

# LEARN! Seminar

**Monitoring the implementation of TSaME in Schools**

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# Agenda

- **Introduction - Denmark:**
  - **The Danish Education System**
  - **Traffic Safety Education (TSaME) in Denmark**
- **Monitoring the Implementation of TSaME in Schools:**
  - **What is the difference between evaluation and monitoring?**
  - **How we have worked and work with monitoring of TSaME**

# **Introduction to how it works in Denmark**

**The school system and TSaME (Traffic Safety and Mobility  
Education)**

# The Danish Education System

## Primary and lower secondary education:

- **Compulsory education is 10 years (grades 0 to 9)**
- **Pupils are 5-6 years old when they start grade 0, and 14-15 years old when they finish grade 9**
- **Primary and lower secondary education is integrated (grade 0-9) within a single structure and is provided by:**
  - App. 1050 public schools
  - App. 550 private schools
- **App. 67.000 pupils per school year = app. 670.000 pupils in Denmark (grades 0 to 9)**
- **Public schools are free of charge**
- **Private schools are not free of charge (but get public funding).**

# Traffic Safety Education in Denmark

- grade 0-9 (age 5/6-15-year-old): primary school and lower secondary school

- **Danish national learning goals for Traffic Safety education:**

(<https://emu.dk/grundskole/faerdselslaere/laeseplan-og-vejledning>):

- It is mandatory to teach traffic safety education (and it has been so since 1940!), but there is – unfortunately – not a requirement in terms of hours pr. year pr. grade

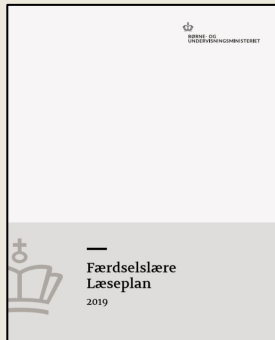
- **UN/EU goals:**

- The majority of European countries have signed the UNECE’s Convention on Road Traffic (also known as the “1968 Vienna” Convention) and have thereby committed to provide road safety education:

*“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.**”*

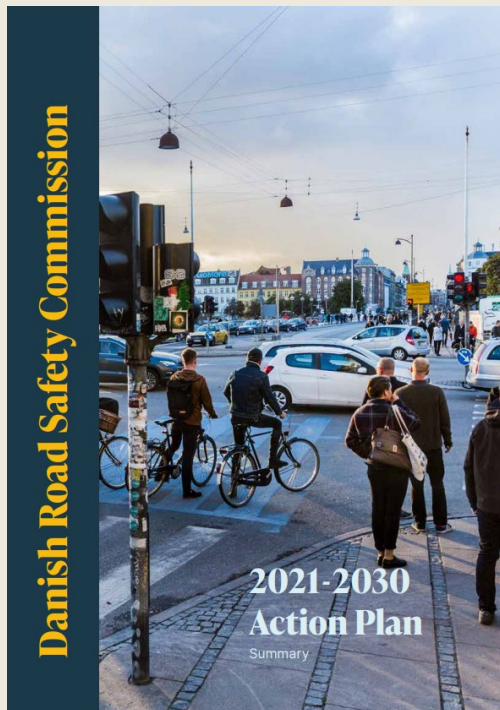
- **Both EU and Danish goals for 5/6 to 15 years old (grades 1-9):**

- All children/youngsters should be taught in traffic safety.



# TSaME has since 2021 been included in The National Road Safety Commission's Action Plan

## KPI no. 7 and recommendations



### The Danish Road Safety Commission has selected the following eight KPIs:

- 1. Speed** Percentage of car drivers observing the speed limit on roads with different speed limits.
- 2. Helmet use** Percentage of cyclists (including e-bikes and speed pedelecs), drivers of small mopeds and electric scooters, respectively, using bicycle helmets or helmet air-bags in urban traffic.
- 3. Affected by alcohol, drugs and medicine** The ratio between the number of seriously injured and fatalities in accidents, in which one or more of the involved persons are affected by alcohol, drugs or medicine, and the total number of seriously injured and fatalities.
- 4. Distraction/inattention** Behavioural development for the following distractors at speeds above 40km/h: Use of hand-held and hands-free mobile phones for speaking, reading and texting on telephone, operating GPS and other clear distractions (getting things out or putting things aside).
- 5. Conditions of the car fleet** Percentage of the car fleet older than 10 years.
- 6. Use of seatbelt** Percentage of drivers of passenger cars using seatbelts.
- 7. Road safety education in primary school** Prevalence of road safety education in the primary school subject to the Ministry of Children and Education's professional Common Goals for Road Safety Education: Proportion of schools that, as a minimum, uses walking tests, cycling tests and Road Safety LIVE/360 Degrees as well as proportion of schools that has a road safety teacher.
- 8. Municipal road safety action plans** The proportion of Danish municipalities that has adopted a road safety action plan.

