



LEARN!

LEVERAGING EDUCATION TO
ADVANCE ROAD SAFETY NOW!



8th International Conference Kosovo | 20 January 2022



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TRAFFIC SAFETY AND MOBILITY EDUCATION

covers all measures that aim at positively influencing traffic behaviour patterns, with an emphasis on:

- Gaining **knowledge** and understanding of traffic rules and situations;
- Developing and improving **skills** through training and experience;
- Strengthening and/or changing **attitudes** and intrinsic **motivations** towards risk awareness, personal safety and the safety of other road users to contribute towards a safety-minded culture;
- Providing the **tools** necessary for a well-informed choice of transport mode.

0-17
year olds



THE STATUS OF TRAFFIC SAFETY AND MOBILITY EDUCATION IN EUROPE

January 2019



ETSC
European Transport Safety Council

Fundación
MAPFRE

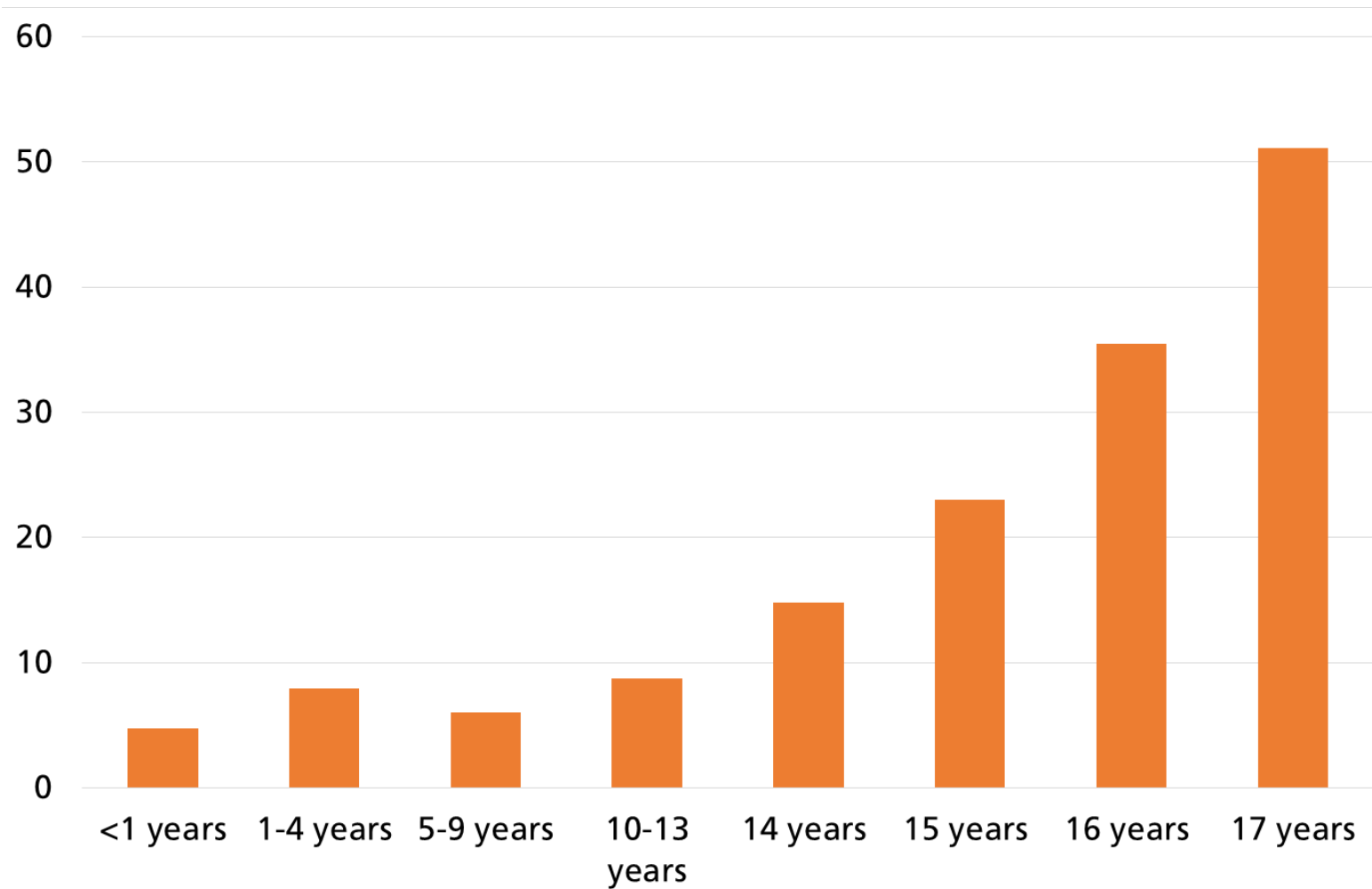
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LEARN!
LIFE-CHANGING EDUCATION FOR
ADVANCED ROAD SAFETY NOW

