



LEARN!

LEVERAGING EDUCATION TO
ADVANCE ROAD SAFETY NOW!



Global Traffic Education Seminar | 23 January 2026



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Aims:

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

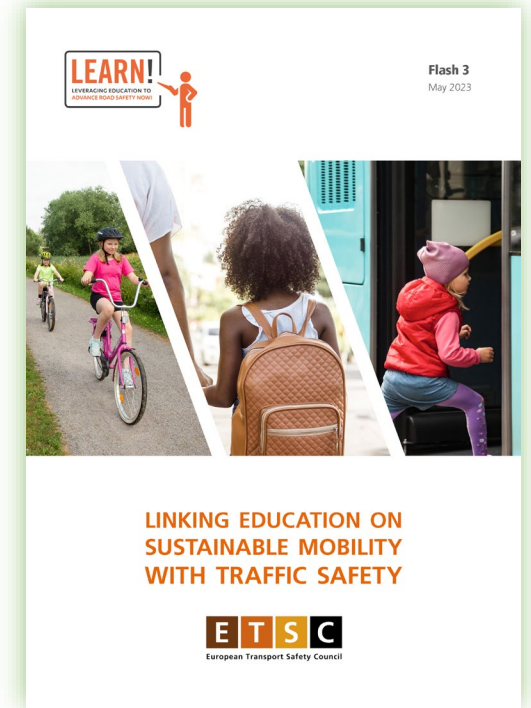
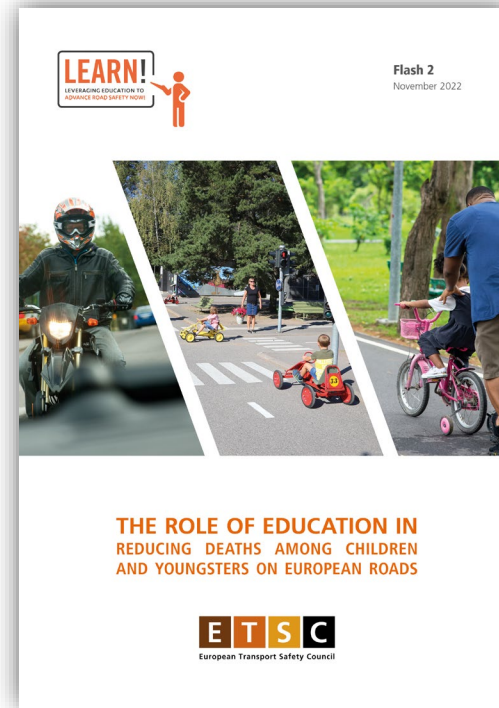
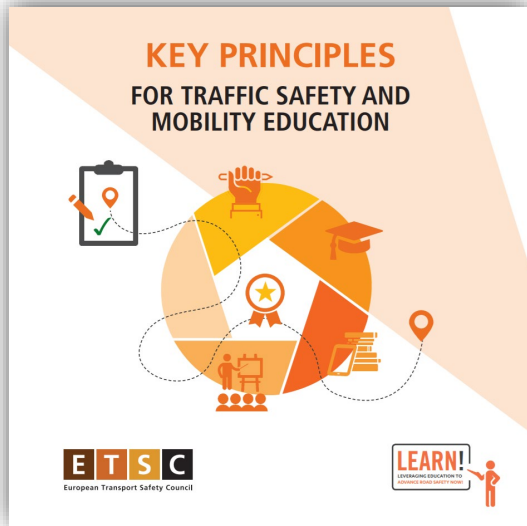
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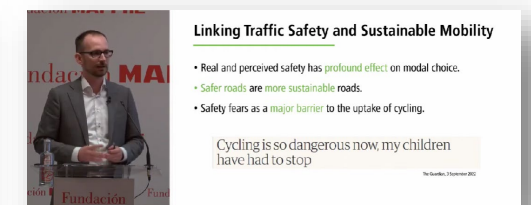
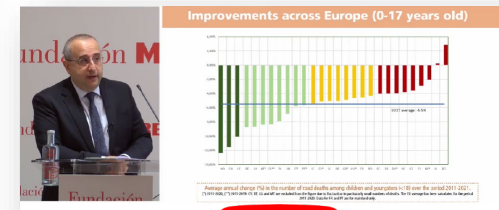
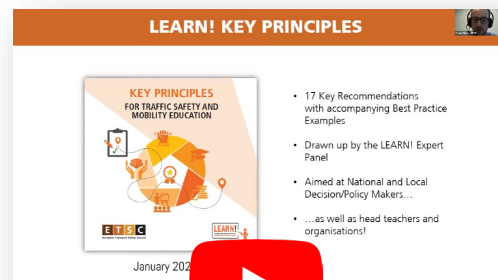
European Transport Safety Council

