MARSS Australia Inc.
Migrant and Refugee Settlement Services

FINAL REPORT FOR THE ACT ROAD SAFETY FUND

COMMUNITY GRANTS PROGRAM

Project title	**CALD Road Safety Program**
Implementing organisation	**Multicultural Action for Road Safety and Support (MARSS)**
Reporting period	**January 2024 – March 2026**
Date of submission	**25 May 2026**

1. Executive Summary

The CALD Road Safety Program improved road safety awareness among culturally and linguistically diverse communities across the ACT. Between January 2025 and March 2026, MARSS delivered 20 multilingual workshops in Arabic, Dari, Farsi, Ukrainian, and Spanish in partnership with ACT Policing and AAMI.

The program addressed barriers such as limited English proficiency and unfamiliarity with Australian road rules through interpreter support, translated resources, bilingual voice-overs, and childcare services. A total of 258 participants attended workshops covering road rules, signage, drink and drug driving, fatigue, seatbelts, child restraints, minimum passing distances, and mobile phone use while driving.

Evaluation findings showed improved understanding of road safety, strong participant satisfaction, and continued demand for accessible road safety education. This report outlines the program's implementation, achievements, challenges, and recommendations for future initiatives.

2. Introduction

2.1 Background and Context

MARSS continues supporting refugee and migrant communities to improve road safety knowledge and driving skills through community education and learner driver support programs.

2.2 Project Objectives

The program aimed to:

- Improve understanding of Australian road rules and road safety practices.
- Increase access to translated and culturally appropriate road safety information.
- Support safer driving, pedestrian, and passenger behaviour.
- Improve community confidence and participation through inclusive delivery methods.

3. Methodology

3.1 Research, Development and Consultation

Research and Consultation

Consultation with MARSS clients, community members, and partner organisations informed the development of the program. Findings highlighted the need for multilingual workshops, simplified resources, interpreter support, and practical road safety education.

Research conducted through the MARSS Learn to Drive Program identified several key challenges experienced by clients:

- 90% of the 120 Learn to Drive clients were actively learning road rules, signs, and markings.
- 20% experienced language barriers and required communication support.
- 45% needed assistance understanding road safety concepts.
- 35% required support with vehicle control skills.
- Surveys identified road terminology, signage, and road safety laws as the most common areas of misunderstanding.

In response, the CALD Road Safety Program was developed to provide culturally appropriate and accessible road safety education for migrant and refugee communities.

Workshop Development

MARSS worked in partnership with ACT Policing and insurer AAMI to develop workshop content covering:

- Road rules and signage
- Mobile phone use while driving
- Drink and drug driving
- Seatbelts and child restraints
- Minimum passing distances
- Fatigue and safe driving

The program planned delivery in Arabic, Dari, Farsi, Ukrainian, and Dinka; however, Dinka was replaced by Spanish in response to community demand through an approved variation. The program was supported by interpreters, bilingual voice-overs, and childcare services.

Resource Development and Translation

All workshop materials were translated into community languages and provided in printed and digital formats. Bilingual voice-over recordings were developed and published on the MARSS website to support ongoing learning.

https://marss.org.au/driving-programs/

3.2 Planning, and Promotion of Workshops

Workshop Structure

Three workshop modules were developed and repeated across all language groups. Workshops were delivered in English by the MARSS Project Officer with qualified interpreters present.

Attendance was limited to approximately 20 participants per workshop to encourage interaction, discussion, and understanding.

Childcare services were provided at all workshops to support participation, particularly for women and parents with young children.

Promotion and Community Engagement

Participants were recruited through:

- MARSS caseworker referrals
- Printed flyers distributed through MARSS reception
- Community service agencies
- Church congregations
- Cultural and language community networks
- Social media promotion

This approach supported strong attendance and engagement across all sessions.

Accessibility and Inclusion Measures

To improve accessibility:

- Materials were translated into five languages.
- Printed and digital resources were provided.
- Interpreter support was available for all workshops.
- Simplified and culturally appropriate communication methods were used.
- Voice-over recordings were developed for participants with limited literacy and published online through the MARSS website.

4. Workshop Delivery

Between January 2025 and March 2026, MARSS delivered 20 workshops across the ACT.

Workshops Delivered January – June 2025

- 15 workshops delivered
- Languages:
    - Arabic – 3 sessions
    - Farsi – 3 sessions
    - Dari – 3 sessions
    - Ukrainian – 3 sessions
    - Spanish – 3 sessions

Workshops Delivered October 2025 – March 2026

- 5 workshops delivered
- Languages:
    - Arabic – 3 sessions
    - Dari/Farsi – 2 sessions

Spanish replaced Dinka during the project following community consultation conducted on 5 May 2025 to better respond to changing community needs.

