

praktische kennis **direct toepasbaar**

A photograph of a woman in a dark dress holding a young child on a tram platform. A yellow and blue tram is stopped at the platform. In the background, there are trees, a traffic light, and a blurred blue bus. The scene is set on a paved sidewalk with red bricks.

# **ROAD SAFETY EDUCATION CHECKLIST**

Wilma Slinger, CROW

# OVERVIEW

- **Background and development**
- **Implementation**
- **Results so far**
- **Future steps**







**Background and development of the checklist**



# NL CONCEPT OF ‘LIFE LONG LEARNING’

- Road Safety Education (RSE) at important shifts in modes of traffic participation
- Know-how, skills and attitudes for safe participation in traffic
- For all age groups: “from the cradle to the grave”



praktische kennis **direct toepasbaar**

## Preschool education



'learn in traffic'

## Primary school



'blind spot lesson'

## Secondary school



'Case 101'

## Novice drivers



'Traffic Battle'

## License holders



'Motorcycle – risk  
course'

## Elderly road users



'eBike Training'

# TOOLKIT RSE INTERVENTIONS

- First step in quality assurance
- Inventory and assessment of RSE interventions
- Database with interventions classified by target group and educational goals
- Used by professionals to give a recommendation about the ‘best matched’ intervention
- Web-based: <http://www.crow.nl/mobiliteit-en-gedrag/tools/toolkit>
  - Over 100 products in The Netherlands

# EDUCATIONAL CHECKLIST

- Which steps are essential to the development of an effective intervention?
- Have all these steps been passed through and have decisions been substantiated?
- Inspired by 'Intervention mapping' methodology: tool for the planning and development of health promotion interventions
- Evidence and theory based approach

# 10 STEPS

1. Problem analysis
2. Target group specification
3. Educational goals
4. Didactical principles
5. Content and lay-out of teaching materials
6. Assessment and evaluation during the intervention
7. Intervention manual
8. Implementation of the intervention
9. Process evaluation
10. Outcome evaluation



