

# Quality assurance and evaluation of the measures in road safety education

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**European Traffic Education Seminar**

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TRYGG TRAFIKK



# Norway

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- ▶ Big country, small population
  - 5.2 million inhabitants
  - 385.000 sq.km
- ▶ Trends
  - Population growth
  - Aging population
  - Urbanization



# The Norwegian Council for Road Safety

- ▶ National non-governmental organization since 1956.
- ▶ Members are counties, municipalities, organizations and companies.
- ▶ Neutral, independent and non-profit.
- ▶ Road safety is our only interest – special emphasis on education.



## Education and evaluation

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- ▶ Higher requirements for documentation and evaluation.
- ▶ Effective measures in the short and long term.
- ▶ Basis for development of material and interventions.
- ▶ Communication with the educational system.
- ▶ Balancing experiential and evidence-based knowledge.

# The report

**Chapter 1** ► places traffic safety promotion in a wider context.

**Chapter 2** ► presents models of behaviour change and NCRS' model of behaviour modification.



# The report

- Chapter 1** ▶ places traffic safety promotion in a wider context.
- Chapter 2** ▶ presents models of behaviour change and NCRS' model of behaviour modification.
- Chapter 3** ▶ reviews educational models, with a focus on the 5E model.
- Chapter 4** ▶ describes evaluation of training programmes and campaigns.
- Chapter 5** ▶ describes best practices, overview by age groups.
- Chapter 6** ▶ shows how the model can be applied in practice.



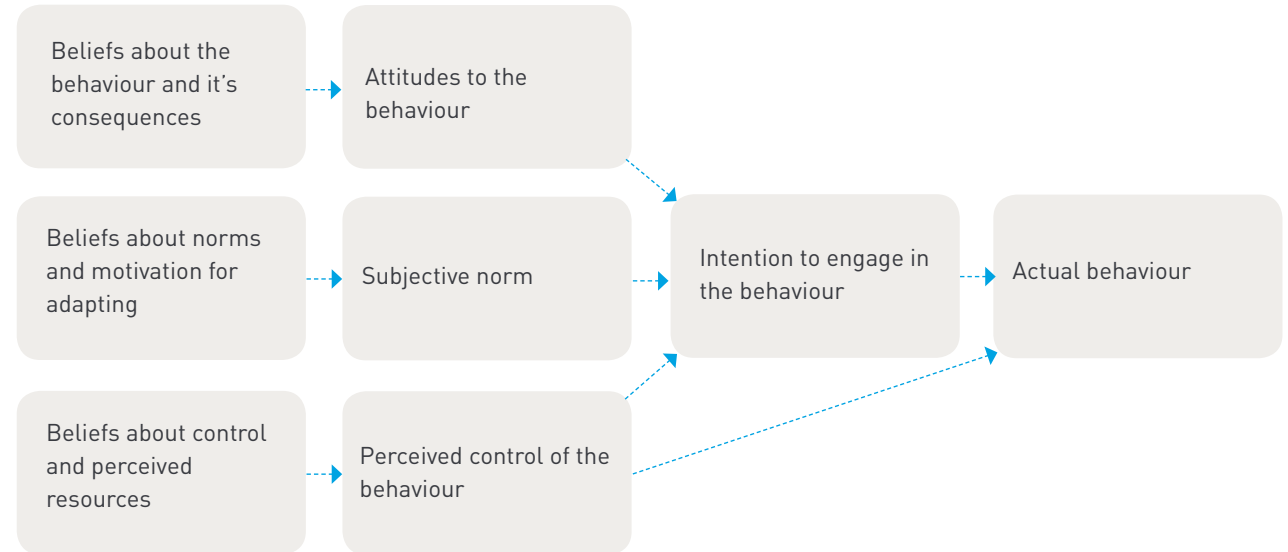
# A comprehensive model of behaviour change

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- ▶ **TPB**, Theory of Planned Behavior
- ▶ **HBM**, Health Belief Model
- ▶ **TIB**, Theory of Interpersonal Behavior
- ▶ **ELM**, Elaboration Likelihood Model
- ▶ **TTM**, Transtheoretical Model of Change
- ▶ **MAP**, Modell for AtferdsPåvirkning - The Model of Behaviour Modification

# The Theory of Planned Behaviour

- ▶ Is the link between attitudes and actions strong or weak?
- ▶ Behaviour is influenced by intentions to change.

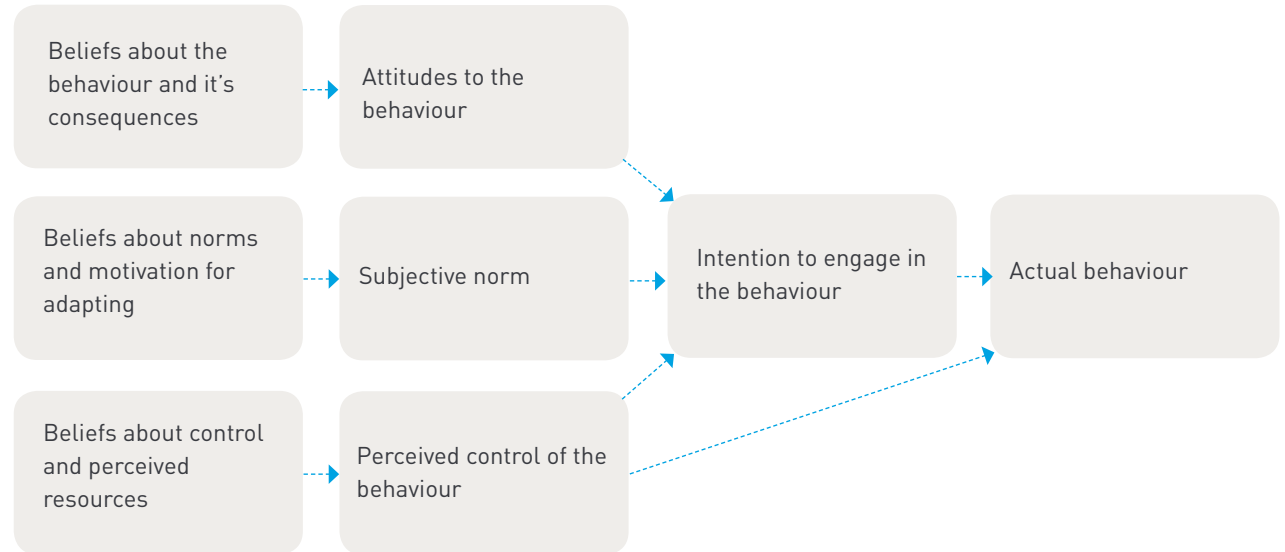


Figur 2.1: Theory of planned behaviour. Source: Ajzen, 1991.



# The Theory of Planned Behaviour

- ▶ Is the link between attitudes and actions strong or weak?
- ▶ Behaviour is influenced by intentions to change.
- ▶ The degree of control we feel.
- ▶ Governed by attitudes to the behaviour and subjective norms.
- ▶ The subjective norm can be true or false.



Figur 2.1: Theory of planned behaviour. Source: Ajzen, 1991.