ADAC Stiftung



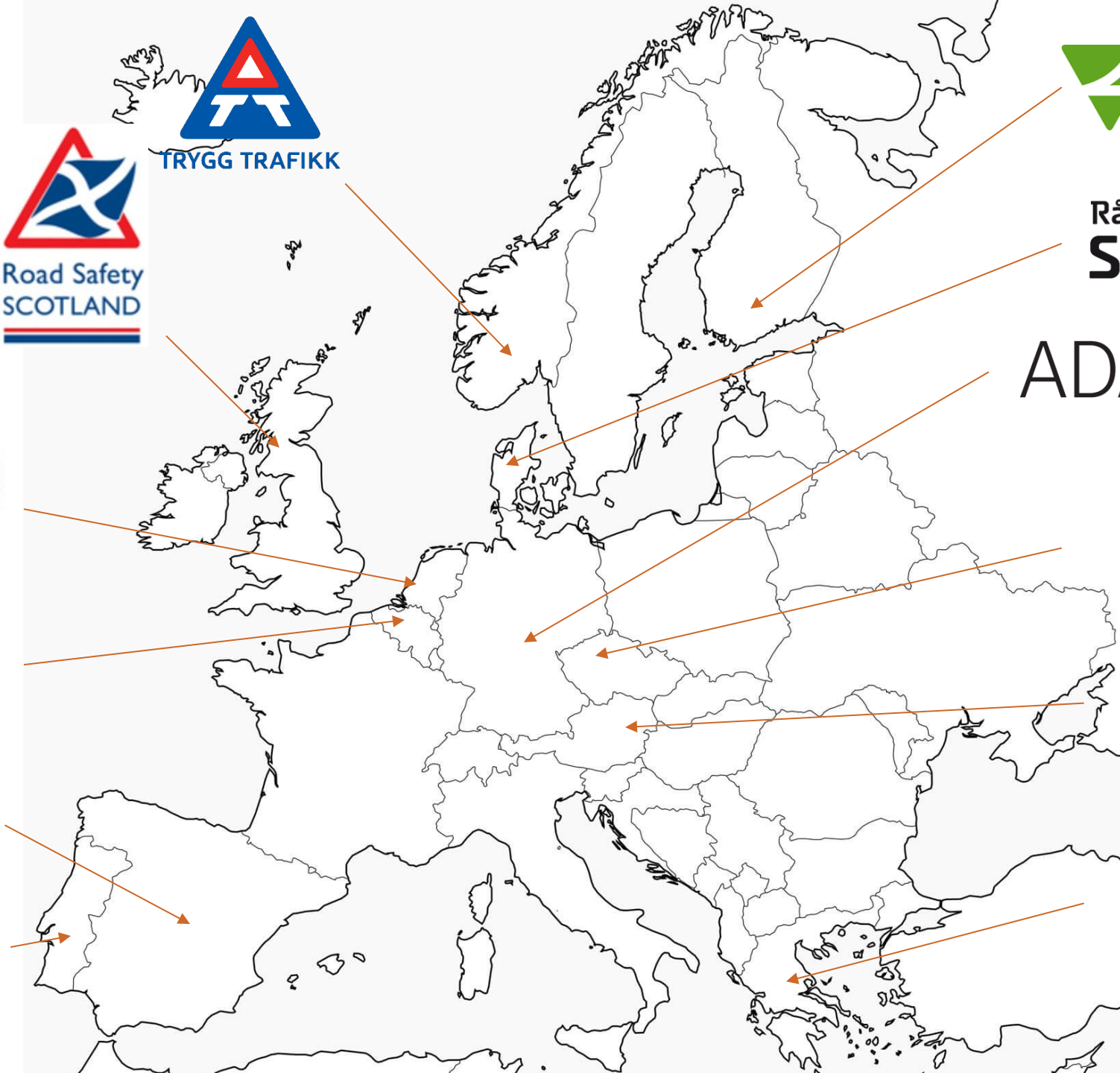


Click the images for direct links to the reports and their presentations.





ADAC Stiftung



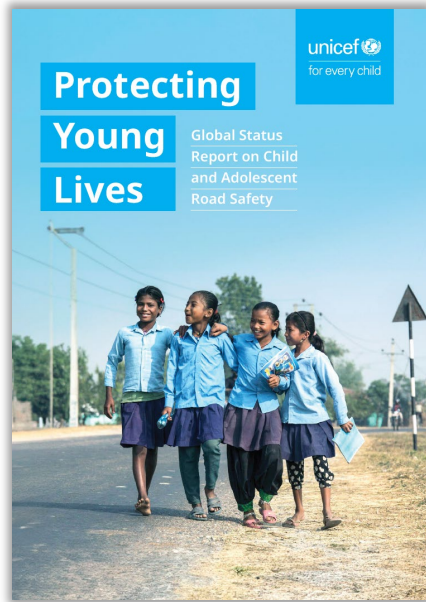
TRAFFIC SAFETY AND MOBILITY EDUCATION

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.

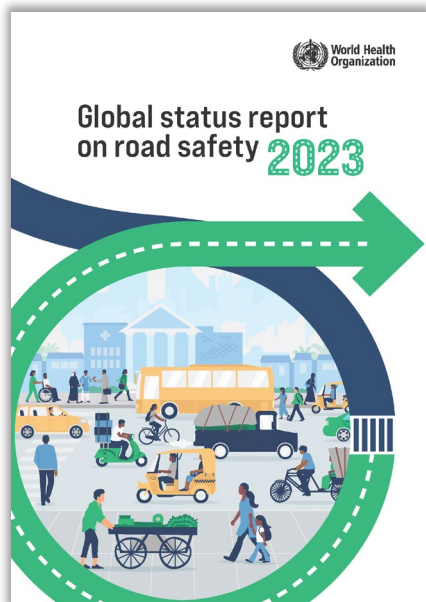
0-17
year olds





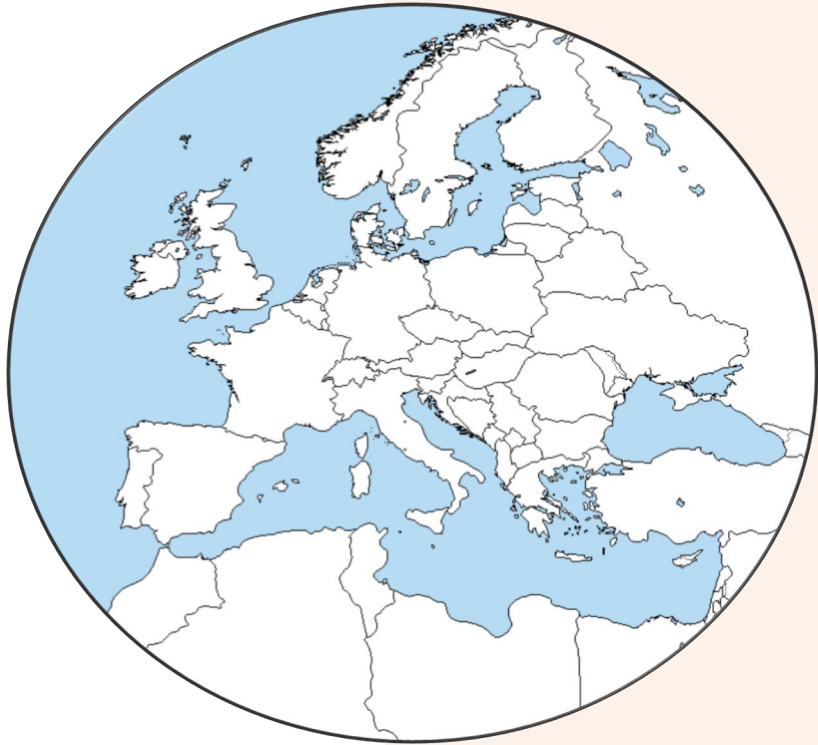
The Global Road Safety of Children and Youngsters

