
**Hellenic Research and Educational Institute for the Road Safety
and the Prevention & Reduction of Traffic Accidents "Panos Mylonas"**



'Do it Right'

**Traffic Safety educational programme
for Secondary Education**

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President of BoD**

ETSC European Traffic Education Seminar
24.01.2019, Madrid

www.ioas.gr

- **Introduction**
- **Basic principles**
- **Theoretical Background**
- **Why adolescents?**
- **Our Proposal – "Do it right"**

Hellenic Research and Educational Institute for the Road Safety and the Prevention & Reduction of Traffic Accidents "Panos Mylonas"

The beginning...



...the end



Hellenic Research and Educational Institute for the Road Safety and the Prevention & Reduction of Traffic Accidents "Panos Mylonas"

OUR VISION

RSI to act as reference Organization and force of power and inspiration for **"a world without road crashes."**

MISSION

- To increase Society's awareness for traffic safety culture and safe behavior of road users
- To support the Government and stakeholders to act for the prevention of traffic crashes

Credentials

- ✓ UN ECOSOC Consultative Status for Road Safety Issues



ECOSOC
United Nations

- ✓ Awarded with the Europeans Citizen's award by the European Parliament



- ✓ Honored by the Swedish Government for the initiation of the idea of ISO 39001:2012 for Road Traffic Safety Management



- ✓ Member of the European Transport Safety Council (ETSC)