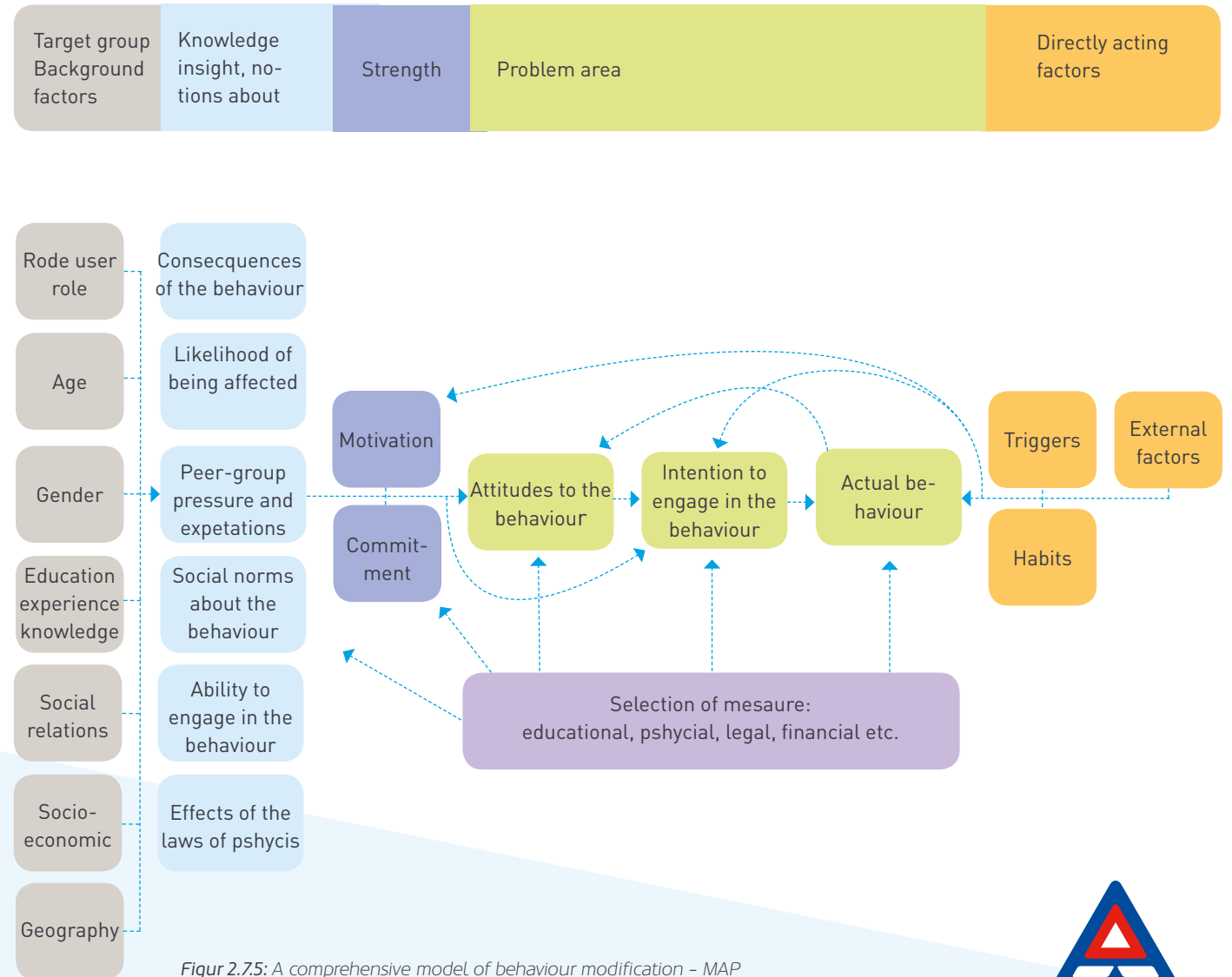
# The Model of Behaviour Modification

NCRS's MAP model

- ▶ We have reviewed these theories – many similarities, some differences.
- ▶ Intentions, attitudes and social conditions recur as key factors.
- ▶ Each theory adds aspects that enhance our understanding
  - the determinants of action
  - the preconditions for effective behaviour modification.

# Explanation and use of the model

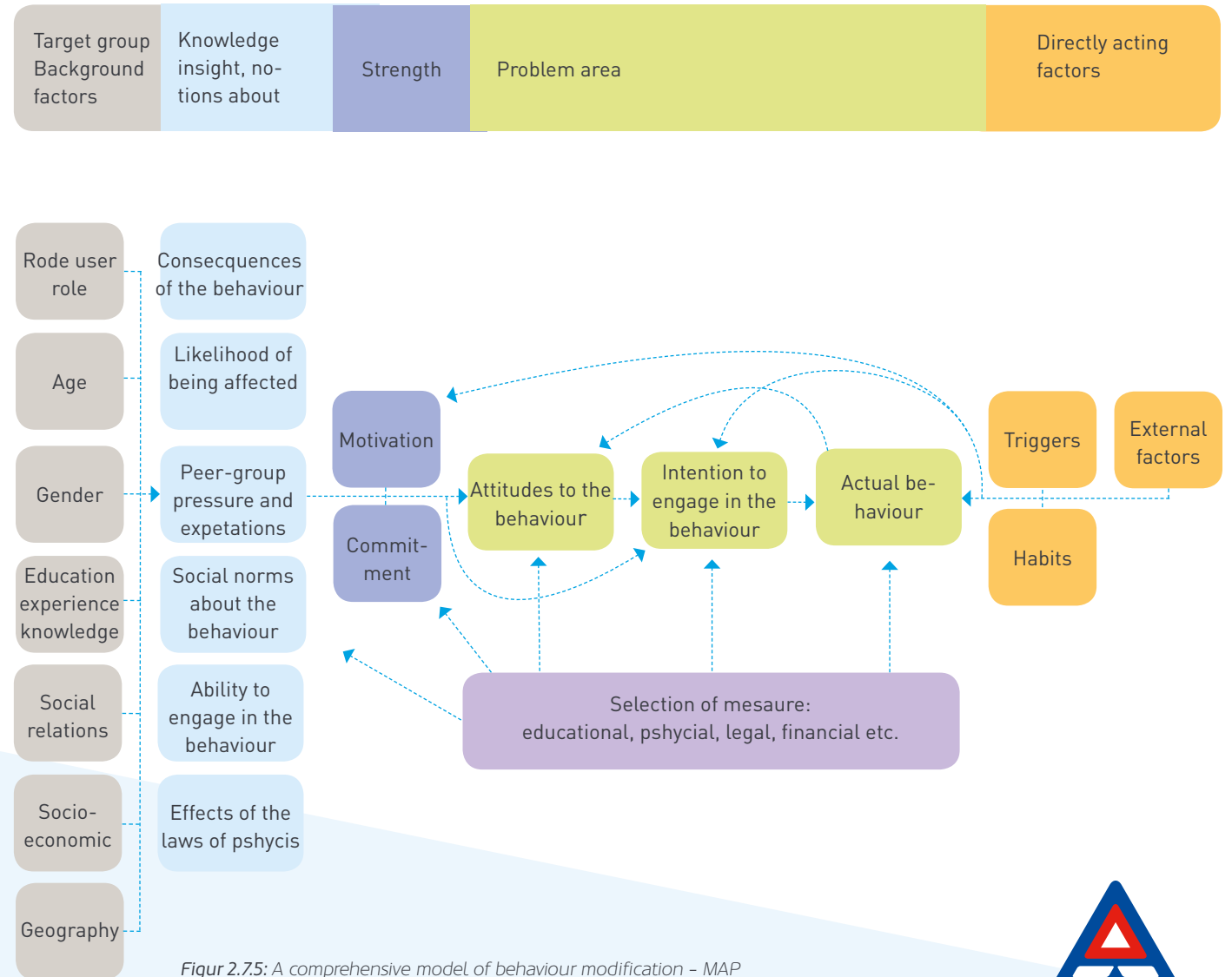
- ▶ Select a problem area – target group.
- ▶ Analyse the causes and define a focus.
- ▶ Specify the target group.