1,188 children and youngsters under 18 died in 2016

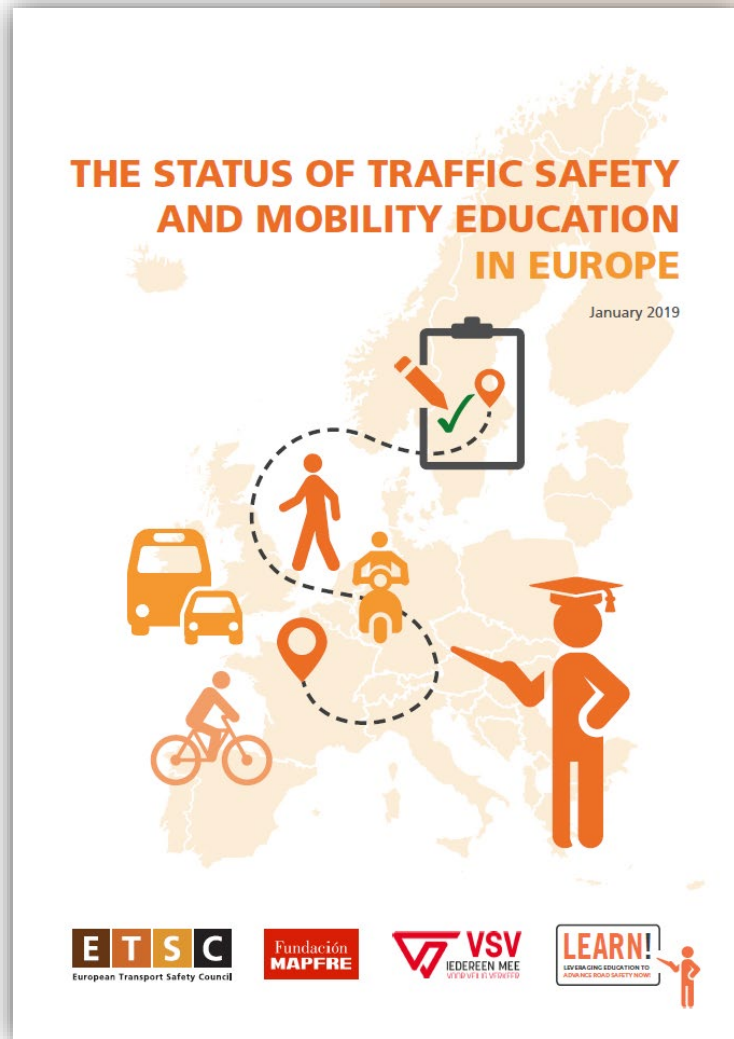
More than **19,500** have been killed between 2006 and 2016

Many more sustained life-changing injuries



50%
15-16-17
year olds

Road deaths by age group per million population of each age group, averages 2014-2016 for the EU27.
(SK excluded due to insufficient data).



Article 3(5bis)

Contracting Parties will take the necessary measures to ensure that road safety education be provided on a systematic and continuous basis, particularly in schools at all levels.