An estimated **181,453** children and youngsters aged 0-19 years died on roads across the globe in 2021



Road injury is the **leading cause of death** for the age group 5-29 years.

Ages 5-29 years
Road Injury
Tuberculosis
Diarrhoeal diseases
Interpersonal violence
Self-harm
HIV/AIDS
Lower respiratory infections
Maternal conditions
Drowning
Cirrhosis of the liver
Malaria
Meningitis



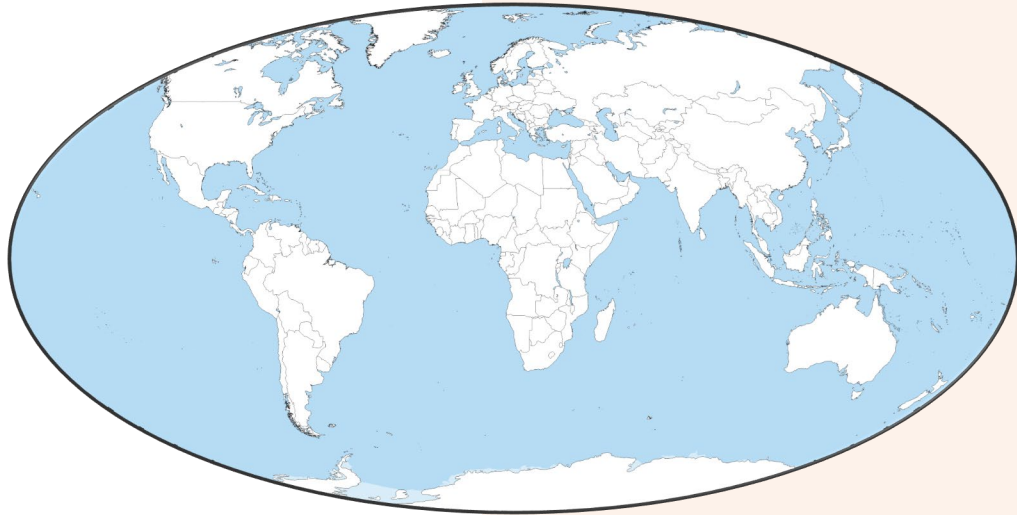
Article 3(5bis)

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.**

UNECE's "1968 Vienna" Convention on Road Traffic



UNECE



Article 3(5bis)

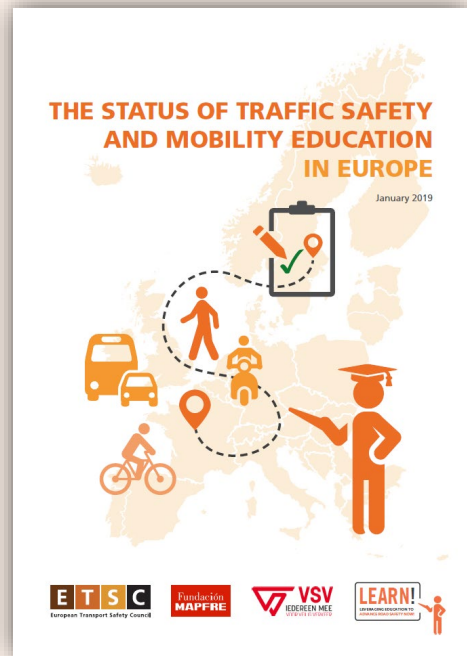
Contracting Parties will take the necessary measures to ensure that road safety education be provided on a systematic and continuous basis, particularly in schools at all levels.

UN's "1968 Vienna" Convention on Road Traffic

Signatories: 36. Parties: 91
(101 countries)

Source: [Status of the Convention on Road Traffic](#)