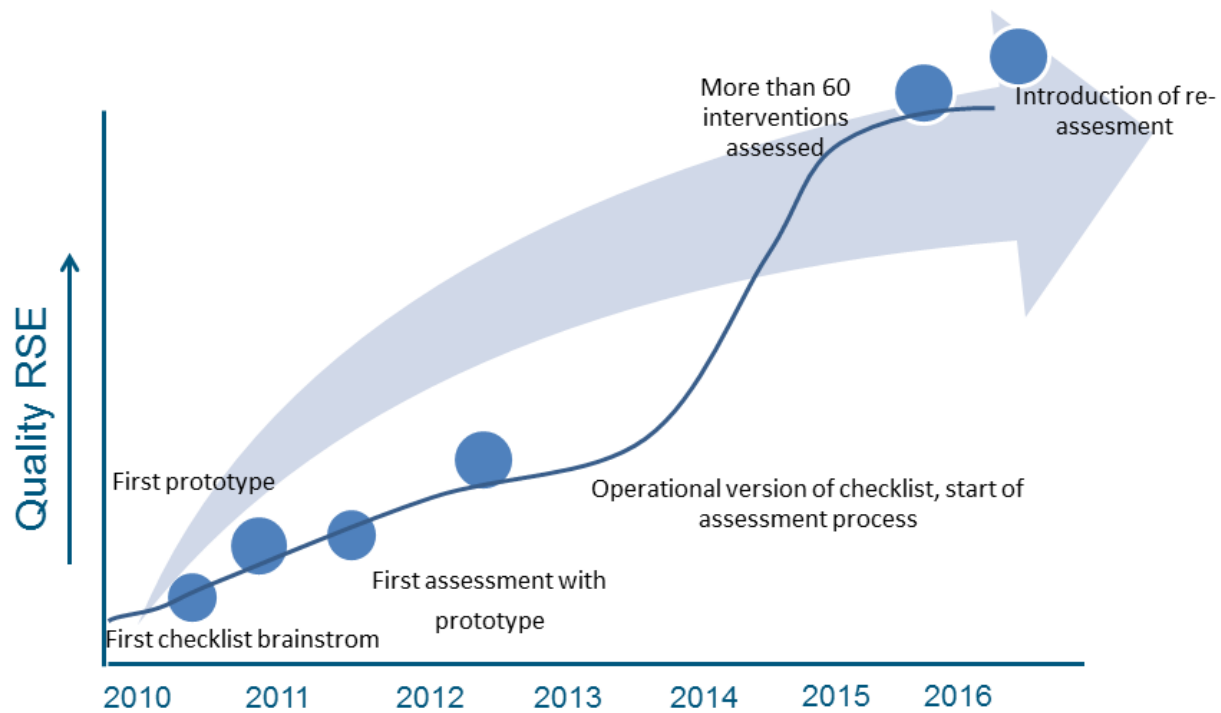




**Implementation of the checklist**



praktische kennis **direct toepasbaar**



# ASSESSMENT PROCEDURE

1. Group assessment
  - two educational experts in each group
  - read through available documentation
  - have personal interview with producer
  - discussion about scores for each step
2. Documentation of group assessment
3. Producer comments on assessment and makes up improvement plan
4. Final assessment is added and assessments are published in RSE Toolkit website
5. Strong but also weak points of interventions are described
6. Interventions of producers who do not wish to co-operate are removed from the RSE Toolkit



## Beoordeling

1. Keuze van te beïnvloeden gedrag	★★★
2. Keuze van de doelgroep	★★★★★
3. Het formuleren van leerdoelen	★★★
4. Didactische uitgangspunten	★★★
5. Inhoud en vormgeving	★★★★★
6. Toetsing en evaluatie in programma	★★
7. Handleiding en draaiboek	★★
8. Implementatie van het programma	★★★
9. Procesevaluatie / gebruikerservaringen	★★★
10. Effectmeting	★★★★★

N.b. Er zijn maximaal vijf sterren per onderdeel te behalen.

[Uitleg](#) over het toetsoordeel.

## Praktische informatie

<b>Uitgever:</b>	stichting TeamAlert, Annemieke Diekman, tel. 030-2232893, <a href="mailto:Annemieke@teamalert.nl">Annemieke@teamalert.nl</a>
<b>Jaar:</b>	2010
<b>Kosten:</b>	De kosten van het project in 2015 bedragen € 2650,- per Kruispunt. Daarin kunnen 3 sessies plaats vinden met per sessie 55 tot 120 leerlingen.

## Versrijningsvorm

Debat over verkeersveiligheid in 'verkeersdecor'. Het project is geschikt voor middelbare scholieren in de onder- en bovenbouw van vmbo, havo en vwo. Het project is geschikt voor mbo studenten.

## Korte karakteristiek

Kruispunt is een project waarbij scholieren, in de setting van een nagemaakt kruispunt en te midden van verkeerslichten, debatteren over hun eigen gedrag in het verkeer. Aan de hand van filmpjes en stellingen brengt een debatleider van TeamAlert een gesprek op gang over verkeersveiligheid. Met een competitie-element van drie verschillende korte spellen wordt de drang om te winnen en de motivatie tot actieve deelname groter. Per vak kunnen er punten verdiend worden, waarbij er uiteindelijk een 'winnaarsvak' wordt uitgeroepen. Daarnaast kiest de jury een groepswinnaar die een prijs wint. Naast het winnaarsvak is er ook een prijs voor de beste debater





**Results so far**





# INTERVENTIONS ASSESSED

Target group	# in Toolkit	# assessed
Preschool	3	2
Primary school	32	19
Secondary school	41	28
Novice drivers	8	6
License holders	6	2
Elderly people	7	6
<b>Total</b>	<b>97</b>	<b>63</b>

# ASSESSMENT RESULTS

Checklist step	Rating		
	(very) bad	average	(very) well
1 Problem analysis	17%	23%	60%
2 Target group selection	0%	8%	92%
3 Educational goals	25%	34%	41%
4 Didactical principles	9%	19%	72%

# ASSESSMENT RESULTS

Checklist step	Rating		
	(very) bad	average	(very) well
5 Content and lay-out	3%	9%	88%
6 Program assessment	36%	22%	42%
7 Intervention manual	19%	15%	66%
8 Implementation	4%	26%	70%
9 Process evaluation	22%	21%	57%
10 Outcome evaluation	80%	4%	16%

# **PRACTICAL CONSEQUENCES OF CHECKLIST PROCESS**

- Producers adjust and refine road safety education programs
- Re-assessment proces started
- NL road safety subsidy > 12 million Euro yearly (government)
- This Money is used more efficient and effective

# LESSONS LEARNED

- Checklist useful development tool and assessment tool
- Checklist is prerequisite to quality, no guarantee for positive outcomes
- Producers adapt the 10 steps for the development of interventions
- Involvement of producers is needed (personal interview)
- Involvement of a group of assessors is needed: ratings need to be discussed
- Assessment groups need to combine theoretical and practical knowledge and expertise





