



# Global Road Safety Partnership

## *An introduction to 'Safe to School – Safe to Home'*

*Presented by Michael Chippendale, GRSP Communications Manager & GRSI Programme Manager*



Together we can  
save millions  
of lives.

The Global Road Safety Partnership is hosted by:



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Mr Hao in 1981



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Mr Hao in 1981



Mr Hao in November 2013



## About the programme

### *Motivation & Responsibility – The WHY*

- Safe to School – Safe to Home is developed under the auspices of the Global Road Safety Initiative (GRSI), a GRSP international programme funded by Michelin, Renault, Shell, Total and Toyota
- GRSP projects seek to identify the NEED, and the WILL in order to make a real and sustained difference in the communities in which they operate
- The motivation for developing Safe to School – Safe to Home is self explanatory, it is about protecting the most vulnerable; our children





## About the programme

### ***Child Development & Road Safety – What makes children so vulnerable?***

- Between 5-16 years, children progress through a number of stages in terms of their ability to negotiate the road environment safely; so the importance of tailoring a progressive approach to road skills training is crucial.
- Children start school with different understandings of road safety
- Males and females also differ greatly
- When starting school, children have limited depth perception, scanning ability and their capacity to judge speed is poor
- They will be unable to strategically calculate risk in a traffic situation and are easily distracted such as by a ball or a friend
- Also, and quite simply, children are small. Their motor skills are not well developed. They move more slowly, with less precision. They are also difficult to predict, and for a motorist, they are very difficult to see.
- Simply put, children when they start school are incredibly vulnerable





## About the programme

### ***Child Development & Road Safety – What makes children so vulnerable?***

- As children grow their scan and search skills improve; so too does their conceptual understanding of danger.
- However, their perceptive, information processing and psychomotor skills are still far from refined. And indeed, the very improvements they do feel may yield over-inflated confidence in their ability in and around the road environment.
- Whilst such perception and motor skills become refined in adolescent children, that sense of over confidence is only prone to further inflation.
- Add to that the exposure to more complex road safety situations, the independent responsibility for decision making and the new and powerful influence of peers.





## About the programme

### *The WHAT*

- It is an inclusionary or stand alone programme
- It builds on global knowledge
- It is culturally sensitive and locally owned
- It is designed to be:
  - Rapid
  - Realistic
  - Replicable
  - Sustainable
  - Effective





# About the programme

## *The HOW*

### **The Aim of the Programme**

To contribute to a reduction in death and injury from road crashes for children travelling to and from school.

### **The Programme Structure**

Complete with guide, toolkit, resources and materials looking at 6 main issues:

- Speed of vehicles around the school
- Children crossing roads
- Children walking along roads
- Children riding bicycles
- Parking and traffic around the school drop off and pick up areas
- Children being driven to and from school and not using a seat-belt or helmet





# About the programme

## *The HOW*

### A Simple Step by Step Process

- Build the partnership - secure the WILL of the school community
- Data collection - investigate the safety issues around the school
- Develop and implement the Action Plan – based on the assistance of the guidebook and GRSP expert team
- Monitor and evaluate, then review, and renew.

