

Road Users Safety Effective Measures

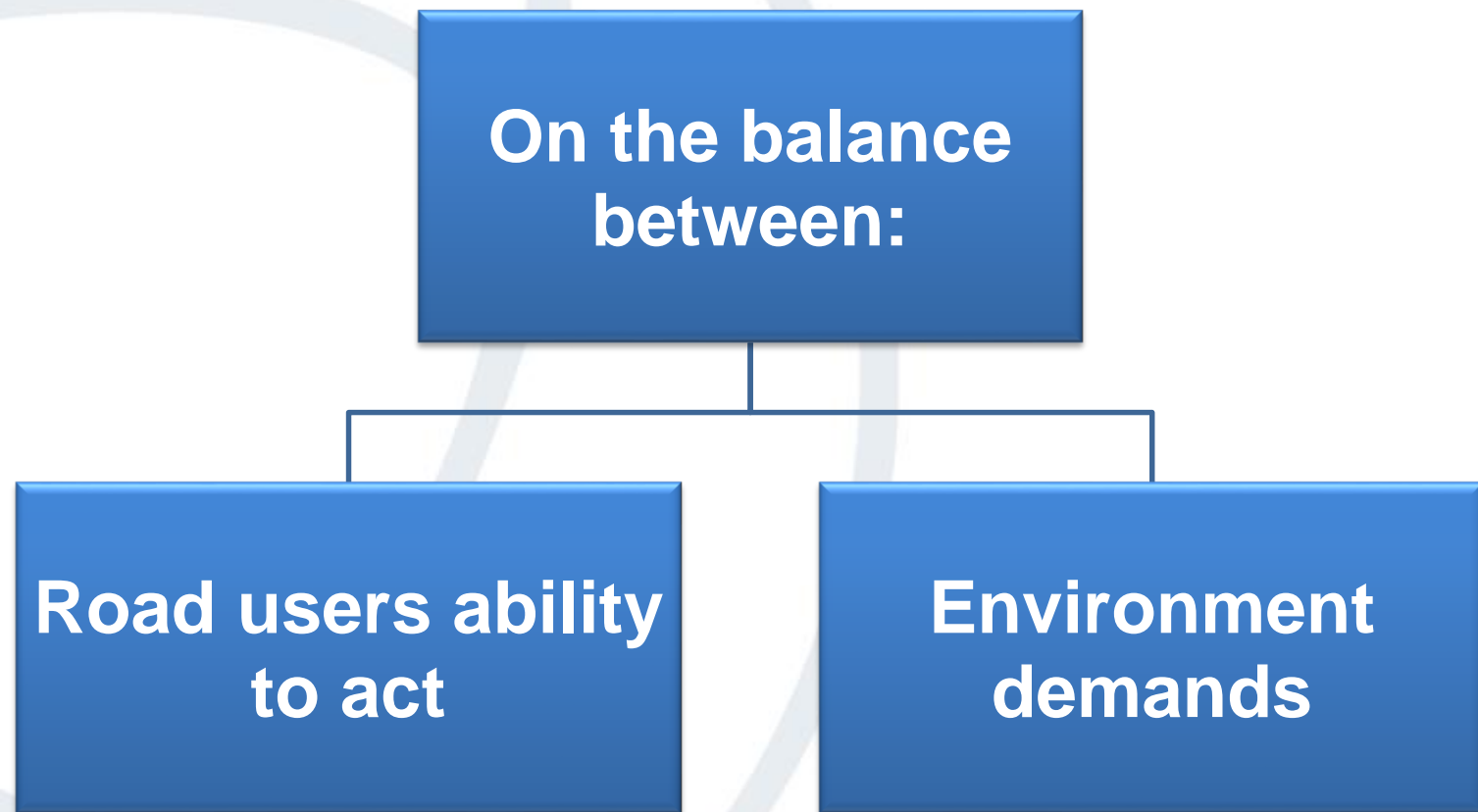
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What is a road accident?

A break in the balance of the road safety system.

When road environment demands, at a certain moment and exact place, are higher than the road users ability to act.

What does Road Safety depend on?



Improve Road Safety

How to prevent a break in the balance of the road safety system?