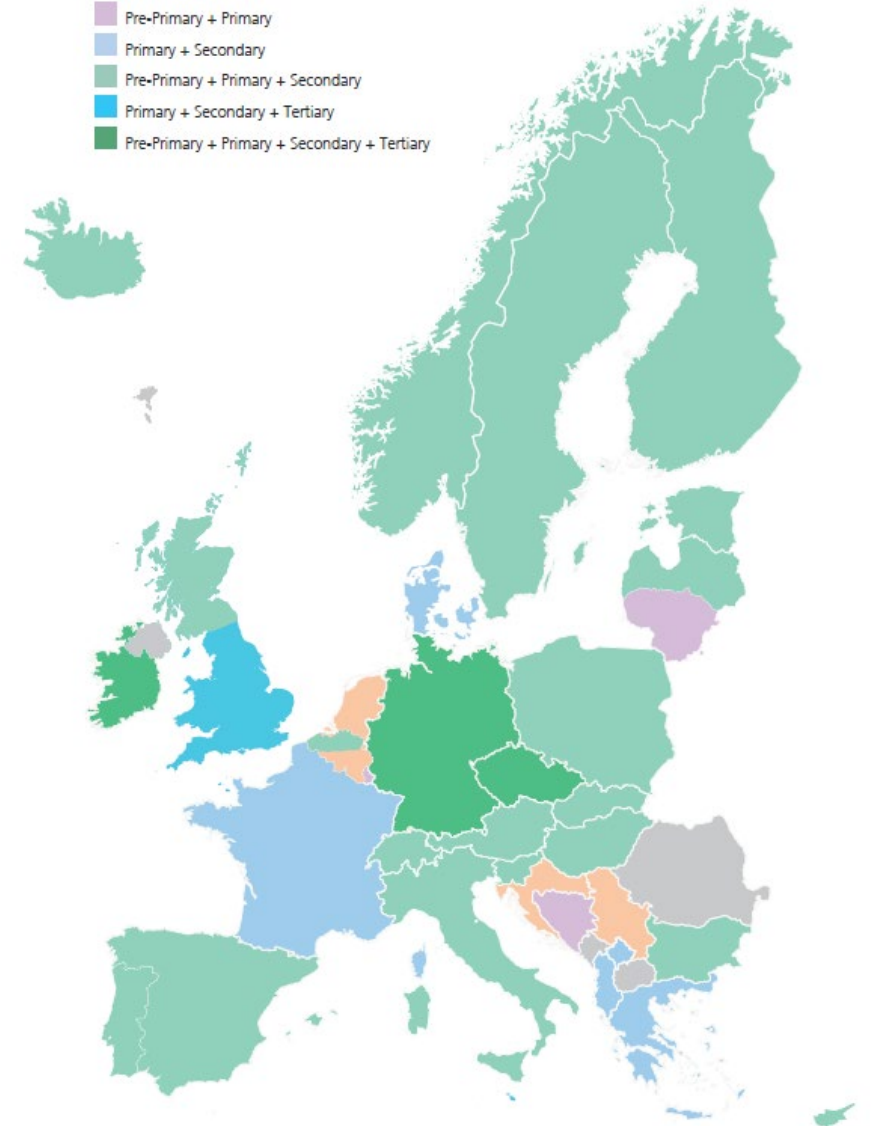
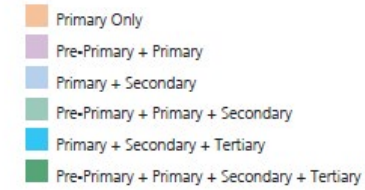


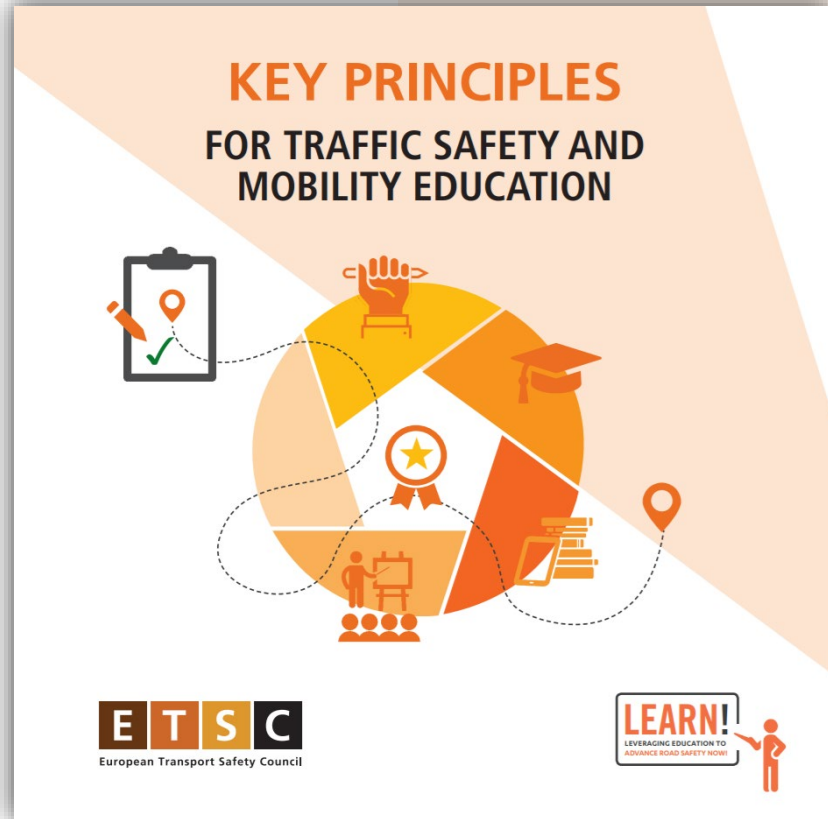


Conclusion:

- The Status Report shows that in practice, the European states' UN commitment is not always fulfilled, and **there is a lot of room for improvement** in that regard, notably at secondary education.

Overview of the levels of education at which traffic safety and mobility education is given.