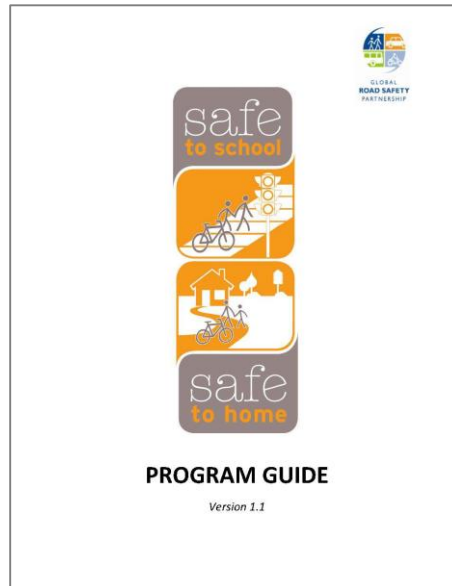




# About the programme

## The TOOLS

- Comprehensive Programme Guide



SAFE TO SCHOOL – SAFE TO HOME Program Guide

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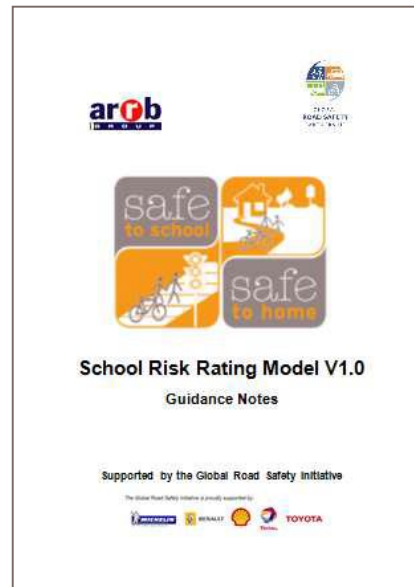
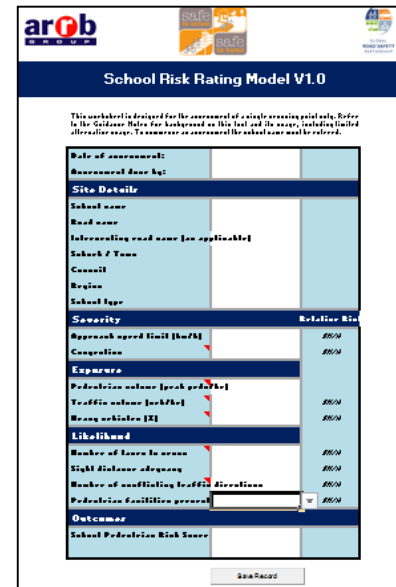
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# About the programme

## The TOOLS

- ARRB School Zone Safety Assessment Tool version 1.0 just released)

The screenshot shows the 'School Risk Rating Model V1.0' software interface. It includes a title bar with the ARRB logo and a 'Save Record' button at the bottom. The main content area contains a form with the following sections:

- Site Details:** Fields for School name, Road name, Intervalling road name (as applicable), School / Zone, Council, Region, and School type.
- Severity:** A table with two columns: 'Severity' and 'Relative Risk'. Rows include 'Approach speed limit (km/h)', 'Congestion', and 'Exposure'.
- Likelihood:** A table with two columns: 'Likelihood' and 'Relative Risk'. Rows include 'Number of lanes to cross', 'Sight distance adequacy', 'Number of conflicting traffic directions', and 'Proportion conflictive ground'.
- Outcome:** A field for 'School Pedestrian Risk Score'.

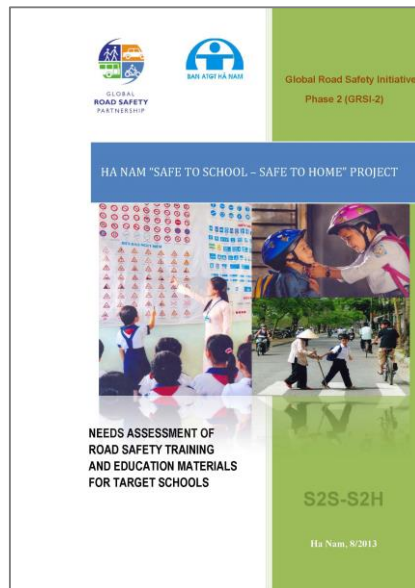




# About the programme

## The TOOLS

- Customized to the local context through a unique Needs Assessment



GLOBAL ROAD SAFETY PARTNERSHIP  
SAFE AND HEALTHY SCHOOLS  
Global Road Safety Initiative  
Phase 2 (GRSI-2)

HA NAM "SAFE TO SCHOOL - SAFE TO HOME" PROJECT

NEEDS ASSESSMENT OF ROAD SAFETY TRAINING AND EDUCATION MATERIALS FOR TARGET SCHOOLS

S2S-S2H

Ha Nam, 8/2013

HA NAM "SAFE TO SCHOOL - SAFE TO HOME" PROJECT  
Needs Assessment of Road Safety Training and Educational Materials for Target Schools

- Parents: Many parents do not set a good example in implementing the Traffic Laws; parents do not always teach their children when they break traffic rules.



5. KNOWLEDGE AND AWARENESS OF TEACHERS AND STUDENTS

**Teacher:**  
Through the survey in 03 schools, teachers did a self-assessment of their knowledge about road safety subject on a scale from 1 to 5 (1 is the lowest score and 5 is the highest). The basic knowledge of teachers in teaching the topics such as safe walking, safe cycling, safe motorcycle passengers... is relatively high (at 4.65/ 5 score). Planning and organizing in out-or co-curriculum activities for students have difficulties in collecting information and knowledge related to the lessons out-or co-curriculum activities for students, and do not have enough equipment to support out-or co-curriculum activities. In addition, teachers are confused, limited to use teaching aids such as projectors, especially models. Besides, teachers have difficulties in understanding the information and knowledge related to the lessons and out-or co-curriculum activities for students. The detailed results are shown in the following diagram.

