

GUIDELINES FOR DEVELOPING AND OPERATING

LEARNER DRIVER MENTOR PROGRAMS

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INTRODUCTION

This guide is designed to help you develop and operate Learner Driver Mentor Programs (LDMPs). These programs help learner drivers who have difficulty complying with the graduated driver licensing (GDL) system, which requires them to obtain a particular number of hours of supervised on-road driving experience in order to graduate from their learner licence to their provisional licence.

These learners may not have access to an appropriate supervisor, an appropriate vehicle, or may be unable to afford professional driving lessons. Learner driver mentor programs provide a safe vehicle, and pair these learner drivers with volunteer mentors who help them to get the required hours of driving experience.

These guidelines are designed to help you develop and operate an effective and sustainable LDMP.

This guide is broken into four sections that are intended to represent the most common phases of program development:

- Pre-development;
- Development;
- Operation; and
- Evaluation.

Flexibility is extremely important for program success, and a program must be able to adapt to the specific needs of the community where it is implemented. This guide presents both essential and optional requirements, making the guide as flexible and adaptable as programs themselves must be.

- Essential requirements are those elements or characteristics that are required in all programs.
- Optional requirements are those elements or characteristics that provide programs with greater flexibility to adjust to the context in which they are delivered.

That is, **essential requirements** are those critical program characteristics that are necessary for efficiency, effectiveness or sustainability, regardless of the community, target audience or program objectives.

On the other hand, **optional requirements** are those program characteristics that are likely to improve the efficiency, effectiveness or sustainability of a program, but might not be suitable for every program, depending on the community, target audience or program objectives.

The essential requirements are summarised in the table on pages 2 and 3, and can serve as a checklist when you are developing your own program.

A glossary of key terms is included at the end of the document.

TABLE 1. OVERVIEW OF ESSENTIAL REQUIREMENTS.**PRE-DEVELOPMENT**

- | | |
|---|-----------------------|
| 1) Identify whether a learner driver mentor program already operates in your proposed catchment area. | <input type="radio"/> |
| 2) Identify the target audience and their unique needs. | <input type="radio"/> |
| 3) Identify the catchment area. | <input type="radio"/> |
| 4) Conduct extensive community and stakeholder consultations to: (a) assess the community need for the program; (b) assess demand for the program; and (c) demonstrate that the community has the necessary structure and resources to support the program. | <input type="radio"/> |

DEVELOPMENT

- | | |
|--|-----------------------|
| 5) Ensure community ownership of, and involvement in, the program. | <input type="radio"/> |
| 6) Develop a clear mission statement and measurable and achievable program objectives. | <input type="radio"/> |
| 7) Develop a program plan. | <input type="radio"/> |
| 8) Develop a comprehensive and realistic program budget. | <input type="radio"/> |
| 9) Secure sustainable program funding and the acquisition of program resources. | <input type="radio"/> |
| 10) Develop a marketing and media strategy. | <input type="radio"/> |
| 11) Identify the key stakeholders to be involved in the program and define their roles and responsibilities. | <input type="radio"/> |
| 12) Develop clear role statements and employ necessary program staff. | <input type="radio"/> |
| 13) Source program vehicle/s with a minimum 4-star (preferably 5-star) ANCAP safety rating. | <input type="radio"/> |
| 14) Secure an appropriate venue for program operation and vehicle storage. | <input type="radio"/> |
| 15) Identify program capacity. | <input type="radio"/> |
| 16) Develop the vehicle booking system. | <input type="radio"/> |
| 17) Develop a code of conduct and operations manual clearly defining program policies and procedures. | <input type="radio"/> |
| 18) Address necessary legislative and insurance requirements. | <input type="radio"/> |
| 19) Conduct a risk assessment. | <input type="radio"/> |

TABLE 1. OVERVIEW OF ESSENTIAL REQUIREMENTS (CONT'D).**DEVELOPMENT (CONT'D)**

- | | |
|--|-----------------------|
| 20) Develop an exit strategy (both planned and unplanned) for mentors and mentees. | <input type="radio"/> |
| 21) Develop a succession plan and asset management strategies. | <input type="radio"/> |
| 22) Develop eligibility criteria for mentor involvement in the program, including at a minimum: (a) holding a current Open drivers licence in Australia; and (b) passing a Working With Children Check and/or National Police Check. | <input type="radio"/> |
| 23) Develop eligibility criteria for learner driver involvement in the program. | <input type="radio"/> |
| 24) Recruit mentors. | <input type="radio"/> |
| 25) Recruit mentees. | <input type="radio"/> |
| 26) Induct mentors and mentees into the program, including at a minimum: (a) an application process; (b) screening against eligibility criteria; and (c) education and/or training. | <input type="radio"/> |
| 27) Match mentors and mentees and develop procedures for re-matching. | <input type="radio"/> |

OPERATION

- | | |
|--|-----------------------|
| 28) Achieve the mentee driving requirements through a staged/graduated skills building approach. | <input type="radio"/> |
| 29) Ensure the driving sessions are well managed. | <input type="radio"/> |
| 30) Maintain learner driver log books. | <input type="radio"/> |
| 31) Maintain a vehicle maintenance schedule. | <input type="radio"/> |
| 32) Monitor mentor performance. | <input type="radio"/> |
| 33) Provide ongoing support for mentors and mentees. | <input type="radio"/> |
| 34) Maintain communication with key stakeholders. | <input type="radio"/> |
| 35) Facilitate the sharing of program knowledge, experiences and resources with other programs. | <input type="radio"/> |

EVALUATION

- | | |
|-----------------------------------|-----------------------|
| 36) Conduct a program evaluation. | <input type="radio"/> |
|-----------------------------------|-----------------------|

* Tick off the requirements as you achieve them, to keep track of your progress.

By following the essential requirements outlined in these guidelines, you'll be well on your way to developing your own LDMP which is both effective and sustainable and positively impacts on the lives of novice drivers in your community.



PRE-DEVELOPMENT

The following essential and optional requirements relate to the pre-development phase of program development. The **pre-development phase** involves consulting with key stakeholders and the community to assess the need and demand for the program, identify the target audience and catchment area, and determine whether the community has the necessary structure and resources to support the program.

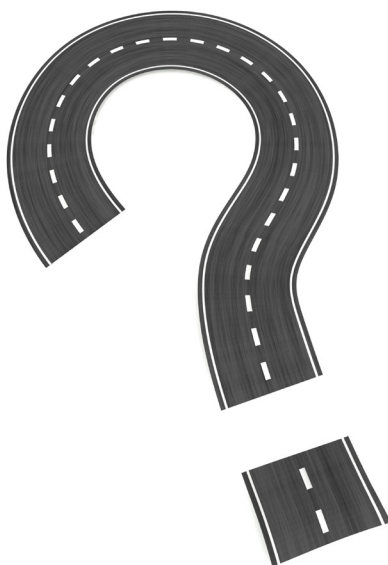
ESSENTIAL REQUIREMENT 1: IDENTIFY WHETHER A LEARNER DRIVER MENTOR PROGRAM ALREADY OPERATES IN YOUR PROPOSED CATCHMENT AREA.

When thinking about developing a learner driver mentor program, your first step should be to identify whether there is an existing program operating in the same catchment area as your proposed program. If there is, consider that funding might be better utilised expanding the existing program (e.g., increasing the existing program's capacity, broadening the target audience) or improving the existing program (e.g., acquiring better resources, increasing the program's efficiency and/or sustainability). This is likely to be a more efficient use of resources, given that sustaining two programs within a single community is typically more difficult and creates a situation where programs are competing for resources and funding.

Similar programs that exist in the same community are likely to have to compete for scarce funding and resources.

OPTIONAL REQUIREMENTS

- If a learner driver mentor program is already operating within your proposed catchment area, join forces with the existing program to either expand or improve the existing program and use the available resources within the community in the most effective way.



ESSENTIAL REQUIREMENT 2: IDENTIFY THE TARGET AUDIENCE AND THEIR UNIQUE NEEDS.

A common characteristic of the target audience for any program will be that they have difficulties complying with the GDL system, which requires them to obtain a certain number of hours of supervised on-road driving experience.

The specific target audience you choose will differ depending on your program. If demand for your program exceeds your program's realistic capacity (see Essential Requirement 15), you may decide to narrow your target audience by focusing on:

- Individuals who experience social and economic disadvantage, social isolation or disenfranchisement; or
- Particular demographic groups who experience disadvantage at disproportionate rates, such as immigrants/refugees, Indigenous Australians, individuals in remote locations, single parents, or the long-term unemployed.

You will need to set eligibility criteria (see Essential Requirement 23) outlining who can participate in your program. Once you have identified your target audience, you will need to assess whether they have unique needs, such as:

- Language or cultural support;
- Assistance with transportation (particularly in rural/remote regions);
- Assistance with seeking employment or further education;
- Literacy and numeracy support;
- Assistance with gaining necessary identification to progress through the licensing system; and
- Referral to agencies that can assist with more serious social problems (e.g., criminal justice system involvement, homelessness, substance abuse, debt or bankruptcy).

Identifying your target audience is more than just knowing who they are – it is also about knowing what their unique needs are.

If they do have unique needs, you will have to identify how you are going to address these needs so that they feel supported and stay motivated to remain in your program.

OPTIONAL REQUIREMENTS

- **Target particular individuals or groups within the community who experience disadvantage, particularly at disproportionate rates.**
- **Target the age groups most affected by the GDL legislation requiring a specific number of hours of on-road supervised driving experience.**



ESSENTIAL REQUIREMENT 3: IDENTIFY THE CATCHMENT AREA.

Identifying the catchment area will differ depending on your program. Often it will be as simple as identifying the boundaries of the communities that you want your program to service (e.g., suburb, region, etc.).