5. Participation Overview

January 2025 – June 2025

- Total workshops delivered: 15
- Total participants: 154
- Male participants: 58
- Female participants: 96
- Surveys completed: 180
- Children supported through childcare: 20

October 2025 – March 2026

- Total workshops delivered: 5
- Total participants: 104
- Male participants: 49
- Female participants: 55
- Surveys completed: 69
- Children supported through childcare: 7

Overall Participation

- Total workshops delivered: 20
- Total participants: 258
- Male participants: 107
- Female participants: 151
- Total surveys completed: 249
- Total children supported through childcare: 27

Participant Age Groups

The program engaged participants across a broad range of age groups.

The highest participation rates were among participants aged:

- 20–40 years in Arabic, Farsi, and Spanish workshops.
- 30–50 years in Dari and Ukrainian workshops.

This reflects strong demand among working-age adults and newly arrived families seeking road safety education and driving support.

For details find attached workshops schedules

6. Survey Results and Feedback

Post-workshop surveys showed:

- 94% improved understanding of local road rules.
- 100% valued interpreter and translated material support.
- 90% would recommend the workshops to others.

Qualitative Feedback

Participants highlighted:

- Clear and interactive workshop delivery
- Practical road safety examples
- Easy to understand explanations
- Interpreter support
- Translated resources
- Childcare availability as an important factor supporting attendance

Additional Program Feedback and Outcomes

- Feedback collected from both participants and case workers confirmed that attending both the pre-learner course and the road safety workshops was highly beneficial.
- Participants reported that the pre-learner course helped build foundational road rule knowledge and confidence, while the workshops reinforced this learning through practical information, discussion, and real-life examples.
- Case workers also advised that the two components worked well together, providing complementary support that helped participants better understand

and adapt to Australia's road safety culture, which is unfamiliar for many newly arrived migrants and refugees.
- This feedback highlights the importance of combining structured learner education with community-based road safety workshops to strengthen learning outcomes and improve participant confidence and understanding.

7. Challenges, Lessons Learned, and Recommendations

7.1 Challenges

- Interpreter availability required careful scheduling.
- Language and digital literacy, access barriers affected participation.
- Coordinating childcare.
- Language delivery was adjusted from Dinka to Spanish to meet community needs.
- Engaging Stakeholders:
  Difficulty obtaining timely input and feedback from key partners such as ACT Policing, Canberra Hospital, and insurers during the planning phase of the road safety workshop content.
- Unresponsive Initial Partner (NRMA):
  Initial outreach to the NRMA was unsuccessful, leading to delays in securing insurer input. As a result, AMMI was approached instead and proved to be more responsive and cooperative. AMMI's contribution helped shape content, particularly by highlighting fatigue as a leading cause of accidents.
- Time-Consuming Coordination:
  Securing contributions, materials, and links from emergency services (e.g., Fire Brigade) and other relevant organisations required more time than anticipated, delaying the integration of expert perspectives into the workshop content.
- Community-Specific Challenges Identified During Consultation:

  - Up to 20% of clients experienced language-related communication difficulties, impacting their ability to understand road rules.

- 45% had difficulty understanding road safety concepts, and 35% struggled with vehicle control, indicating a significant need for tailored educational support.
- Survey responses confirmed widespread misunderstanding of road safety terminology and signage, which highlighted the need to simplify language and provide multilingual resources.

- Complex Workshop Planning Requirements:

- Designing workshops that catered to five languages (Arabic, Dari, Farsi, Dinka, and Ukrainian), while ensuring consistency of key messages, required extensive coordination, translation, and interpreter planning.
- Need for Cultural and Linguistic Adaptation:
  Written materials had to be carefully developed or adapted with cultural and linguistic sensitivities in mind, necessitating consultation with bilingual workers and interpreters.

7.2 Lessons Learned

- Flexible language delivery is important to meet changing community demographics.
- Small, language-specific workshops improve engagement and learning outcomes.
- Quality interpreter support and childcare significantly increase participation.
- Demand for online and ongoing road safety education.

7.3 Recommendations

1. Support funding for driving lessons and licence programs for migrants and refugees facing financial hardship.
2. Expand delivery to additional languages based on community needs.
3. Create a digital hub for translated resources and voice-over materials.
4. Train community leaders to support peer education and outreach.
5. Provide refresher workshops and online learning modules.
6. Improve evaluation through surveys and digital tracking methods

8. Conclusion

In conclusion, the CALD Road Safety Program successfully achieved its objectives by improving access to culturally appropriate road safety education for migrant and refugee communities across the ACT. The combination of multilingual workshops, interpreter support, translated resources, childcare services, and strong community partnerships created a highly accessible and effective learning environment.

Feedback from participants and case workers demonstrated that combining the pre-learner course with community road safety workshops provided a more effective and supportive learning experience. The pre-learner course helped participants build foundational road rule knowledge and confidence, while the workshops reinforced learning through practical information, discussion, and real-life examples. Case workers also confirmed that the two components complemented each other and supported participants to better understand and adapt to Australia's road safety culture.

