LEARN! Manual Webinar | 23 June 2021

ETSC
European Transport Safety Council

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2017 – European Traffic Education Seminar

LEARN!
LEVERAGING EDUCATION TO
ADVANCE ROAD SAFETY NOW!

2018 – Launch of the LEARN! project

Aims:

- Improve the quality of Traffic Safety and Mobility Education in Europe
- Enhance the European community of road safety education experts

LEARN!
LEVERAGING EDUCATION TO ADVANCE ROAD SAFETY NOW!
EXPERT PANEL

TRYGG TRAFIKK

Road Safety SCOTLAND

Finnish Road Safety Council
LIIKENNETURVA

Rådet for Sikker Trafik

kennisplatform CROW

TRANSPORT RESEARCH CENTRE

VSV
IEDEREEN MEE
VOOR VEILIG VERKEER

KFV
Kuratorium für Verkehrssicherheit

Fundación MAPFRE

PRP
Prevenção Rodoviária Portuguesa

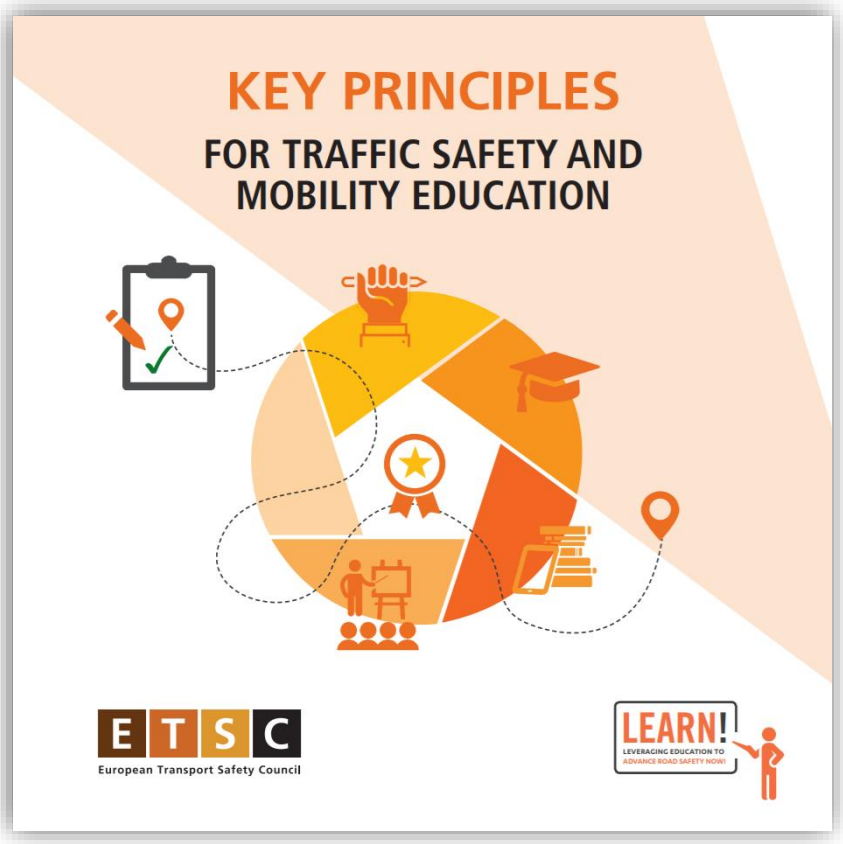
R.S.I.
road safety institute
Panos Mylonas

TRAFFIC SAFETY AND MOBILITY EDUCATION

0-17 year olds

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.