When identifying the catchment area, you might want to consider a number of factors, including:

- Whether there are sufficient numbers of your target audience residing in the catchment area (e.g., program demand);
- Does the size or geographical layout of the area create issues associated with:
 - i. Transportation and mobility for participants;
 - ii. The number of program vehicles required to cover the area efficiently; and
 - iii. Stretching funding and resources too thinly and reducing program efficiency.
- Is the area large enough to allow for growth of the program into the future.

OPTIONAL REQUIREMENTS

- **Identify a catchment area that allows for efficient and sustainable operation of the program (e.g., realistic size and geographic layout, balancing of program demand and capacity, optimal use of program resources).**
- **Identify a catchment area that allows program growth into the future.**

ESSENTIAL REQUIREMENT 4: CONDUCT EXTENSIVE COMMUNITY AND STAKEHOLDER CONSULTATIONS TO: (A) ASSESS THE COMMUNITY NEED FOR THE PROGRAM; (B) ASSESS DEMAND FOR THE PROGRAM; AND (C) DEMONSTRATE THAT THE COMMUNITY HAS THE NECESSARY STRUCTURE AND RESOURCES TO SUPPORT THE PROGRAM.

This is arguably the most important and complex step in the overall development of a learner driver mentor program. It is during this step that you will:

- Identify whether there is a genuine community need for the program;
- Assess the demand for the program; and
- Assess whether the community in which you plan to implement the program, has the necessary structure and resources to support the program in an efficient and sustainable manner.

Conducting extensive consultations is a great way to unlock this information.

Conduct consultations with any individual or group whose knowledge and experience may be able to assist with the tasks involved with developing and operating your program.

Examples of some of the individuals and groups you might consider consulting is provided in the table below. Consulting representatives from existing programs is particularly important. These individuals have direct experience and insight into the key issues you will need to consider, including potential barriers to success, which can help you avoid making unnecessary errors in your program.

TABLE 2. INDIVIDUALS AND GROUPS TO CONSULT DURING THE PRE-DEVELOPMENT PHASE.

| THE GENERAL COMMUNITY | KEY STAKEHOLDERS | REPRESENTATIVES FROM OTHER PROGRAMS |
|---|--|--|
| <ul style="list-style-type: none">• Potential mentors• The target audience• Parents of young drivers• Other interested community members | <ul style="list-style-type: none">• Youth and community organisations• Employment services• Local businesses• Local police• Local council• Insurance agencies | <ul style="list-style-type: none">• Program coordinators• Administrative staff• Other staff• Volunteers• Mentors |

OPTIONAL REQUIREMENTS

- Pay particular attention to consultations with individuals and groups who have local knowledge of the target area and the target group and their unique needs.
- Establish connections with the community and key stakeholders at an early stage in the development of the program to enhance the sense of community ownership of, and

involvement with, the program.

4A. ASSESS COMMUNITY NEED FOR THE PROGRAM.

When assessing the community need for a learner driver mentor program, you should start with one simple question:

Is there a specific problem within the community that could be addressed by the introduction of the program?

There are a number of problems that a learner driver mentor program may be introduced to address, including, but not limited to:

- Difficulties associated with complying with the requirements for a specific number of hours of on-road supervised driving experience as part of GDL legislation (i.e., limited access to an appropriate supervisor and/or vehicle, or being unable to afford professional driving lessons due to financial hardship);
- Economic disadvantage (e.g., low-income households, high unemployment, low levels of education, etc.);
- Social disadvantage (e.g., limited access to key services in the community, including health care, financial assistance or public transport);
- Poor road safety, particularly among young novice drivers;
- A lack of social connectedness and community engagement, particularly among young people and at-risk or vulnerable groups; and
- Poor public transportation systems.

Most funding applications will include sections asking you to demonstrate the specific problem that your program aims to address within the community, as well as outlining how the community stands to benefit from the introduction of your program. Therefore, it pays to have a thorough understanding of these factors and data to back up your claims where possible.

OPTIONAL REQUIREMENTS

- **Conduct consultations with individuals and groups within the community who have in-depth knowledge and experience of the target audience and proposed catchment area, including with the target audience themselves.**
- **Obtain formal socio-economic data about the target area and audience from organisations such as the Australian Bureau of Statistics (ABS), local government, transport authorities, or police.**

4B. ASSESS DEMAND FOR THE PROGRAM.

Identifying that there are people within a community who require the services offered by a learner driver mentor program does not necessarily guarantee demand for the program. For a number of reasons, the target audience may be socially disengaged, resulting in them being unaware of the program or unmotivated to participate.

Assessing demand for the program should not be confused with assessing program capacity – program demand will almost always exceed program capacity.

Any attempts to exceed a realistic level of program capacity are likely to result in less efficient and sustainable delivery of services.

Conducting consultations with the target audience, as well organisations that work closely with the target audience, will help you assess the anticipated demand for your program. The aim of these consultations should be to find out:

- How willing and motivated the proposed target audience is to become involved in your program; and
- The most effective ways you can enhance program awareness and participation among the proposed target audience.

OPTIONAL REQUIREMENTS

- **Identify the most effective ways to promote program awareness and enhance participation among the proposed target audience.**





4C. DEMONSTRATE THAT THE COMMUNITY HAS THE NECESSARY STRUCTURE AND RESOURCES TO SUPPORT THE PROGRAM.

During the pre-development phase, it is important to demonstrate that the necessary structure and resources exist within the community to support the efficient and sustainable operation of your proposed program. There are many aspects to this objective, including:

- Identifying the likely budget required to operate the program efficiently and in a sustainable manner (see Essential Requirement 8);
- Identifying possible sources for funding and the acquisition of resources, such as vehicles, office space, other equipment and a program evaluation (see Essential Requirement 9);
- Identifying the key stakeholders to be involved in the program (see Essential Requirement 11) and assessing their motivation to be involved in the program and an indication of what their involvement might entail;
- Identifying program staff requirements (see Essential Requirement 12);
- Identifying mentor requirements and assessing the availability of quality mentors within the community (see Essential Requirement 24);
- Identifying policy, legislative and insurance requirements (see Essential Requirement 18);
- Identifying possible barriers to program development and operation and possible solutions to any foreseen issues; and
- Identifying stakeholders to assist in an evaluation of the program to assess its effectiveness (see Essential Requirement 36).

At this early stage, you might like to focus on demonstrating that the development and operation of your program can be achieved in an efficient and sustainable manner. By conducting consultations with key stakeholders within your community, you can begin to assess which stakeholders are willing to become involved in the program and in what capacity they can become involved.

This task is about developing a framework from which you can build upon during the development and operation phases, which are discussed next.

DEVELOPMENT

The following essential and optional requirements relate to the development phase of program development. The **development phase**, arguably the most important phase, involves designing the program policies and procedures. The aim is to produce a program that is structured, efficient and sustainable and make sure there is a smooth and uninterrupted transition into program operation.

ESSENTIAL REQUIREMENT 5: ENSURE COMMUNITY OWNERSHIP OF, AND INVOLVEMENT IN, THE PROGRAM.

Learner driver mentor programs are usually community-based programs. For this reason, community ownership of, and involvement in, the program is essential for program sustainability. You can promote community ownership of your program by involving the community (including organisations and groups) in the development and operation of the program.

Community ownership and involvement is generally even more important for programs implemented in particular communities or with particular target groups, such as remote and Indigenous communities or programs targeted at immigrants and refugees.

The precise approaches you chose for enhancing community ownership will depend on your program, but you might consider the following optional requirements:

OPTIONAL REQUIREMENTS

- Have an organisation that is well-respected within the community be responsible for the coordination and day-to-day management of the program.
- Encourage local businesses, local organisations, as well as the local police and government/ council to become stakeholders in the program.
- Hire a dedicated and passionate individual who is well-known to the community to be the program coordinator.
- Recruit individuals who are respected within the community as volunteer mentors for the program.
- Conduct extensive consultations with the community (e.g., focus groups, community presentations) so they feel included in the development and operation of the program.

ESSENTIAL REQUIREMENT 6: DEVELOP A CLEAR MISSION STATEMENT AND MEASURABLE AND ACHIEVABLE PROGRAM OBJECTIVES.

One of the first tasks during the development phase should be to write a clear mission statement for the program. This mission statement should outline who the target audience is and the problems the program aims to address within the community (identified during Essential Requirements 2 & 4). It should also include numerous program objectives outlining precisely what your program aims to achieve and in what timeframe.

Most programs have multiple program objectives, related to the various problems they are attempting to address within the community.

Program objectives will differ depending on your program and will largely be based on the specific problems your program is aiming to address (identified at Essential Requirement 4). Table 3 on the following page provides a list of some basic program objectives you might consider in relation to the most common problems learner driver mentor programs seek to address.

When developing program objectives, make sure they are measurable and achievable. By making them measurable, you can reliably assess progress in achieving the objectives. Having realistic expectations about what the program can achieve will increase the likelihood of program success in meeting objectives, which is likely to have a positive effect on evaluation outcomes, the morale of all involved parties, and will assist in providing justification for further funding as the program goes on. This will also aid in the development of a program plan, which is discussed next.

Program objectives that are measurable and achievable allow you to monitor progress and increases the likelihood of program success in achieving these objectives.



**TABLE 3. LIST OF SOME POTENTIAL PROGRAM OBJECTIVES TO CONSIDER
IN RELATION TO COMMON PROBLEMS ADDRESSED BY LDMPs.**

DIFFICULTIES ASSOCIATED WITH COMPLYING WITH THE REQUIREMENT TO OBTAIN A SPECIFIC NUMBER OF HOURS OF ON-ROAD SUPERVISED DRIVING AS PART OF GDL LEGISLATION

1. Assist disadvantaged learner drivers to fulfil the GDL requirements.
2. Assist learner drivers in obtaining their provisional drivers licence.
3. Provide access to a suitable vehicle (e.g., a vehicle that is roadworthy and registered).
4. Provide access to a suitable supervising driver (e.g., a supervisor who is licensed, committed and supportive).
5. Provide professional driving lessons.