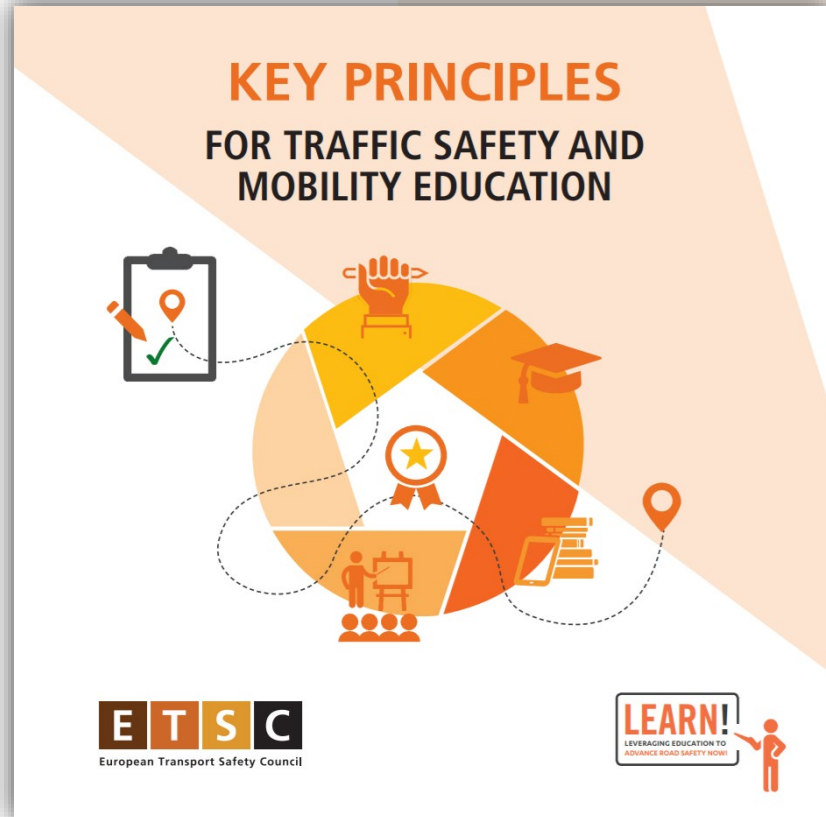




- 17 Key Recommendations with accompanying Best Practice Examples
- Aimed at National and Local Decision/Policy Makers...
- ...as well as head teachers and organisations!
- Drawn up by the LEARN! Expert Panel

Origins of the LEARN! Key Principles

- Discussion on challenges faced in the different countries.
- Followed-up by a survey on main challenges faced by the experts.
- Despite the national characteristics of the challenges, they could be grouped into several themes.

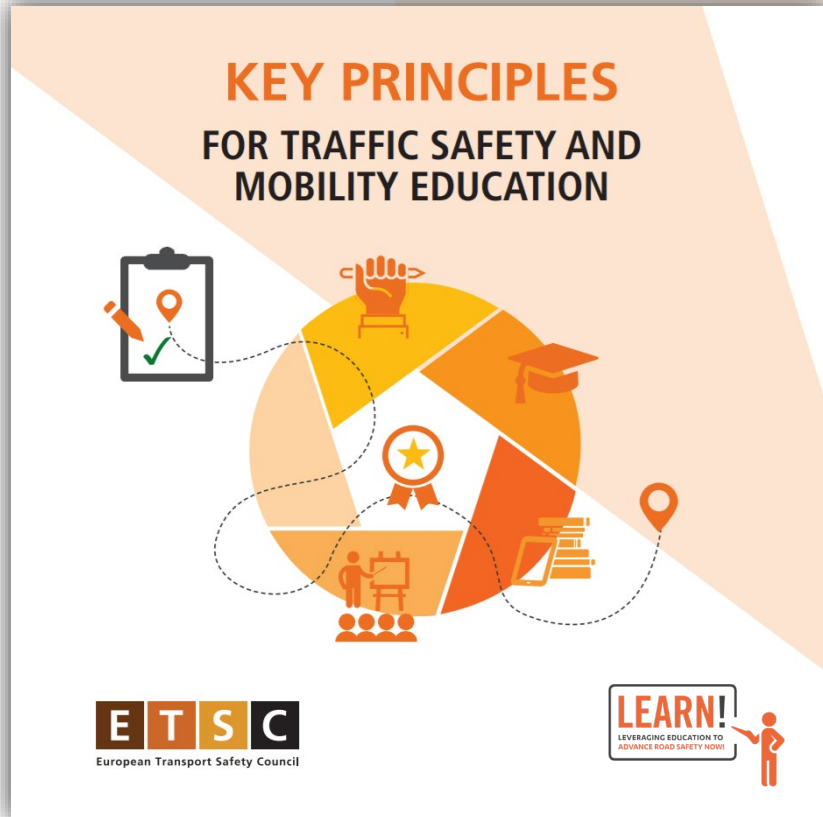


Developing the LEARN! Key Principles

- Recommendations to address those challenges

Our challenges:

- National differences had to be taken into account, therefore no specific recommendations
- Still be helpful



The **LEARN!** approach for recommendations:

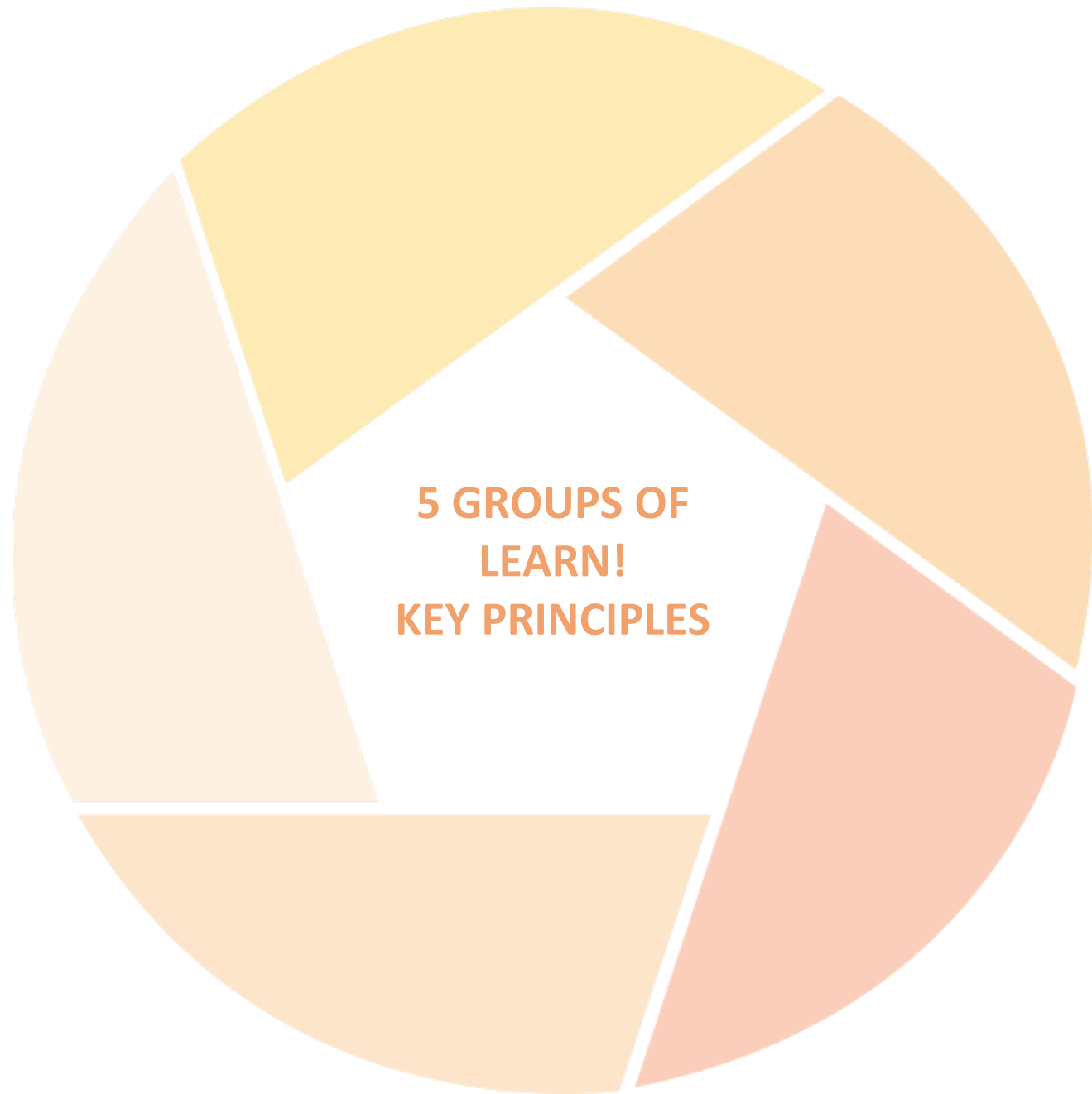
- High-level recommendations
 - Require adaptation and interpretation in the national context
 - Accompanied by:
- Best Practice Examples
 - To illustrate how the recommendations can be/have been translated in a national context