Figur 2.75: A comprehensive model of behaviour modification - MAP

# Explanation and use of the model

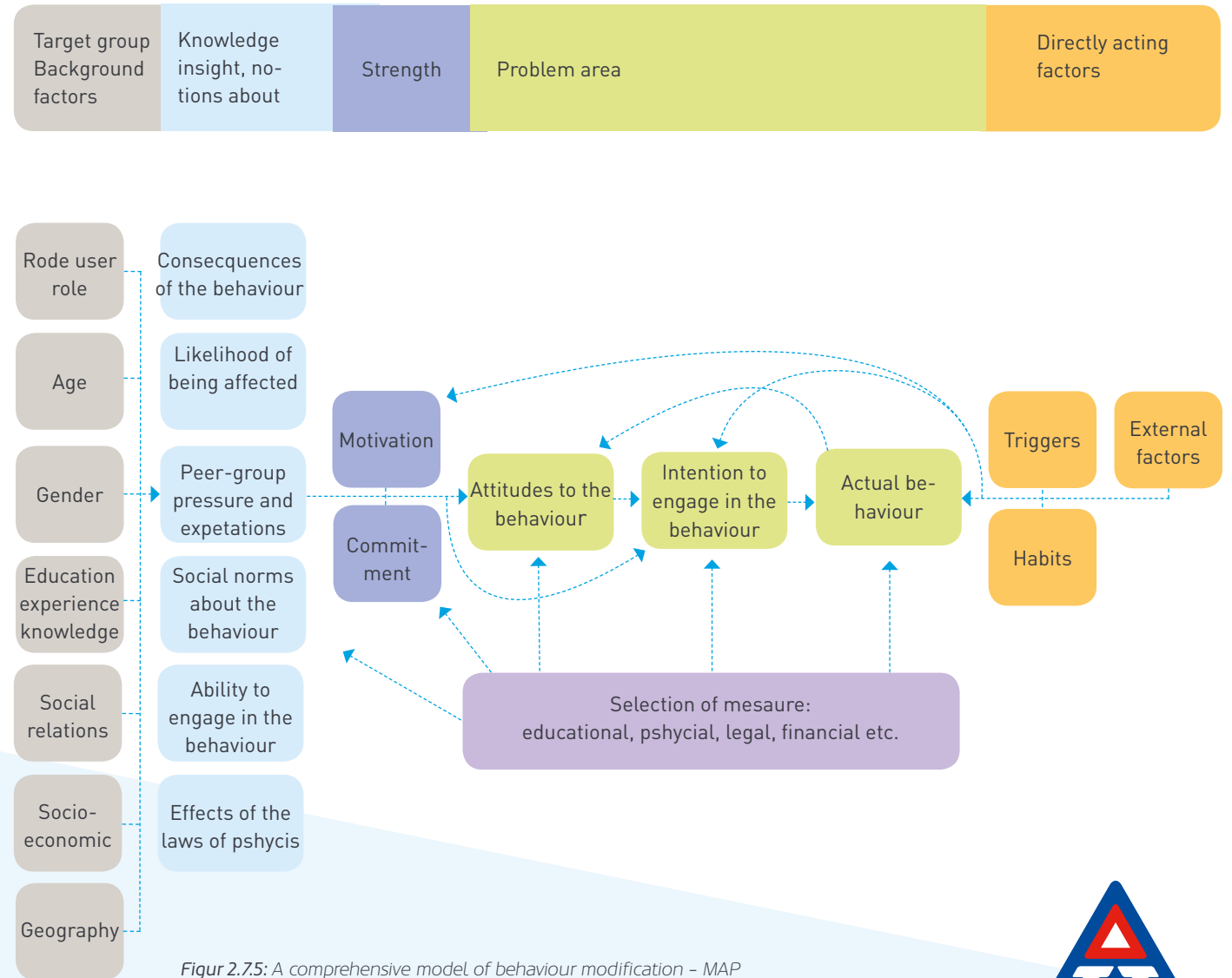
- ▶ Select a problem area – target group.
- ▶ Analyse the causes and define a focus.
- ▶ Specify the target group.
- ▶ Identify the motivation and commitment of the target group.
- ▶ Specify the objectives of the measures.



Figur 2.75: A comprehensive model of behaviour modification - MAP

# Explanation and use of the model

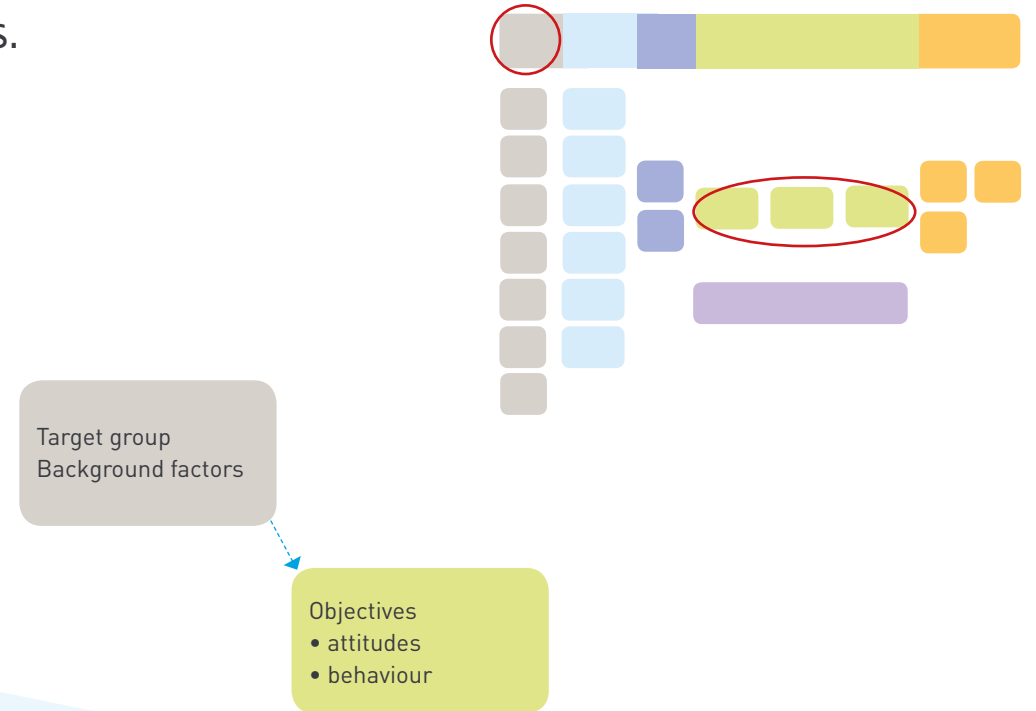
- ▶ Select a problem area – target group.
- ▶ Analyse the causes and define a focus.
- ▶ Specify the target group.
- ▶ Identify the motivation and commitment of the target group.
- ▶ Specify the objectives of the measures.
- ▶ Directly acting factors - combinations of measures?
- ▶ Prepare an evaluation plan.



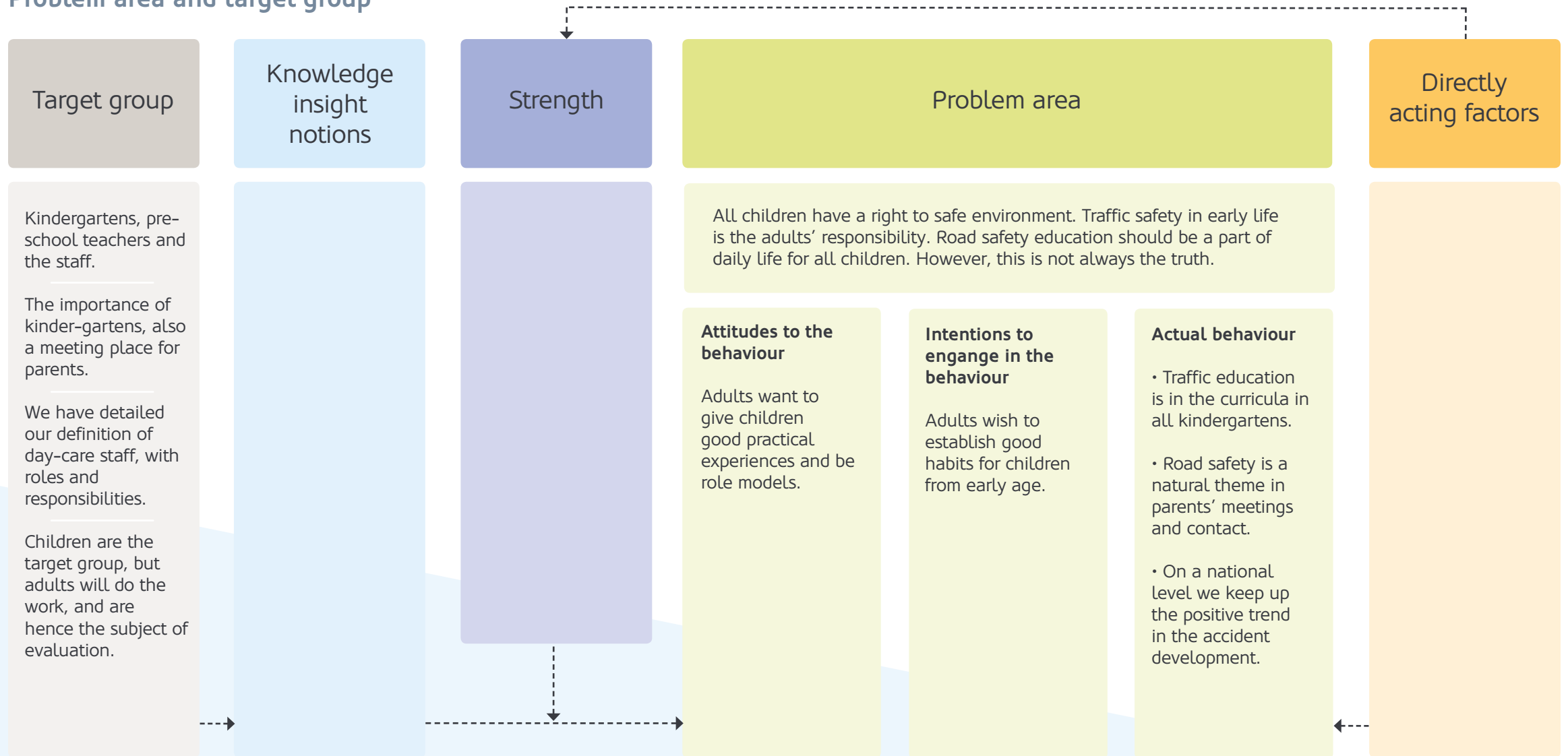
Figur 2.7.5: A comprehensive model of behaviour modification - MAP