Increasing the road user's ability to act

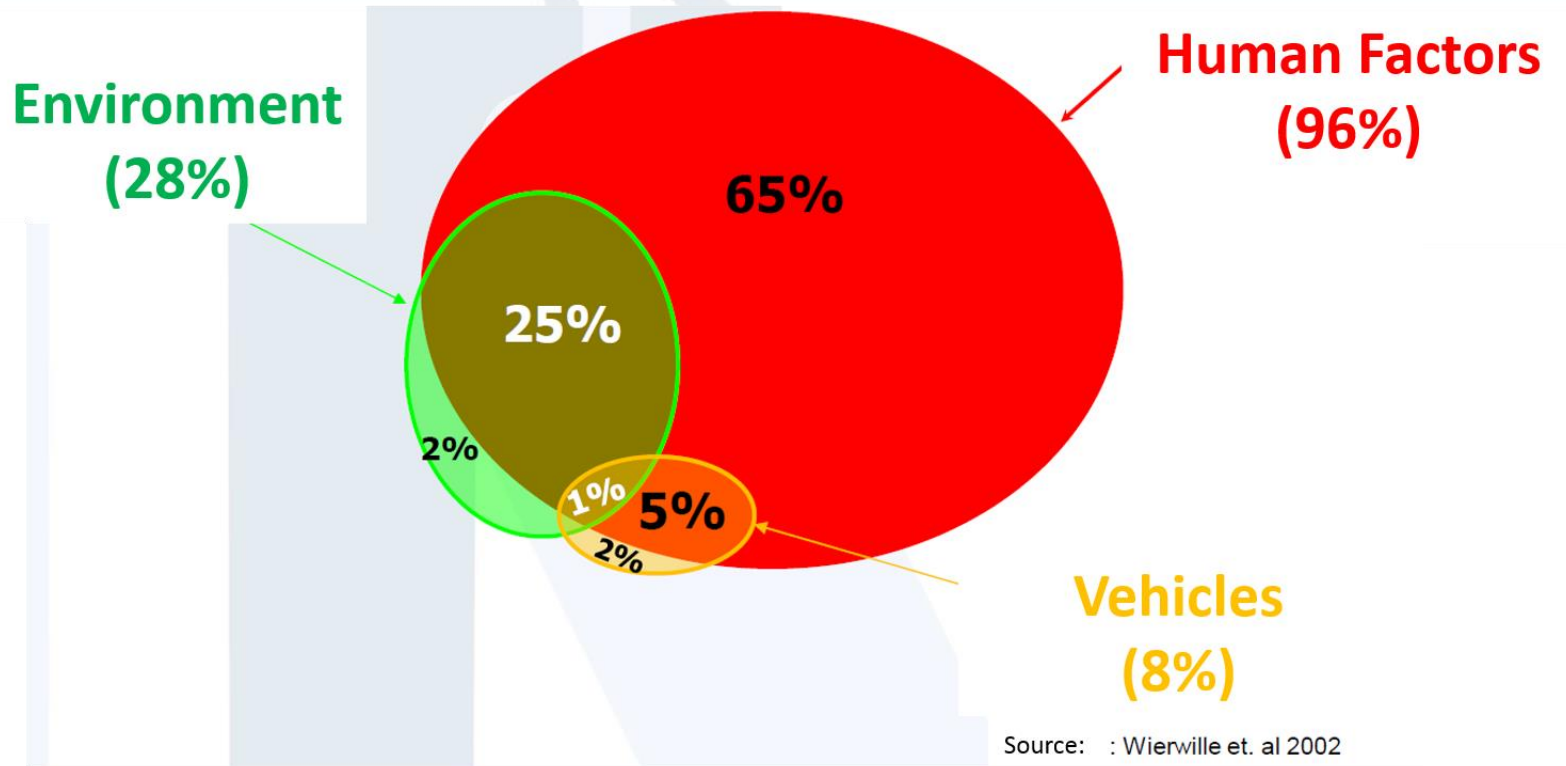
(knowledge; skills; attitudes –
adequate behaviour)



Reducing environment demands

(road design and signalisation; road
safety audits; current road maintenance
inspection; traffic management;
intervention in urban areas;
enforcement actions)

Human Factors



The road user is a key contributing factor in most accidents
Considering behavior improvement as a main goal in road safety
Road users education is a key issue when defining implementing and
evaluating road safety strategies and policies

How to increase the road users ability?