UNECE's "1968 Vienna" Convention on Road Traffic



UNECE

Traffic Safety and Mobility Education is **given** at:

- Primary level in **all** states
- Pre-primary in **69%** of the states
- Secondary level in **81%** of the states
- Tertiary level in **5** states

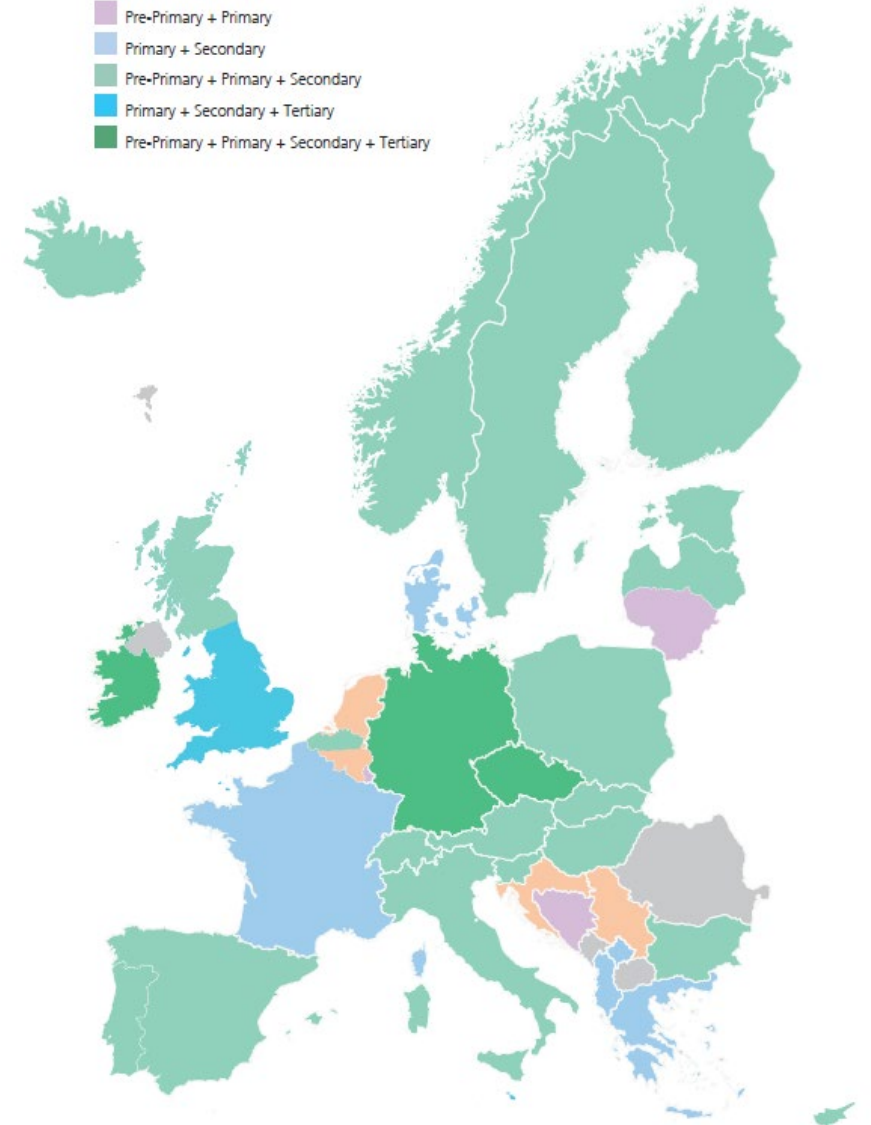
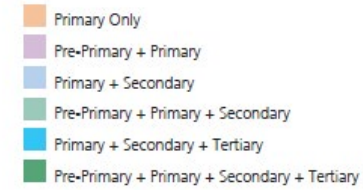
However, significant differences:

