

Improving the delivery of road safety education, training and publicity

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Study objectives

Attitudes of RSE professionals on factors that influence delivery of RSETP and how it needs to change to raise its status.

Attitudes of other key stakeholders, including education professionals on the effectiveness of current RSE and how it needs to change to increase impacts.

Views on the effectiveness of resources from the perspective of those who deliver and those who receive the education.

Identify how RSOs and educators can work best together to maximise the delivery of high quality road safety education

Identify good practice and make recommendations for national and local policy/best practice

Previous research includes:

TRL

- provision of RSOs and their resources varies widely across the country
- RSE is regarded as low status in relation to other areas of health and safety education and the wider area of road safety

ROSE 25

Inventory of RSE in all member states of EU

Relevant Findings from the Literature

Overloaded curriculum inhibits the development of RSE

RSE needs to be effectively integrated and progressive with clear time allocation

Pedestrian schemes demonstrate greatest impact

Lack of appropriate, differentiated provision for adolescents

Parental engagement is vital

Common knowledge gaps exist amongst parents

Relevant Findings from the Literature

Importance of rigorous monitoring and evaluation arrangements

Targeted provision within areas of soci-economic disadvantage

Combined enforcement, engineering and education measures are needed

Need for RSOs to adopt facilitative, capacity building roles

Policy Drivers

The National Curriculum

Every Child Matters

Ofsted Framework

Extended Schools

National Healthy Schools Programme

Methodology

- Literature Review
- Survey of RSOs (Managers and Staff);
- Survey of Schools (Primary and Secondary);
- Case Study Interviews:
 - RSOs and others involved in the delivery of health and safety education.
- Stakeholder Workshop – a 360 degree approach

RSO survey of 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.

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 RSE is given less attention.

Summary of responses (2)

Frustration with the short-term nature of many road safety appointments.

Few opportunities for career progression.

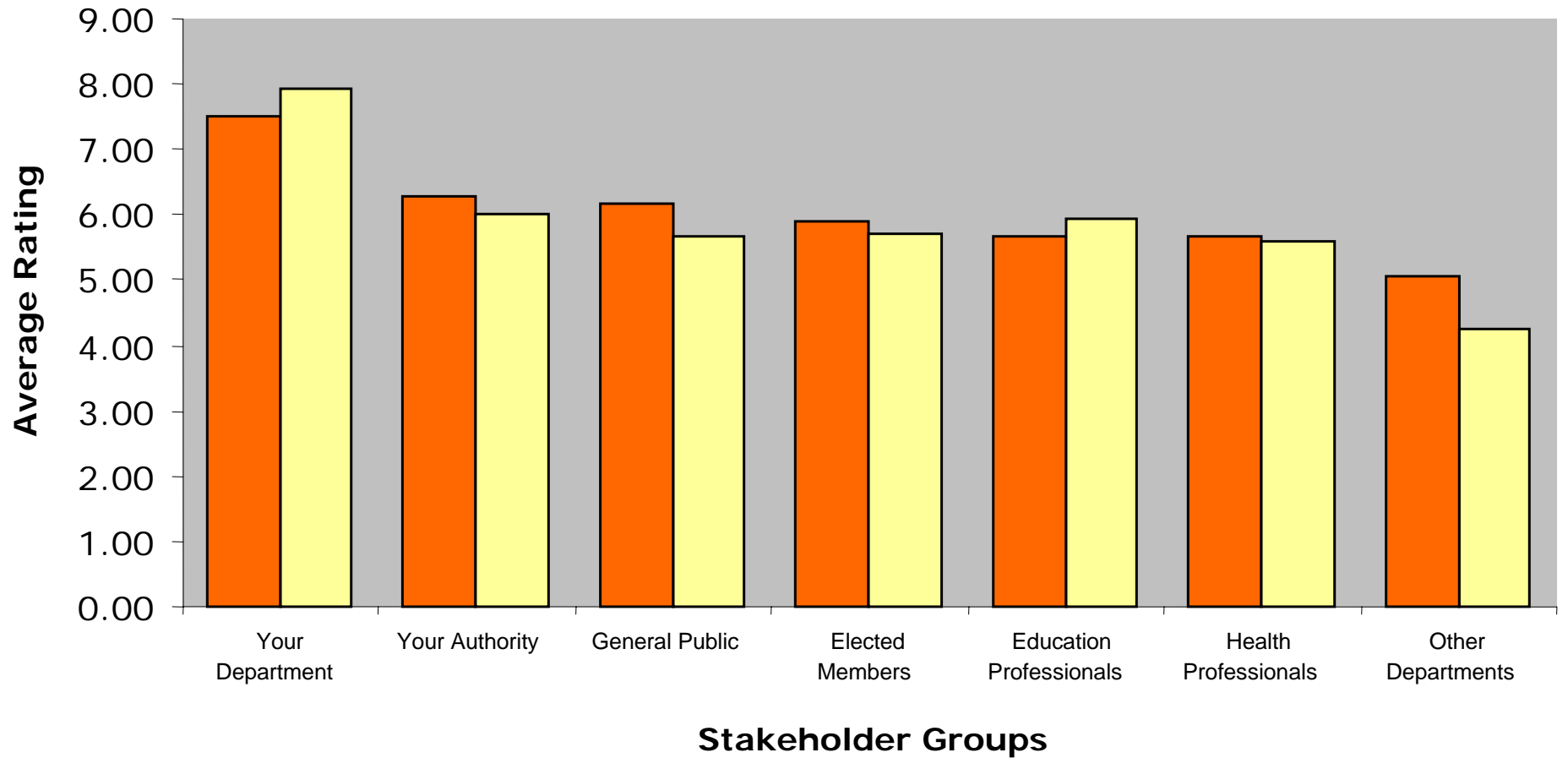
Intrinsic satisfaction - the results that they achieve – rather than extrinsic satisfaction – pay/training/recognition.