# Problem area and target group

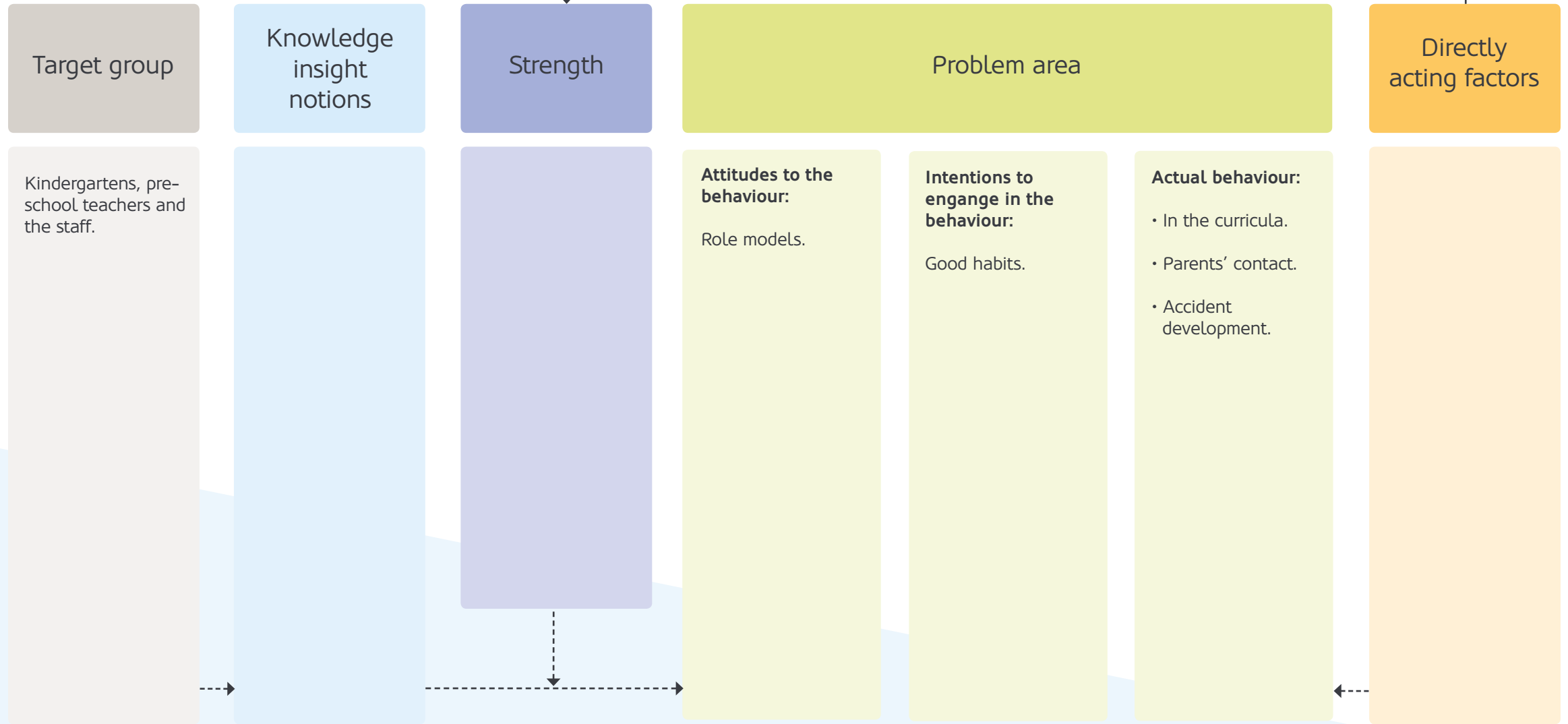
- ▶ Select a problem area and analyse its manifestations.
- ▶ Decide on a desired outcome.
- ▶ Change attitudes, intentions or actual behaviour?
- ▶ Identify the target group.
- ▶ Take their background factors into account.



## Problem area and target group



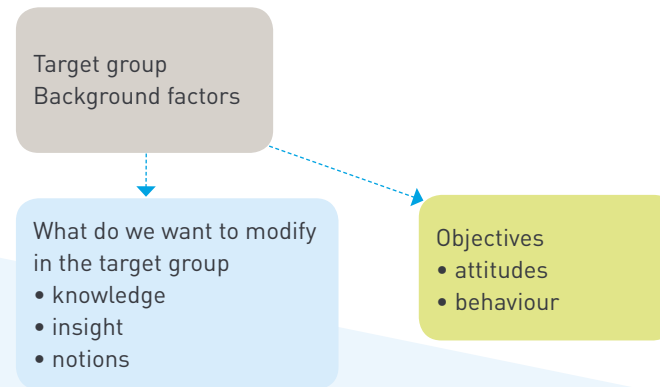
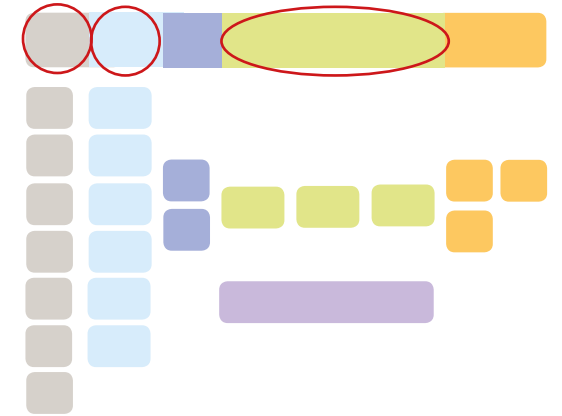
## Problem area and target group, summary