SOCIAL AND ECONOMIC DISADVANTAGE

1. Improve access to employment and training opportunities.
2. Improve access to education opportunities.
3. Improve access to critical social networks (e.g., health and welfare systems).
4. Improve access for parents to take their children to school and/or key appointments.
5. Provide referrals to help individuals who are experiencing other social problems (e.g., long-term unemployment, homelessness, entrenched involvement in public housing and/or welfare systems, involvement in the criminal justice system, severe disengagement from family, and/or alcohol or drug abuse).

POOR ROAD SAFETY

1. Improve knowledge of road rules and road safety attitudes.
2. Improve technical driving skills and abilities.
3. Reduce crash rates among young and novice drivers^a.
4. Reduce traffic offences and high-risk behaviours among young and novice drivers^a.
5. Reduce rates of unlicensed driving^b.

A LACK OF SOCIAL CONNECTEDNESS AND COMMUNITY ENGAGEMENT

1. Assist disengaged people to reconnect to their communities by increasing positive social interactions and connections.
2. Assist disengaged people to develop important life skills (e.g., personal empowerment, self-esteem and confidence, independence through mobility, commitment, an enhanced sense of identity).
3. Provide disengaged people with an opportunity to form positive relationships with appropriate role models based on trust, support, cooperation and mutual respect.
4. Increase the capacity for disengaged people to make a positive contribution to their community.
5. Provide mentors with intergenerational and multicultural experiences aimed at building community capacity and supporting social inclusion.
6. Improve English language skills among Indigenous and migrant/refugee participants whose first language is not English.

POOR PUBLIC TRANSPORTATION OPTIONS

1. Reduce the reliance on public transportation by providing increased access to independent transportation options.

^a Compared to disadvantaged learner drivers who are not involved in the program.

^b This objective may be particularly important in remote communities, Indigenous communities and communities with a high population of migrants/refugees.

ESSENTIAL REQUIREMENT 7: DEVELOP A PROGRAM PLAN.

A program plan is a more detailed, specific and comprehensive overview of exactly how the program objectives will be achieved. It involves creating a comprehensive list of the tasks required to develop and operate an efficient, effective and sustainable program, as well the steps associated with successfully achieving these tasks.

While the tasks required to develop a learner driver mentor program are likely to be relatively consistent across programs, the steps taken to achieve these tasks will vary considerably from program to program. You might want to consider using the overview of essential requirements (see Table 1) as a starting point when developing your program plan, basing your tasks around the essential requirements and using the optional requirements as a guide to formulating the steps in your program plan.

A program plan is a more detailed, specific and comprehensive overview of exactly how the program objectives will be achieved.

When writing the program plan, the steps must be comprehensive, detailed and specific. You should consider making sure the following are outlined in the program plan:

- Who is responsible for particular steps;
- The timeframe in which each step is to be achieved (i.e., how long and by when); and
- Estimations of costs associated with each step.

Much like the program objectives, you should make the tasks and steps outlined within the program plan as realistically achievable and measurable as possible, so that you can carefully monitor your progress.



ESSENTIAL REQUIREMENT 8: DEVELOP A COMPREHENSIVE AND REALISTIC PROGRAM BUDGET.

There is never a more important time during program development to be realistic than when developing the program budget. The budget you devise will influence funding applications, the acquisition of resources, the hiring of program staff and most importantly program capacity (i.e., learner and mentor numbers).

You should strongly consider performing this task at the same time you are securing program funding and acquiring the necessary program resources (see Essential Requirement 9).

It is important to understand that you must develop a budget that allows your program to be both efficient and sustainable.

You need to be realistic when considering the funds you will be able to generate, the resources you will be able to acquire, and what your program capacity will be. You should have already begun thinking about these things during the pre-development phase (see Essential Requirement 4). It is at this point however, that you need to develop a comprehensive, detailed and accurate budget, assigning real dollar values to tasks and resources. It is also important to consider program sustainability when developing a budget, by estimating long-term costs associated with the program.

Developing a budget for a program beyond the realistic capacity and support of your community will ultimately be counterproductive for progress.



Exactly what you need to include in a budget will differ depending on your program. However, you should, at a minimum, consider the following:

- Salary for the program coordinator and other program staff;
- Cost of purchasing the program vehicle/s;
- Cost of running and maintaining the vehicle/s (e.g., petrol, maintenance, registration, insurance, cleaning, storage);
- Other insurance cover – staff, mentors, learner drivers;
- Costs associated with program promotion (e.g., advertising for recruitment, etc.);
- Costs associated with training mentors;
- Costs associated with the vehicle booking system;
- Costs associated with providing professional driving lessons to learner drivers;
- Costs associated with renting office space;
- Office costs and consumables;
- Reimbursement of mentor costs (e.g., travel costs); and
- Costs associated with conducting a program evaluation.

It is strongly recommended that you budget for the costs associated with conducting a program evaluation, in order to achieve Essential Requirement 36. A program evaluation is important for demonstrating how effective the program is in achieving its objectives and can assist with applications for future funding.

The key factor is to develop a realistic budget that finds a balance between being large enough to allow the program to operate efficiently and sustainably, but not too large that it reduces your chances of success when applying for funding and grants.

OPTIONAL REQUIREMENTS

- **Develop the budget in conjunction with the task of securing program funding and acquiring the necessary program resources (see Essential Requirement 9).**
- **Develop a budget that estimates long-term costs associated with the program and promotes sustainability.**
- **In conjunction with Essential Requirement 9, identify all possible resources that can be acquired through donations, sponsorships or in-kind support to reduce the size of the program budget.**
- **Budget for a program evaluation to be conducted (strongly recommended in order to achieve Essential Requirement 36).**

ESSENTIAL REQUIREMENT 9: SECURE SUSTAINABLE PROGRAM FUNDING AND THE ACQUISITION OF PROGRAM RESOURCES.

As noted above, you should strongly consider performing this task at the same time you are developing the project budget (see Essential Requirement 8).

There are a number of possible sources for program funding, as well as options for acquiring the necessary program resources. While the availability and accessibility of these options will differ depending on your community and jurisdiction, possible options might include:

- Funding bodies;
- Community grants;
- Sponsorships;
- Donations;
- In-kind support; and
- Fundraising.

Funding bodies and community grants typically provide larger amounts of support, generally in the form of monetary funds. Alternatively, sponsorships, donations and in-kind support, while still vitally important to the program, are typically smaller amounts of monetary funds or the provision of actual resources (e.g., vehicles, office space, program staff, etc.).

You should establish partnerships with local businesses, other agencies and organisations, and government departments who may be able to provide donations, sponsorship or in-kind support, such as program vehicles (e.g., local car dealerships, ex-fleet vehicles from government departments), office space or even program staff.

Be exhaustive in your search for possible sources for funding and the acquisition of resources.

Many funding arrangements are for a finite period of time with little certainty of continued funding, so identifying multiple sources and the most sustainable sources of funding should be a priority.

A number of links to help you identify suitable funding sources in your jurisdiction, as well as guides for writing funding applications, are provided in the **Further Information section** at the end of this document.

OPTIONAL REQUIREMENTS

- **Secure funding and acquire the necessary program resources in conjunction with the task of developing the program budget (see Essential Requirement 8).**
- **Identify all possible resources that can be acquired through donations, sponsorships or in-kind support to reduce the level of monetary funding required.**
- **Create a database of all potential funding sources and resource providers within your community and wider jurisdiction that provides you with quick and viable options to acquire additional funding or resources for the program when necessary.**



ESSENTIAL REQUIREMENT 10: DEVELOP A MARKETING AND MEDIA STRATEGY.

You will need to ensure your program is well publicised within the community. A marketing and media strategy can help with achieving this. When developing your strategy you should consider a number of components, including:

- Media releases promoting program successes and milestone achievements;
- Advertising (e.g., for mentor and mentee recruitment);
- A program website with useful information; and
- Social media.

The particular mediums (e.g., print, radio, television) that are most effective will depend on your particular community - you should consider exploring all options.

Keeping your target audience in mind, focus particular attention on media outlets that are most prominent within your local community.

ESSENTIAL REQUIREMENT 11: IDENTIFY THE KEY STAKEHOLDERS TO BE INVOLVED IN THE PROGRAM AND DEFINE THEIR ROLES AND RESPONSIBILITIES.

The development and operation of a learner driver mentor program is a complex task that generally involves the cooperation of numerous stakeholders. The specific stakeholders that are required will differ depending on your program. Typically, stakeholders will need to be identified to fulfil the following roles:

- Provision of program funding and/or resources;
- Program auspice (e.g., centralised broad program management);
- Program coordination (e.g., day-to-day program management);
- Assistance with recruitment of mentors and/or mentees;
- Assistance with training mentors;
- Provision of insurance; and
- Assistance with program evaluation.

Some of these roles will require the cooperation of multiple stakeholders, while some stakeholders may be able to fulfil numerous roles (or part thereof).

Identifying a dedicated auspicating organisation that is committed to long-term ownership of the program is particularly important for program sustainability. If feasible, the organisation responsible for day-to-day coordination of the program should seek to establish the program as part of their ongoing operations.

The various types of stakeholders involved will also differ depending on your program, however you should consult with as many of the following stakeholders as possible:

- | | |
|---|--|
| • Funding bodies; | • Organisations offering community grants; |
| • State and federal government departments; | • Local councils; |
| • Transport authorities; | • Police and other emergency services; |
| • Youth and community organisations; | • Employment and welfare services; |
| • Local businesses; | • Driving instructors/schools; |
| • Local educational institutions (e.g., schools, TAFE, universities); and | • Other individuals or groups within the community with a vested interest in your program. |

OPTIONAL REQUIREMENTS

- **Create a database of stakeholders within the community/jurisdiction with information about whether contact has been established, their willingness to be involved in the program and an indication of how they can contribute to the program.**
- **Develop a steering committee or advisory group involving representatives from involved stakeholder organisations to provide support to the program coordinator regarding key decisions about the program.**

ESSENTIAL REQUIREMENT 12: DEVELOP CLEAR ROLE STATEMENTS AND EMPLOY NECESSARY PROGRAM STAFF.