**Figure 6. Assessment of knowledge and skill of road safety out-or co-curriculum teaching**



Category	Score
Basic knowledge regarding the importance of safe walking and cycling	4.65
Condition, equipment of the out-or co-curriculum activities	3.18
Use of teaching aids	2.87

**Students:**

11

HA NAM "SAFE TO SCHOOL - SAFE TO HOME" PROJECT  
Needs Assessment of Road Safety Training and Educational Materials for Target Schools

Grade	2012-2013		2013-2014	
	Number of classes	Number of students	Number of classes	Number of students
6 <sup>th</sup> grade	3	99	4	-
7 <sup>th</sup> grade	3	86	3	99
8 <sup>th</sup> grade	3	80	3	86
9 <sup>th</sup> grade	3	88	3	80
<b>Total</b>	<b>12</b>	<b>353</b>	<b>13</b>	<b>-</b>

3. ROAD ACCIDENT SITUATION

3.1 Existing situation of road accident in Ha Nam

From 2008 to 2012 in Ha Nam province, 549 traffic accidents occurred, resulting in 520 fatalities and 196 injuries. Most of traffic accidents were road accidents with 492 cases (89.6% of total cases), 462 fatalities (88.8% of total fatalities) and 196 injuries (100% of the total number).

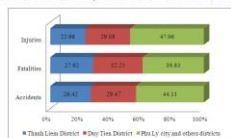
3.2 Road accident situation in Day Tien and Thanh Liem districts

From 2008 to 2012 in Thanh Liem district, 130 road accidents occurred, resulting in 129 fatalities and 45 injuries. Among road accidents, 22 cases involved children of 6-15 years old, killed 12 children and injured other 10 children.

In Day Tien district, 145 road accidents occurred, 149 fatalities and 57 injuries, among them 7 cases involved children of 6-15 years old.

Major cause of children-involved road accidents was children lacked of attention the traffic while walking. The following figure shows main causes road accidents.

**Figure 3. Road accident in Day Tien and Thanh Liem districts (2008-2012)**



Category	Thanh Liem District	Day Tien District	Total
Injuries	22	35	57
Fatalities	12	117	129
Accidents	28	117	145

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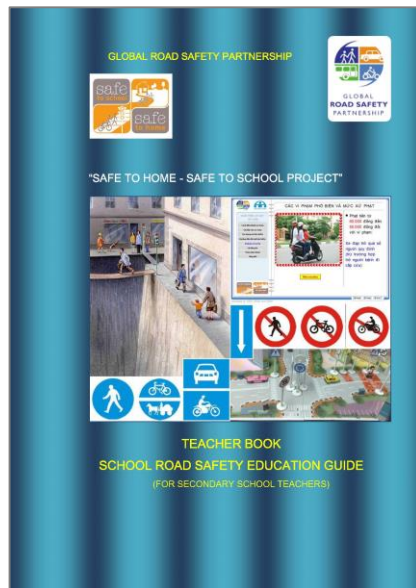




# About the programme

## The TOOLS

- Complete Teacher Manual and Teacher Workshops on its use





# About the programme

## *The TOOLS*

- Programme Guide, the 'how to' – selecting schools, approaching stakeholders, building the partnership, allocating roles, sourcing data ,etc
- ARRB Road Safety Assessment Tool
- Project Design Templates – securing funding
- Needs Assessment Toolkit – adopting or adapting what is already there
- Stakeholder Workshops – teachers, media, enforcement, Ministries etc
- Teacher training tools
- E-learning tutorials (locally adapted)



## About the programme

### The *WHERE* and *WHEN*

- The lead implementation launched in 3 schools reaching 1600 students and teachers in Ha Nam province in Vietnam.
- Progressive analysis and review has refined the methodology as the project ran, the tools were enhanced and the engaging nature of the project has seen interest grow.
- A further 3 schools launched, inter-province workshop held and local funding secured for launch in a second province.
- In December we launched in Ningbo City China, reaching more than 8500 students and their families.
- 150 road safety stakeholders are involved, 25 police officers have been trained and journalists from 10 media outlets received training in reporting on road safety.





## About the programme

### *The WHERE and WHEN*

- The programme methodology is being replicated within our city-based project in Morocco.
- Projects are in various stages in Nigeria and quite recently, Zambia.
- We are in various stages of development in a rapidly growing number of countries throughout south-east asia, Thailand, Indonesia, Malaysia et al.
- We will also be featuring the programme in a series of regional workshops to initiate pilot projects in 10 countries across the eastern European corridor through the EU TRACECA programme.





## About the programme

### *And the what's next...*

- More work. It is not perfect.
- We still must learn from these rollouts, study the data and share with those working in this space.
- We must engage locally to understand the geographical and cultural impacts and variances so as to further refine our tools, and build-in further flexibility to facilitate enhanced replication, cost efficiency and impact.
- **And of course, we can't do it alone. It is all about partnership.**



# *Working for a world free of road crash death and injury.*

**Michael Chippendale**  
**GRSP Communications Manager and GRSI Programme Manager**

c/o International Federation of  
Red Cross and Red Crescent Societies

P. O. Box 372  
17, chemin des Crêts  
CH-1211 Geneva 19  
Switzerland

Tel: +41 (0) 22 730 46 41  
Fax: +41 (0) 22 733 03 95  
E-mail: [michael.chippendale@ifrc.org](mailto:michael.chippendale@ifrc.org)  
Website: [www.grsproadsafety.org](http://www.grsproadsafety.org)



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