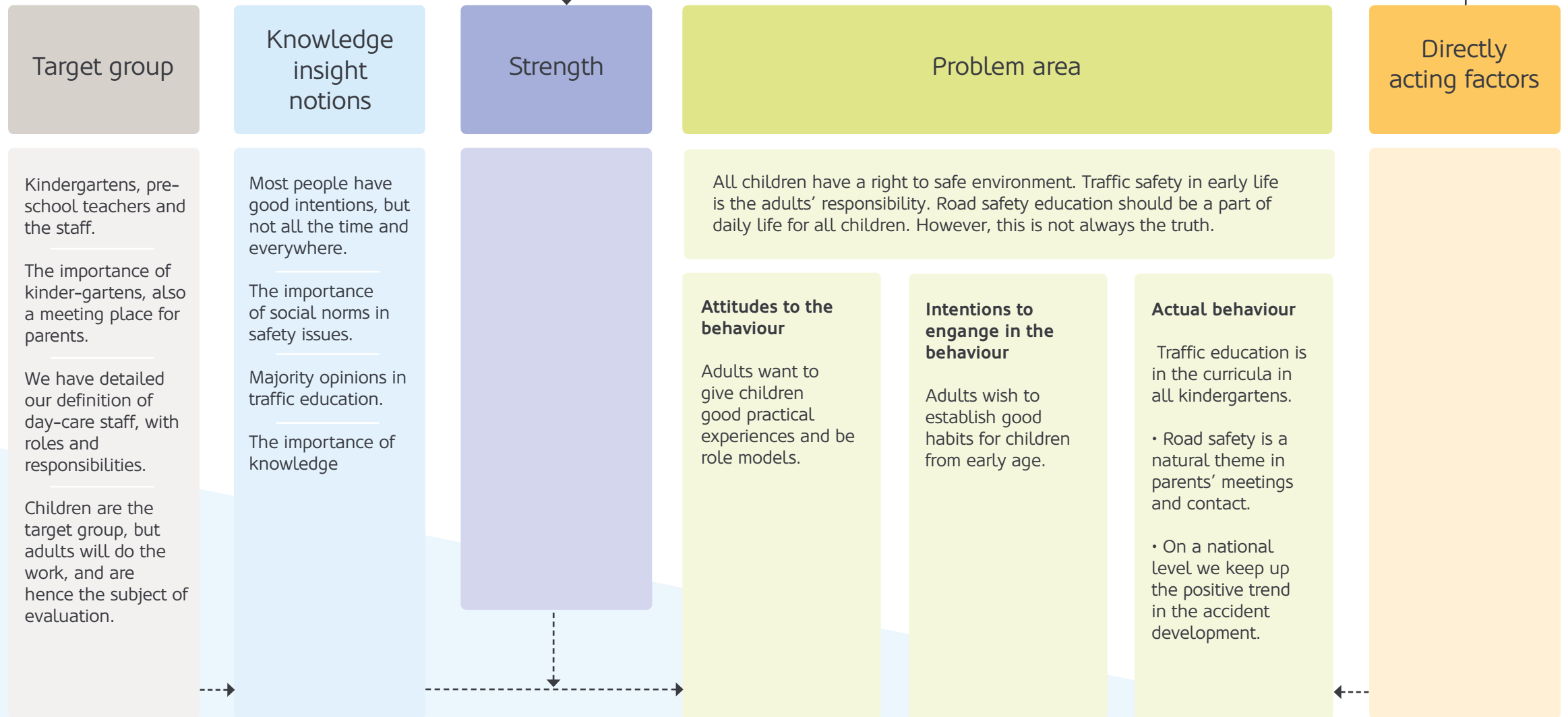


# Knowledge, insight and notions

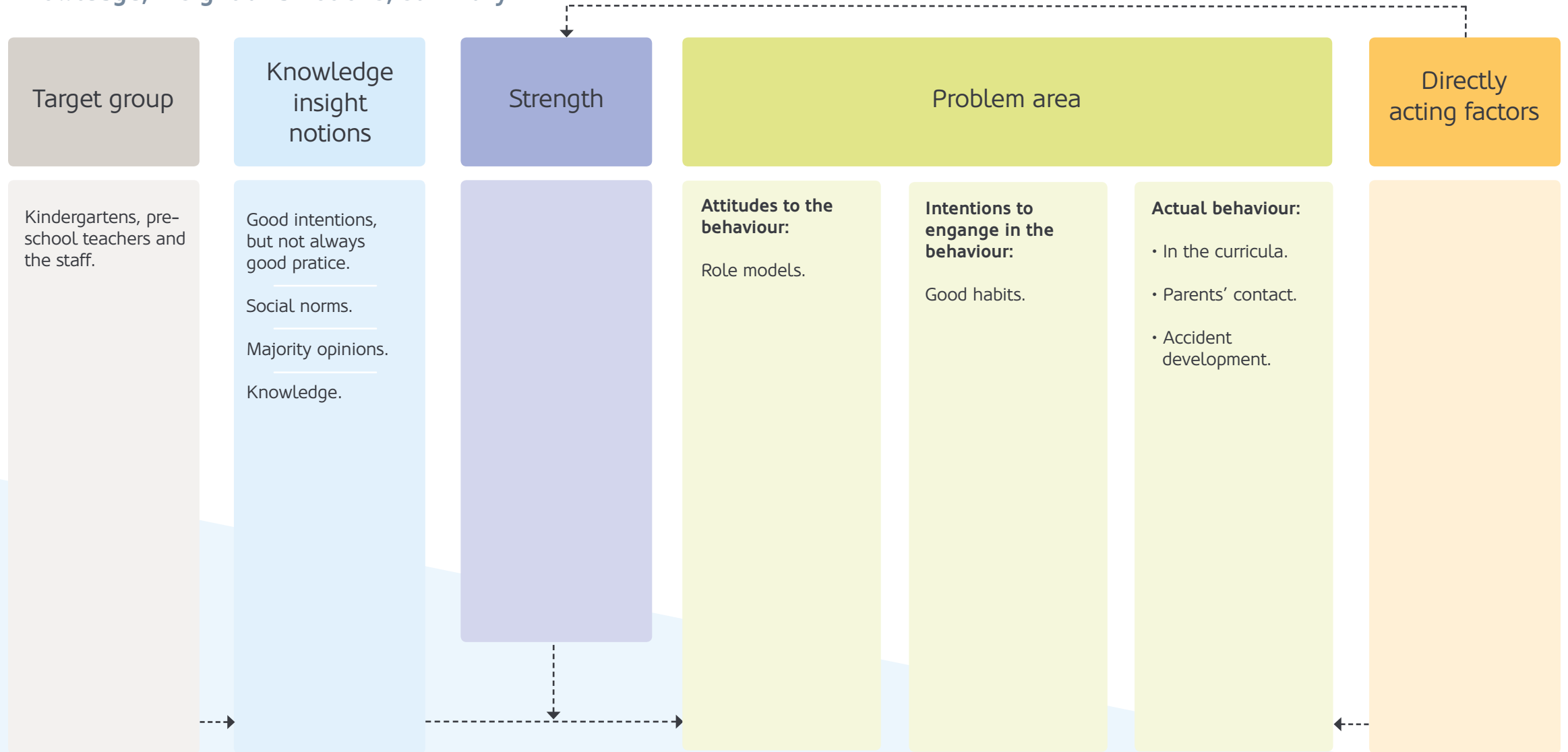
- ▶ What knowledge, insights or notions in the target group hold the key to change?
- ▶ What must develop or change to achieve the desired results?



## Knowledge, insight and notions

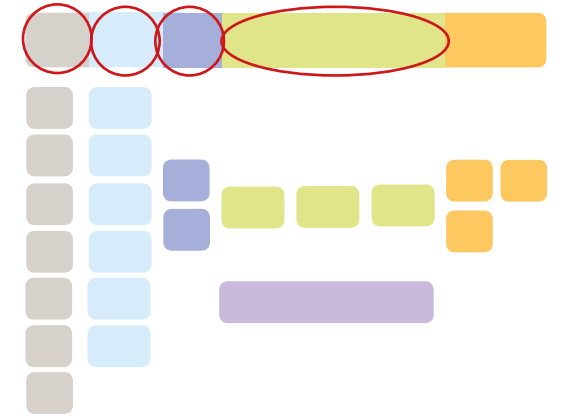
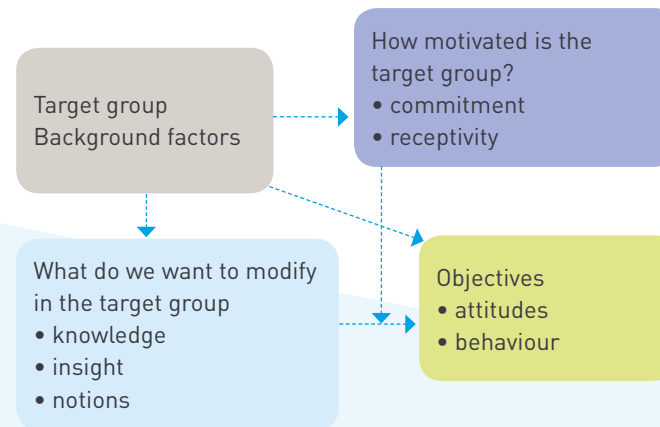