Status needs to be raised among other professionals.

Considerable variation across the country (staffing, resources and staff satisfaction).

Is RSE a priority?

Leaders Other Staff



Educators' survey sample

15 case study areas selected for cross section of

- geographic coverage, staff numbers, budgets

Small sample size, total of 103 responses

- 38 Primary Heads
- 37 Primary Classroom Teachers
- 12 Secondary Heads
- 16 Secondary Classroom Teachers

Educators' survey questions

Primary and Secondary School Questionnaires

- current practice within schools to promote RSE in terms of content of messages given
- what makes teachers receptive to using different resources/what do they like and dislike?
- which areas of the curriculum are appropriate for channels for delivering RSE?
- where is there potential for improved delivery of RSE?
- what is its position in relation to other priorities?

Primary School Responses

Class teachers actively involved in delivery, along with RSOs

Good support and maximise on opportunities to work with police and RSOs

Perceived lack of personal skills for delivery among primary staff

Basic safety messages only

School classroom as main site of delivery

Improvement requires

- greater integration of RSE in the curriculum
- more interactive resources

Secondary School Responses

Delivered mostly by PSHE co-ordinators

Less evidence of external support from local authorities

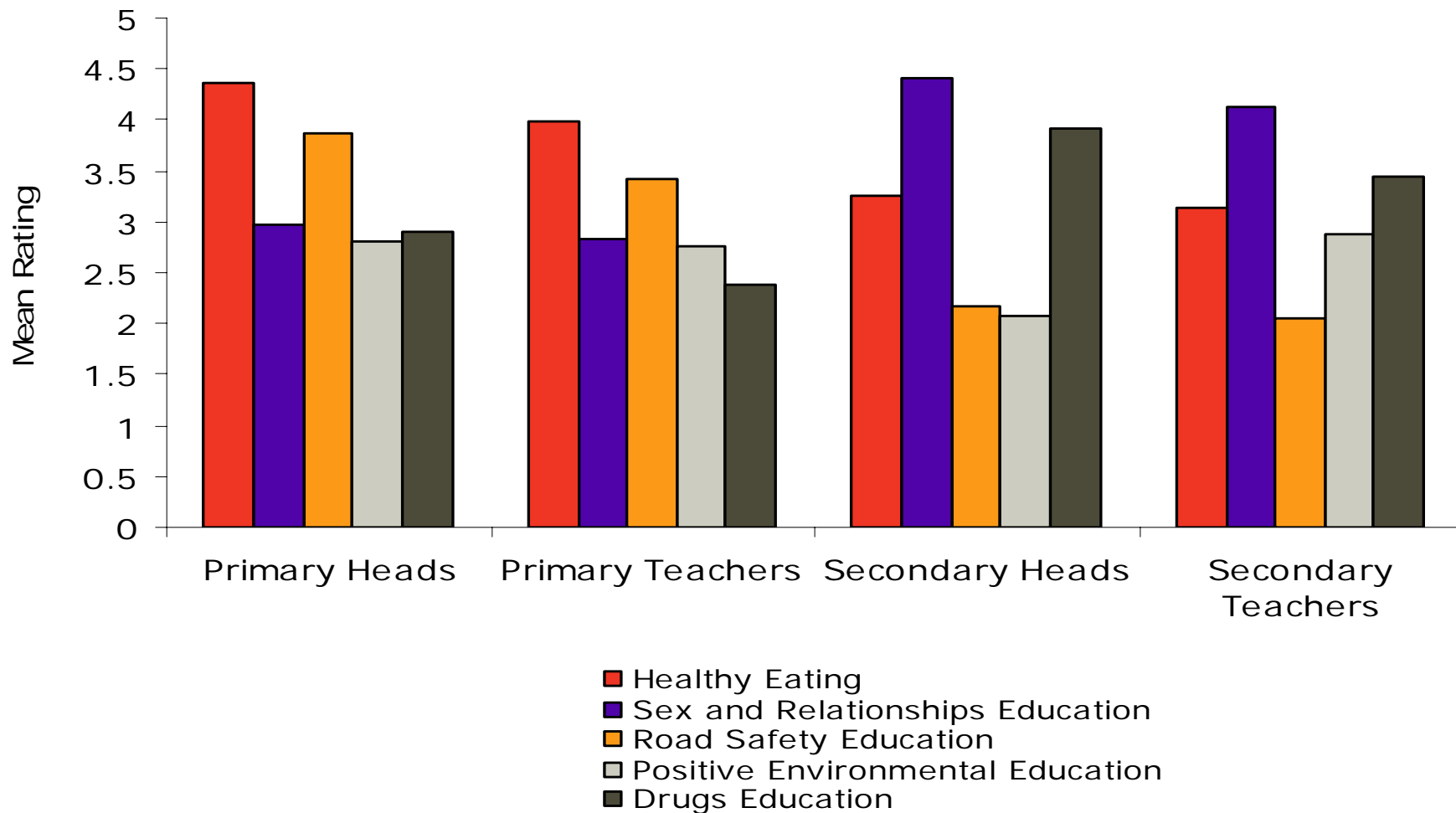
Lack of time and resources are seen as main barriers to more effective delivery

Delivery in classroom assemblies and ad hoc talks

Staff feel more equipped but less inclined to deliver than at primary level

Lower priority than other areas of PSHE

Rankings of "most important" aspects of PSHE



Case Study Interviews

Need for more CPD and career progression opportunities – nationally recognised qualifications, competency frameworks and staff hierarchies would be welcomed

Improved Status through Mainstreaming – clear guidance is needed from the 'top'

Individual Personalities and Experience have a huge impact on success – police, fire and teaching staff work well with respective partner agencies

Increased Visibility in the Community and Promotion of National Campaigns – main ways of utilising increased resources, if available

Match funding and greater networking as potential way ahead – RSOs need to work with others to achieve maximum impact

Emerging issues

RSOs mainly work in schools - educating children and young people is a priority, but enthusiasm exists for expansion

Primary schools recognise the importance of RSE more than secondary schools do - suggesting that RSOs' efforts may not be fully recognised

Little consideration of RSE in Ofsted self-evaluation – may need more promotion of RSE as relevant to wider safety agenda

RSOs and educators agree - need for more guidance and direction from central and local government; improved communication channels between all practitioners; interactive and other resources

Partnership processes - how can road safety be integrated more effectively into them and their associated funding streams (e.g., LAAs and LSPs)

Next steps

Workshops with road safety professionals and educators will help to inform recommendations

Final report in Spring 2007.

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