Exact staffing requirements will differ depending on your program, and will likely be heavily influenced by available funding. It is strongly recommended that, at a minimum, every program should employ a dedicated program coordinator who is largely responsible for the day-to-day operation of the program. You may also consider whether additional program staff are required and can be accommodated in the program budget.

Every program should, at a minimum, employ a dedicated program coordinator who is largely responsible for the day-to-day operation of the program.

There are also a number of additional factors you should consider regarding staffing requirements - these are outlined in the optional requirements below.

OPTIONAL REQUIREMENTS

- Hire a dedicated program coordinator (strongly recommended).
- Pay the program coordinator, given the importance of this role.
- Assess whether additional staff are required (either paid staff or volunteers) to assist the dedicated program coordinator with particular aspects of their role, such as coordination of the mentors and/or mentees, coordination of the program vehicle/s and bookings, or administrative tasks.
- Allocate sufficient time and resources to program staff to allow them to perform their roles efficiently and effectively (and avoid problems such as inefficient delivery of the program, low program morale and high staff turnover).
- Develop a voluntary scheme whereby mentees assist with particular elements of the program's operation (e.g., basic program administration tasks) as a means of reducing program costs and building important life skills that can be applied in other areas of their lives after they have completed the program (e.g., could offer references or certificates of recognition).



ESSENTIAL REQUIREMENT 13: SOURCE PROGRAM VEHICLE/S WITH A MINIMUM 4-STAR (PREFERABLY 5-STAR) ANCAP SAFETY RATING.

There are a number of ways program vehicles can be sourced, including:

- Using monetary funding (e.g., purchasing or leasing a vehicle);
- Sponsorships and donations (e.g., from local car dealerships); and
- In-kind support (e.g., using government ex-fleet vehicles).

Funding and other support (e.g., sponsorships, donations, in-kind support) is likely to heavily influence the number of vehicles your program can source.

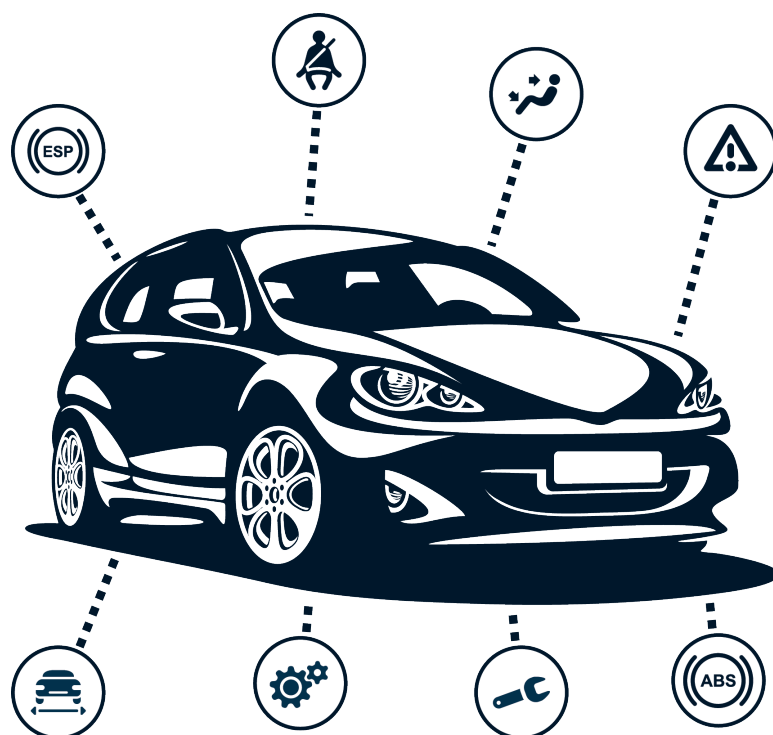
Every program should have at least one dedicated program vehicle.

Safety standards should be a priority when sourcing a vehicle for the program, for the protection of both the mentees and mentors.

You should source a vehicle with a minimum 4-star ANCAP safety rating, although it is strongly suggested that a 5-star rating vehicle is sourced (see www.ancap.com.au for more information on safety ratings).

Vehicles must also be roadworthy, registered, regularly maintained and comprehensively insured (see Essential Requirement 18 for more information on insurance).

You will also need to consider whether you will source new or used vehicles, vehicles with manual and/or automatic transmission, and whether you want dual-control vehicles.



OPTIONAL REQUIREMENTS

- Exhaust all opportunities to acquire program vehicles through donations, sponsorships and/or in-kind support (see Essential Requirement 9).
- Source multiple vehicles if your program operates across a wide area and if your budget can accommodate the extra costs.
- Avoid using private vehicles (e.g., the mentor's vehicle, a vehicle from the learner drivers' family) given the problems associated with insurance requirements and reimbursement for costs associated with running and maintaining the vehicle.

ESSENTIAL REQUIREMENT 14: SECURE AN APPROPRIATE VENUE FOR PROGRAM OPERATION AND VEHICLE STORAGE.

You will need to have a hub from which program operations are conducted. You should consider whether the organisations responsible for the auspice or day-to-day operation of the program may be able to provide the necessary office space through their ongoing operations.

The necessary size of this hub will differ depending on the size of your program. What is important is that there is sufficient space and resources for carrying out the requirements of the program, such as lockable filing cabinets, desks, computers, phones, and so on.

You will also need to consider where the program vehicle/s are to be stored. There are two primary concerns when making this decision:

- Accessibility; and
- Level of security.

Vehicles should be easily accessible to both mentors and mentees during the hours in which the program operates.

Security should also be a priority when considering where the vehicle/s will be stored. While off-street parking may be sufficient, consider more secure options (e.g., locked garage, secure car park, surveillance) to prevent vandalism or theft. The security and accessibility of keys is also important and you should consider keeping them in a key safe or similarly secure and accessible location.

OPTIONAL REQUIREMENTS

- Choose a storage location for the vehicle and keys that is both accessible and secure to prevent vandalism or theft.





ESSENTIAL REQUIREMENT 15: IDENTIFY PROGRAM CAPACITY.

As stated earlier at Essential Requirement 4, there is more to identifying program capacity than simply assessing demand for the program within the community, given that demand will often exceed capacity. A number of factors will influence program capacity, including:

- Program funding;
- Number of program vehicles;
- Number of mentors;
- Program staff capabilities; and
- Number of motivated mentees.

Exact program capacity will differ from program to program, and will likely fluctuate within your own program over time depending on the consistency of the factors listed above.

Your aim should be to operate the program at maximum efficiency by involving as many learner drivers as possible, while maintaining achievement of the program objectives and program sustainability.

OPTIONAL REQUIREMENTS

- Perform the task of identifying program capacity in conjunction with a number of other tasks, including hiring program staff (see Essential Requirement 12), securing program vehicles (see Essential Requirement 13), and recruiting both mentors and mentees (see Essential Requirements 24 & 25).

ESSENTIAL REQUIREMENT 16: DEVELOP THE VEHICLE BOOKING SYSTEM.

To make sure program vehicles are used efficiently and fairly, you will need to develop a vehicle booking system. The exact characteristics on the system will differ from program to program, however you should consider the following optional requirements to enhance your system.

OPTIONAL REQUIREMENTS

- Host the booking system online or through a computer network (e.g., calendar program or website) that displays an up-to-date status of bookings, is accessible 24/7 and has a user-friendly interface.
- Make the system accessible to all participants in the program, including staff, mentors and mentees.
- Ensure there are safeguards to prevent double bookings, unauthorised cancellations (e.g., restrict overriding capabilities to program staff) or bookings when the vehicle is unavailable.
- Make it the responsibility of the mentors and mentees to ensure vehicle bookings are made.
- Encourage mentees to make the vehicle bookings to enhance their sense of responsibility.
- Encourage recurring bookings wherever possible to establish a routine among mentors and mentees, but also allow flexible week-to-week bookings where necessary for those with inconsistent schedules.
- Avoid preferential booking policies to promote fairness.
- Have clearly defined cancellation policies, including updating the calendar and informing the program staff at the earliest convenience.



ESSENTIAL REQUIREMENT 17: DEVELOP A CODE OF CONDUCT AND OPERATIONS MANUAL CLEARLY DEFINING PROGRAM POLICIES AND PROCEDURES.

Developing formal program policies and procedures allows you to clearly define the rights and responsibilities of program staff, mentors and mentees, as well as providing a guide for program operations. The type of documents you develop will depend on your program, however you might consider the following:

- Code of conduct;
- Operations manual;
- Mentor handbook; and
- Learner driver handbook.

Codes of conduct and participant handbooks should aim to outline expectations, rights and responsibilities of both mentees (e.g., punctuality, communication, respectful behaviour) and mentors (e.g., cultural sensitivity, duty of care, boundaries).

The objective of these documents should be to create an environment that is cooperative, supportive and safe.

You should strongly consider having mentors and mentees read, acknowledge and sign the code of conduct prior to becoming involved in the program. This serves to protect all involved parties, and the overall program, when issues arise.

An operations manual is also critical to the program and should clearly define the policies and standardised procedures associated with the various elements of the program. We have already discussed many of these program elements throughout this guide.

Together, these documents need to comprehensively cover all aspects of your program to ensure all involved parties are informed and there are clearly defined standards. Collectively, these documents might cover, but not be limited to:

- | | |
|--|--|
| <ul style="list-style-type: none">• Rights and responsibilities of mentees;• Program policies and procedures;• Alcohol and drugs;• Emergency situations (e.g., injury);• Exit strategies, succession plans and asset management strategies;• Risk assessment and management;• Other procedures and policies (e.g., lost property). | <ul style="list-style-type: none">• Rights and responsibilities of mentors;• Grievances and complaints;• Incident reporting and breakdowns;• Passengers;• Confidentiality and disclosure of personal information;• Evaluation guidelines; and |
|--|--|

OPTIONAL REQUIREMENTS

- Have mentors and mentees read, acknowledge and sign the code of conduct prior to becoming involved in the program.