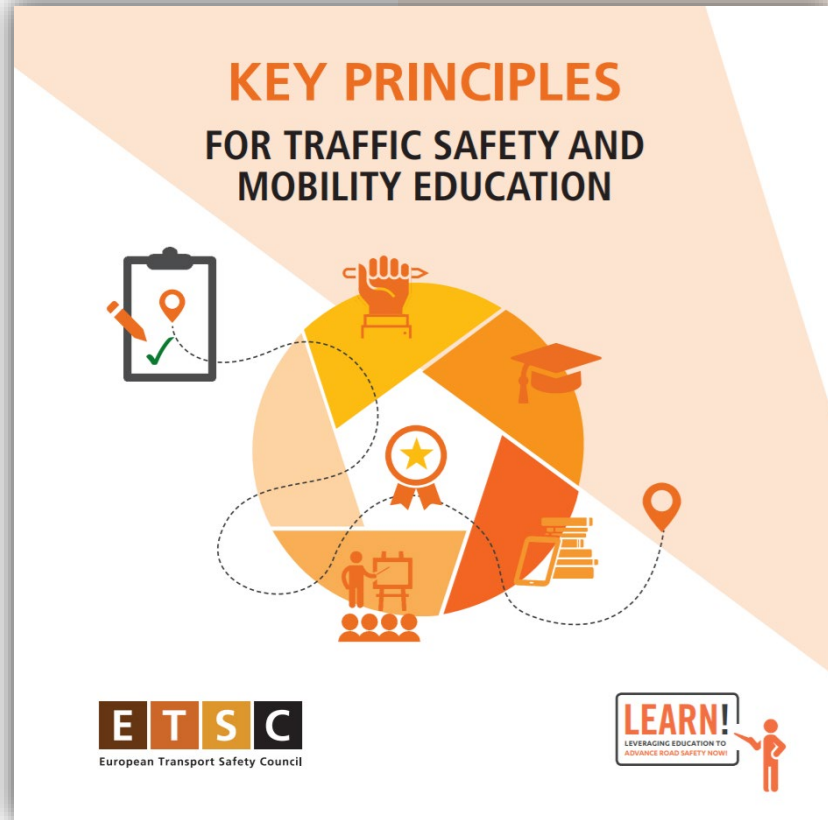
- Hours and types of lessons
- Countries and levels of education

Conclusion:

- The Status Report shows that in practice, the European states' UNECE commitment is not always fulfilled, and **there is a lot of room for improvement** in that regard, notably at secondary education.

Overview of the levels of education at which traffic safety and mobility education is given.





- 17 Key Recommendations with accompanying Best Practice Examples
- Drawn up by the LEARN! Expert Panel
- Aimed at National and Local Decision/Policy Makers...
- ...as well as head teachers and organisations!



**5 GROUPS OF
LEARN!
KEY PRINCIPLES**

**Ensure The Right To Receive Traffic
Safety And Mobility Education**

Engage and Support Schools

Ensure High Quality Education

Facilitate Framework Conditions

Involve All Relevant Stakeholders

ENSURE HIGH QUALITY EDUCATION

9

Ensure that traffic safety and mobility education is about knowledge, skills, attitudes and motivations as well as training in traffic