All bilingual voice-over recordings and translated road safety resources have also been published on the MARSS website to support ongoing access to road safety education and continued learning within CALD communities.

Overall, the program strengthened community understanding of Australian road rules and highlighted the ongoing need for inclusive and culturally responsive road safety education programs for CALD communities.

9. Attachments

Attachment 1

Workshop schedules and revised lesson plans

Attachment 2

Promotional flyer

Attachment 3

Workshop schedules and attendance data

Attachment 4

Post-workshop evaluation survey

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LESSON PLAN

Class: Multicultural Road Safety Workshops
Expected number of clients: 20 clients per class x 3 classes x 5 languages, including Arabic, Dari, Farsi, Dinka and Ukrainian. Preference given to clients who have completed and passed their ACT Pre-Learner Licence Course and are about to start practical driving lessons with MARSS.

Location: West Wing Meeting Room, Theo Notaras Multicultural Centre, Level 2, North Building, 180 London Circuit.

Time: Each class, with assistance from interpreters, will be delivered between 1.15pm and 4.45pm.

Dates:
February 4 – Arabic
February 18 – Farsi
March 4 – Dari
March 18 – Dinka
April 1 – Ukrainian
April 15 – Arabic
April 29 – Farsi
May 13 – Dari
May 27 – Dinka
June 10 – Ukrainian
June 24 – Arabic

July 8 – Farsi
July 22 – Dari
August 5 – Dinka
August 19 – Ukrainian
Note: The above dates been changed according to the availability of the interpreters. Please find attached Workshops schedule for details.

Context: Workshops covering key issues related to road safety will be provided to clients from 5 different communities in their own first languages, to allow them to learn and understand issues relating to road rules and road safety.

Teaching aids: Powerpoint presentations containing slides and short videos giving perspectives from the AFP and AAMI. Printouts of summarising road rules and road safety issues will be prepared in each language and made available for each session. A videographer will be hired to video each session.

Learners' Objectives: To assist clients who are relatively recently arrived, with lower levels of English language, understand road rules and road safety issues in Australia, including:

1. Road use and road safety terminology and signage;
2. Use of mobile phones and other devices while driving;
3. Use of drugs and alcohol while driving;
4. Use of safety belts and child safety restraints;
5. Minimum passing distances; and
6. Driving while tired.

Anticipated problems for clients:

Comprehension may be hard for some clients. (This problem is not easily fixed because students in this class are varied in their education backgrounds and learning ability)

Solution: Presenter to speak slower and simplify language/more pictures used in presentation to improve messaging, with the assistance of interpreters.

Anticipated problems for project officer delivering the presentations:

Clients may lose interest in presentations because there is a lot of content to cover with the assistance of interpreters.

Solution: Encourage clients to discuss more in class. Use short videos. Have breaks with culturally appropriate food.

Procedure	Timing
4 February to 19 August	
1. Project officer to read presentation, with assistance from interpreter, and write each road safety issue up on board and brainstorm. Clients can follow presentation by reading translated material for use during workshops.	1 hour
2. Break – culturally appropriate snacks	15 minutes
3. Presentation delivery continues with interpreter who checks in with clients, through interpreter, to ensure they understand each issue covered. Short videos used to keep presentations interesting and clients engaged.	1 hour
4. Break – culturally appropriate snacks	15 minutes
5. Presentation deliver continues with interpreter. Short videos used.	1 hour
6. Presentation ends/feedback forms collected. Clients free to go.	

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ROAD SAFETY WORKSHOPS

STOP

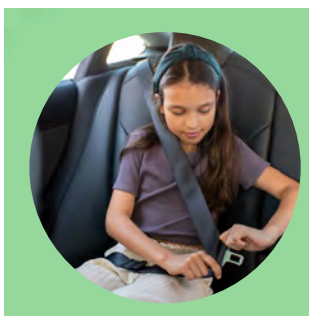
Stop using your mobile device and other devices that may distract you.

LOOK

Look around and assess your surroundings. Be alert for pedestrians and other motorists.

LISTEN

Listen - be attentive. Avoid distractions and listen to your surroundings.



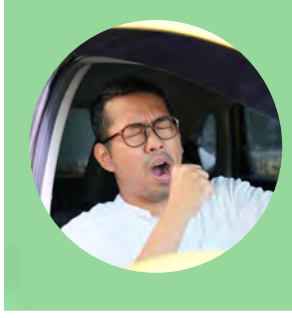
~ SEATBELT SAFETY



~ AVOID USING MOBILE PHONES



~ DON'T DRINK & DRIVE



~ DONT DRIVE WHEN YOU'RE TIRED



When?