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

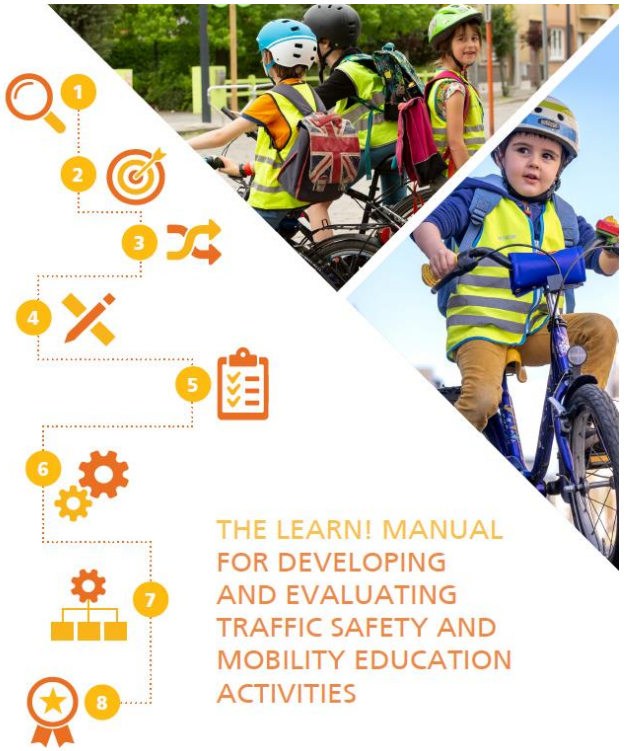
ENSURE HIGH QUALITY EDUCATION

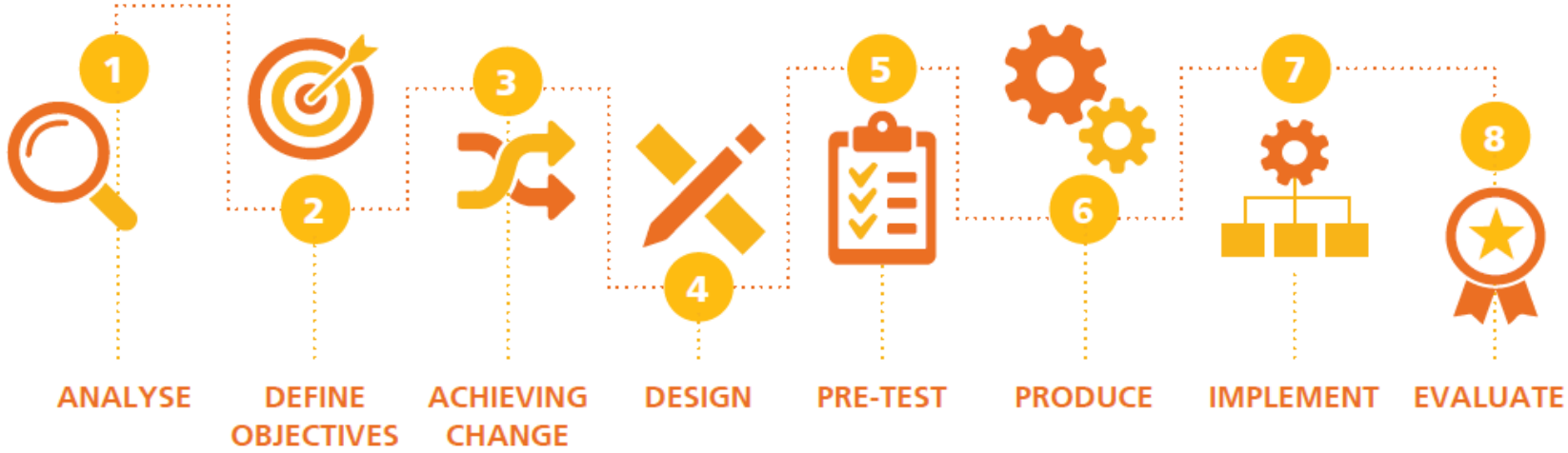
9	Ensure that traffic safety and mobility education is about knowledge, skills, attitudes and motivations as well as training in traffic
10	Keep traffic safety and mobility education up to date
11	Use quality standards
12	Undertake tests, process and/or outcome evaluations
13	Assess pupils and let pupils 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





LEARN! LEVERAGING EDUCATION TO ADVANCE ROAD SAFETY NOW!