ESSENTIAL REQUIREMENT 18: ADDRESS NECESSARY LEGISLATIVE AND INSURANCE REQUIREMENTS.

You should be exhaustive when identifying legislative issues that might need to be addressed by your program. Some of the issues you should consider include, but are not necessarily limited to:

- GDL legislation (e.g., log books, required hours);
- Traffic laws and regulations;
- Vehicle roadworthiness and registration;
- Ensuring the program doesn't qualify as driving instruction;
- Child protection legislation (if program involves persons under 18 years);
- Working with children checks, police checks and traffic history checks;
- Workplace health and safety legislation; and
- Discrimination and harassment.



In addition to these issues, you will also need to organise a range of insurance policies including, but not necessarily limited to the following:

- **Personal accident insurance** – protects the volunteer mentors and program staff while offering their services to the program;
- **Compulsory Third Party (CTP) insurance** – personal injury insurance that is mandatory for every vehicle registered in Australia. It indemnifies vehicle owners and drivers who are legally liable for personal injury caused to another party in the event of a motor vehicle accident;
- **Third-party property insurance** – protects the property of other persons (e.g., their vehicle) involved in a crash. Comprehensive vehicle insurance covers both third party property damage and damage to one's own property and is recommended for all programs);
- **Public liability insurance** – protects the program for losses or damage a third party suffers (or claims to have suffered) as a result of their involvement in program activities or in the program space;
- **Professional indemnity insurance** – protects the program against claims for financial loss, personal injury or property damage arising from the performance of program services.

NOTE: The information presented in this section is advice only. When addressing the legal and insurance requirements for your program it is strongly recommended that you speak to a legal professional in your jurisdiction to ensure you do not neglect any important issues.

ESSENTIAL REQUIREMENT 19: CONDUCT A RISK ASSESSMENT.

Risk assessments should identify any potential risks that may occur in association with the program and outline ways to eliminate, or at least reduce, these risks.

Some of the risks you might want to consider when conducting your risk assessment include:

- Crashes (major and minor);
- Vehicle breakdowns and mechanical issues;
- Vehicle theft or damage;
- Lost, damaged or stolen learner driver log books; and
- Disputes and issues between mentors, learner drivers and or program staff (e.g., verbal, physical).

After identifying potential risks, you will need to demonstrate how you plan to protect the program and its participants against these risks. The table below provides a number of examples:



TABLE 4. EXAMPLES OF PLANS TO ELIMINATE OR REDUCE RISKS.

| RISK | PLAN TO ELIMINATE OR REDUCE |
|--|---|
| Vehicle crashes | Use graduated learning approaches (e.g., starting learner drivers on quiet streets – see Essential Requirement 28). |
| Vehicle breakdowns | Have clearly defined maintenance schedules (see Essential Requirement 31). |
| Lost, damaged or stolen Learner Driver Log Books | Make copies of entries and ensure the mentee or program staff keep the log book in a safe and secure location (see Essential Requirement 30). |
| Disputes | Have codes of conduct and grievance policies (see Essential Requirement 17). |

ESSENTIAL REQUIREMENT 20: DEVELOP AN EXIT STRATEGY (BOTH PLANNED AND UNPLANNED) FOR MENTORS AND MENTEEES.

As is the nature of this type of program, you will invariably experience times when mentors and mentees need to leave the program. At times this will be planned, while at other times this will be more unexpected. You will need to develop exit strategies for both occasions. This might include:

- Obtaining feedback about experiences with the program;
- Obtaining consent to be involved in a program evaluation;
- Ensuring there is no outstanding business with the program (e.g., reporting of an incident); and
- Ensuring they do not have any program assets (e.g., vehicle keys, computers, etc.).



OPTIONAL REQUIREMENTS

- Outline the exit strategy in the program's operations manual (see Essential Requirement 17).

ESSENTIAL REQUIREMENT 21: DEVELOP A SUCCESSION PLAN AND ASSET MANAGEMENT STRATEGIES.

Your program is likely to undergo significant change over time. You will need to consider the impact of various changes on the operation and management of your program, such as:

- Program staff ceasing their role and having to be replaced;
- Stakeholders ceasing their involvement with the program or adjusting how they contribute;
- Updating old program resources (e.g., vehicles, office equipment); and
- Program expansion – which may require new staff/roles, stakeholders or the acquisition of additional resources.

The possibility of these changes makes succession planning and the development of asset management strategies extremely important.

The loss of program staff can be particularly difficult. Many programs have a dedicated program coordinator who bears much of the responsibility for program management and coordination. You will need to take steps to ensure their knowledge and experiences are not lost if they leave the program. This may involve:

- Having another program staff member shadow the program coordinator;
- Having reporting procedures that capture the local knowledge and experiences; and
- Having the previous coordinator train the new coordinator.

ESSENTIAL REQUIREMENT 22: DEVELOP ELIGIBILITY CRITERIA FOR MENTOR INVOLVEMENT IN THE PROGRAM, INCLUDING AT A MINIMUM: (A) HOLDING A CURRENT OPEN DRIVERS LICENCE IN AUSTRALIA; AND (B) PASSING A WORKING WITH CHILDREN CHECK AND/OR NATIONAL POLICE CHECK.

You will also need eligibility criteria for mentors. These criteria will help you to ensure appropriate mentors are recruited into the program. At a minimum, every program should ensure that all mentors:

- Hold a current Open drivers licence issued in Australia; and
- Pass a Working With Children Check and/or National Police Check.

For more information on how to perform a working with children check in your jurisdiction visit www.nationalcrimecheck.com.au, or visit www.bluecard.qld.gov.au for information on the Queensland working with children check, known as the Blue Card.

Eligibility criteria for mentors will help you to ensure appropriate mentors are recruited into the program and that your program meets legislative requirements.

You should also consider the following optional requirements when developing eligibility criteria.

OPTIONAL REQUIREMENTS

- Develop criteria that mentors must: (a) demonstrate a good driving history (e.g., no driving suspensions) within a specified period; and (b) agree to participate in an induction process that may include training, education and/or an assessment of their own driving skills.
- Perform relevant checks at the earliest possible stage during the recruitment and perform the checks on a regular basis (e.g., annually).
- Perform professional and character checks of volunteer mentors, through referees and observation during induction and training.



ESSENTIAL REQUIREMENT 23: DEVELOP ELIGIBILITY CRITERIA FOR LEARNER DRIVER INVOLVEMENT IN THE PROGRAM.

At Essential Requirement 2, you identified your target audience and acknowledged that program demand will often exceed program capacity. Having eligibility criteria for mentee involvement in the program can help ensure your program is targeted at the intended audience and can also help with the most appropriate allocation of available spots in the program.

Eligibility criteria will differ depending on your program, but you may want to consider some of the following criteria:

- Be able to demonstrate a particular level or type of disadvantage;
- Be in a particular age bracket;
- Be from a particular area (e.g., within the local community or region);
- Hold a current learner licence;
- Have a minimum amount of driving experience/professional lessons; or
- Meet personality and attitude criteria (e.g., commitment, ability to take instructions).

While these criteria can be used to make decisions on who to prioritise in your program, they are not, in and of themselves, reasons to exclude potential mentees. Some of the factors can easily be addressed with a little careful planning, such as assisting the individual with the initial task of obtaining their learner licence or providing them with opportunities to undertake professional driving lessons prior to their full involvement in the program.

Be careful not to be too exclusive regarding program eligibility.

You can always develop a waiting list for individuals who wish to be involved in the program but could not be included due to program capacity limitations (see Essential Requirement 15).

OPTIONAL REQUIREMENT

- **Develop a waiting list for potential mentees who express interest in the program but could not be accommodated due to program capacity limitations.**

ESSENTIAL REQUIREMENT 24: RECRUIT MENTORS.

It is important to understand that the availability of mentors is one of the most influential factors on program capacity, and therefore the recruitment of mentors should be performed either before, or in conjunction with, the task of recruiting learner drivers. At Essential Requirement 4 you should have begun thinking about the number of mentors you would require for your program.

The availability of mentors is one of the most influential factors on program capacity.

The exact number of mentors you will require will be influenced by a number of factors. While they will differ depending on your program, you should consider the following questions:

- Will mentors be volunteers?
- How many individuals within the community are willing to volunteer their time as mentors?
- How many hours can each individual mentor volunteer each week and when (e.g., time of day/week)?
- How many hours of driving sessions will the mentees perform each week?
- How many vehicles does the program have (see Essential Requirement 13) and when are they available?

Once you have identified how many mentors you need, you are ready to start recruiting. The most effective method for recruitment will differ depending on your program, however you should consider the following approaches:

- Consult with groups and organisations within the community with a vested interest in youth safety or community wellbeing who could assist with the recruitment of volunteers, such as:
 - i. Youth and community organisations;
 - ii. Employment agencies;
 - iii. Educational institutions;
 - iv. Community groups (e.g., churches, local services clubs);
 - v. Police, local government and local council;
 - vi. Local businesses; and
 - vii. Driving schools.
- Advertise and promote the program through the media (e.g., print, radio, television);
- Conduct presentations or set up stalls at relevant community events and functions;
- Promote the program through key partners and relevant stakeholders (e.g., websites, pamphlets, newsletters, social media);
- Canvassing (e.g., flyers, posters, community notice boards);
- Advertising on the program vehicles; and
- Encouraging word of mouth among mentors.



ESSENTIAL REQUIREMENT 25: RECRUIT MENTEES.