10

Keep traffic safety and mobility education up to date

11

Use quality standards

12

Undertake tests, process and/or outcome evaluations

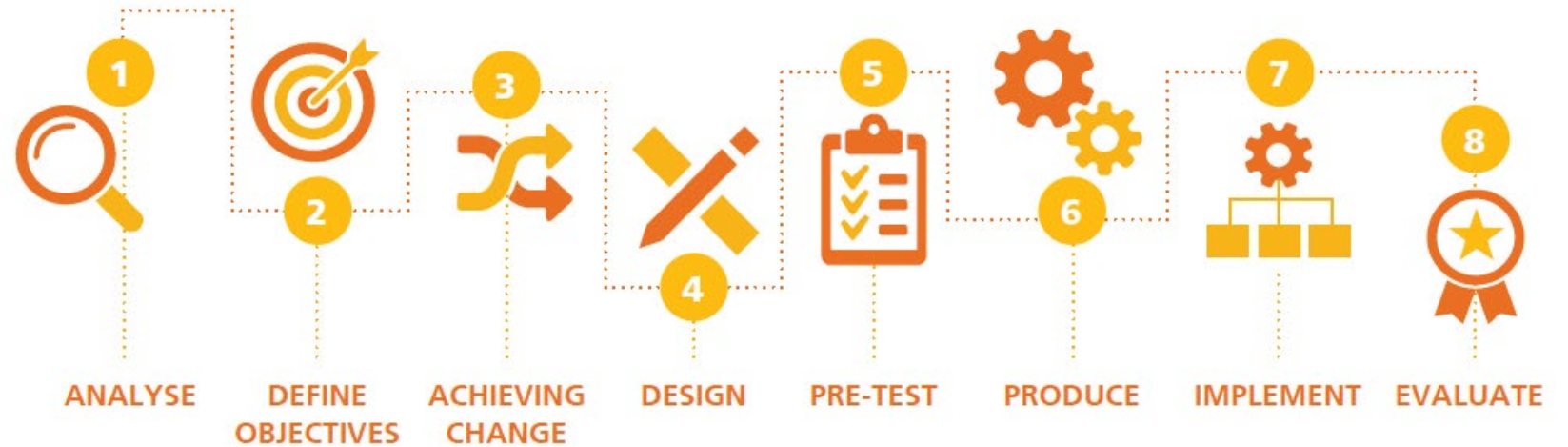
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Assess pupils and let pupils evaluate themselves

“Projects that are poorly designed can, in fact, have an adverse effect.”

“The money and time could better be spent on well designed and evaluated projects and measures instead.”

The LEARN! Manual for Developing and Evaluating Traffic Safety and Mobility Education Activities



WHAT IS THE LEARN! MANUAL?

Part II The Guidelines

18 Manual for Developing and Evaluating Traffic Safety and Mobility Education Activities

LEARN! GUIDELINES

Before You Start

- Look for applicable national goals and develop your activity in line with them
- Ensure that your activity is developed in line with the relevant LEARN Key Principles
- Ensure that the activity encourages the use of the SE model

1 STEP 1 – STRATEGY, PROBLEM ANALYSIS & NEEDS ASSESSMENT

- Create a general strategy for your target age group, or, if already available, update it with the latest information, if necessary
- Create a specific strategy for your activity
 - Describe your activity's problem area
 - Identify the behavioural and circumstantial aspects of the problem
 - Identify the factors that contribute to the unsafe behaviour
 - Specify the target groups
 - Describe the background for the activity (previous activities, relationship to other measures and activities)
 - Include a reflection on the budget available for the activity
 - Include an initial reflection on how you envisage to promote the implementation of the activity

2 STEP 2 – FORMULATING OUTCOMES AND OBJECTIVES

- Formulate the outcomes, objectives and output objectives for your activity
- Make an overview of the costs and draft a budget for your activity
- Have an initial consideration of the design for your activity's pre-tests and evaluations
- Conduct the baseline measurement for your activity

3 STEP 3 – ACHIEVING CHANGE

- Select and apply a theoretical model of behaviour to your activity
- Prepare your theory of change one-pager

4 STEP 4 – DESIGN

- Design your activity
- Finalise your evaluation plan
- Plan for production and implementation

Part III The Handbook

Manual for Developing and Evaluating Traffic Safety and Mobility Education Activities 31

1 ANALYSE 2 DEFINE OBJECTIVES 3 ACHIEVING CHANGE 4 DESIGN 5 PRE-TEST 6 PRODUCE 7 IMPLEMENT 8 EVALUATE

2 STEP 2 – FORMULATING OUTCOMES AND OBJECTIVES

2.1 FORMULATING OUTCOMES, OBJECTIVES AND OUTPUT OBJECTIVES

This second step primarily focuses on formulating outcomes and objectives for your educational activity. You should link the activity to your general strategy, and if applicable, to the curriculum in school and national goals set for traffic safety and mobility education. You then have to decide whether the learning outcome is related to actual behaviour or intentions to engage in the behaviour.