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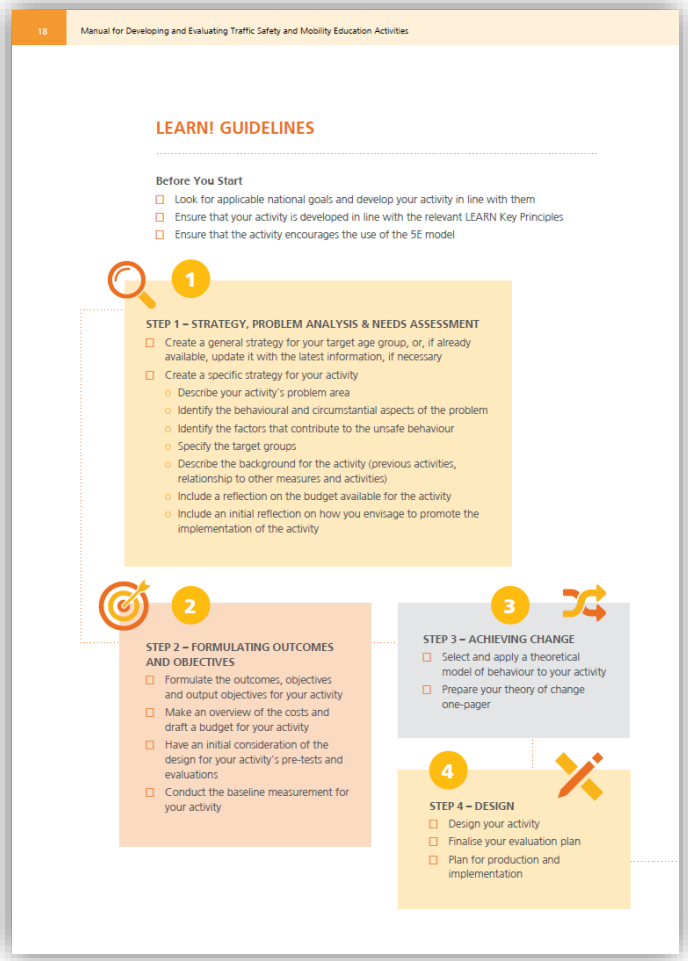
WHAT IS THE LEARN! MANUAL?

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 5E 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

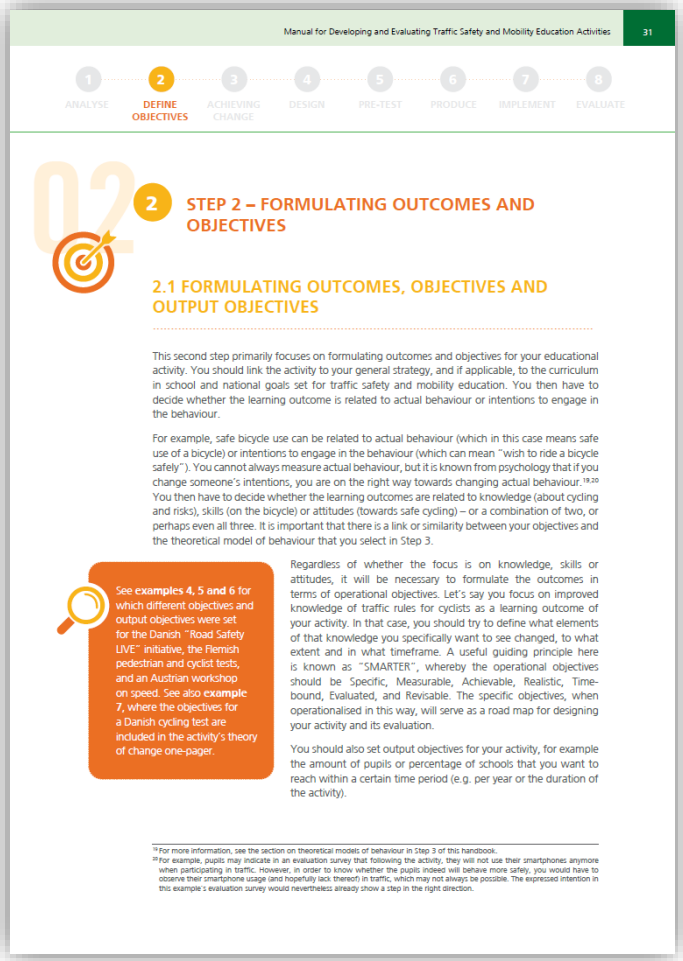
- ☐ Select and apply a theoretical model of behaviour to your activity
- ☐ Prepare your theory of change one-pager

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

02

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.

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.

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).

[19] For more information, see the section on theoretical models of behaviour in Step 3 of this handbook.
[20] For 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

21

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

Related Steps: 8 Evaluation

Age groups: 15 to 25 year olds

This example illustrates how the "Help the Helmetless" activity was evaluated using a mix of quantative and qualitative evaluation methods, and included baseline and post-activity measurements.

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.