Establishing a continuous education process (lifelong learning)

Actions which aim at positively influencing road users behaviour patterns in traffic.



Road Safety
Education

Traffic offenders programs



Drivers Training

Campaigns

Road Users Education

- Start as early as possible (must be a step-by-step process, should guarantee a structured, consistent and solid progress and give to the road user the necessary knowledge and skills to integrate the traffic system in a safe way)
- Take place in different educational environments (School, Family, Community)
- Be carried out according to well-defined goals and focus on significant contents, taking into account the specific mobility patterns of the different road users (for the different school levels; traffic education in the contents of the different disciplines or curricular areas).
- Provide both theoretical and practical training (in real traffic situations, in order to be able to detect and manage risks, develop abilities, and learn to respect other road users)

Road Users Education Needs

- Appropriate and consistent training of all its main actors (especially teachers and other educational agents, such as police officers and health professionals, as well as parents)
- Adequate and attractive didactic resources (children and education agents);
- Advisory support
- Implementation of information and experience exchange models/schemes.

Continuum Educational - France



Continuum Education begins in education Pre-school and continues after obtaining driving license

Goals:

Allow progressive acquisition of skills through successive programs adapted to the road user needs and different education levels from school to high school;

Develop safe attitudes towards different transport modes used throughout the various stages of life (Walking, bicycle, moped, automobile);

Develop positive attitudes and behaviors concerning the road safety of all road users.

Road Users Education – Good practices ROSE 25

- ◆ APER or "attestation of first level road education" (kindergarten and primary school)
- ◆ ASSR or School Road Safety attestation, first level (college, age 11-14)
- ◆ BSR or Road Safety Certificate (age 14, exam giving access to moped riding)
- ◆ ASSR second level (gymnasium, age 14-16), needed to be able to register for the driving license exam
- ◆ AAC, Anticipated Accompanied Driving (driving schools, age 16-18)
- ◆ driving exam (from the age of 18) and approbatory driving licence with a point demerit system (6 points) for 2 years with AAC and 3 years if AAC has not been used
- ◆ final driving licence with a point demerit system (12 points)
- ◆ rehabilitation sessions for multi-offenders.

<http://eduscol.education.fr/education-securite-routiere/>



Actions for parents in maternity wards and health centres Sweden:



Target audience: the parents of children from 0 to 3 years
As well as Car and CRS (Child restraint systems) dealers.

Parents receive information and training about how to use properly the CRS in their own car complemented by a telephone line for additional information.

This information and training are provided by maternity / health centre employees.

Car and CRS salesmen also receive information/training in order to provide to parents accurate and reliable information during the purchase moment

"Home-school paths": Training in real environment (Denmark):



It consists of identifying hazardous locations and training adequate behavior in the home-school paths.

Where a class of pupils is accompanied by a teacher and a parent, as well as a police officer.

After the training phase the children, in groups of 2, make a small route and cross a street, being watched by the police officer, teacher or father.

Moped drivers licence at the age of 14-15 years:



- Action - 50cc special license (Portugal):

Target: Young people aged 14-15 years.

Duration: 17 hours (8 hours for the theoretical component); 8 hours to practices (4 hours indoors, 4 hours in real traffic);1 hour of final evaluation.

Psychologist-oriented group dynamics sessions.

Candidates receive a Moped Handbook.

The exam consists of a theoretical test with 20 multiple-choice questions.

A practical test on the public road of 25 minutes.
Licenses are issued by IMT (Mobility and Transport Institute – public body)

Drivers Training

The goal of the education, training and licensing process should be to create drivers who are safe, and not just technically competent, increasing their awareness of their own limitations and of the dangers inherent to driving

To enable drivers to gain experience in different road environments, to improve their skills and to reduce the risk of being involved in an accident.