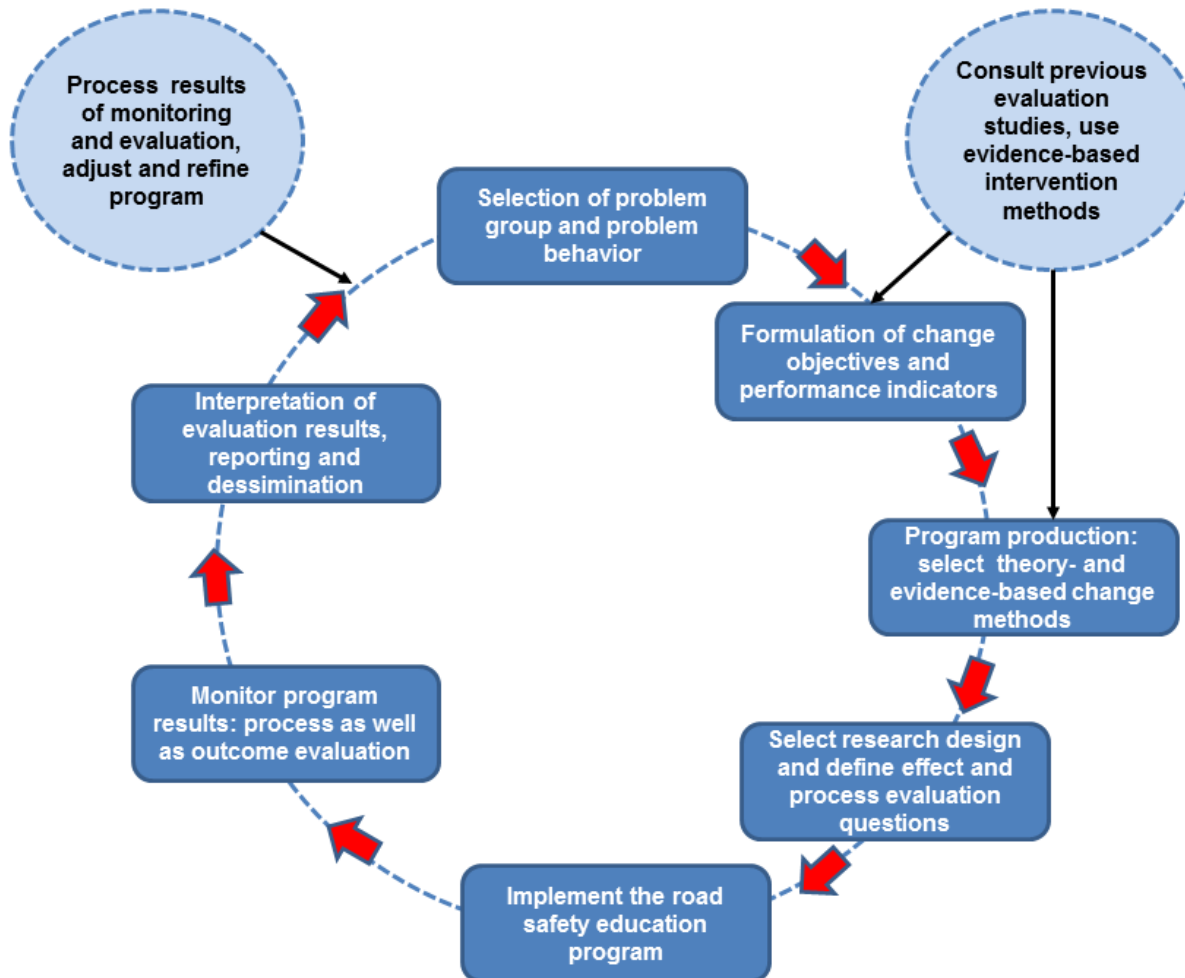
**Future steps**



# EVALUATIONS NEEDED

- The checklist results give insight in the care and the precision by which the program is produced
- But .... without an outcome evaluation there is no insight in the actual safety changes in the behavior of road users
- Still not many outcome evaluations available in the field of road safety education interventions
- Only about 9% of all RSE interventions have been evaluated in a sound study using at least a quasi-experimental design (experimental and control group, before and after measurement)
- 10 'golden rules' of RSE evaluation studies

praktische kennis **direct toepasbaar**



# UNIVERSAL MEASURING ROD

- Development of standardized assessment instruments
- Compare similar interventions for similar target groups
- Give insight in most effective interventions
- Direct measurement of intended safe behavior in traffic
- Development of bicycle test for children in primary school:
  - situation awareness
  - hazard perception
  - social behavior and moral reasoning



# ULTIMATE GOAL

- All interventions are being developed according to the ten steps of the educational checklist
- All interventions are being evaluated and monitored
- Only evidence-based interventions are being implemented and subsidized by the government







**Thank you for your attention!**

[Wilma.slinger@crow.nl](mailto:Wilma.slinger@crow.nl)

