

# Improving the delivery of road safety education:

a report on research in progress



# Context

- Research in progress
- KSI reduction target
- “Every Child Matters”
- Children’s Act 2004
- OFSTED framework for inspection

# Previous research

Research by TRL established that:

- the provision of RSOs and their resources varied widely across the country;
- RSOs have to balance the time spent on road safety education (RSE) with other responsibilities such as community travel and sustainable travel; and
- RSE is regarded as low status in relation to other areas of health and safety education and in relation to the wider area of road safety.

# Study objectives

- information on the provision of RSETP and circumstances that may affect it;
- information on other issues that may be influenced by effective RSETP, eg transport choice and environmental and community agendas;
- attitudes of RSETP professionals on factors that influence delivery and how it needs to change to raise its status;
- attitudes of other health and safety and education professionals on the effectiveness of current RSETP and how it needs to change to raise its status; and
- views on the effectiveness of resources from the perspective of both those who deliver and those who receive the education.

# Study scope

views from:

- RSOs;
- primary, secondary and trainee teachers;
- preschool leaders;
- health visitors; and
- others involved in the delivery of health and safety education.

from this, produce measures that could improve the effectiveness of ETP nationally

# Approach (1)

Approach	Work Programme
Status and practice of RSE within Local Authorities	Literature Review and Desk Research; Self-Completion Questionnaire amongst RSOs
Review of RSO profession	Self Completion Questionnaire to RSOs
External Perceptions of RSO profession	Self-Completion Questionnaire to Educators; Interviews with Educators and Other Road Safety Professionals

## Approach (2)

Approach	Work Programme
Status and practice of RSE amongst Educators	Self Completion Questionnaire amongst Educators
External Perceptions of RSE in Schools and other education channels	Self Completion Questionnaire amongst RSOs; Depth Interviews with RSOs, Educators and Other Road Safety Professionals
Assessing Contribution of RSE to Road Safety at the local level	Analysis of Road Accident Statistics; Focus Groups with Children
Recommendations for Policy and Best Practice	Depth Interviews and workshop with RSOs, Educators and Other Road Safety Professionals

# RSO survey

- 144 authorities
- Questions for Team Leaders
  - staff numbers; resources; management structures; staff training; career opportunities; attitudes about the status of RSE from within and outwith the profession; etc.
- Questions for Team Members
  - experiences of delivering RSE; their background, qualifications and experience, perceptions of training and career opportunities, attitudes about the status of RSE; etc.

# Survey response

Disappointing, despite email and phone reminders

- difficulties with saving partly completed online questionnaire
- deadline clashed with budget submission deadlines
- heavy workloads
- survey fatigue
- perception that little action was taken as a result of surveys issued to road safety professionals