For example, safe bicycle use can be related to actual behaviour (which in this case means safe use of a bicycle) or intentions to engage in the behaviour (which can mean "wish to ride a bicycle safely"). You cannot always measure actual behaviour, but it is known from psychology that if you change someone's intentions, you are on the right way towards changing actual behaviour.^{19,20} You then have to decide whether the learning outcomes are related to knowledge (about cycling and risks), skills (on the bicycle) or attitudes (towards safe cycling) – or a combination of two, or perhaps even all three. It is important that there is a link or similarity between your objectives and the theoretical model of behaviour that you select in Step 3.

Regardless of whether the focus is on knowledge, skills or attitudes, it will be necessary to formulate the outcomes in terms of operational objectives. Let's say you focus on improved knowledge of traffic rules for cyclists as a learning outcome of your activity. In that case, you should try to define what elements of that knowledge you specifically want to see changed, to what extent and in what timeframe. A useful guiding principle here is known as "SMARTER", whereby the operational objectives should be Specific, Measurable, Achievable, Realistic, Time-bound, Evaluated, and Revisable. The specific objectives, when operationalised in this way, will serve as a road map for designing your activity and its evaluation.

You should also set output objectives for your activity, for example the amount of pupils or percentage of schools that you want to reach within a certain time period (e.g. per year or the duration of the activity).

See examples 4, 5 and 6 for which different objectives and output objectives were set for the Danish "Road Safety LIVE" initiative, the Flemish pedestrian and cyclist tests, and an Austrian workshop on speed. See also example 7, where the objectives for a Danish cycling test are included in the activity's theory of change one-pager.

¹⁹For more information, see the section on theoretical models of behaviour in Step 3 of this handbook.
²⁰For example, pupils may indicate in an evaluation survey that following the activity, they will not use their smartphones anymore when participating in traffic. However, in order to know whether the pupils indeed will behave more safely, you would have to observe their smartphone usage (and hopefully lack thereof) in traffic, which may not always be possible. The expressed intention in this example's evaluation survey would nevertheless already show a step in the right direction.

Part IV How to use the Manual

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EXAMPLE

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 **21** 22 23 24 25 26 27 28

21 EXAMPLE 21: EVALUATING THE "HELP THE HELMETLESS" ACTIVITY

Related Steps	8 Evaluation	This example illustrates how the "Help the Helmetless" activity was evaluated using a mix of quantitative and qualitative evaluation methods, and included baseline and post-activity measurements.
Age groups	15 to 25 year olds	

8 EVALUATE Execute your evaluation plan by conducting process and outcome evaluations. Ensure the quality and relevance of your activity over time, and write a final report.

"Help the Helmetless" ("Hjælp en hjelmløs") is an activity which since 2016 has run every year in the autumn (normally in September) at universities and higher education institutions in Denmark to promote the use of cycle helmets.

16 to 25 year old youngsters are the age group with the lowest rate of cycle helmet use in Denmark and are also one of the age groups that uses bicycles the most – especially in cities. Insight studies done in 2015, before the activity's design was developed, showed different reasons for not wearing helmets, and also showed what could motivate students in higher education. Identified motivators included reducing the bridge between going from decision to purchase, and an "if you do it, I will do it too" mentality.

A concept was made with pop-up shops at selected universities and higher education institutes selling a limited number of helmets at a reduced price (14 to 20 Euro). Every year, the pop-up shops visit two to five selected institutions for two or three days and sell between 250 and 450 helmets at each place.