The LEARN! recommendations can therefore:

- Be applied outside of the education/school setting through reinterpretation
 - E.g. at youth clubs, sports clubs
- Be applied to other age groups
 - E.g. elderly
- Be applied outside of Europe



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

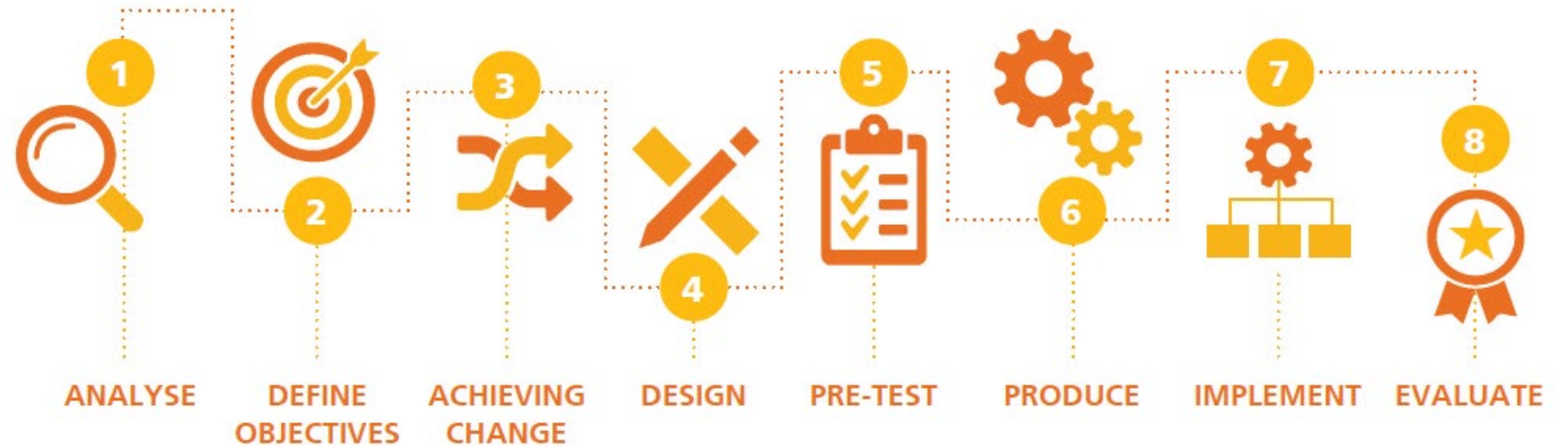
13

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



WHAT IS THE LEARN! MANUAL?

Part II The Guidelines

Part III The Handbook

Part IV How to use the Manual

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 SE 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

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

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.

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).

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.

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

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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 28

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

Related Steps	8 Evaluation	This example illustrates how the "Help the Helmetless" activity was evaluated using a mix of quantitative and qualitative evaluation methods, and included baseline and post-activity measurements.
Age groups	15 to 25 year olds	

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.