Recruiting mentees should be a relatively easy process if there is demand for the program. The critical factor is ensuring that your target audience is aware that the program exists. The most effective methods for recruiting learner drivers will differ depending on the program, however you should consider the following:

- Consult with groups and organisations within the community with a vested interest in youth safety or community wellbeing who could assist with the referral of learner drivers, such as:
 - i. Youth and community organisations;
 - ii. Employment agencies;
 - iii. Educational institutions;
 - iv. Community groups (e.g., churches, local services clubs); and
 - v. Driving schools.
- Self-referrals or referrals from family members and friends;
- Advertise and promote the program through the media (e.g., print, radio, television), and in particular through popular social media mediums;
- Conduct presentations or set up stalls at relevant community events and functions (e.g., career or education expos, community youth events);
- General community networking (particularly in remote Indigenous communities and communities with a high immigrant population);
- Promote the program through key partners and relevant stakeholders (e.g., websites, pamphlets, newsletters, social media);
- Canvassing (e.g., flyers, posters, community notice boards);
- Advertising on the program vehicles; and
- Encouraging word of mouth among mentors.



As noted at Essential Requirement 15, program demand will often exceed program capacity. For this reason, consider developing a waiting list for those mentees who are eligible for the program but could not be accommodated due to program capacity limitations. This will allow you to quickly and efficiently start a new mentee in the program when another mentee finishes or leaves the program.

OPTIONAL REQUIREMENTS

- **Create a database of those mentees who are eligible for the program but could not be accommodated due to program capacity limitations.**

ESSENTIAL REQUIREMENT 26: INDUCT MENTORS AND MENTEES INTO THE PROGRAM, INCLUDING AT A MINIMUM: (A) AN APPLICATION PROCESS; (B) SCREENING AGAINST ELIGIBILITY CRITERIA; AND (C) EDUCATION AND/OR TRAINING.

Once you have recruited mentors and mentees, you will need to formally induct them into your program. The complexity of induction procedures will differ depending on your program, and will be influenced by a range of factors. At a minimum, your program's induction procedures should include:

- An uncomplicated and user-friendly application process (e.g., forms, interviews);
- Screening against eligibility criteria (see Essential Requirements 17 & 18); and
- Education and/or training.

The application process should aim to collect the necessary data from mentors and mentees, including data required to assess their eligibility.

Mentors and mentees will obviously differ in regards to their requirements for education and training, not only from program to program, but also from individual to individual. You should consider the following:

Education

- Road rules refresher;
- Overview of GDL legislation (e.g., logbooks, required hours);
- Program overview (e.g., objectives, policies and procedures, etc.);
- Rights and responsibilities associated with their involvement in the program (code of conduct);
- Positive road safety attitudes; and
- General education about vehicle ownership and maintenance.

Training

- Program procedures (e.g., vehicle booking system, filling out logbooks, reporting systems, duty of care, etc.);
- Communication skills (e.g., providing feedback, etc.);
- Mentoring (e.g., setting boundaries, differences to professional instruction, etc.);
- Sensitivity training (e.g., ethnicity, religion, social problems, etc.);
- Driving skills (e.g., professional driving sessions provided by the program); and
- Driving training (e.g., dual-control vehicle operation if applicable).

You should also consider whether you will provide one-off education and training at the point of induction only, or provide additional opportunities to refresh and/or expand upon skills throughout the program.

Providing mentees with professional driving lessons is strongly recommended. The precise number of lessons required will differ from individual to individual. These lessons should provide mentees with the necessary basic driving skills and confidence to enhance safety. If you do decide to provide these lessons you will need to consider this cost when developing the program budget (see Essential Requirement 8).

OPTIONAL REQUIREMENTS

- **Perform the task of induction in conjunction with the task of recruitment (see Essential Requirements 24 and 25).**
- **Provide professional driving lessons to mentees (strongly recommended).**

ESSENTIAL REQUIREMENT 27: MATCH MENTORS AND MENTEES AND DEVELOP PROCEDURES FOR RE-MATCHING.

Once mentors and mentees have been recruited and formally inducted into the program, you can begin the process of matching them into pairs for driving sessions.

The primary objective of the matching procedure should be to ensure that the mentor and mentee feel comfortable, and that their relationship is built on mutual respect, trust and support.

If your program has a small number of mentors your matching procedure may be as simple as pairing together mentors and mentees with similar schedules and availability. However, for programs with a greater number of mentors, or with specific target audiences, you may want to consider some of the following additional factors:

- Common availability and schedules;
- Geographical location and proximity;
- Personality characteristics and temperament; and
- Gender;
- Shared interests/hobbies;
- Cultural/ethnic background, religion and language.

Conducting interviews with mentors and mentees during program induction (see Essential Requirement 26) can help you identify the information required for matching on these factors.

If you plan on matching mentors and mentees based on gender or ethnic/religious background, this should be considered during the recruitment process (see Essential Requirement 24), as the recruitment of mentors with these characteristics may prove more difficult.

You will also need to consider how many mentees each mentor will be paired with, a decision that is likely to be dictated by the availability of each individual mentor.

OPTIONAL REQUIREMENTS

- Have mentees perform the majority of their driving sessions with the same mentor, allowing them to build a supportive and understanding relationship.
- When the mentee approaches their provisional driving test, have them perform a number of sessions with a different mentor, allowing them to adapt to the novelty of driving with someone new (e.g., like in a driving test).
- Develop procedures for assessing the success of individual matches and deciding when re-matching is necessary.
- Have clearly defined grievance policies (see Essential Requirement 17) promoting honest and open feedback about match compatibility.
- Only engage in re-matching if compatibility issues cannot be addressed through amicable mediation.



OPERATION

The following essential and optional requirements relate to the operation phase of program development.

The *operation phase* involves making sure the policies and procedures for operating the program are delivered as efficiently and sustainably as they were planned during the development phase.

ESSENTIAL REQUIREMENT 28: ACHIEVE THE MENTEE DRIVING REQUIREMENTS THROUGH A STAGED/GRADUATED SKILLS BUILDING APPROACH.

Not all learner drivers who enter the program will have the same level of initial driving skills. For that reason, you will need to adopt a staged/graduated skills building approach to driving sessions, whereby mentees are given the opportunity to gradually build up their skills and confidence behind the wheel over time.

The approach you choose and the speed at which the stages are accomplished will depend upon the mentees in your program and will likely differ for each individual. The table below provides an example approach.

TABLE 5. EXAMPLE OF A STAGED/GRADUATED SKILLS BUILDING APPROACH.

| STAGE 1 |
|---|
| Conduct the first few driving sessions in a quiet local car park (during good lighting and weather conditions) where there are few or no cars and the focus of the sessions is to become familiar with the vehicle without the pressure of other traffic or road rules and regulations. |
| STAGE 2 |
| Conduct driving sessions on quiet local back streets with low traffic volumes (during good lighting and weather conditions) so the mentee can slowly become accustomed to other traffic and where the focus is on traffic rules and regulations (e.g., road signs, intersections, roundabouts, etc.). |
| STAGE 3 |
| Conduct driving sessions on busier arterial roads with moderate to heavy traffic (during good lighting and weather conditions) so the mentee can become accustomed to driving in the traffic flow, while also attending to traffic rules and regulations more automatically. |
| STAGE 4 |
| Conduct driving sessions on higher speed roads (e.g., highways, motorways) and busy arterial roads with moderate to heavy traffic during less optimal conditions (e.g., during low-light/fog, night-time or wet weather). |

How long each driving session lasts and how many sessions are conducted each week will largely depend on mentee and mentor availability, as well as the availability of the program vehicle. However, you should make sure longer sessions include rest breaks to protect against fatigue.

As stated at Essential Requirement 26, you should strongly consider providing mentees with a number of professional driving lessons (prior to driving sessions with mentors) to equip them with the necessary basic driving skills and confidence to enhance their safety, and that of the mentors. Taking this step can reduce the amount of time mentors and mentees spend in the earlier stages of the process and also reduces the likelihood of incidents (e.g., vehicle crashes) that can be costly for your program.



Providing mentees with professional driving lessons when they enter the program can enhance their basic driving skills and confidence and have a positive influence on the safety and effectiveness of the program.

ESSENTIAL REQUIREMENT 29: ENSURE THE DRIVING SESSIONS ARE WELL MANAGED.

Having a well-managed vehicle booking system (see Essential Requirement 16) is not enough on its own to ensure driving sessions occur in an efficient manner. To make sure that driving sessions are run smoothly, and that your program operates efficiently, you should also consider the following factors:

- Are mentors aware of where to pick up the program vehicle?
- Do mentors have access to the vehicle if it is stored at a secure location?
- Do mentors have access to the vehicle keys (which should be kept in a key safe or similarly secure location)?
- Do mentors and mentees have a clear understanding of where/when they are to meet?
- Do mentors and mentees have a clear understanding of what constitutes appropriate use of the program vehicle?

You also need to ensure a positive relationship exists between program staff, mentors and mentees in regards to driving sessions (which can be set out in Codes of Conduct or Operations Manuals - see Essential Requirement 17), including:

- Duty of care;
- Cultural sensitivity;
- Setting boundaries;
- Punctuality and commitment;
- Cooperation and support;
- Honesty, trust, respect and kindness; and
- Open communication (e.g., in the event of cancellations, to resolve any disputes that arise).

You should also consider the importance of data associated with driving sessions and how it relates to program reporting and evaluation (see Essential Requirement 36). You should seek to develop processes where data from the driving sessions which may be beneficial for reporting and evaluation is collected, including:

- The number of kilometres and hours logged by mentors and mentees;
- The particular driving situations and skills engaged in during the session; and
- Any other information that may be beneficial.

OPTIONAL REQUIREMENTS

- **Store the vehicle keys in a key safe or similarly secure location.**
- **Include policies and procedures relating to vehicle use and driving sessions as part of the program's code of conduct and/or operations manual (see Essential Requirement 17).**
- **Collect data from driving sessions that may assist with reporting and evaluation (see Essential Requirement 36).**



ESSENTIAL REQUIREMENT 30: MAINTAIN LEARNER DRIVER LOG BOOKS.