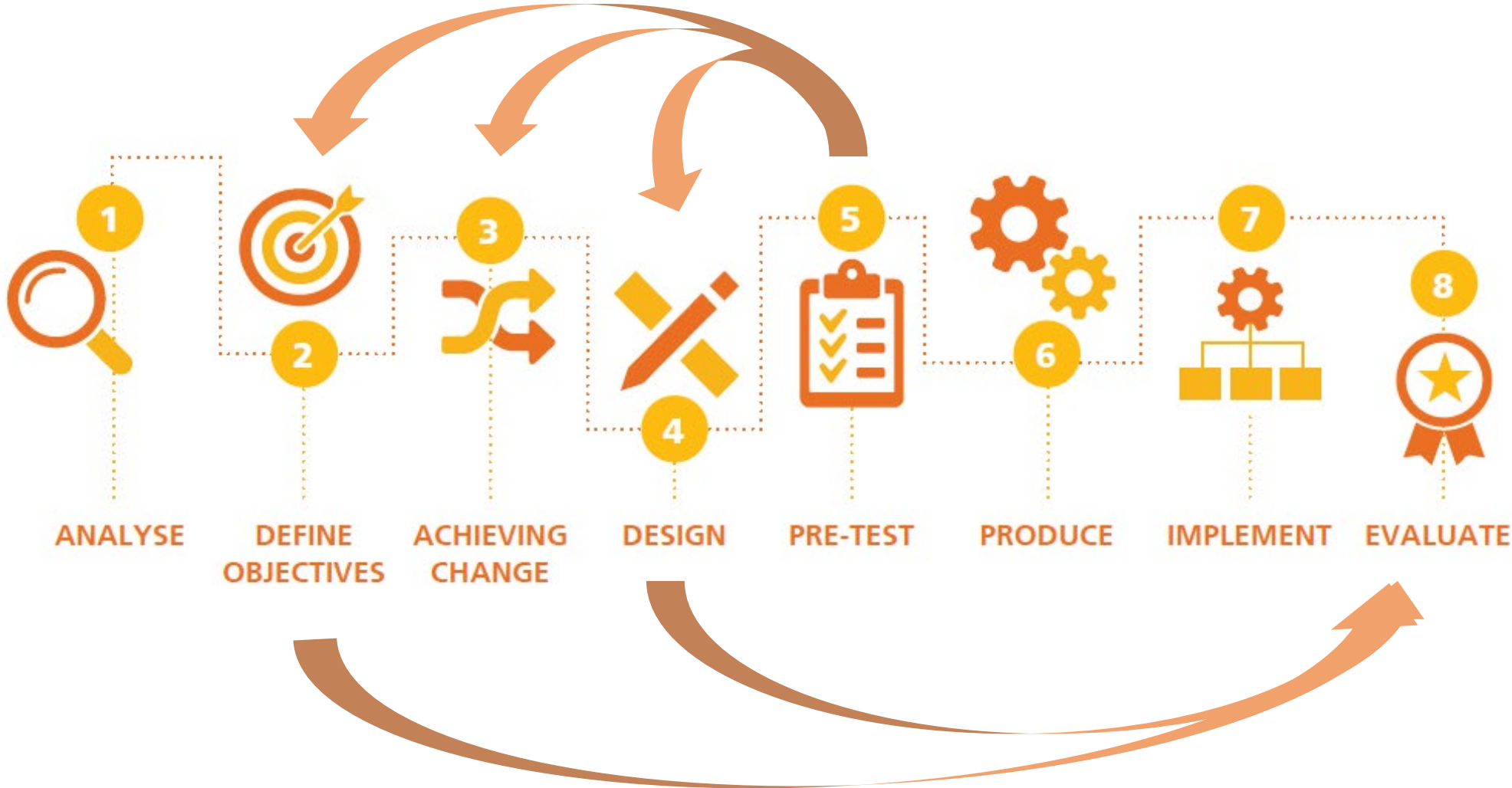


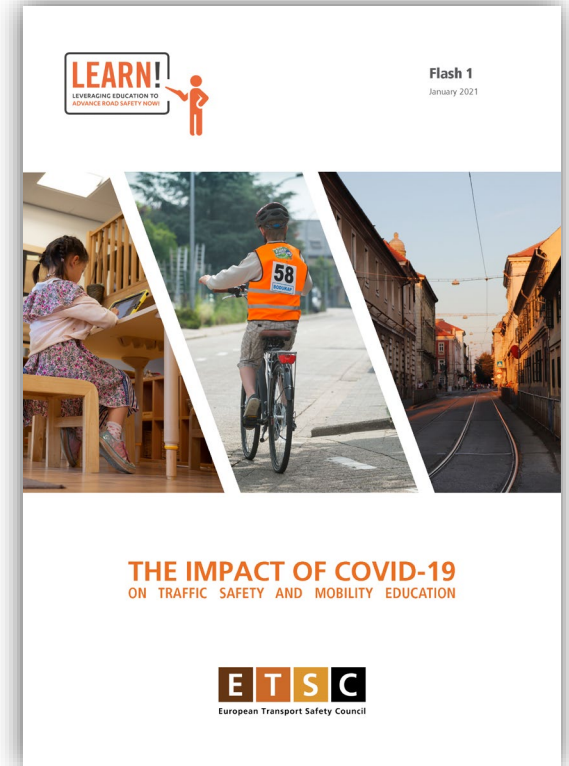
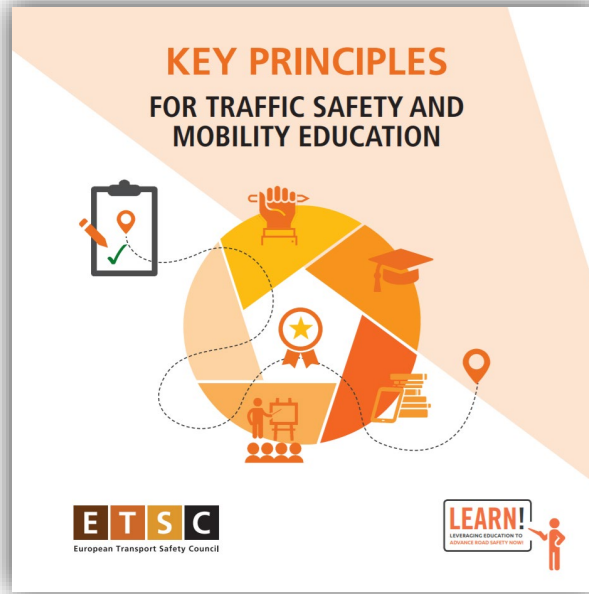
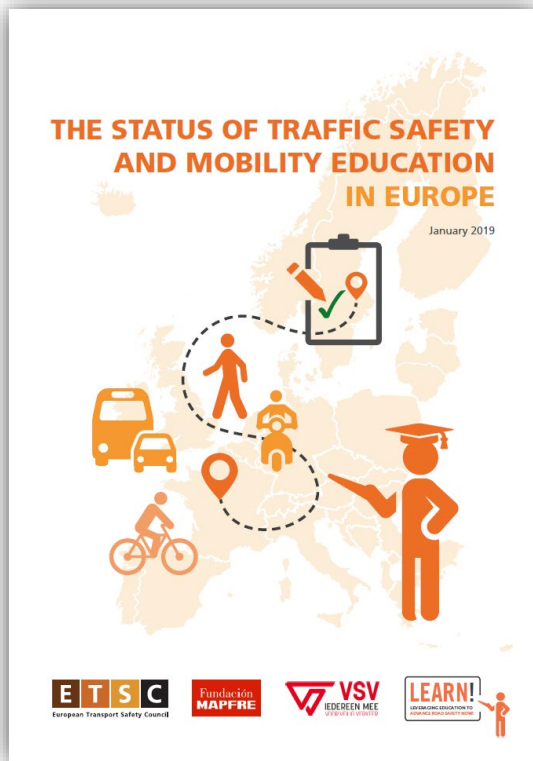


FOR WHO IS THE LEARN! MANUAL?

- **Developers of educational material**
 - Starting point for creating or updating activities
- **Ministries, authorities, agencies, and organisations**
 - When deciding on which (proposals for) activities to fund
- **Schools and organisations**
 - When deciding on which activities to buy

The LEARN! Manual for Developing and Evaluating Traffic Safety and Mobility Education Activities





The LEARN! Material can be downloaded for free at:
www.trafficsafetyeducation.eu

THANK YOU!

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WWW.TRAFFICSAFETYEDUCATION.EU

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European Transport Safety Council

Noun project icons used in this presentation:

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