to set a better example, and a third would recommend a parent joins a driving lesson in person (23 percent). 30 percent think that regular progress reports between instructors and parents would also help.

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 percent, followed by the use of shocking or graphic images, cited by 69 percent. There is also and appetite for educational material (from 53 percent) and group classes in which young people can discuss safety risks (52 percent).

Fewer instructors (44 percent) are convinced by the impact of public awareness campaigns on social media and only a fifth (19 percent) 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 percent of the whole sample) why they felt that young drivers are less safe they cited in-car distractions as the most likely reason (65 percent). Additionally, 63 percent put the cause of recklessness in young drivers down to the fact they “grow 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 percent 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 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 behaviour, but to emphasise that behaviours 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 percent cite lessons with friends in the car as an effective solution and a third (35 percent) think learning to use a hands-free phone in lessons would help either. However, most instructors (53 percent) 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 percent state “I am aware of some of the road safety awareness campaigns in my country and think they are effective.” This compares to 4 percent of respondents who are aware of campaigns but do not rate their effectiveness.

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

PARENTS 27%
OTHER DRIVERS ON THE ROAD 23%
FRIENDS/PEERS 14%

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

Dramatic in-person demonstrations (i.e. pupils sit in an overtaking car to show dangers of poor lane maintenance, breaking ball used to show importance of wearing a seat belt) 61%
Teaching material specifically developed for today’s young people 53%
Shocking graphic images of crashes and accidents caused by unsafe driving 52%
Group classes that encourage young people to discuss safety risks with their peers 52%
Public awareness campaigns and educational materials delivered on social media 44%
Public awareness campaigns to change young people’s attitudes to unsafe driving behaviours 37%
Up-to-date road safety statistics 19%

Unsurprisingly nearly of driving instructors (76 percent) want parents to set a better example, and a third would recommend a parent joins a driving lesson in person (23 percent). 30 percent think that regular progress reports between instructors and parents would also help.
However, this is not to say that driving instructors do not believe that there is more that could be done. 44 percent would recommend that road safety training should start at a much earlier age and 40 percent would require schools to teach road safety. The same number favour government investment in driving training institutions (44 percent). In today’s fiscal climate it is unlikely that national governments would be inclined to invest public money in driving 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.”

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 percent 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.”

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 percent of Europe’s driving instructors think that lessons in adverse conditions would help prepare novice drivers and 61 percent favour lessons in a mix of urban and rural areas. The research showed that 60 percent see the benefit of lessons in heavy traffic, 53 percent of lessons on high speed roads and 52 percent the benefits of practicing emergency skills. The majority (47 percent) also advocate lessons at night.

The experts we spoke to were all in favour of a form of graduated licensing as were 52 percent of all instructors. Why is it that top-up lessons are less popular as an element of this? Our results cannot offer a definitive answer, however, it has been suggested that for many driving instructors the integrity of the test as the clear delineation between lessons and licence is important. Additional elements of the graduated licence seem more likely to succeed than simply adding lessons beyond the formal test.

As has been stated, 69 percent of instructors think that novice drivers should be deterred from unsafe driving by stricter punishments for infringements (e.g. speeding). 59 percent favour 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 percent favour different (i.e. stricter) speed limits for novices and fewer still (36 percent) advocate limits on how many passengers a novice can carry. 78 percent 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 percent 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 percent) is already able to drive without restrictions. Nearly half (45 percent) 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.

However, this does not mean that instructors do not recognise the benefits: 66 percent agree or strongly agree that top-up lessons give drivers more experience and 48 percent agree or strongly agree that they help novices to be safer drivers. Nearly half (45 percent) 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.
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.

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 percent of novices are not aware of the importance of checking their mirrors and seat. Only 38 percent 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 percent 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.
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 behaviours 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 licence. People under the age of 16, those who are deemed unsafe to drive for medical reasons, and those who have had a licence 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.

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 licence revoked if they are awarded six penalty points, as opposed to 12 points for all other drivers. In addition, novice drivers who lose a licence must re-take a test. Policy makers hope that by emphasising the importance of traffic laws early on, they will encourage novice drivers to become safe drivers.