To raise hazard perception and awareness by improving observational and anticipation skills. Encouraging positive behaviour change in the following areas: attitude, maintenance of space, use of appropriate speed, environmental impact and vehicle control

Graduated Driving Licensing

Reductions in crashes and fatalities, evaluations show great variation, between 10% to 60%

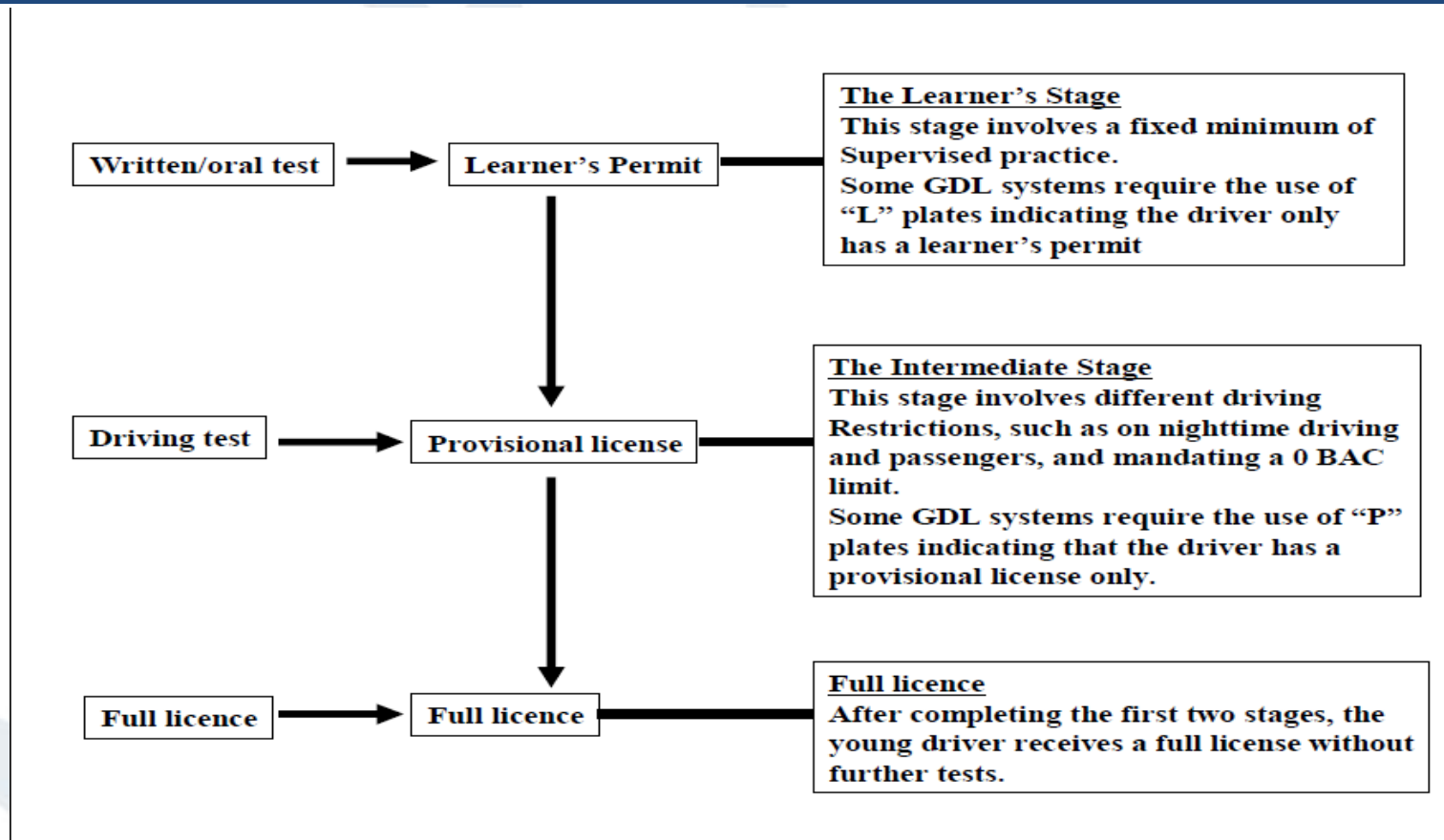


Figure 15: The structure of graduated licensing Engström et al 2003

Rehabilitation of Traffic Offenders

Rehabilitation Programmes:

Systematic measures for traffic offenders – in particular drunk drivers and speed offenders – aiming at a change of their behaviour in order to prevent further offences (recidivism) and to keep or to regain their driving licence.