## Knowledge, insight and notions, summary

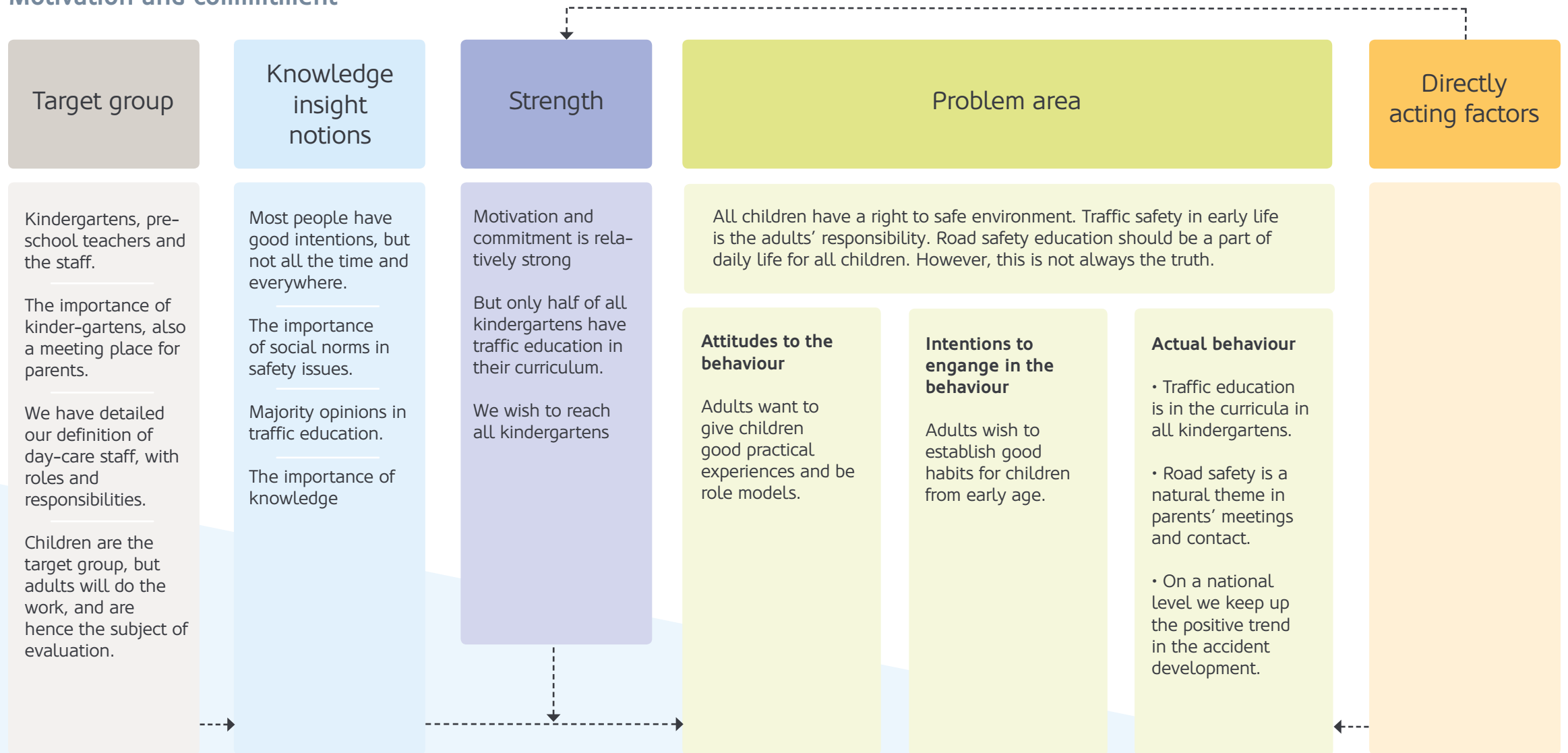


# Motivation and commitment

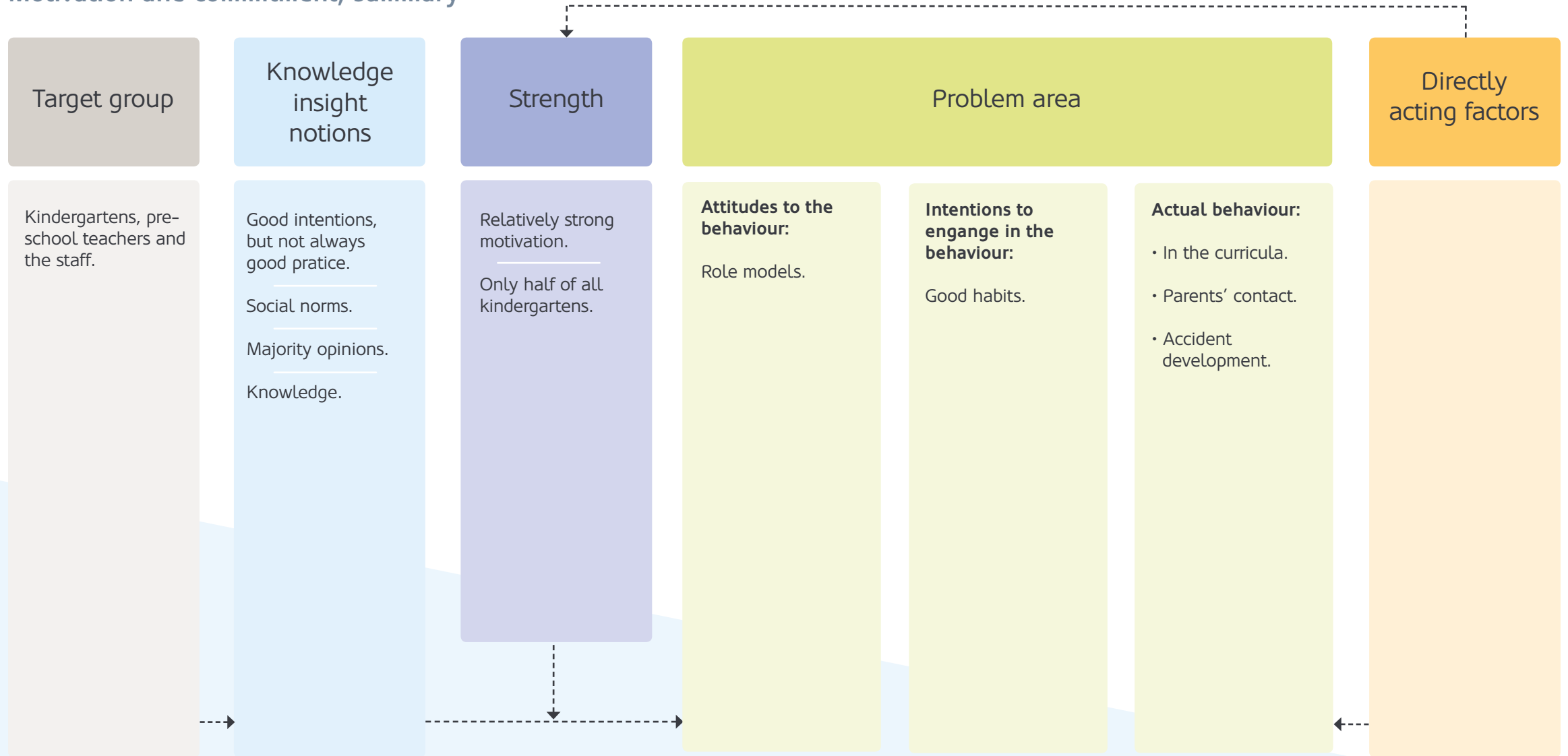
- ▶ Motivation and commitment are preconditions for changing knowledge, insights and notions.
- ▶ We will look at our total knowledge about the target group, its background, motivation and commitment.



## Motivation and commitment

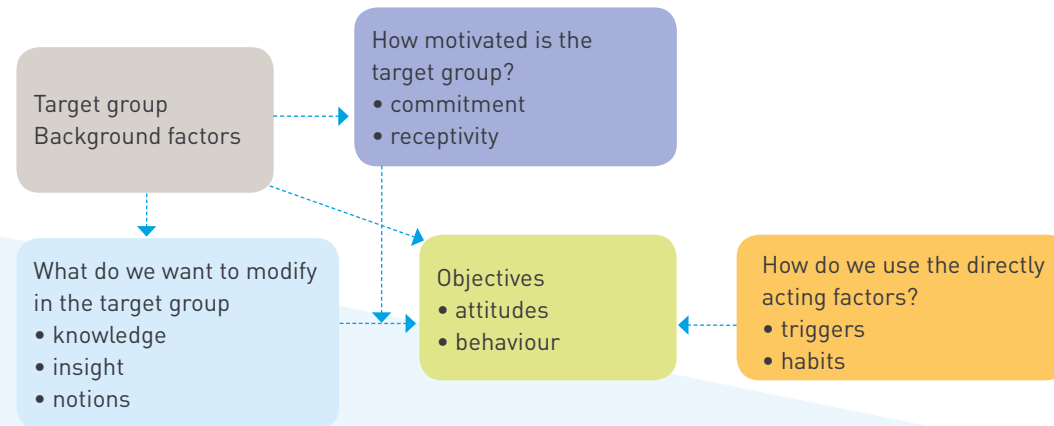
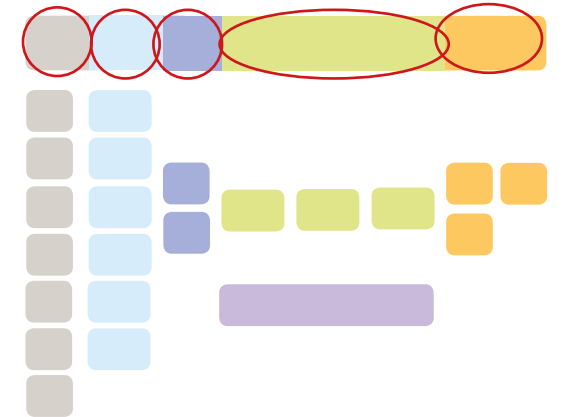