## List of recommended actions from second part of plan

### Main category 1

#### Teaching and communication

- 1.1. Strengthening traffic education in primary schools
- 1.2. Traffic education in secondary schools
- 1.3. Accidents with children and young people in their leisure time
- 1.4. Measures to support the qualified involvement of parents / caregivers – parents as role models
- 1.5. New driving training
- 1.6. Inattention campaign
- 1.7. Speed campaign
- 1.8. Young drivers – Campaign
- 1.9. Older road users – Campaign
- 1.10. School start campaign
- 1.11. Drunk driving campaign
- 1.12. Increased helmet use – Bicycle, moped and small powered vehicles
- 1.13. Traffic Culture – Campaign
- 1.14. Taillights – Campaign
- 1.15. Youngsters in traffic – Campaign for teenagers
- 1.16. Lacking/Insufficient orientation – Campaign
- 1.17. Traffic policy in schools
- 1.18. Traffic policies in private and public companies. Requirements for procurement
- 1.19. Traffic policies in clubs and associations

### Main category 2

#### Road design and traffic management

- 2.2. Greater prevalence of road safety audits
- 2.3. Road safety inspection (operation and maintenance)
- 2.3. Increased use of differentiated speed limits
- 2.4. Road safety measures on roads outside urban areas
- 2.5. Road safety measures on roads in urban areas
- 2.6. Funds for improving traffic safety in municipalities
- 2.7. Operation and maintenance with increased focus on road safety
- 2.8. Targeted safety improvements on the state road network

# Traffic Safety Education in Denmark

## - Overview of stakeholders & their responsibilities



### Responsible for:

- Law
- Education goals for all subjects
- Curriculum
- Guidance
- Supervisory authority

### Responsible for:

- Guidance
- Supervisory authority (public schools) (for private schools = their school boards)

### Responsible for:

- Teaching mandatory TSaME

### Responsible for:

- Supervisory authority School Patrols
- Ad hoc checking pupils' bicycles (Bicyclist Test) etc.

### Responsible for:

- Providing quality TSaME following education goals and free of charge
- Guidance schools, municipalities etc.
- Monitoring TSaME

# TSaME Learning Goals - after grade 3, 6 & 9

## Efter 3. klasstrin

Kompetence-område	Kompetence-mål	Faser	Færdigheds- og vidensområder og -mål				Færdigheds- og vidensområder og -mål					
Trafikal adfærd	Eleven kan færdes sikkert i trafikken i lokalområdet.		Færdselsregler		Egen sikkerhed		Andre trafikanter		Sikker rute		Sikker på cykel	
		1.	Eleven kan færdes alene til fods i trafikken ifølge færdselsregler.	Eleven har viden om færdselsregler for fodgængere.	Eleven kan sikre sig	Eleven har viden om sikkerhedsudstyr i	Eleven kan aflæse andre trafikanter.	Eleven har viden om trafikanter og deres tegning.	Eleven kan vælge en sikker rute for fodgængere.	Eleven har viden om kendetegn for sikre ruter for fodgængere.	Eleven kan manøvrere sin cykel i lukket område ifølge grundlæggende færdselsregler.	Eleven har viden om grundlæggende færdselsregler for cyklister.
		2.										
		3.										
		4.										

After grade 3: They should know how to walk safely in traffic

## Efter 6. klasstrin

Kompetence-område	Kompetence-mål	Faser	Færdigheds- og vidensområder og -mål				Færdigheds- og vidensområder og -mål					
Trafikal adfærd	Eleven kan færdes sikkert i trafikken.		Færdselsregler		Egen sikkerhed		Samspil i trafikken		Sikker rute		Sikker på cykel	
		1.	Eleven kan cykle alene i trafikken ifølge færdselsreglerne.	Eleven har viden om færdselsregler for cyklister.	Eleven kan sikre sig	Eleven har viden om sikkerhedsudstyr i	Eleven kan forudse situationer	Eleven har viden om risici forbundet med andre	Eleven kan vælge en sikker rute for cyklister.	Eleven har viden om kendetegn for sikre ruter for cyklister.		
		2.										
		3.										

After grade 6: They should know how to bicycle safely in traffic

## Efter 9. klasstrin

Kompetence-område	Kompetence-mål	Faser	Færdigheds- og vidensområder og -mål				Færdigheds- og vidensområder og -mål					
Trafikal adfærd	Eleven kan færdes sikkert og ansvarsfuldt i trafikken.		Færdselsregler		Egen sikkerhed		Ansvar		Konsekvensberegning		Sikker på cykel	
		1.	Eleven kan færdes i trafikken ifølge færdselsregler og under hensyntagen til medtrafikanter.	Eleven har viden om færdselsregler med an	Eleven kan sikre sig	Eleven har viden om sikkerhedsudstyr i	Eleven kan forudse situationer	Eleven har viden om ansvar	Eleven kan vurdere mulige konsekvenser ved adfærd i trafikken.	Eleven har viden om mulige konsekvenser ved adfærd i trafikken.		
		2.										
		3.										

After grade 9: They should know they are the most valuable in traffic, what the risk factors are, and how to avoid their own and other's risk behaviour

# Our Traffic Safety Education Teaching Materials for Schools

- For all grades = grade 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9
- All digitalized, free-of-charge, interdisciplinary (if relevant)
- All following goals/guidelines:
  - Adapted 1-to-1 to national learning goals for TSaME
  - Following the 17 LEARN! Key Principles for Traffic Safety & Mobility Education
  - Following the recommendations in the LEARN! Manual for Developing and Evaluating Traffic Safety and Mobility Education Activities (172 pages, [www.etsc.eu](http://www.etsc.eu))
  - All tested and evaluated with teachers/pupils
  - All including teachers' manuals.