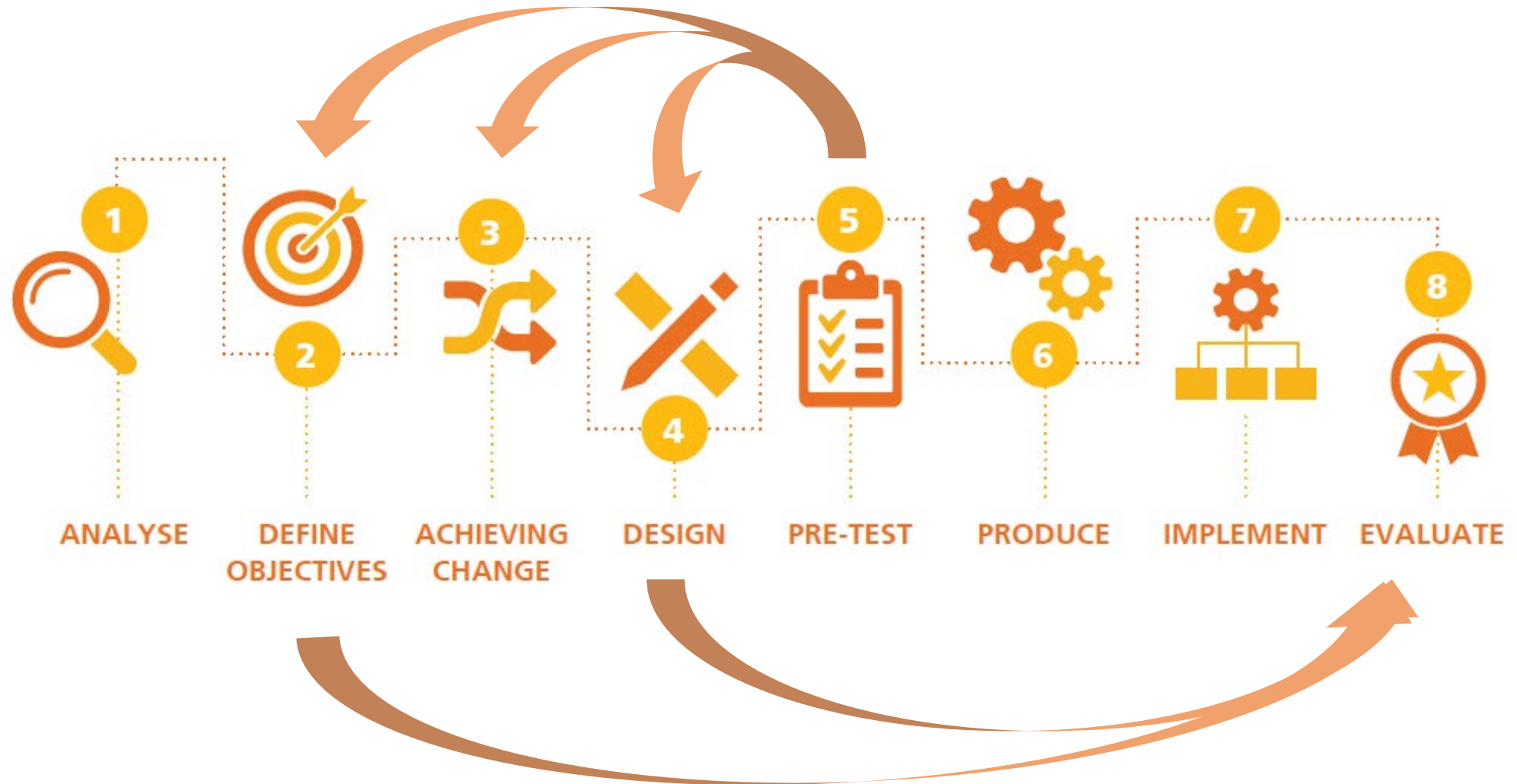
"Help the Helmetless" ("Hjælp en hjelmløs") is an activity which since 2016 has run every year in the autumn (normally in September) at universities and higher education institutions in Denmark to promote the use of cycle helmets.

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.



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





Flash 3
May 2023



LINKING EDUCATION ON SUSTAINABLE MOBILITY WITH TRAFFIC SAFETY





Part 2 - Education Linking Sustainable Mobility and Traffic Safety

- *High-quality activities that are attractive as well as theoretical and practical*
 - When relevant, link the education on safe and sustainable mobility to broader topics such as the climate crisis, health, and the UN's Sustainable Development Goals
- *Facilitating Education on Safe and Sustainable Mobility*
 - Allocate sufficient resources for traffic safety and mobility education
 - Enable schools to offer pupils bicycles and helmets if they do not have them and it is needed as part of traffic safety and mobility or other education.



Part 3 - Promoting Safe and Active Travel To and Around Schools

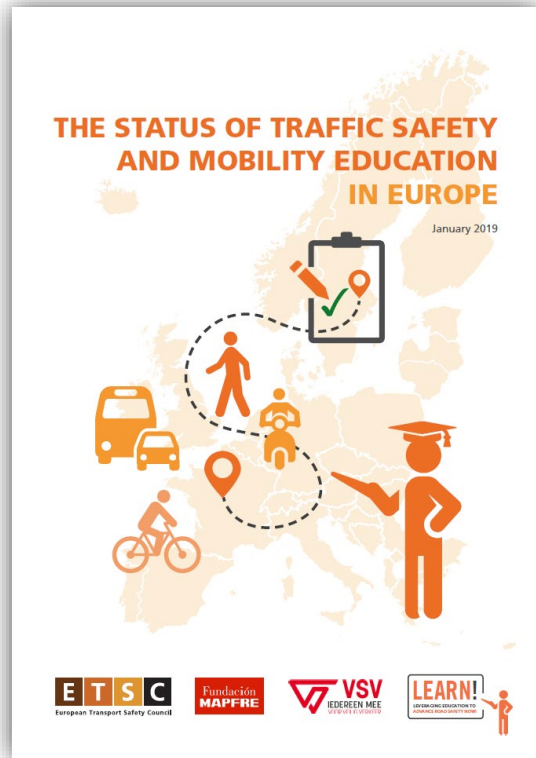
- *Schools should develop a Traffic Safety and Mobility Policy*
- *Improve the safety around schools to encourage active mobility*
 - Develop, with the involvement of schools, pupils and the municipality, safe walking and cycling routes to school covering a wide area around the school.
 - Implement 30km/h zones and school streets near schools.
- *Encourage parents to walk and cycle to school*
 - Encourage parents to walk or cycle with their children to school, if it is safe to do so, through projects and incentives, as well as to become a 'traffic parent'.