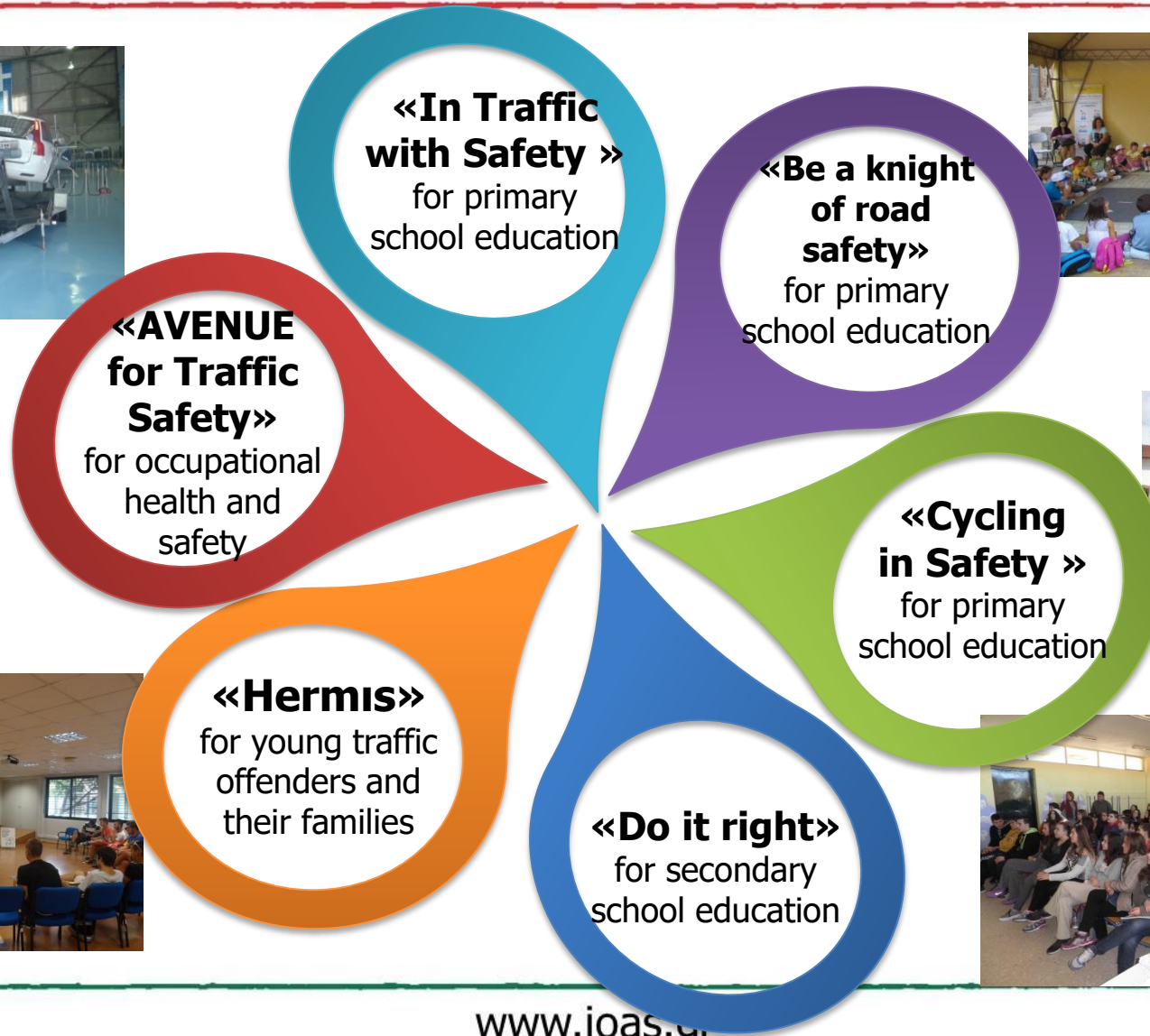


- ✓ Member of Commission Expert Group on Motor Vehicles

- ✓ National contact point for the European Road Safety Charter (ERSC)

- ✓ Member of the Greek National Road Safety Council (ΕΣΟΑ)

Educational programs for all age groups



Educational Programmes 2009-2017



89.963 Pupils of Primary Education



65.411 Pupils of Secondary Education



5.190 Teachers of Primary and Secondary Education



593 underage offenders of the Traffic Law and their families



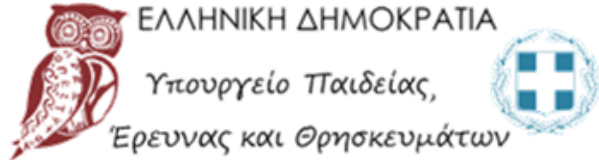
10.128 Executives of private companies



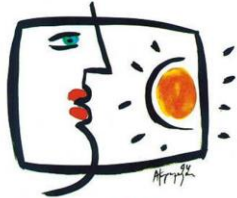
23.494 personnel of Military Forces



Collaboration with the Ministry of Education, Research and Religious Affairs



Εκπαιδευτική Ραδιοτηλεόραση



η άλλη τηλεόραση...



1. **Nationwide School Digital Contest on Road Safety** in collaboration with the Educational Radio-Television of the Ministry of Education
2. **Scientific/Technical advisor** to the Ministry of Education for their call for developing educational TV films and video spots
3. **Educational material** provided to the Institute of Educational Policy (I.E.P.) in order to assist teachers with resources for the "Thematic Week"
4. **Educational workshops for teachers** of primary and secondary schools
5. **Workshops for parents**

AVENUE for traffic safety

(Actions for **V**ulnerable, **E**lderly, **N**ovice drivers and road **U**sers in Europe)

Referral Centres for road safety and actions for citizens

**NATIONAL
NEST**



LOCAL NEST



MOBILE NEST



**European project
for Traffic Safety
coordinated by RSI
2010 - 2013**



Ranking 1st in the
evaluation by the Experts
Committee
of the European
Commission



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NEST Technical Implementation - Experiential Training



Driving Simulator



Alcohol goggles



Reflective materials



Distracted driving game



Roll Over car



Belt Sledge



Collision weight scale



Reaction test

RSI's Initiatives and the SDGs

Our educational programs, our campaigns and all our initiatives are designed and implemented according to

- The **17 Sustainable Development Goals of 2030** (UN SDGs) and
- The **12 Global Road Safety Performance Targets of 2020**

More specifically, the following 5 SDGs and all the Global Road Safety Performance Targets.