# **Monitoring the implementation of TSaME in Schools**

## **In Denmark**

# 17 KEY PRINCIPLES FOR TRAFFIC SAFETY AND MOBILITY EDUCATION

## ENSURE THE RIGHT TO RECEIVE TRAFFIC SAFETY AND MOBILITY EDUCATION



1. All children and youngsters should receive high quality traffic safety and mobility education with continuity and progression
2. Integrate traffic safety and mobility education in the curricula for schools, including a minimum amount of teaching hours
3. Set strategic, tactical and operational goals
4. Allocate sufficient resources for traffic safety and mobility education

## ENGAGE AND SUPPORT SCHOOLS



5. Engage and support school management
6. Motivate schools to have a traffic safety and mobility policy
7. Appoint a traffic contact teacher at school
8. Strengthen teachers' competence and support them

## FACILITATE FRAMEWORK CONDITIONS



14. Use interdisciplinary material as a means to teach traffic safety and mobility education
15. Educate student teachers about traffic safety and mobility education during their training
16. Follow-up to ensure traffic safety and mobility education is taught

## 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

## INVOLVE ALL RELEVANT STAKEHOLDERS



17. Involve pupils, students, parents and all relevant stakeholders

DOWNLOAD THE REPORT WITH MORE INFORMATION AND BEST PRACTICE EXAMPLES FOR FREE AT:  
[WWW.TRAFFICSAFETYEDUCATION.EU/KEY-PRINCIPLES](http://WWW.TRAFFICSAFETYEDUCATION.EU/KEY-PRINCIPLES)



- **Ensure the Right to Receive Traffic Safety and Mobility Education (principle 1-4)**
- **Engage and Support Schools (principle 5-8)**
- **Ensure High Quality Education (principle 9-13)**
- **Facilitate Framework Conditions (principle 14-16)**
  - **16. Follow up to ensure traffic safety and mobility education is taught**
- **Involve All Relevant Stakeholders (principle 17)**

(52 pages) ([www.etsc.eu](http://www.etsc.eu))

# What is the difference between evaluation and monitoring?

## Evaluation:

- is about **assessing if TSaME is effective** – e.g.:
  - Is it equipping pupils with the necessary knowledge, attitudes, skills and competences to navigate in traffic and avoid accidents?
  - Are the national learning goals and curriculum implemented (effectively)?
  - To identify: Is action and/or improvements needed?

## Monitoring:

- is used for **tracking (progress) in real time** – e.g.:
  - To access and have data showing if *all* pupils are taught TSaME at *all* levels (UNECE-convention and national goals) in *all* schools (every year)?
  - To show if there has been a progress over time, e.g. from 2020 to 2025?
  - To identify: Is action and/or improvements needed?

# HOW WE MONITORED THE SCHOOLS' TSaME BEFORE 2021 - OUR JOURNEY AND MISTAKES

## DIGITAL LOGIN:

- (pupils & teachers)
- Open TSaME material?
- Download of TSaME material?



## PROBLEM:

- only showed if a teacher or pupil had opened the TSaME material – not if they had taught/been taught

## SCHOOL SURVEYS:

- (answered by headmasters and/or traffic safety teachers)
- School taught different TSaME materials
- Other questions



## PROBLEM:

- did not specify which school year was being referred to
- did not specify if all pupils or just some pupils had received education
- not all schools participated (50-78%)
- did not give us information on each school (in each municipality), but only total and regional data
- was not conducted each year (2009, 2015 og 2020)
- but gave us a good overview (primarily youngest pupils being taught)

## MUNICIPALITY SURVEYS:

- (answered by our contact persons)
- Have your schools taught different TSaME materials this school year?



## PROBLEM:

- data quality too low – it was not the schools who answered, unsure if all municipalities actually did contact all schools
- did not specify which schools/did not give us information on each school (in each municipality) + did not specify if public/private schools + all/some pupils were taught TSaME

**...SHOWED WE NEEDED ...**

**1.**

**A NEW STRATEGY TO GET MORE SCHOOLS TO  
TEACH THE “RIGHT” TSaME AT ALL LEVELS  
(cf. UNECE)...**

**AND...**

**2.**

**A NEW WAY TO MONITOR IF THE SCHOOLS  
WERE/ARE ACTUALLY TEACHING...**

# 1. A NEW STRATEGY TO GET MORE SCHOOLS TO TEACH THE “RIGHT” TSaME AT ALL LEVELS (cf. UNECE)...

- **Goal:**
  - Increase the number of schools teaching the ”right” TSaME at all levels
- **How did we do this:**
  - **We looked at the national learning goals for TSaME:**
    - **After grade 3:** They should know how to **walk safely in traffic**
    - **After grade 6:** They should know how to **bicycle safely in traffic**
    - **After grade 9:** They should know they are the **most valuable in traffic, what the risk factors are, and how to avoid their own and other´s risk behaviour**
  - **We then looked at all our TSaME materials to assess and prioritize which of these:**
    - fulfil the 3 above national learning goals for TSaME?
    - included both theory and practice/training in (real) traffic, cf. LEARN! Principle 9?
    - had evaluated best in our evaluations, cf. LEARN! Principle 12?
    - were realistic that all schools could teach – in terms of minutes/hours it takes the teachers to prepare and teach?
- **We ended up with...**

# WE ENDED UP WITH A...

A **graduated minimum** model:

- All schools – both public and private – should minimum teach all their pupils these 3 TSaME materials:
  - Grade 0 or grade 1 (pupils 5-6 years old): **Pedestrian test** (6 lessons)
  - Grade 6 (pupils 12 years old): **Cycling test** (10-12 lessons)
  - Grade 8 or grade 9 (pupils 14-15 years old): **Risk factors/reflection** (2-6 lessons)

# The 3 TSaME materials all schools should minimum teach all their 5/6-15-year-old pupils (= graduated min. model)

## Grade 0-1

(5-6-year-old): Safe pedestrian

### "Pedestrian Test"

(theory & practice in real traffic), 6 lessons



## Grade 6

(12-year-old): Safe on bicycle

### "Cycling Test"

(theory & practice in real traffic), 10-12 lessons



## Grade 8-9

(14-15-year-old): Risk factors/reflection

Visit in class by "Sikker Trafik LIVE" ambassador, 2 lessons



"360 degrees" (+ new: "We were 5")  
(Soc. Science, Religion), 4-6 lessons







and/or

- Pupils meet a person (ambassador) who lives with a visible injury after a traffic accident (testimonials)
- They hear the story of the accident and of having to live a different life than one had imagined.
- There is ongoing dialogue throughout the visit, where pupils also gain knowledge about risks in traffic and the possible consequences when things go wrong.