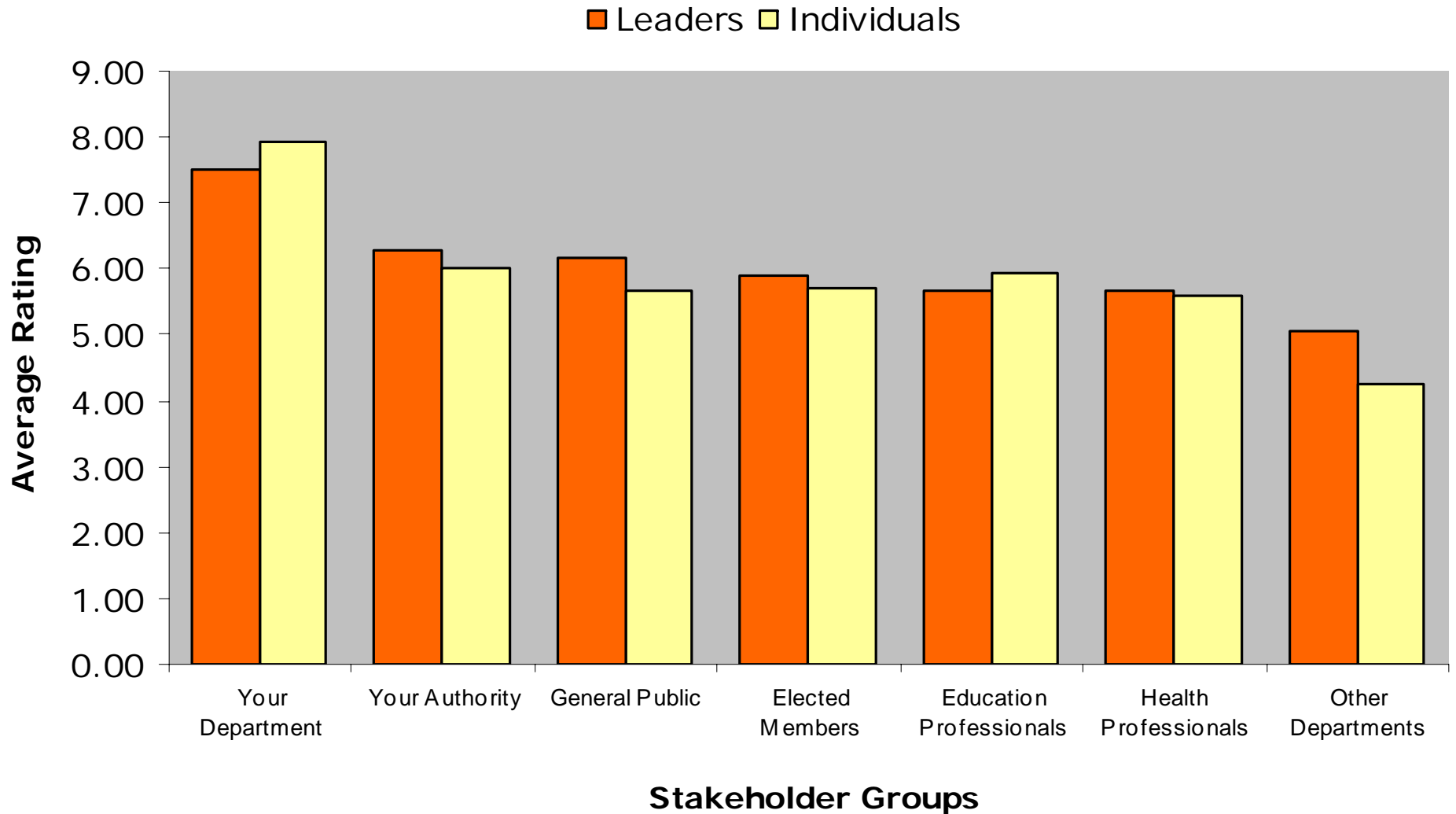
## Summary of responses (1)

- school environment is the main area of work
- work with children and young people is the largest proportion of work
- school travel plans & initiatives eg walk to school week and in-school cycle training are main activities
- other areas were identified as deserving more attention

## Summary of responses (2)

- frustration with the short-term nature of many road safety appointments
- few opportunities for career progression
- intrinsic satisfaction - the results that they achieve – rather than extrinsic satisfaction – pay / training / recognition
- need to raise profile

# Is RSETP a priority?



# Educators' survey

15 case study areas selected for cross section of

- geographic coverage, staff numbers, budgets covering

- pre-schools, primary and secondary schools

- Others, eg health centres and other community resources

# Educators' questionnaire

is RSE as part of their remit to deliver or to reinforce?

what is its position in relation to other priorities?

- such as other parts of the PSHE curriculum

# Qualitative research

depth interviews with RSOs, educators, and others

- factors influencing the effectiveness of ETP
- their perceptions of the effectiveness of resources available
- obstacles to delivering RSE
- examples of good practice
- how delivery could be improved
- materials, resources and means of delivery
- extent of practical impact on improving road safety
- how they are perceived by others and why (RSOs only)
- factors which affect their status in road safety ETP (RSOs only)
- where RSETP fits into local road safety, transport plans and road safety programmes (RSOs only)

# Next steps (1)

## Identify

- how to improve the quality of RSE and its status?
- how to make best use of existing resources?
- is the balance right?
  - working with schools v other activities

## Next steps (2)

identify how best to deliver RSE

- Different teaching methods
  - role-play/simulations; group work; audio-visual materials, supported by follow-up discussions; active learning techniques; structured games; theatre-in-education techniques; quizzes; discussions
- appropriate balance between didactic and interactive teaching
- Other good practice models, eg drug prevention education

# Timetable

- educators' survey complete & analysed by August
- followed by depth interviews with RSOs and educators and other qualitative research
- Advisory Group to review findings and preliminary good practice ideas in the autumn
- then workshops to develop the good practice ideas
- final report in March 2007

**how best can we disseminate it?**

## Feedback requested

If you have any observations on the research described here I will gladly receive it and will try to incorporate it in the work we are doing for DfT.

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