## Motivation and commitment, summary

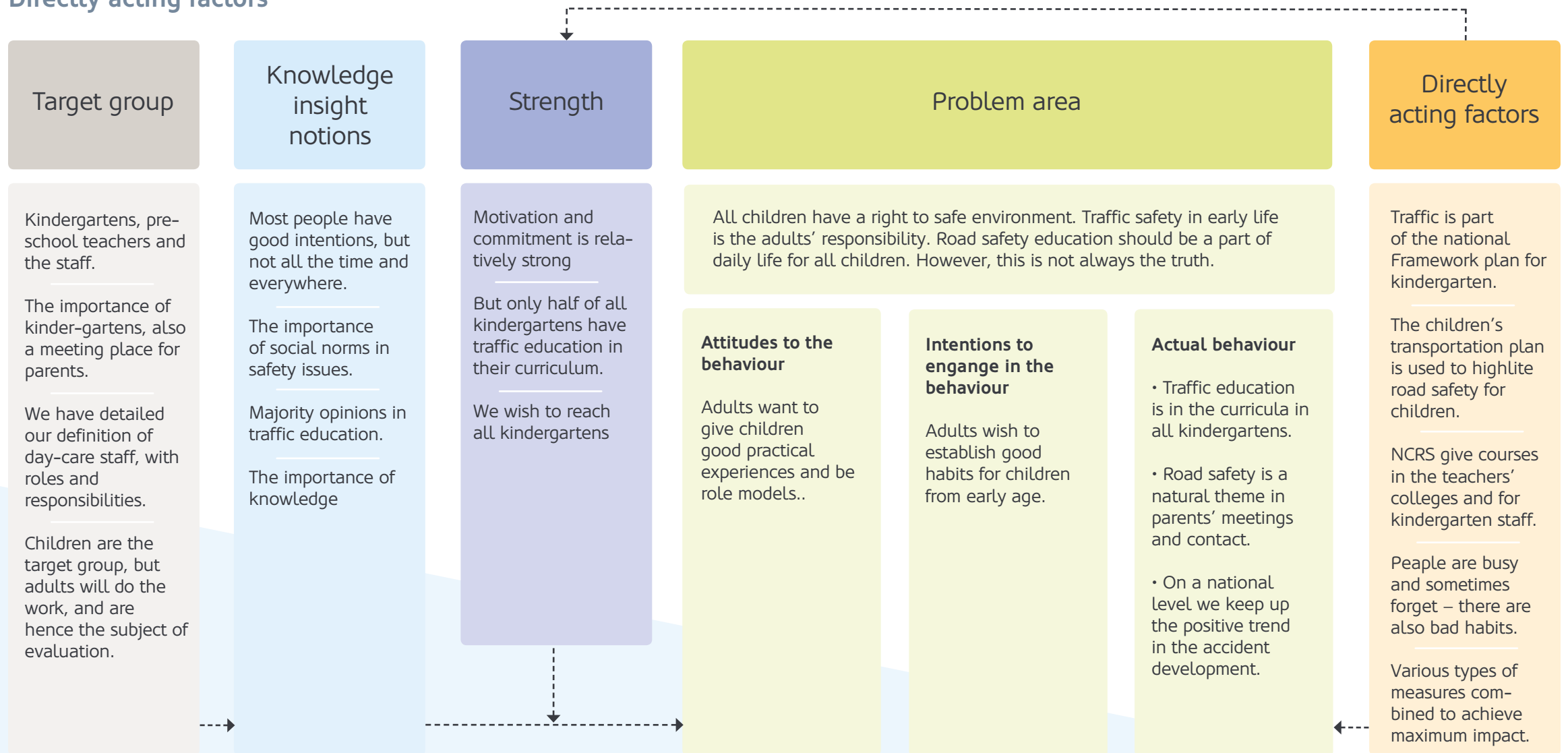


# Directly acting factors

- ▶ External factors may have a direct effect on behaviour.
- ▶ Can serve as reinforcement, but also as a barrier.