## 2. A NEW WAY TO MONITOR IF THE SCHOOLS WERE/ARE ACTUALLY TEACHING...



- We developed an annual survey/test called “Kommunernes Skoletrafiktest” (The Municipalities’ School Traffic Test)
- Includes two quantitative surveys - conducted by an external analysis agency - to:
  - all 1600 public and private schools (primary and lower secondary: grades 0 to 9) in Denmark (school survey with only 7 questions)
  - all 98 municipalities in Denmark (municipal survey with only 8 questions)
- Provides monitoring of our minimum-model – do the schools teach:
  - Pedestrian test (6 lessons) 
  - Cycling test (10-12 lessons) 
  - Risk factors/reflection/LIVE (2-6 lessons)  
- Provides data for KPIs in NATIONAL ACTION PLAN regarding traffic safety education.





# Kommunernes Skoletrafiktest 2022

## Skole-spørgeskema

BESVARES AF SKOLERNE (SKOLENS SKOLELEDER OG FÆRDELSKONTAKTLERER, HVIS DER ER SÅDAN EN):

NB. Bemærk venligst:

Spørgsmålsnummer
Baggrundsspørgsmål (disse informationer)
Baggrundsspørgsmål (disse informationer)
Baggrundsspørgsmål (disse informationer)

Spørgsmålsnummer	Spørgsmål
1	Har Fær skol undi Fær skol skol min skol tilfø svar



	<ul style="list-style-type: none"> <li>( _5) Nej, men vi vil gennemføre det i skoleåret 2025/2026.</li> <li>( _6) Nej, vi ønsker ikke/kan ikke gennemføre gåprøve for vores elever. Skriv venligst hvorfor: _____ (åben, skal udfyldes)</li> </ul>	10	
	Uddyb evt. dit/jeres svar: _____	0	
3	<p><b>(TIL SKOLER MED 5. OG 6. KLASSE)</b></p> <p>Har <u>alle</u> 6. klasserne på jeres skole ved afslutningen af skoleåret 2024/2025 – enten i 5. eller 6. klasse - gennemført en cyklistprøve?</p> <p>En cyklistprøve består af både teoriundervisning og en praktisk del ude i trafikken, hvor eleverne afprøver det, de har lært.</p>	MAX. 125 POINT KAN OPNÅS	
	<ul style="list-style-type: none"> <li>( _1) Ja, <u>alle</u> 6. klasserne har gennemført Rådet for Sikker Trafiks cyklistprøve (teori og en praktisk prøve) (i enten 5. eller 6. klasse)</li> <li>( _2) Ja, <u>alle</u> 6. klasserne har gennemført egenudviklet cyklistprøve (teori og praktisk del) (i enten 5. eller 6. klasse). Beskriv venligst materialet: _____ (åben, skal udfyldes)</li> <li>( _3) Nej, kun <u>noGLE</u> 6. klasser har gennemført Rådet for Sikker Trafiks cyklistprøve (teori og praktisk prøve) (i enten 5. eller 6. klasse)</li> <li>( _4) Nej, kun <u>noGLE</u> 6. klasser har gennemført egenudviklet cyklistprøve (teori og praktisk del) (i enten 5. eller 6. klasse). Beskriv venligst materialet: _____ (åben, skal udfyldes)</li> <li>( _5) Nej, men vi vil gennemføre det i skoleåret 2025/2026</li> <li>( _6) Nej, vi ønsker ikke/kan ikke gennemføre cyklistprøve for vores elever. Skriv venligst hvorfor: _____ (åben, skal udfyldes)</li> </ul>	125	
	Uddyb evt. dit/jeres svar: _____	60	
	Uddyb evt. dit/jeres svar: _____	0	

# 1600 schools: 7 questions - MAX 600 points in total:

1. Traffic contact teacher (KPI)
2. Pedestrian test (grade 0-1) (KPI)
3. Cycling test (grade 5-6) (KPI)
4. Taught about risk factors and possible consequences of own and others' behavior in traffic (KPI), e.g. via video-based material or a guest teacher dealing with a real traffic accident (LIVE/360 degrees) (grade 8-9)
5. Traffic policy, which states at which grade levels there is traffic education (recom.),
6. School Patrol/Little Cyclist test (no points for this question)
7. Who has answered the test