Mentees should ultimately be responsible for maintaining their own log books. However mentors and/or program staff should assist where necessary (e.g., individuals with poor literacy and numeracy skills) and perform checks on the accuracy and legibility of all log book entries.

Learner driver log books must be filled in following each and every driving session. This also provides an opportune time for mentors and mentees to discuss progress and provide feedback to one another.

Lost, damaged or illegible log books can have serious consequences for the progress of mentees in your program.

You should consider the following optional requirements to reduce the likelihood of these problems.

OPTIONAL REQUIREMENTS

- Educate mentees about their responsibility to bring their log book to every driving session and maintain their own log book.
- Educate mentors about the importance of providing assistance and conducting log book checks on each entry to ensure accuracy and legibility.
- Have mentees leave their log book with the mentor or program staff where feasible.
- Make copies of completed log book pages to keep on file as a safeguard against loss or damage.

While it may be possible to provide fresh log books to mentees who have damaged or illegible log books upon their arrival into the program, you must consider one important factor: if the mentee has logged hours with another supervisor that they are no longer in contact with, they may not be able to contact this supervisor to sign the fresh copy of the log book, meaning those hours would essentially be lost.



ESSENTIAL REQUIREMENT 31: MAINTAIN A VEHICLE MAINTENANCE SCHEDULE.

Program vehicles are a major asset of your program and ensuring they remain in top mechanical condition and on the road is fundamental to efficient program operation.

Having a program vehicle off the road has serious consequences for mentee progress, particularly when a program only has one vehicle.

The exact policies you develop will depend on your program's needs, however you should consider the following issues:

- Safety checklists listing aspects of the vehicle to be assessed for safety (e.g., brake lights, indicators, headlights, windscreen wipers, tyre pressure, etc.);
- Refuelling;
- Vehicle cleaning;
- Maintenance; and
- Incident reporting.

Given that particular aspects of vehicle maintenance cost money, you will need to consider this when developing the program budget (see Essential Requirement 8). Where possible, attempt to secure donations, sponsorships or in-kind support from local businesses (e.g., local mechanic, local car wash) to prevent using money from funding.





You may also consider the following optional requirements to assist with the development of efficient vehicle maintenance schedules.

OPTIONAL REQUIREMENTS

- Have mentors and mentees complete a vehicle inspection at the beginning and end of each driving session (e.g., safety checklist and the general condition of the vehicle on both the outside and inside) and immediately report any issues that are identified to the relevant program staff.
- Keep a fuel card with the vehicle at all times (e.g., in the glovebox) for refuelling to allow mentors and mentees to refuel as necessary.
- Develop a refuelling report and have mentors/mentees accurately detail odometer readings and the amount of fuel purchased.
- Have vehicle cleanliness policies, including standards of cleanliness (e.g., no rubbish left in the vehicle) at the conclusion of each driving session and a schedule for vehicle washing and vacuuming.
- Have a vehicle log (separate to the learner driver log book) that records important information (which could be used for evaluation purposes - see Essential Requirement 36), such as:
 - (i) date of driving session;
 - (ii) mentor and mentee names;
 - (iii) time and odometer readings at start and completion of driving session;
 - (iv) confirmation of licence carrying by both parties;
 - (v) if petrol was purchased and how much; and
 - (vi) incident reporting (e.g., crash, mechanical issues).
- Encourage mentees to share responsibility for vehicle cleaning and refuelling (e.g., organising a mentee roster for cleaning the vehicle), to teach them about the responsibilities associated with vehicle ownership and to reduce program costs.
- Clearly define the safety checklist and vehicle log in the program operation manual.

ESSENTIAL REQUIREMENT 32: MONITOR MENTOR PERFORMANCE.

You will need to monitor the performance of mentors to ensure they are delivering the program as planned and that matches are compatible and beneficial to both parties. The approaches you use to monitor mentor performance, and how formal this process is, will differ depending on your program, however you might consider the following:

- Encouraging open and honest communication between the mentors/mentees and program staff so that all parties feel comfortable providing feedback;
- Conducting regular (e.g., monthly) group debrief sessions with the mentors/mentees to provide an opportunity for them to provide feedback and ask questions;
- Being proactive in approaching mentors and mentees for brief discussions regarding progress and any issues they wish to talk about; and
- Seek feedback from any other supervisors the mentee might have (e.g., family, professional driving instructors, etc.) regarding their skill progression.

OPTIONAL REQUIREMENTS

- **Conduct regular (e.g., monthly) group debrief sessions with the mentors/mentees to provide an opportunity for them to provide feedback and ask questions. The group nature of these sessions will allow them to share their experiences and give them an opportunity to socialise with one another.**
- **Conduct separate debrief sessions for mentors and mentees. This will allow each party to provide more honest feedback than they might in the presence of the other.**



ESSENTIAL REQUIREMENT 33: PROVIDE ONGOING SUPPORT FOR MENTORS AND MENTEES.

Without mentors and mentees, learner driver mentor programs fail. For that reason, it is important to provide them with ongoing support to increase the likelihood they will stay in the program. You need to understand that the needs of mentors and mentees will differ slightly.

The approach you take to supporting mentors and mentees will differ depending on your program. The table below outlines a number of steps you might want to consider. You may also want to consider the following optional requirements.

OPTIONAL REQUIREMENTS

- **Provide mentors with additional training opportunities to develop skills that are beneficial to them outside of the program.**
- **Provide mentees with assistance or referrals to help with other social issues they may be dealing with.**
- **Provide mentees with opportunities to develop important life skills that will be useful to them after they finish the program.**
- **Keep the program free of charge (or at least minimal cost) to the mentee.**

TABLE 6. EXAMPLES OF APPROACHES FOR SUPPORTING MENTORS AND MENTEES.

| MENTORS | MENTEES |
|--|---|
| <ul style="list-style-type: none"> • Encourage open and honest communication with program staff. • Provide a portal for feedback regarding all aspects of the program. • Debriefing sessions with other mentors to share experiences, provide feedback and ask questions. • Provide additional training opportunities and skills development, particularly skills that can be used outside of the program. • Reimbursement for costs incurred due to their participation (e.g., travel). • Recognition of involvement (e.g., awards, events, socials, etc.). • Policies and procedures that ensure mentors feel safe and supported. | <ul style="list-style-type: none"> • Encourage open and honest communication with program staff. • Provide a portal for feedback regarding all aspects of the program. • Debriefing sessions with other mentees to share experiences, provide feedback and ask questions. • Provide assistance and/or referrals to help with other issues (e.g., unemployment, education, debt, social problems, or poor literacy/numeracy). • Provide opportunities for skill development, particularly skills that will be useful when applying for jobs. • Provide professional driving lessons. • Keep the program free of charge or minimise the costs incurred. • Acknowledgement and recognition of successes (e.g., celebrations of completions, wall-of-fame, certificates, etc.). • Policies and procedures that ensure mentees feel safe and supported. |



ESSENTIAL REQUIREMENT 34: MAINTAIN COMMUNICATION WITH KEY STAKEHOLDERS.

As mentioned at Essential Requirement 11, the development and operation of learner driver mentor programs involves the cooperation of many different stakeholders. These stakeholders are fundamental to the efficient and sustainable operation of the program (e.g., provision of funding and resources, assistance with mentor and mentee recruitment, etc.).

Therefore it should be a top priority to maintain high levels of communication with them to retain their involvement in the program. The specific approach chosen to achieve this objective will vary depending on your program, however you should consider the following optional requirements.

OPTIONAL REQUIREMENTS

- Ensure the program staff are readily contactable by stakeholders to answer questions and provide or receive feedback.
- Hold regular meetings with stakeholders involved in the program, giving presentations on program progress and milestones, specifically as it relates to their involvement.
- Develop a steering committee or advisory group (see Essential Requirement 11) to allow stakeholders to be actively involved in the broad-level decision-making processes associated with the program.

ESSENTIAL REQUIREMENT 35: FACILITATE THE SHARING OF PROGRAM KNOWLEDGE, EXPERIENCES AND RESOURCES WITH OTHER PROGRAMS.

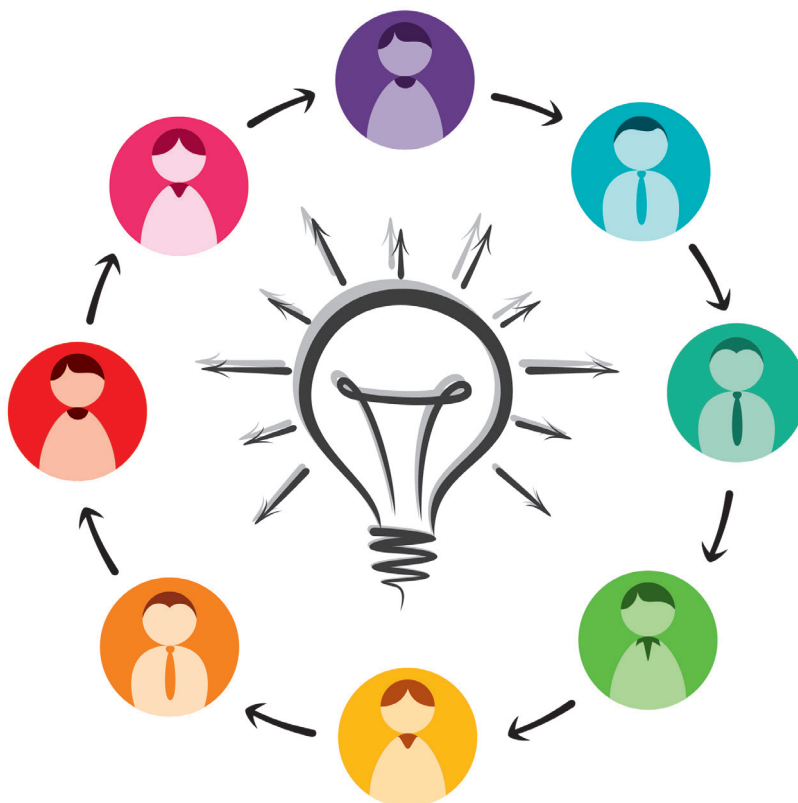
As you near the end of this guide you will be becoming aware that there is a lot to consider when developing a learner driver mentor program. The saying “to reinvent the wheel” should serve as a reminder that many of these programs already exist and have already tackled all of the tasks you have before you.