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 licence), policy makers must influence young drivers’ attitudes.

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. Irrespective, a young person who can confidently manage gear changes, braking, steering and manoeuvring on a track will be less daunted when they come to learn to drive in traffic.

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 permission to carry passengers; tougher penalties for novice drivers for a set period of time. This approach logically leads to a form of graduated driving licence.

**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 licence. However, the GDL is not the only approach.

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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.”

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 judgement 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 incentivise good behaviour and to sanction irresponsible. 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 driving training it would help young people gain experience of driving in a safe way.

THE INSURANCE INDUSTRY
Another tangible driver of behavioural 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 incentivise 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—or 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 incentivised or obligated car manufacturers to meet certain standards, for example through the voluntary New Car Assessment Programme (NCAP), 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.

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 Advanced Braking Systems. Other innovations worth noting include lane departure warning and the use of Advanced Braking Systems. 16

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 have 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 authorised. 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 require 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 recognise 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.”

“The most life-saving technology (e.g. Intelligent Speed Assistance, seat belt to legislating for it).”

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 most to benefit from them. We endorse the view that safety features in all cars. Young people have

They cannot work on their own. They need to be coupled with policy making, and enforcement.”

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 licence 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 behaviour and attitudes.”

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

“Inventory of driver training needs and major gaps in the relevant training procedures.”

Incorporate more road safety questions into educational curricula. More targeted advertising in places young people frequent. Incorporate more road safety questions into theoretical driving tests.

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

<table>
<thead>
<tr>
<th>% OF RESPONDENTS WHO SELECTED EACH STATEMENT</th>
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<tr>
<td>Enforce traffic laws more strictly</td>
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<tr>
<td>Start practical road safety training from a much earlier age</td>
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<tr>
<td>Invest financially in driver training institutions and instructors</td>
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<tr>
<td>Require schools to teach road safety</td>
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<tr>
<td>More targeted advertising in places young people frequent</td>
</tr>
<tr>
<td>Incorporate more road safety questions into theoretical driving tests</td>
</tr>
<tr>
<td>Work with organizations that know young drivers</td>
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<td>Use celebrity role models to endorse the campaigns</td>
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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 percent 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 glamourise speed.

“The graduated driving licence

In the course of researching this report, a number of road safety experts advocated the mandatory introduction of graduated drivers’ licences (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 licences.

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.”
"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."

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

- Minimum period for holding a provisional licence
- Night curfew
- Limits to passengers
- Lower or zero blood alcohol level
- Minimum age for a full licence

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, "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 percent.""

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 favour the GDL in principal 52 percent responded positively. Of those we asked which elements it should include, 69 percent favour stricter enforcement of the law and 58 percent restricting novices from driving certain types of vehicle. However, curfews (22 percent) and restrictions on passengers (28 percent) were far less popular.

In 2011 a Cochrane Review in the UK found that:

- The biggest effect demonstrated by the review has been on fatal crashes, with a decrease of up to 57 percent."

### Recommendations

**For Policy Makers:**

- The European Commission should look to conduct research into the safety benefits of a graduated driving licence.
- The European Commission and national governments should encourage the inclusion of pre-driving instruction in road safety in the education curriculum for schools.
- The European Commission should strengthen the requirements on training in car and motorbike maintenance—particularly in relation to checking the tire tread and tire pressure, within all elements of the driving test.

**For the Automotive Industry:**

- The automotive industry should use marketing and promotion to emphasise the technology in their vehicles which make them safer.

**For Wider Stakeholders:**

- The insurance industry should continue to innovate to incentivise increased road safety training for novice drivers through reduced tariffs linked to additional instruction.
- National governments should use public awareness campaigns that target novice drivers to support their policies on road safety where appropriate.

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**Recommendations**

In addition to these recommendations, as part of its ongoing commitment to road safety, Goodyear EMEA will:

- Support the introduction of a graduated driving licence
- 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 materials that promote road safety for use with young people.
- Work with driving schools to promote the importance of tire maintenance in safe driving.
ACKNOWLEDGMENTS

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BIBLIOGRAPHY