# How Many Children Receive TSaME in Denmark?

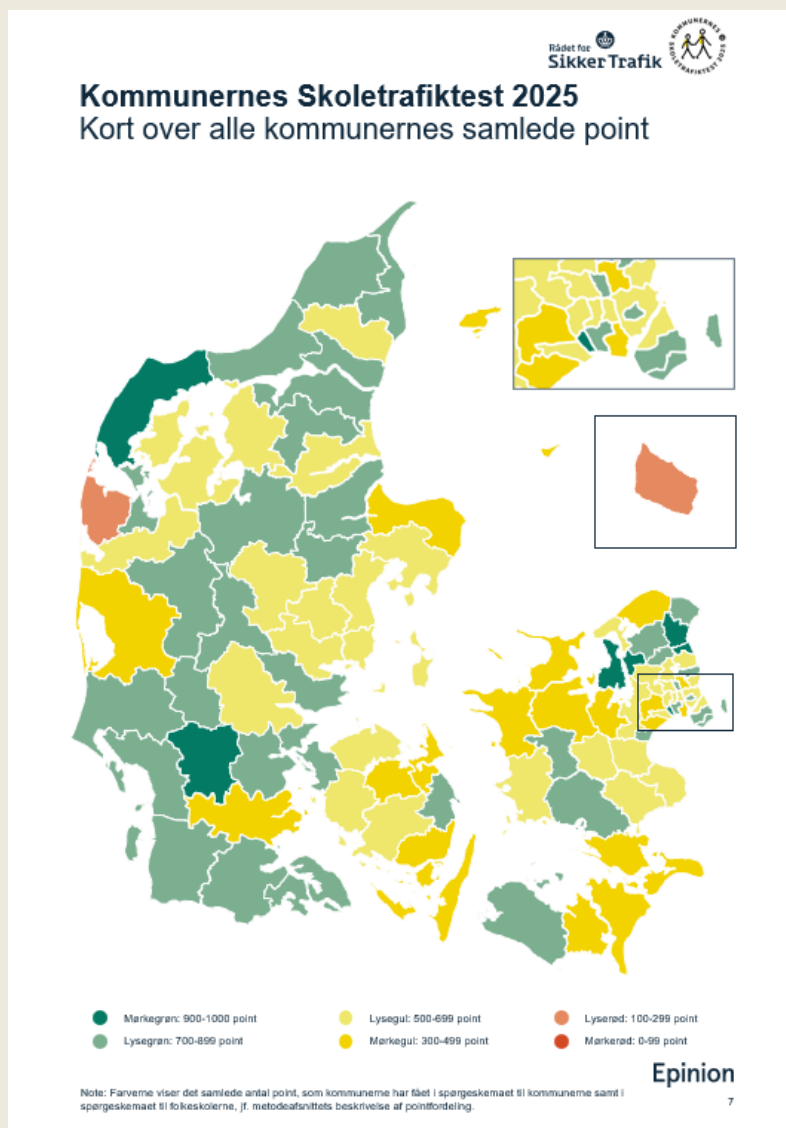
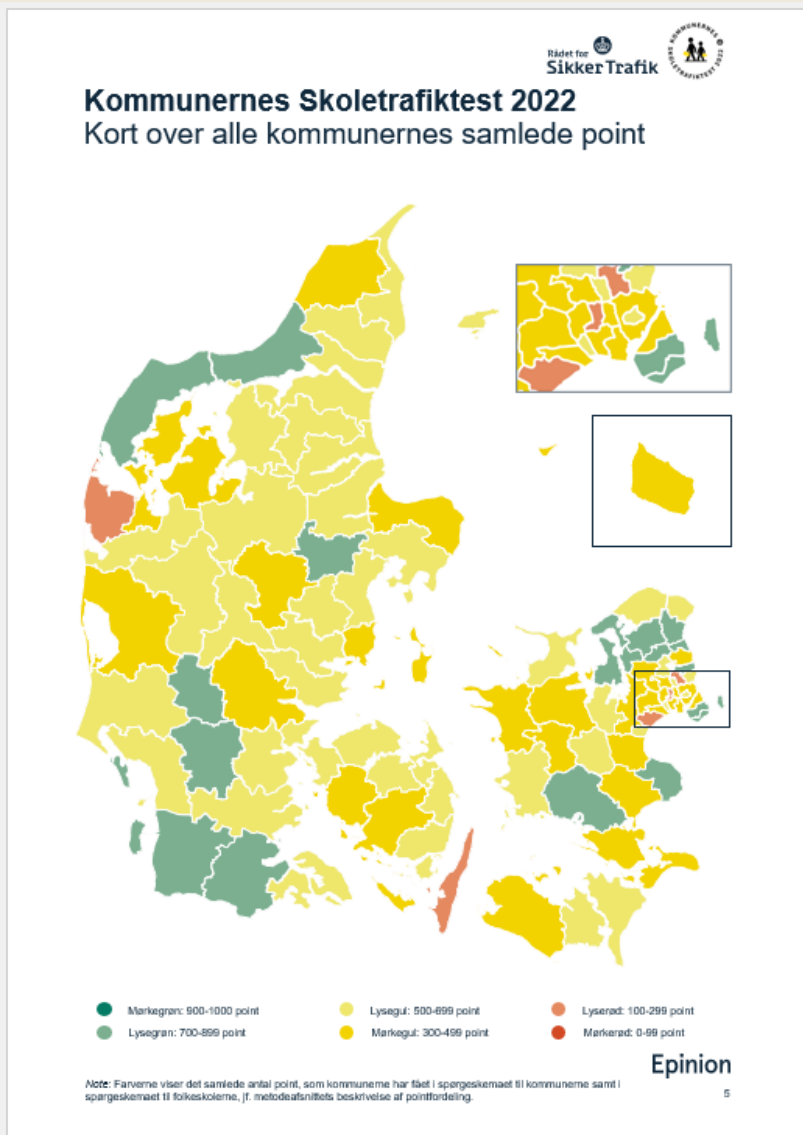