Tuesdays, 12:45pm-5:15pm,
04/02/2025 - 18/08/2025

Location

Level 2, Theo Notaras Multicultural Centre, West Wing Meeting Room

Contact Us

(02) 6248 8577

With assistance from the ACT Government under the ACT Road Safety Fund Community Grant Program

Child care provided

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- Schedule 1 for Fifteen workshops were delivered between January 2025 to June 2025.
  Note: Attendances are the total number of participants who attended on that day. Total attendees is equal to the total number of unique individuals who attended sessions in the specified language. ie/ more attendances than total attendees as some individuals attended >1 session.

Session	Date	No. of Attendances	Number of clients who attended the 3 sessions	Male	Female	No. of Surveys	No of Children
Arabic Session 1	04/02/2025	19				14	3
Arabic Session 2	24/04/2025	20				18	2
Arabic Session 3	08/05/2025	22				16	2
	Total Attendee	31	14	15	16	48	7
Farsi Session 1	18/02/2025	15				15	1
Farsi Session 2	29/04/2025	18				16	1
Farsi Session 3	22/05/2025	20				18	2
	Total	33	13	14	19	49	4
Dari Session 1	04/03/2025	22				20	2
Dari Session 2	16/05/2025	15					1
Dari Session 3	16/05/2025	15				16	1
	Total	42	5	15	28	36	3
Ukrainian Session 1	03/04/2025	15				11	1
Ukrainian Session 2	19/06/2025	18					0
Ukrainian Session 3	19/06/2025	18				14	0

	Total	24	9	8	16	25	1
Spanish Session 1	05/06/2025	16				12	2
Spanish Session 2	12/06/2025	15					3
Spanish Session 3	12/06/2025	15				10	3
	Total	24	7	6	18	22	5
Total		154	48	58	96	180	20

- Schedule 2 for Fifteen workshops were delivered between January 2025 to June 2025
- Road Safety Workshops - Arabic Speaking Clients - Number and Age

Age	Number of Clients
10-20	10
20–30	6
30–40	8
40–50	5
50–60	2
60–70	0

- Road Safety Workshops - Farsi Speaking Clients - Number and Age

Age	Number of Clients
10-20	4
20–30	9
30–40	12
40–50	5
50–60	3
60–70	0

- Road Safety Workshops - Dari Speaking Clients - Number and Age

Age	Number of Clients
10-20	4
20–30	8
30–40	11
40–50	8
50–60	7
60–70	4

- Road Safety Workshops – Ukrainian Speaking Clients - Number and Age

Age	Number of Clients
10-20	0
20–30	0
30–40	7
40–50	9
50–60	5
60–70	3

- Road Safety Workshops – Spanish Speaking Clients - Number and Age

Age	Number of Clients
10-20	2
20–30	4
30–40	7
40–50	6
50–60	3
60–70	2

- Schedule 1 for Five workshops were delivered between October 2025 to March 2026
- Gender of All the Workshops Attendees and number of children: Please find information in
- Note: Clients have attended only one workshop each.

Session	Date	Number of Attendees	Male	Female	Number of Surveys	Number of Children
Arabic Session 1	12/11/2025	25	14	11	14	1
Arabic Session 2	10/12/2025	23	13	10	18	2
Arabic Session 3	26/03/2026	18	5	13	15	1
	Sub-Total	66	32	34	47	4
Dari/Farsi Session 1	29/10/2025	17	8	9	15	1
Dari/Farsi Session 2	19/02/2026	21	9	12	17	2
	Sub-Total	38	17	21	22	3
	Total	104	49	55	69	7

- Age of All the Workshops Attendees: Please find information in schedule 2
- Schedule 2
- Road Safety Workshops - Arabic Speaking Clients - Number and Age

Age	Number of Clients
10-20	12
20–30	15
30–40	13
40–50	14
50–60	11
60–70	1

- Road Safety Workshops - Farsi Speaking Clients - Number and Age

Age	Number of Clients
10-20	14
20–30	9
30–40	5
40–50	6
50–60	4
60–70	0

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ROAD SAFETY WORKSHOP

PARTICIPANT'S FEEDBACK FORM

Please answer the following questions to help us improve our services.

1. How useful did you find the Road Safety Workshop run by MARSS?

   1☐ of no use 2☐ 3☐ Somewhat Useful 4☐ 5☐ Very Useful

   ☹ ☺

2. Did the Road Safety Workshop meet your learning requirements?

   ☐ No ☐ Yes

   ☹ ☺

3. How did you find the quality and style of the Road Safety Workshop?

   1☐ Unsatisfactory 2☐ Poor 3 ☐ Average 4☐ Good 5 ☐ Excellent

   ☹ ☺

4. Is there any other information you would like to have heard / MARSS do about the Road Safety Workshop?

   .....

   .....

   .....

5. Any other comments?

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   .....

Thankyou

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