Source: Danish Road Safety Council

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

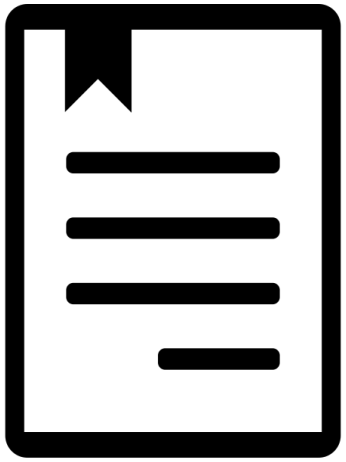
The LEARN! Manual's Model

Not a linear process,
But an iterative process

You may need to go back
to previous steps

You need to already think
about later steps

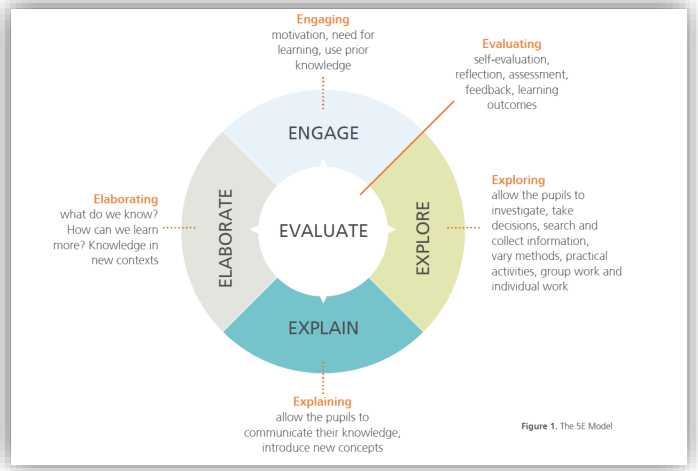
BEFORE YOU START



NATIONAL GOALS

- Curricula
- Governmental policies
- Road safety strategies

LEARN! KEY PRINCIPLES



THE 5E MODEL

THE 5E MODEL

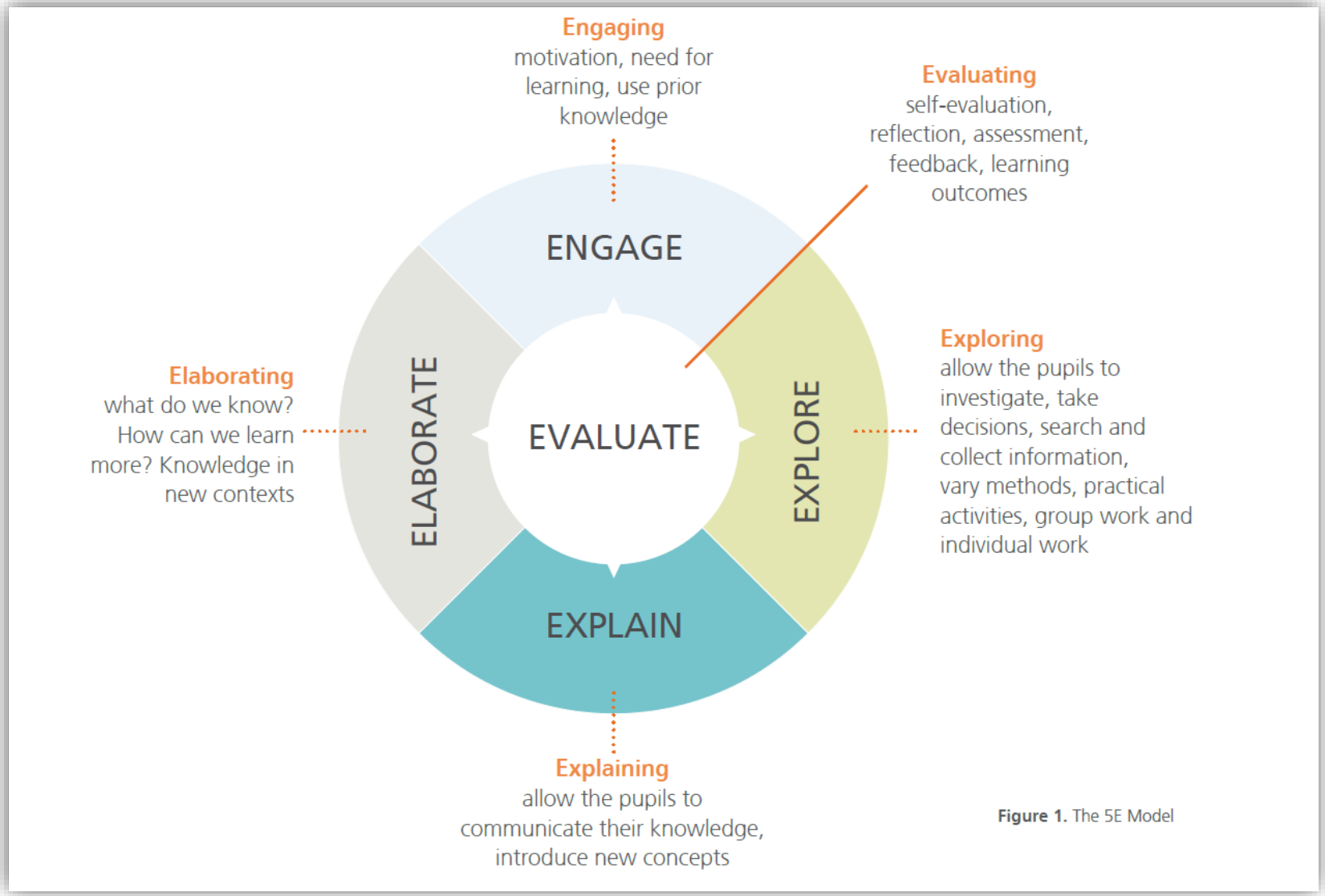


Figure 1. The 5E Model

STEP 1: STRATEGY, PROBLEM ANALYSIS & NEEDS ASSESSMENT

GENERAL STRATEGY FOR THE AGE GROUP

- Target age group characteristics
  - Road safety figures
  - Characteristics of the collisions
  - Contributing risk factors
  - Psychological and cognitive characteristics
- What is to be achieved for the target age group (strategic goals)
- Cooperation partners

SPECIFIC STRATEGY FOR THE ACTIVITY

- Necessary additional data for the specific activity
- Problem description
- Problem analysis
- Identification of the behavioural and circumstantial aspects of the problem
- Identification of factors that contribute to unsafe behaviour
- Specifying the target group

STEP 2: FORMULATING OUTCOMES AND OBJECTIVES

OUTCOMES

- Actual behaviour or intentions?
- Knowledge, skills, attitudes, or all?

SPECIFIC OBJECTIVES

- S.M.A.R.T.E.R.
  - Specific
  - Measurable
  - Achievable
  - Realistic
  - Time-bound
  - Evaluated
  - Revisable

OUTPUT OBJECTIVES

- E.g. how many pupils reached per year

ALREADY THINK ABOUT:

- Test & Evaluation Designs
- Conduct the baseline measurement
- Consider the costs