At Essential Requirement 4, you were encouraged to contact other programs to consult them about their program and draw from their knowledge and experiences in order to more efficiently develop your own program. At this step, it’s time to return the favour.

Now that your program is up and running, you should seek to establish strong networks with other similar programs and encourage the sharing of information, experiences and even resources. Such a process will help new programs benefit from the past experiences of older programs, reducing the likelihood of avoidable mistakes.

OPTIONAL REQUIREMENTS

- **Establish strong networks with other similar programs and encourage the sharing of information, experiences and even resources.**



EVALUATION

The following essential and optional requirements relate to the evaluation phase of program development.

The **evaluation phase** should aim to assess the impact and process of the program, in order to identify how to improve or maintain high standards of program operation.

ESSENTIAL REQUIREMENT 36: CONDUCT A PROGRAM EVALUATION.

Now that your program is up and running, it's time to evaluate how effective you have been at achieving your program objectives (developed at Essential Requirement 6).

During the pre-development and development phases, you should have identified stakeholders who can assist with this task (see Essential Requirements 4 & 11) and budgeted accordingly (see Essential Requirement 8).

Evaluations are useful for a number of reasons, including:

- Identifying the aspects of your program that have been effective;
- Identifying areas where your program can improve; and
- Helping provide a basis from which to apply for additional funding.

There are various types of evaluation and you should consider the appropriateness of conducting each in relation to your program:

- Process evaluation – assesses the way in which the program is run:
 - i. How learner drivers and mentors became aware of the program;
 - ii. The number of mentees and mentors involved in the program;
 - iii. Attrition rates of mentees and mentors (and reasons);
 - iv. Number of hours/kilometres travelled in vehicles;
 - v. Satisfaction for all involved parties (including stakeholders);
 - vi. Perceptions of how the program can be improved;
 - vii. Perceived quality of mentoring;
 - viii. Satisfaction of mentor-mentee matches; and
 - ix. Feedback on quality of training, induction, support, etc.
- Impact evaluation – the effectiveness of achieving the program objectives:
 - i. Completion rates (e.g., GDL requirements, obtained P licence);
 - ii. Changes in road safety knowledge and attitudes;
 - iii. Changes in rates of employment or education;
 - iv. Low crash and offence rates; and
 - v. Changes in social and personal outcomes (e.g., self-esteem, social inclusion).
- Cost-benefit analysis – how cost-effective the program is.

As part of an evaluation plan, consider having mentors and mentees commit to being involved in evaluations upon their induction into the program (e.g., consent to be followed-up after their exit from the program).

Basic demographic information (e.g., gender, age, contact details) should be collected from every individual as they enter the program to assist with this. It is strongly recommended that external stakeholders be sought to conduct the evaluation, as the program staff are unlikely to have the necessary skills to conduct a scientifically rigorous evaluation on their own.

Whilst the program coordinator may not be responsible for conducting the evaluation, this role is important in ensuring that key information is reported and recorded and that contact with mentees and mentors is maintained after they have finished the program.

OPTIONAL REQUIREMENTS

- **Conduct a process and outcome evaluation and assess the cost-effectiveness of the program.**
- **Encourage mentors and mentees to commit to being involved in a program evaluation upon their induction into the program.**
- **Seek the assistance of stakeholders who have experience conducting evaluations, to ensure the evaluation is scientifically rigorous.**



FURTHER INFORMATION

For more information on young and novice driver safety, licensing and registration, road rules and penalties and road safety in general, visit the Transport and Main Roads - Queensland website:

- www.tmr.qld.gov.au/

WHERE TO FIND FUNDING AND RESOURCES

A useful guide of potential federal and state government grants, as well as non-government grants, within Australia can be found on the Parliament of Australia website:

- www.aph.gov.au

Search for “community grants: a quick guide to key internet links”.

OTHER SITES DESIGNED TO HELP YOU IDENTIFY SOURCES FOR FUNDING INCLUDE:

- Queensland Government: www.qld.gov.au/community (link to grants and resources and additional sources).
- Australian Government Department of Social Services: www.dss.gov.au. Search for “funding to support community based projects”.
- Our Community (Australia): www.ourcommunity.com.au.



TIPS FOR WRITING FUNDING APPLICATIONS

Depending on the funding or grant scheme you apply for, there will be different application processes to go through. Most schemes will include application guides on their websites, but below are a few links and tips to get you started.

The basic fundamentals of writing a funding application include, but are not limited to:

- Being sure you are eligible for the funding scheme;
- Identifying what criteria to address in your application, such as:
 - o The importance of the program to the community;
 - o Demonstrating the community's ability to support the program;
 - o Demonstrating your organisation's ability to operate the program;
- Preparing a realistic budget;
- Presenting the application clearly and concisely; and
- Allowing sufficient time to prepare the application before the submission date.

You can download Bill Somerville's "Proposal Writing Kit – Tips & Techniques" from the Philanthropic Ventures Foundation website (www.venturesfoundation.org/grant-seekers/resources-for-grantseekers). The document contains information on how to write a funding proposal, sample guidelines for applications, hints on where proposals typically fail and outlines general grant criteria.

Other sites containing useful tips to help you with writing funding applications include:

- Australian Government Department of Social Services: www.dss.gov.au. Search for "good practices and pitfalls in community based capacity building: a toolkit".
- Youth Central (Victoria): www.youthcentral.vic.gov.au. Search for "tips for writing grant applications".
- Funding Centre (Australia): www.fundingcentre.com.au/grant/help.
- Non-profit guides (USA): www.npguides.org.

INFORMATION ON WORKING WITH CHILDREN CHECKS

Working with children checks are an important part of developing an LDMP and making sure you have appropriate mentors and are enhancing the safety of the mentees involved in your program. For more information on working with children checks in your jurisdiction, visit the following links:

- Queensland: www.bluecard.qld.gov.au.
- Other jurisdictions: www.nationalcrimecheck.com.au.

The National Crime Check website contains lots of useful information, including:

- Pre-employment screening;
- How long working with children checks are valid; and
- Who must go through child safety screening.

KEY TERMS

Auspicing organisation: An organisation that provides over-arching support and sponsorship.

Catchment area: The area that a program is intended to serve (e.g., suburb, local government area (LGA), region, etc.).

Community grants: Schemes from large-scale organisations or businesses whereby they allocate part of their profits to community programs.

Development phase: The second phase of developing a learner driver mentor program in which the program policies and procedures are designed and prepared, with the primary aims being to produce a program that is structured, efficient and sustainable and making sure there is a smooth and uninterrupted transition into program operation through adequate public awareness and promotion of the program.

Efficient: Performing or functioning in the best possible manner.

Essential requirements: Those critical characteristics of a learner driver mentor program that are necessary for efficiency, effectiveness or sustainability, regardless of the community, target audience or program objectives.

Evaluation phase: The fourth and final stage of developing a learner driver mentor program in which the impact and process of the program is assessed for the purpose of identifying how to improve or maintain high standards of program operation.

Funding body: An organisation that provides financial funding for a social intervention (e.g., program) and/or research.

Graduated Driver Licensing (GDL): A system of licensing designed so that novice drivers gain driving experience and develop new skills gradually over time in low-risk environments. Three phases of licensing exist in Australia: (1) the learner licence (L); (2) the provisional/ probationary licence (P), which may be split into two sub-phases (P1, P2) and where restrictions are often placed on particular aspects of driving (e.g., night-time, passengers, speed, etc.); and (3) the open/full licence (O).

In-kind support: Non-cash support in the form of goods and services (e.g., vehicles, office space, time, etc.).

Learner Driver Mentor Program: A program that helps learner drivers who have difficulties complying with GDL legislation requiring them to obtain a particular number of hours of supervised on-road driving experience in order to graduate from their learner licence to their provisional licence. These learners may not have access to an appropriate supervisor, an appropriate vehicle, or may be unable to afford professional driving lessons. Learner driver mentor programs provide a safe vehicle and pair these learner drivers with volunteer mentors who help them to get the required hours of driving experience.

Mentee: A person who is guided by a mentor – in this case the learner driver.

Mentor: A trusted and experienced guide and advisor who helps the mentee gain skills and experience by providing guidance and support. However, a mentor is not a teacher or driving instructor.

Operation phase: The third phase of developing a learner driver mentor program that involves making sure the policies and procedures for operating the program are delivered as efficiently and sustainably as they were planned during the development phase.

Optional requirements: Those program characteristics that are likely to improve the efficiency, effectiveness or sustainability of a learner driver mentor program, but might not be suitable for every program, depending on the community, target audience or program objectives. These characteristics provide programs with greater flexibility to adjust to the context in which they are delivered.

Pre-development phase: The first initial phase of developing a learner driver mentor program that involves consulting with key stakeholders and the community to assess the need and demand for the program, identify the target audience and catchment area, and determine whether the community has the necessary structure and resources to support the program.

Program capacity: The number of individuals that can be included as participants in a learner driver mentor program. This number is affected by numerous factors (e.g., level of funding, number of mentors, number of program vehicles, etc.). Program capacity should not be confused with program demand, which is often much higher.

Program demand: The number of individuals within the catchment area that could benefit from a learner driver mentor program and are willing and motivated to be part of the program. Program demand often exceeds program capacity.

Sustainable: Able to be maintained or continue on an ongoing basis.

Target audience: The specific group within the catchment area that a learner driver program is intended to help (e.g., young people, Indigenous people, immigrants/refugees, etc.).