## 2025 TSaME results (grades 0-9, public & private schools):

- **77 %** of schools taught all pupils in **pedestrian test** in grades 0-1 (5-6 years old) in **2024/2025** (public schools: **80 %**):
    - Increase from 2022, when the figure was 69 %
  - **63 %** of schools taught all pupils in **cycling test** in grades 5-6 (5-6 years old) in **2024/2025** (public schools: **68 %**):
    - Increase from 2022, when the figure was 59 %
  - **56 %** of schools have taught all pupils **risk factors** in grades 8-9 (14-15 years old) (**LIVE** and/or "360 degrees") in **2024/2025** (public schools: **57 %**):
    - Significant increase from 2022, when the figure was 42 %
- 
- **42 %** of schools have taught all their pupils the **Graduated Minimum Model (PT + CT + risk factors)** in **2024/2025** (public schools: **47 %**):
    - Significant increase from 2022, when the figure was 30 % (and for public schools 33 %)
    - In 2022 13 % of schools (11 % of public schools) did no TSaME at all. Now: only 8 %, and 6 % public schools)

Source: Based on results from Municipalities' School Traffic Test 2025, 82 % of all schools (grades 0-9, public & private) and all 98 municipalities answered the survey

# Municipalities' School Traffic Test 2022 & 2025



Rådet for Sikker Trafik

## Kommunernes Skoletrafiktest 2025

Samlet pointoversigt på kommuneniveau

Kommune	Point	Status	Udvikling	Kommune	Point	Status	Udvikling
Hørsholm Kommune	926	●	▲	Horsens Kommune	637	●	▼
Valensbæk Kommune	922	●	▲	Gentofte Kommune	630	●	▼
Fredensborg Kommune	919	●	▲	Isbjerg Kommune	625	●	▲
Thisted Kommune	918	●	▲	Sikve Kommune	618	●	▲
Frederikssund Kommune	908	●	▲	Sikeborg Kommune	613	●	▲
Vejen Kommune	900	●	▲	Køge Kommune	610	●	▲
Dragør Kommune	886	●	▲	Ballerup Kommune	609	●	▲
Favrskov Kommune	885	●	▲	Skanderborg Kommune	609	●	▲
Solrød Kommune	882	●	▲	Aarhus Kommune	598	●	▼
Randers Kommune	869	●	▲	Egedal Kommune	594	●	▼
Herring Kommune	863	●	▲	Syddjurs Kommune	583	●	▲
Tander Kommune	863	●	▼	Mariagerfjord Kommune	580	●	▼
Viborg Kommune	843	●	▲	Stevns Kommune	577	●	▲
Lyngby-Taarbæk Kommune	837	●	▲	Samsø Kommune	565	●	▼
Frederikshavn Kommune	836	●	▲	Høstebro Kommune	561	●	▲
Bilund Kommune	827	●	▲	Faaborg-Midtfyn Kommune	559	●	▲
Jammerbugt Kommune	827	●	▼	Roskilde Kommune	559	●	▼
Hedensted Kommune	820	●	▲	Faxe Kommune	541	●	▼
Sanderborg Kommune	807	●	▼	Morsø Kommune	538	●	▼
Fredericia Kommune	793	●	▼	Slagelse Kommune	537	●	▼
Fans Kommune	782	●	▼	Vejle Kommune	535	●	▲
Aabenraa Kommune	779	●	▼	Assens Kommune	522	●	▲
Kolding Kommune	779	●	▼	Ringslet Kommune	519	●	▼
Helsingør Kommune	772	●	▲	Brønderslev Kommune	505	●	▲
Esbjerg Kommune	765	●	▲	Furesø Kommune	504	●	▼
Herlev Kommune	758	●	▲	Vesthimmerlands Kommune	504	●	▲
Lolland Kommune	756	●	▲	Rødovre Kommune	500	●	▼
Aalborg Kommune	753	●	▲	Lejre Kommune	498	●	▲
Hilleroed Kommune	750	●	▲	Gladssø Kommune	490	●	▼
Sora Kommune	746	●	▼	Haderslev Kommune	485	●	▼
Struer Kommune	746	●	▼	Ørnskov Kommune	473	●	▼
Nyborg Kommune	738	●	▲	Heje-Taastrup Kommune	473	●	▼
Hjerring Kommune	735	●	▲	Hvidovre Kommune	472	●	▲
Vardø Kommune	725	●	▼	Kerteminde Kommune	470	●	▼
Alerød Kommune	724	●	▲	Odense Kommune	460	●	▼
Næstved Kommune	723	●	▼	Langeland Kommune	458	●	▲
Tårby Kommune	719	●	▼	Vordingborg Kommune	451	●	▲
Frederiksberg Kommune	714	●	▲	Holbæk Kommune	419	●	▼
Rebild Kommune	712	●	▼	Guldborgsund Kommune	406	●	▲
Brøndby Kommune	711	●	▲	Låsø Kommune	400	●	▲
Ikast-Brande Kommune	709	●	▲	Greve Kommune	392	●	▲
Midtelfart Kommune	702	●	▼	Ærø Kommune	377	●	▲
Nordfyns Kommune	694	●	▲	Svendborg Kommune	373	●	▲
Rudersdal Kommune	691	●	▲	Norddjurs Kommune	365	●	▲
Glostrup Kommune	681	●	▼	Odsø Kommune	347	●	▼
Halsnæs Kommune	678	●	▲	Ringkøbing-Skjern Kommune	336	●	▼
Albertslund Kommune	675	●	▲	Kalundborg Kommune	324	●	▼
Odder Kommune	650	●	▲	Lemvig Kommune	270	●	▼
Københavns Kommune	647	●	▲	Bornholms Regionskommune	211	●	▼