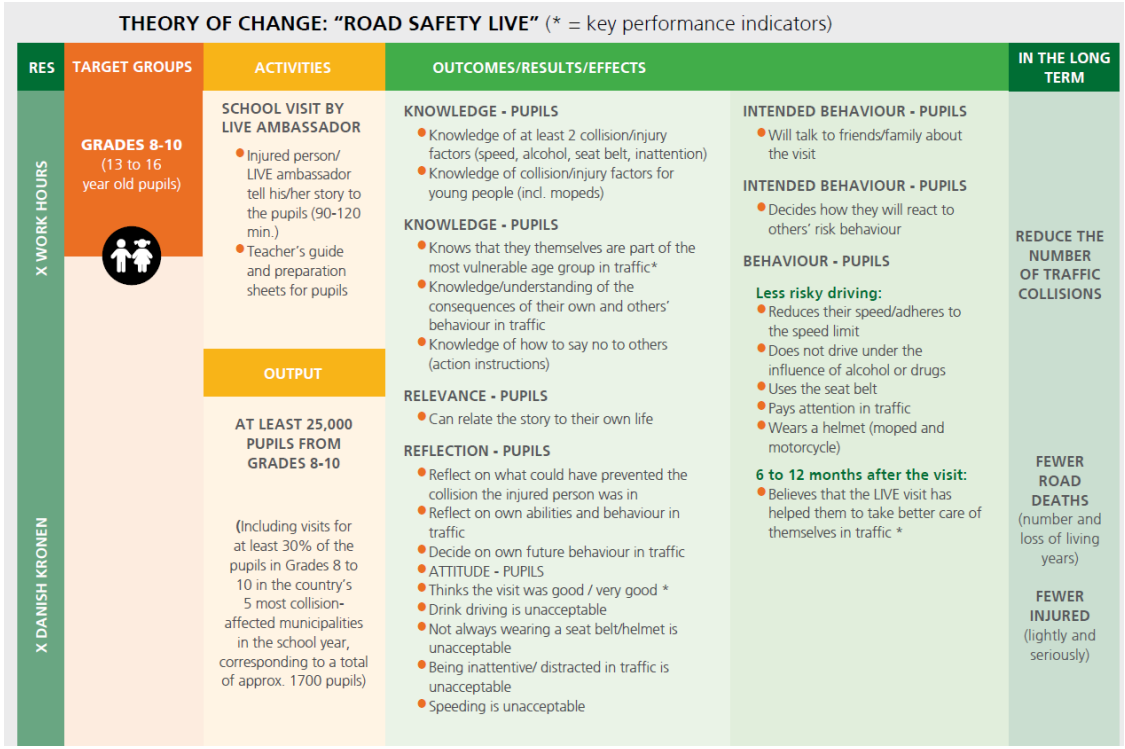
STEP 3: ACHIEVING CHANGE

THEORETICAL MODELS OF BEHAVIOUR

- **Help to formulate what it is exactly that you want to modify, and how you seek to do this.**

THEORY OF CHANGE ONE-PAGER

- **Summarises all the preceding steps**
- **Useful for internal communication**
- **And for external communication (funders)**



STEP 4: DESIGN

KEEP IN MIND WHEN DEVELOPING YOUR ACTIVITY, THAT IT IS BEST WHEN THE ACTIVITY

- Is offered free-of-charge;
- Is offered ready for use digitally and/or as printed copies
- Takes into account good educational practices for effective learning
- Takes into account the 5E model
- In line with national educational goals for traffic safety and mobility education
- Accompanied by a teacher's guide
- Integrated into or part of a continuous learning process
- Aligns with the LEARN! Key Principles

THINK ABOUT:

- Finalising you test & evaluation designs
- Plan for production
- Implementation plan

STEP 5: PRE-TESTING

IMPORTANCE OF PRE-TESTING

Finding out whether the activity:

- **Has the desired effect**
- **Is appealing to the target audience**
- **Can be used as intended**

Pre-test the:

- **Activity itself**
- **Teacher's guide**
- **Evaluation design, if possible**

Based on the results, go back to previous steps, if necessary, or even start over again.

IN THE MANUAL:

- **Pre-test designs**

THINK ABOUT:

- **Data protection rules**

STEP 6: PRODUCTION

PRODUCTION

Take into account:

- Meets the preferences of the end users
  - Digital, printed or both?
    - Consider asking during pre-testing
- Choose software that allows for easy updates to the material
- Ensure you receive the source files
- Ensure you are the owner of copyrights

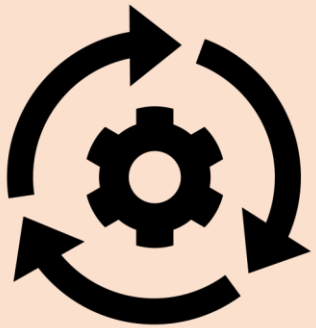
STEP 7: IMPLEMENTATION

IMPLEMENTATION

- Bottom-up and Top-down approaches
- Implementation Plan
- Dedicated communication plan
    - Direct communication to schools and teachers
    - Press releases

COOPERATION WITH OTHER ACTORS

- Teachers and head teachers
- Parents
- Police
- Different governmental levels
- Other partners



STEP 8: EVALUATION

WHY EVALUATE?

- Most importantly: to know whether the activity works or not
- Why the activity (or part of it) is successful or unsuccessful
- To find out whether it was cost-effective or not
- To help grow existing knowledge.

DON'T BE AFRAID OF BAD RESULTS!

- Unique opportunity to learn what went wrong
- Go back to previous steps to make adjustments, or start over

STEP 8: EVALUATION

THE MANUAL SETS OUT:

- Different types of evaluations (outcome, process, economic)
- Provides tips on performing outcome and process evaluations
  - Using indicators
  - Methods
- Minimum to do when evaluating
  - Not just reach and appreciation (process), but also outcome evaluation measures to see whether your activity has led to changes
- Different evaluation designs
- Ideal requirements for outcome evaluations

DON'T BE AFRAID TO EVALUATE!

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

www.trafficsafetyeducation.eu/manual

THANK YOU!

LEARN!
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WWW.TRAFFICSAFETYEDUCATION.EU

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