Key features - approaches of RSI Educational Programmes

Through the use of simulators and experiential exercises

Experiential character

Cooperative learning

Working in small groups of students promoting teamwork in the activities

Linking road safety to the curricula and the individual educational subjects

Interdisciplinary approach

Pedagogical background of trainers

Trainers with educational experience (Graduates of pedagogical schools, psychologists, sociologists, engineers)

Objectives

- A.** Prevention of injuries and deaths on the road
- B.** Health promotion and prevention of unsafe behaviors
- C.** Participatory learning and action
- D.** Encouraging participants' initiative
- E.** Enhancing communication and teamwork



Improve Traffic Safety Culture

Adolescence & risk taking

Strongly **influenced**
by peers and friends

Strong
mood swings

**Sensation
seeking**

Underestimate
the likelihood of
negative events

Adolescents

In groups,
when
together,
adolescent
friends often
generate a
state of
elation

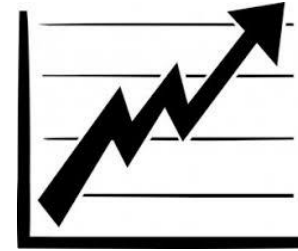
Overestimate
skills and competencies

Tendency to
aggressiveness

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Adolescence & risk taking

Drivers aged 16 - 24 are greatly **over-represented** in road accident and fatalities statistics.



UNSAFE

They drive more frequently in **high-risk circumstances**, such as night-time driving, speeding, carrying peer passengers, less frequent use of seat belts and driving older cars with fewer safety features.

Young novice drivers have relatively more **single-vehicle accidents** (mostly due to loss of control) and **head-on collisions**.



WHY? ^{1/2}

Biological & social aspects

At the age of 18, areas of the human brain which are responsible for the integration of information and impulse control are still under development.

Alcohol consumption in low quantities has a greater impact on young people than on experienced drivers.

Youngsters are still maturing not only in physiological terms, but also in social terms.

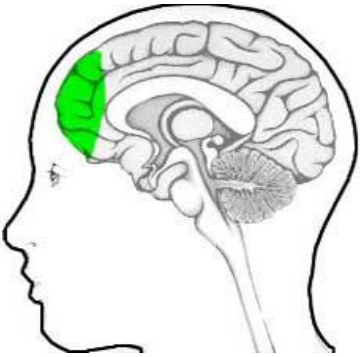
Lack of driving experience

The members of this age group, and the young males in particular, tend to overestimate their skills and to underestimate the complexity of the traffic situation.

Majority of educational programmes focus on children as target group, ignoring other groups such as teenagers, disabled people or the elderly

Dragutinovic & Twisk, 2006 The effectiveness of Road Safety education , SWOV, The Netherlands

WHY? _{2/2}



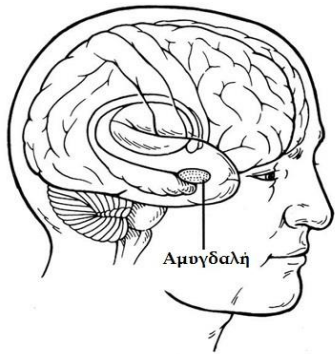
pre-frontal lobe

The pre-frontal lobe and the amygdala are two key points that regulate the individual's behavior in everyday life.

The prefrontal cortex associated with problem solving and decision-making is not fully developed in adolescents.

Particularly in boys, maturation is slowed by 2 years compared to girls.

The brain's amygdala is responsible for intense emotions, excitation and intense activity during teenage years.



amygdala

The result of these processes?
-Risky behaviors
-Reduced self-control capacity

Our Proposal

These developmental characteristics of adolescents indicate that adolescent road safety education should primarily be directed at **attitudes** such as:

- **avoidance of risk taking**
- **resistance to peer group pressure**
- **no overestimation of one's own skills, etc.**

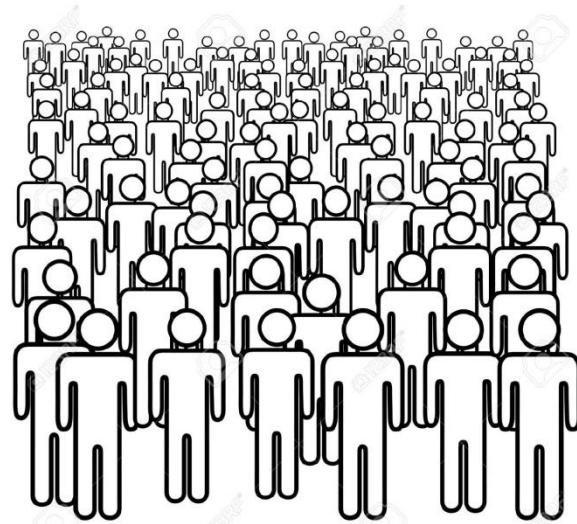
A crucial factor is the creation of a supportive environment where **parents, teachers and specialists** will contribute to the implementation of effective Traffic Safety programmes for children and young people.