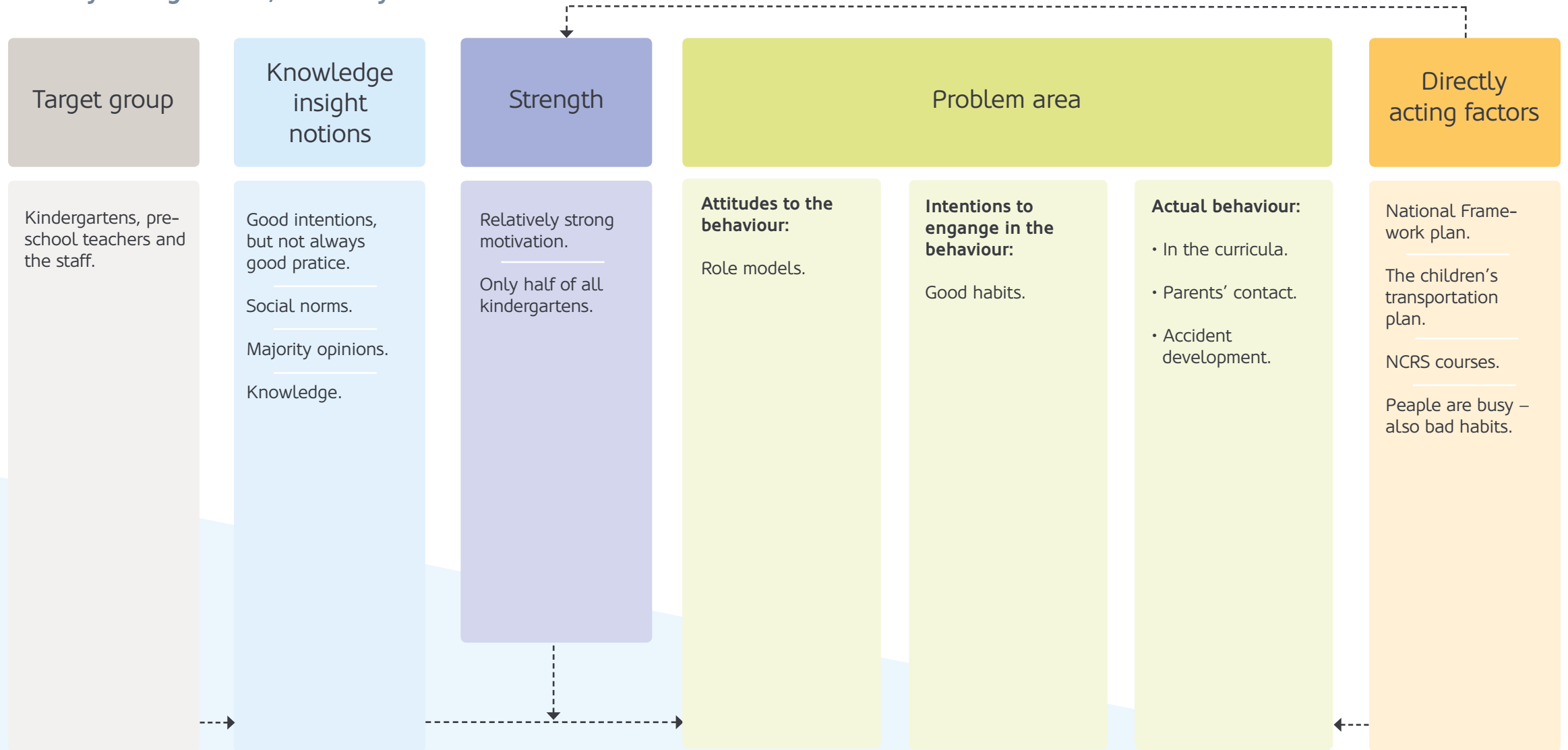


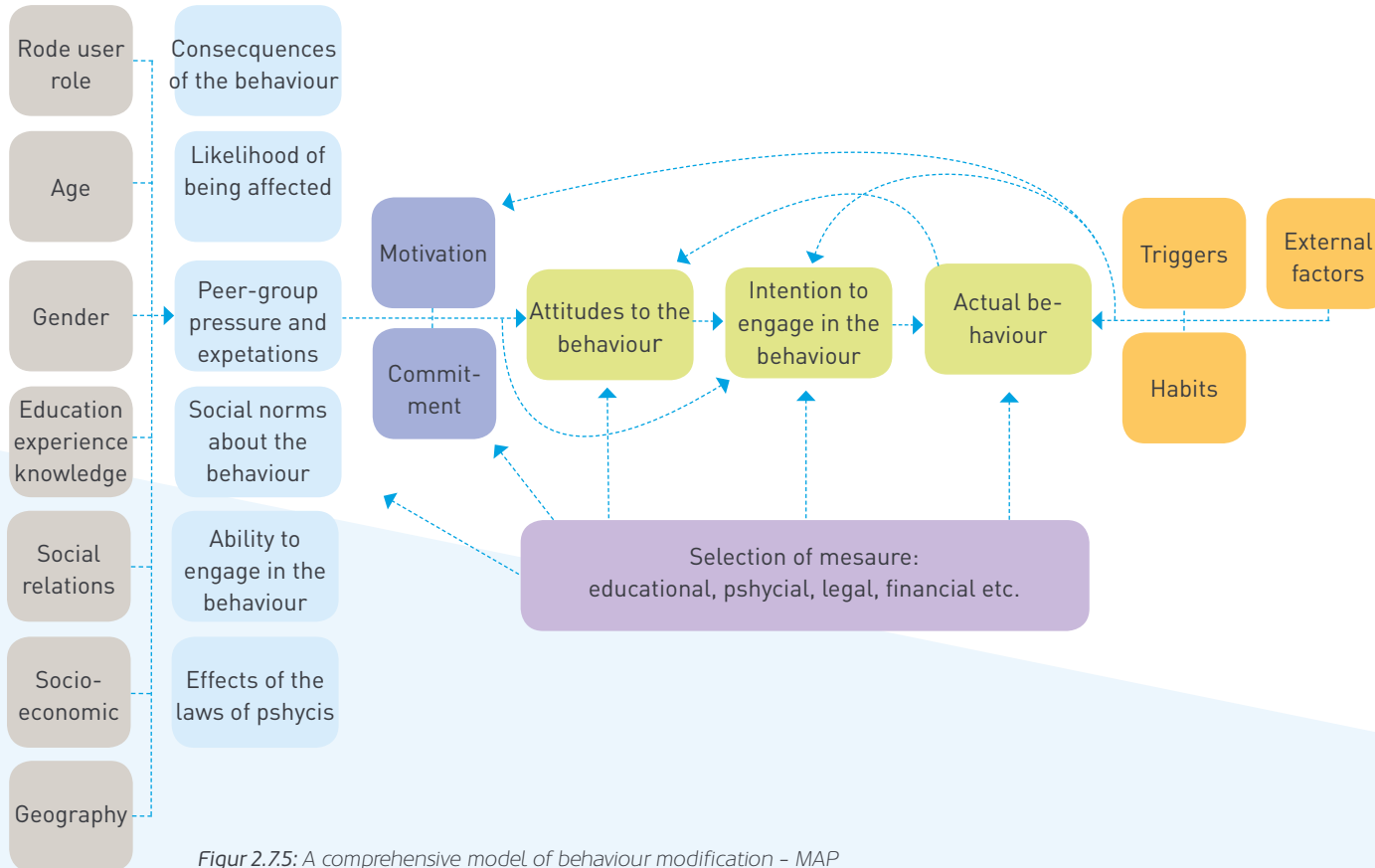
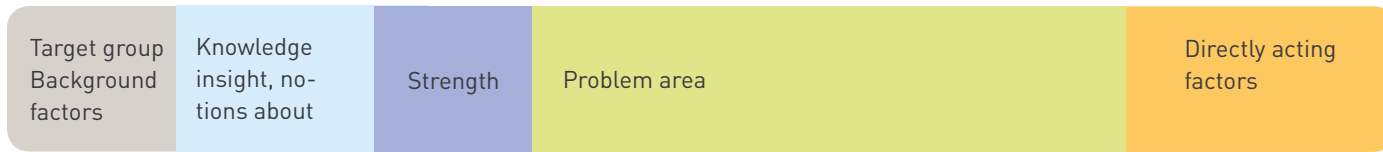
## Directly acting factors





## Directly acting factors, summary





Figur 2.75: A comprehensive model of behaviour modification - MAP

### Evaluation plan

**Process evaluation**

- information material
- website
- posters, books, glove puppet etc
- traning courses evaluations

**Impact evaluation**

- membership
- monthly/annual review
- survey of insight, attitudes and knowledge

### Childrens Traffic Club

Kindergarten members  
Continuity and progression  
Into daily life  
Materials, ideas, pratical training etc.

# The 5E Model

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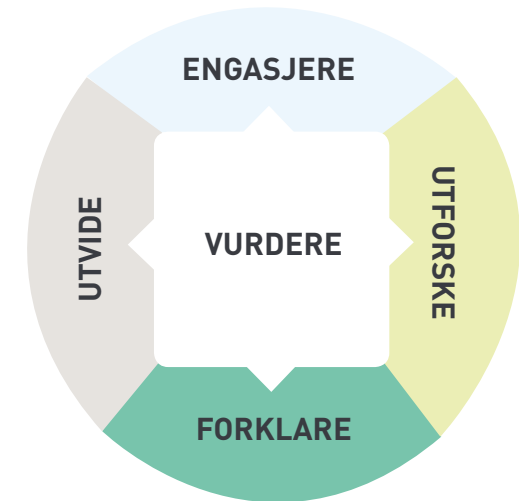
**ENGAGE** – capture the attention, motivate, identify existing skills.

**EXPLORE** – make provisions for investigation, gather information, make decisions.

**EXPLAIN** – from ‘vernacular’ to academic concepts.

**ELABORATE** – use academic knowledge in new contexts.

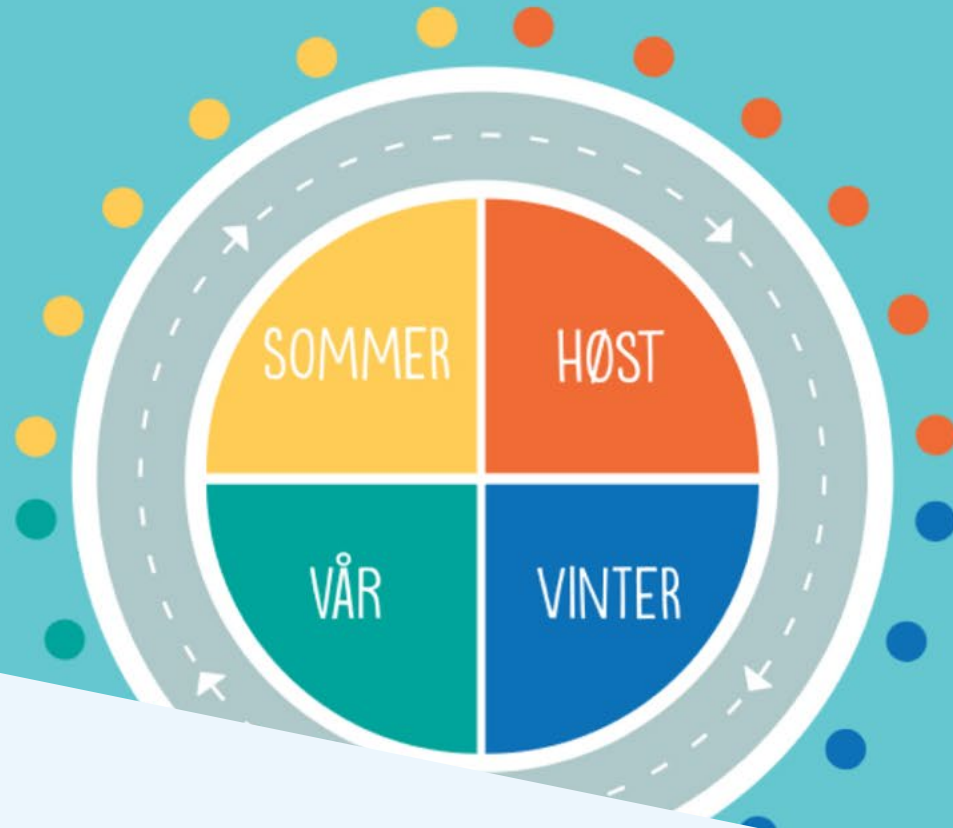
**EVALUATE** – self-evaluation, mid-term evaluation and final review.





## ÅRSTIDER

Klubbens innhold er strukturert etter årstidene med faste temaer som går igjen. Det er seks oppdrag til hver årstid, og et eget syvende oppdrag til «skolestarterne», tips til de barnehageansatte, forslag til foreldresamarbeid og tips til leker og aktiviteter.



## OM LYSET

Jeg er Lyset, barnas trafikkvenn. Jeg hjelper barna med å forstå hva de skal gjøre når de er ute i trafikken. Sammen kan vi lære masse om trafikk og ha det kjempe gøy!



[www.barnastrafikklubb.no](http://www.barnastrafikklubb.no)

# Network in road safety education?

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- ▶ What kind of educational activities in relation to road safety do you have in your country?  
([http://eacea.ec.europa.eu/education/eurydice/documents/facts\\_and\\_figures/education\\_structures\\_EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/facts_and_figures/education_structures_EN.pdf) )
- ▶ Is it in your country a requirement that all schools should provide road safety education or is optional for the schools to decide themselves?
- ▶ Who makes the materials used for the different activities?
- ▶ What are your goals/KPIs for your activities?
- ▶ Are the activities evaluated/monitored and what are your results?
- ▶ Who can be contacted for additional information?

Thank you for  
your attention!

[www.tryggtrafikk.no](http://www.tryggtrafikk.no)



TRYGG TRAFIKK

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