● Mærkegræn: 900-1000 point  
● Lysegræn: 700-899 point  
● Lysegræn: 500-699 point  
● Mærkegræn: 300-499 point  
● Lyserød: 100-299 point  
● Mærkerød: 0-99 point

Note: Farverne viser det samlede antal point, som kommunerne har fået i spørgeskemaet til kommunerne samt i spørgeskemaet til folkeskolerne. If. metodeafsnittets beskrivelse af pointfordeling. På den sidste søjle "Udvikling" ses, hvordan kommunerne har klaret sig sammenlignet med Kommunernes Skoletrafiktest 2024. Der vises en streg i kolonnen ud fra de kommuner, som har opnået samme point i 2025 som i 2024.

Epinion

2022-winner 880 points

2025-winner 926 points

# Municipalities' School Traffic Test – 3 types of reports



## Kommunernes Skoletrafiktest 2022 National rapport



## Mariagerfjord Kommune Resultater fra Kommunernes Skoletrafiktest 2022

Kommunernes Skoletrafiktest er en årlig måling af, hvordan det går med grundskolernes (folke-, fri- og privatskoler) trafikundervisning i Danmark. Testen undersøger, om alle folkeskoler gennemfører den obligatoriske trafikundervisning, jf. Børne- og Undervisningsministeriets Fælles Mål for Færdselslære og om alle fri- og privatskoler gennemfører undervisning, der står mål med folkeskolens undervisning i færdselslære.

Formålet med testen er at styrke trafikundervisningen ved at have et vedvarende fokus på trafiksikker adfærd for børn og unge. Epinion har på vegne af Rådet for Sikker Trafik kontaktet alle landets folke-, fri- og privatskoler samt landets 98 kommuner for at undersøge, hvordan de arbejder med trafikundervisning.

Rapporten viser, hvor mange kommuner har oplyst i testen. Pointene svarer fra jeres folkeskoler, hvad skolerne i jeres kommune har svaret på spørgsmålene om alle fri- og privatskoler gennemfører undervisning, der står mål med folkeskolens undervisning i færdselslære. Rapporten indeholder også oplysninger om eventuelle folkeskoler i jeres kommune, der ikke har deltaget i testen, og hvilke anbefalinger til, hvordan I styrker trafikundervisningen.



## Fredensborg Kommune Resultater fra Kommunernes Skoletrafiktest 2025

Kommunernes Skoletrafiktest er en årlig måling af, hvordan det går med grundskolernes (folke-, fri- og privatskoler) trafikundervisning i Danmark. Testen undersøger, om alle folkeskoler gennemfører den obligatoriske trafikundervisning, jf. Børne- og Undervisningsministeriets Fælles Mål for Færdselslære og om alle fri- og privatskoler gennemfører undervisning, der står mål med folkeskolens undervisning i færdselslære.

Formålet med testen er at styrke trafikundervisningen ved at have et vedvarende fokus på trafiksikker adfærd for børn og unge. Epinion har på vegne af Rådet for Sikker Trafik kontaktet alle landets folke-, fri- og privatskoler samt landets 98 kommuner for at undersøge, hvordan de arbejder med trafikundervisning.

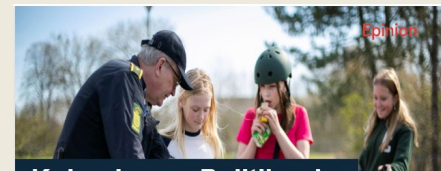
I denne rapport præsenteres, hvordan jeres kommune har klaret sig i Kommunernes Skoletrafiktest 2025.

Herudover indgår tallene fra testens første år (skoleåret 2021/2022) og fra sidste år (skoleåret 2023/2024), så I kan se udviklingen over tid.

Rapporten viser desuden, hvor mange point jeres kommune har opnået i testen. Pointene dækker over jeres svar i kommune-spørgeskemaet og svarene fra jeres folkeskoler i skole-spørgeskemaet. I rapporten kan I se, hvad skolerne i jeres kommune har svaret på testens 7 spørgsmål til skolerne, samt hvad I som kommune har svaret på de 8 spørgsmål til kommunerne. Der indgår nationale benchmarks.

Rapporten indeholder også oplysninger om eventuelle folkeskoler i jeres kommune, der ikke har deltaget i testen, og hvor svar derfor ikke haves.

Rapporten ledsages af et brev med lokale anbefalinger til, hvordan I kan styrke trafikundervisningen.



## Københavns Politikreds Resultater fra Kommunernes Skoletrafiktest 2022

Kommunernes Skoletrafiktest er en årlig måling af, hvordan det går med grundskolernes (folke-, fri- og privatskoler) trafikundervisning i Danmark. Testen undersøger, om alle folkeskoler gennemfører den obligatoriske trafikundervisning, jf. Børne- og Undervisningsministeriets Fælles Mål for Færdselslære og om alle fri- og privatskoler gennemfører undervisning, der står mål med folkeskolens undervisning i færdselslære.

Formålet med testen er at styrke trafikundervisningen ved at have et vedvarende fokus på trafiksikker adfærd for børn og unge. Epinion har på vegne af Rådet for Sikker Trafik kontaktet alle landets folke-, fri- og privatskoler samt landets 98 kommuner for at undersøge, hvordan de arbejder med trafikundervisning.