Do it Right



Traffic safety educational programme addressing **secondary school students** (12 – 18 years old)

*More than **75.000** students trained so far !*

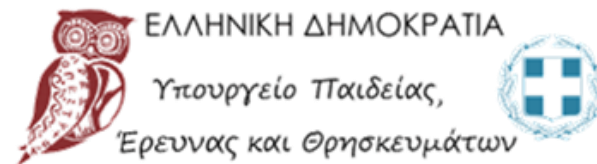


Do it Right

Designed by experienced teachers and road safety experts with the approval of the Institute of Educational Policy



Initiated and implemented by RSI "Panos Mylonas" under the auspices of the Ministry of Education.



Within the framework of the EU funded project **AVENUE** for Traffic Safety



RSI is also **accredited** by the ISO 29990:2010 Learning services for non-formal education and training



Do it Right

The programme is divided into 3 parts:



Do it Right

A. Theoretical part

An **interactive presentation** where students have an active participation in the context of a debate and workshop.

The program focuses on the fact that the **human factor** has a major role in road crashes and emphasizes specific issues.



Drink driving

Reaction time &
stopping distances

Seatbelt use

Safe riding

Psychological factors
affecting driving

Do it Right

B. Experiential part

At the second part the project uses simulator equipment that helps students realize all the aspects of a road crash in a safe environment.



Roll-over car

Belt sledge



Collision weight scale



Alcohol goggles



Distract a match



Do it Right

C. Evaluation

By the end of the training session teachers are asked to fill a questionnaire assessing the programme.

Students are asked to complete a self-reported questionnaire **before** and **after** the training in order to evaluate the attitudes' change.

Moreover, students are invited after the training to fill an **electronic quiz**, after they are back at home, in order to test their knowledge on the issues discussed.

www.kantososta.gr



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Do it Right



Theoretical part



Do it Right



Roll-over car
Simulator



www.kantososta.gr

Do it Right

Belt Sledge



Do it Right



Alcohol
Goggles



Do it Right @THE MALL ATHENS



Do it Right @THE MALL ATHENS



Project evaluation

The Educational project “Do it Right” helped me:

Become a more
conscious road user

87%

Realize the causes and
the consequences of
road crashes

88%

Understand the
importance of safe
driving

91%

(N=680, students of the 3rd grade of Lyceum-Upper Secondary School, September 2017)

Project evaluation

Before

28,5%

Considered personally acceptable a passenger not to wear a seat belt on the rear seats

39%

Had neutral attitude on the above behavior

Only 15% *reported that they always wear seat belt on the rear seats*

After

88,5%

agrees that the use of seat belt on the rear seats is necessary



Project evaluation

Before

7%

*Considered personally acceptable
a pedestrian to text and walk.*

13%

*Had neutral attitude on the above
behavior*

After

*Believes that
it is
dangerous
to text and
walk*



Project evaluation



states that wearing your helmet is necessary for traveling short distances

91%

77%

Believes that even a glass of alcohol can affect driving



Project evaluation

"I feel that I just lived one of the best experiences in my life. I will remember you for sure when I will obtain my driving license"

Student, 16 years old

Teacher, 3rd grade

"I believe that all schools must attend RSI trainings! Experiential learning is essential since students absorb the information mostly in activities that they experience and participate in, congratulations! "

"I realized that many things that I used to consider as trivial have great consequences in one's life. The simulators helped a lot on this"

Student, 17 years old



The aim of the KROS project is to bring a change on how road safety programs and initiatives are implemented in secondary schools across Europe, by strengthening the profiles of the teaching profession on road safety issues.

Objectives

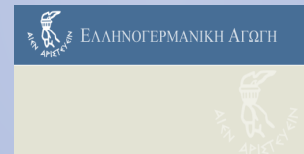
- To improve teachers' **awareness** on road safety issues
- To improve teachers' **professional skills** on road safety principles and best practices integration into lessons
- To develop a **network of pilot schools** which will act as living labs of the KROS approach
- To develop a **Road Safety Academy**

1st training activity
(train the trainers)
Greece 5-7 July 2019

www.kros-project.eu



(Coordinator)



Thank you !



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