Part 4 - Enabling Safe and Sustainable Transport around Schools

- *Strategic Planning*
 - National Strategies, Local Strategies, Key Performance Indicators
- *Infrastructure Safety and Speed*
 - Credible and Safe Speed Limits; 30km zones
 - Traffic Reduction and Access Rules
 - Intersections and Pedestrian Crossings
- *Vehicle Safety*
- *Enforcement*

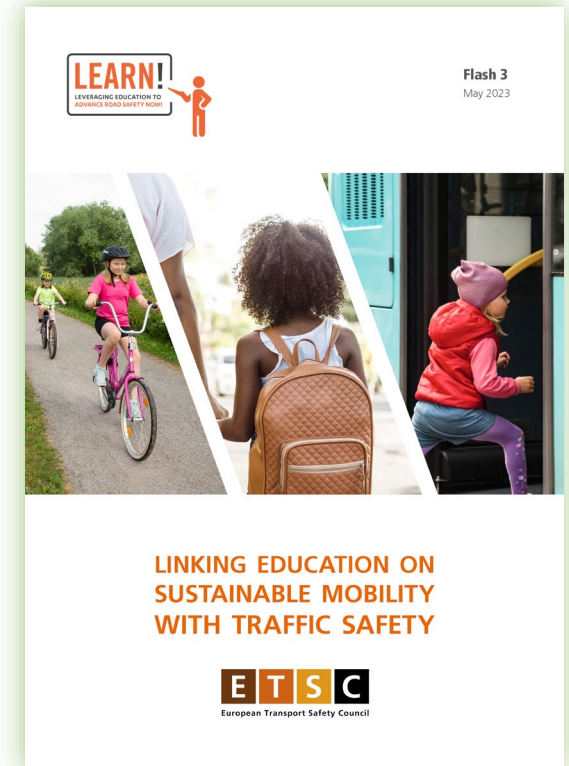
Available in
Norwegian and
German!



Available in
Spanish!



Available in
Spanish!



The LEARN! Material can be downloaded for free at:
www.trafficsafetyeducation.eu

Seminars

European Traffic Education Seminar 2022

LEARN! - European Traffic Education Seminar 2022

PRESENTATIONS

- The Road Safety Situation of Children and Youngsters in Europe**
Antonio Avenoso (ETSC)
[Slides](#) | [Video](#)
- The LEARN! Project: Improving Traffic Safety and Mobility Education in Europe**
Frank Mütze (ETSC)
[Slides](#) | [Video](#)
- Linking Education on Sustainable Mobility with Traffic Safety**
Frank Mütze (ETSC)
[Slides](#) | [Video](#)
- Promoting Walking and Cycling through Educational Interventions: The Road Safety Institute (RSI) "Panos Mylonas" ERASMUS+ programmes**
Vangelis Makris (Road Safety Institute Panos Mylonas)
[Slides](#) | [Video](#)
- Science Education for a Safer and More Sustainable Future**
Alain Areal (Prevenção Rodoviária Portuguesa (PRP))
[Slides](#) | [Video](#)
- Evaluation of the Heart Zone project**
Vibeke Milch (TØI)
[Slides](#) | [Video](#)
- New Spanish Educational Regulations on Safe Mobility**
María José Aparicio (Dirección General de Tráfico (DGT))
[Slides](#) | [Video](#)
- The Pedestrian and Cycling Tests and Certificates – a Framework for pedestrian and Cycling Education in Flanders, Belgium**
Werner De Dobbelaar (Flemish Foundation for Traffic Knowledge (VSV))
[Slides](#) | [Video](#)

Database of Best Practice Examples

The LEARN! Database of Best Practice Examples

The LEARN! Database contains best practice examples on traffic safety and mobility education from across Europe, as featured in the LEARN! publications. Use the filters below to more easily find those best practices related to the topics you are looking for.

Please note that the database is still being populated! You can already find all the best practice examples from the LEARN! Key Principles report in the database, and some from the LEARN! Manual. The remaining examples from the LEARN! Manual will be added in the coming weeks, together with the examples from the LEARN! Flasher.

Filters:

- All LEARN! Publications
- All Road Safety Topics
- All Educational Aspects
- All Countries
- All Age Groups

Support for Teachers at German Vocational Schools
The German Road Safety Council, supported by the German Social Accident Insurance, develops a comprehensive set of materials for teachers of vocational schools every year. The materials are available for download.

Road Safety in the Norwegian Curriculum for Kindergartens
Since 2017, the Norwegian national curriculum states that through work with the local community and society, kindergarten should help ensure that children together with their parents and teachers learn to understand and practice road safety.

Contact Person in Traffic Working Groups in Flanders
The Flemish Foundation for Traffic Knowledge (VSV) promotes the use of traffic working groups at schools in Flanders. Such working groups consist of teachers and parents, who are given specific training.

Other Publications

Other LEARN! Material

- Download the one-page summary of the LEARN! project focusing on its publications and other resources.**
- This document provides a summary of the LEARN! project's main publications and their key recommendations to improve (the provision of) traffic safety and mobility education.**
- Download the one-page summary of the 17 LEARN! Key Principles.**

Other Publications

This page provides an overview of useful publications related to traffic safety and mobility education or the road safety of children and youngsters. These publications are frequently referenced in the LEARN! material.

- Education related**
- Road Safety Of Children & Youngsters**

- The Norwegian Council for Road Safety's Model for Behaviour Modification**
The NCRS's Model for Behaviour Modification is a tool for optimal planning and implementation of programmes and for what can be evaluated. This model comprises key aspects of five of the most recognised...
[Read More](#)
- CROW's Education Checklist**
The Dutch knowledge institute CROW has developed a traffic education...

More LEARN! resources freely available at:
www.trafficsafetypeducation.eu

THANK YOU!

LEARN!

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ADVANCE ROAD SAFETY NOW!



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European Transport Safety Council

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- List by Sholawat Nariyah
- Gear by Reed Enger
- Implementation by Tomas Knopp
- Award by Markus
- Classroom by Llisole
- Village by Made x Made
- High School by Minh Do
- Bicycle by zaenul yahya
- Pedestrian by Bence Bezeregy

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