I denne rapport præsenteres, hvordan jeres kommune har klaret sig i Kommunernes Skoletrafiktest 2022.

Formålet med testen er at styrke trafikundervisningen ved at have et vedvarende fokus på trafiksikker adfærd for børn og unge.



## Bornholms Politikreds Resultater fra Kommunernes Skoletrafiktest 2025

Kommunernes Skoletrafiktest er en årlig måling af, hvordan det går med grundskolernes (folke-, fri- og privatskoler) trafikundervisning i Danmark. Testen undersøger, om alle folkeskoler gennemfører den obligatoriske trafikundervisning, jf. Børne- og Undervisningsministeriets Fælles Mål for Færdselslære og om alle fri- og privatskoler gennemfører trafikundervisning, der står mål med folkeskolens undervisning i færdselslære.

Formålet med testen er at styrke trafikundervisningen ved at have et vedvarende fokus på trafiksikker adfærd for børn og unge.

Formålet med Kommunen at styrke trafikundervisningen vedvarende fokus på trafiksikker adfærd for børn og unge. Epinion har på vegne af Rådet for Sikker Trafik kontaktet alle landets folke-, fri- og privatskoler samt landets 98 kommuner for at undersøge, hvordan de arbejder med trafikundervisning.

I denne rapport præsenteres, hvordan det ser ud i jeres politikreds på baggrund af data fra Kommunernes Skoletrafiktest 2025.

Herudover indgår tallene fra testens første år (skoleåret 2021/2022) og fra sidste år (skoleåret 2023/2024), så det er muligt at se udviklingen over tid.



## Kommunernes Skoletrafiktest 2025 National rapport

Kommunernes Skoletrafiktest er en årlig måling af, hvordan det går med grundskolernes (folke-, fri- og privatskoler) trafikundervisning i Danmark. Testen undersøger, om alle folkeskoler gennemfører den obligatoriske trafikundervisning, jf. Børne- og Undervisningsministeriets Fælles Mål for Færdselslære og om alle fri- og privatskoler gennemfører trafikundervisning, der står mål med folkeskolens undervisning i færdselslære.

Formålet med testen er at styrke trafikundervisningen ved at have et vedvarende fokus på trafiksikker adfærd for børn og unge. Epinion har på vegne af Rådet for Sikker Trafik kontaktet alle landets folke-, fri- og privatskoler samt landets 98 kommuner for at undersøge, hvordan de arbejder med trafikundervisning.

I denne rapport præsenteres de nationale resultater af Kommunernes Skoletrafiktest 2025.

Herudover indgår tallene fra testens første år (skoleåret 2021/2022) og fra sidste år (skoleåret 2023/2024), så det er muligt at se udviklingen over tid.

Den nationale rapport viser de samlede svar for alle folke-, fri- og privatskoler (herunder også hvilke skoler, der ikke har besvaret testen) og den viser, hvad kommunerne gør for at understøtte trafikundervisningen lokalt. Rapporten tegner således et samlet billede af, hvordan det står til med trafikundervisningen i Danmark.



## 98 MUNICIPALITY REPORTS (report & letter with recommendations)

- Contact person: Tec. adm.
- Contact person: School adm.

- Mayor
- Director of technical adm.
- Director of children adm.
- Committee chairpers. Tec.
- Committee chairperson. Child.
- Head of school adm.

## ALL SCHOOLS (PUBLIC & PRIVATE)

- (to headmaster & school board)
- Mail with recommendations

## 12 POLICE DISTRICT REPORTS

- Contact person: Preventive dep.
- Contact person: Traffic dep.
- Director of police district

## NATIONAL REPORT

- Ministry of Children & Education
- Ministry of Transport
- Local Government Denmark (KL)
- (Danish Road Safety Commission)

# WHAT DID OUR NEW MONITORING PROVIDE US WITH?



- An increase in schools teaching the “right” TSaME (at all levels)
- An increase in municipalities´ support to schools in relation to TSaME
- A good opportunity to highlight the importance of TSaME in relation to the political level in the municipalities (mayor, committee chairpersons, directors etc.) – providing local results, use of benchmark (children's safety in traffic is a “hot” topic)
  - **Example: Municipality of Copenhagen – 12 m DKK (1,6 m EURO) the next 3 years to increase their schools´ TSaME**
- Press attention and releases, articles/tv etc. - more than 100 press articles across the country every year
- Data gives us insights – what to prioritize in our work:
  - Why do some schools in specific regions/municipalities not teach (enough) and how can we help them?
  - Why do some schools not teach all their pupils, but only some?
  - Why are some age groups e.g. not being taught (enough) in TSaME?



# Recommendations for monitoring TSaME

- **Prioritize which high quality TSaME teaching materials are a minimum *all* schools should teach to fulfil national goals for TSaME**
- **Ask the schools (headmasters and traffic safety teacher (coordinator of TSaME)) to answer survey**
- **Monitor annually**
- **Include few questions in survey(s)– be realistic and be precise in formulations**
- **Provide national and local reports including benchmark informing relevant target groups about results (including “bad” results) – ministries, municipalities, police, schools, press etc.**
- **Accept it takes time, resources and costs money to make a well-functioning monitoring “machine”**
- **We pay 51.000 Euro in 2025 = it is expensive, but effective in terms of actually increasing TSaME and cheaper than conventional marketing channels**



**= Monitoring can be a powerful structural driver to increase TSaME. The key is to make it purposeful, proportionate and embedded into routines.**

# **Thank you!**

**Lise Heiner Schmidt, Head of Development &  
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Council**

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