Aims:

- Promotion of an attitude of compliance with the law and concern for road safety through a identification and reflection about motivations underlying the offense behaviour;
- to change personal attitudes and wrong cognitive beliefs;
- Promoting behavioural changes
- Prevent recidivism;
- Acquisition of relevant knowledge to those changes;

Rehabilitation of Traffic Offenders

- The literature review conducted under the European project ANDREA concludes that drivers rehabilitation courses can reduce recidivism by about 50% mainly as a result of the change in attitude and behaviour.
- Since it is recognized that the offenses do not occur due to ignorance of the law but by other factors related beliefs, motivations, attitudes and behaviour of drivers
- The courses focus on improving attitudes and behaviour, instead of skills in terms of driving and knowledge.
- Focused on self-reflection based on group dynamics and psychotherapeutic techniques, promoting discussion and participation of drivers carried out by experienced professionals (behaviour experts). Not focused on the pedagogical education.

Rehabilitation of Traffic Offenders

- The trainers must have a high quality teaching (behaviour), high knowledge of road safety (which is much more than having knowledge of the RC), the ability to energize groups and a strong commitment to action and participants.
- Only successful when they are targeted specifically for the "deficits" of offenders. The courses are aimed at specific target groups such as alcohol, speed, etc. and the content and approach are tailored to their specific problems.
- Training must be available at the beginning of the process in order to avoid recidivism.

CAST Project – best practice

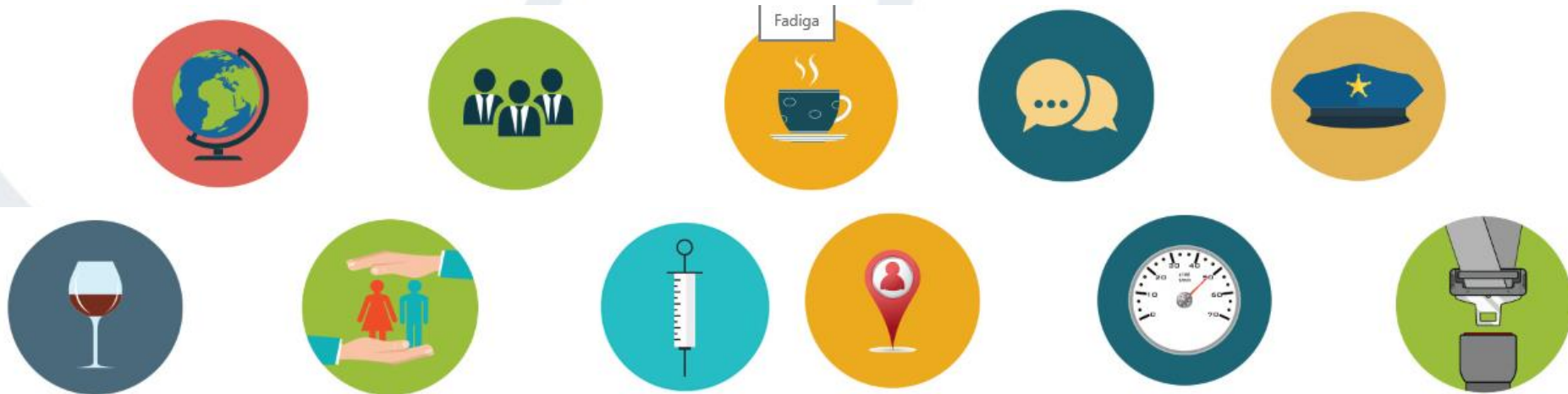
General recommendations to design, implement and evaluate a campaign

1. Base the campaign on statistics and research
2. Select the specific target audience
3. Define specific objectives
4. Define the campaign strategy and plan the campaign
5. Formulate the message
6. Conduct a proper implementation of the campaign
7. Ensure rigorous evaluation (at least pre and post evaluation)
8. Disseminate the results (writing final report)



RS Performance Indicators

**Opinions, Attitudes,
behaviours**



RS Performance Indicators

Observations

www.observatorio.prp.pt



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