



Appendix I:

Section 4: Methodology for case studies

The case study examples that are included in this document are considered a 'first round'. We set out to provide case studies to illustrate implementation examples of good practice and a more detailed analysis of lessons learned to assist those considering implementing the strategy in their own setting. However the reality is that many programmes have not been examined with respect to their effectiveness and it is even less likely that they will have been evaluated using a rigorous research design that includes a comparison group and a look at behavioural and injury outcomes. As a result many programmes could not be included as case studies in this version, but it is anticipated that as more programmes receive adequate evaluation additional examples can be added.

Case studies were sought and selected based on the following criteria:

- Example programme addresses issues of priority within Europe (based on injury burden).
- Example programme met our definition of good practice.
- Example programme corresponds with one of the good practices identified.

- Example programme has been implemented and evaluated (both process and outcome evaluations completed) in a European setting and found to be effective.

In addition to the selection criteria, where possible we also attempted to select case study examples that reflected a range of resource intensities (e.g., a range of costs to implement) and implementation levels (e.g., national, regional or local). Case studies were also selected to try and reflect the efforts from as many areas of Europe as possible. Case study examples were sought in a snowball approach through various sources including members of the European Child Safety Alliance and other child injury prevention and safety promotion experts. In addition, internet searches and selective reviews of the recent literature were used to identify additional potential case studies.

For each potential case study selected, a contact person was identified and a research associate contacted him or her to ascertain that the potential case study met the inclusion criteria. Once this was established, available documentation was examined and a standardised interview was conducted that sought and summarised the following information:

- Implementation level (at what level was the strategy focussed – national, regional or local?)

- Strategy approach (which of the 3 E's was used – education, engineering, enforcement or a combination?)
- Setting of intervention (where did the intervention take place?)
- Target audience for the intervention (at who was the intervention aimed?)
- Resource intensity – an indication of the resource intensity required [€ = up to €20.000/year, €€ = €20-90.000/year, €€€ = €100-299.000/year, €€€€ = €300-999.000/year, €€€€€ = €1.000.000 plus/year]*
- Background for the initiative (including rationale, driving force, timeframe and major partners)
- Aim & objectives of intervention
- Key steps / actions in intervention
- Evaluation of intervention
- Lessons learned (including barriers and facilitators, advice to countries and issues around transferability)

*The resource implications provided should be interpreted carefully. First they do not include in-kind support which in many cases far outweighs the actual budget spent on the implementation of a strategy. Second although the resource intensity estimates provided come from the project personnel themselves, it is important to remember that costs vary by country for many things such as people's time, printing of resources, etc. As a result the resources required when looking at transferring a strategy from one setting to another may vary from what is reported here.





- References
- Contact information for intervention

Following each interview, the case study was written up in a consistent format, which included the addition of the evidence statement supporting the strategy. Case studies were then returned to the contact for confirmation and clarification before being added to the guide. Of note, three of the cases studies - Safe Road to School in Faro, Portugal; Bicycle Helmet Campaign, Denmark and Child Resistant Packaging for Chemicals, Netherlands - are enhanced expansions of case studies originally collected for the WHO for the Children's health and environment case studies summary book⁹³

Finally it is important to note that the cases studies included in the following section are an initial attempt to illustrate examples of existing good practice. The European Child Safety Alliance invites submission of additional case study ideas that meet the criteria described above for inclusion in future editions. Please forward case study ideas to secretariat@childsafetyeurope.org



IMPLEMENTATION LEVEL	Regional
APPROACH	Education, Training
SETTING	Schools, community
TARGET AUDIENCE	Children aged 5 to 7 years old
RESOURCE IMPLICATIONS	€€
EVIDENCE BASE:	Pedestrian skills training leads to improved child pedestrian crossing skills. ^{1,2}

Background

Kerbcraft is a nationally run pedestrian training scheme that is designed to teach children three skills that will help them for future independent travel: recognising safe versus dangerous roadside locations, crossing safely between parked cars, and crossing safely near junctions.³

Children are taken out into the local area and are guided by volunteer parents/ trainers to find “safer” places. Training is progressive, with each phase building on the foundation laid from previous phases. All training takes place in designated streets near the children’s schools and lasts 25-30 minutes per session. Children are taught in groups of two or three and receive training sessions once a week for four to six weeks for each skill. Complete Kerbcraft training can be condensed into 12 to 16 weeks or extended over 12 to 18 months.

Parent training lasts approximately 2 hours. The Kerbcraft co-ordinator shows volunteers how Kerbcraft works and what they are expected to do. Site visits to the training areas are done during this session, to show volunteers how to use the locations. Finally, children are taken out with the co-ordinator, and helpers. Volunteers do not train their own children.

Policy Background/Driving Force

Every year, around 3,500 people are killed on Britain’s roads and 40,000 are seriously injured. In total, there are over 300,000 casualties. These cause inestimable human suffering and represent a serious economic burden - the direct cost of

road accidents involving deaths or injuries is thought to be in the region of €4.3bn a year in the UK.

The white paper, Tomorrow’s Roads: Safer for Everyone, specifies target reduction in road casualties by 2010. Kerbcraft is specifically mentioned as a strategy for improving child pedestrian safety in the white paper, The Future of Transport, published in 2004. In addition, higher than average child pedestrian injury rates in specific local authorities have driven the move for interventions such as Kerbcraft at a local level

Partners

- Department for Transport
- Local authority road safety departments
- Local education authorities
- Schools

Aims & Objectives

- To teach three pedestrian skills to 5-7 year old children, using practical training methods.
- To arrange for training to be undertaken by local volunteers, recruited and trained by project staff.
- To ensure that all children in the target classes receive training.

Evaluation

A sample of children undertook roadside tests before and after training.⁴ They were compared with a matched sample of control children who did not undergo training. In the three targeted skills, the judgements and road safety behaviours of trained children improved substantially and were sustained two months post training ($F(2,154)=31.49, p<.001$). Differences between the trained and control children were statistically significant ($F(1,77)=5.95, p<.01$). Importantly, these differences were present only if trained children received at least four training sessions for each skill. While control children also improved over time, gains were much more modest. The evaluation concluded that control children would not attain the level of trained children for several years.

Community volunteers achieved the same results in children’s behaviours as highly qualified staff. Therefore, they provide a less resource-intensive way of undertaking the programme. In addition, use of local residents can have a benefit on community morale and promote social capital.

Key Steps

- Secure funding and discuss the scope of Kerbcraft with the local authority and local education department. Decisions include how many schools will be involved and where will training be targeted (e.g., most vulnerable schools first).
- Decide on the home agency for the Kerbcraft coordinator and the structure of their role. For example, they could be



based within the local authority, schools or community.

- Employ Kerbcraft coordinator, considering that generally one coordinator can manage 10 to 12 schools (300 to 400 children) per year.
- Obtain support from head teachers and school staff. Also discuss possible ways of accessing volunteers.
- Time-table the training across the school year.
- Publicise Kerbcraft and recruit volunteers. Generally the ratio is one adult trainer for two to three children. There may be legal issues for each of the organizations involved, relating to how many children an adult can be responsible for.
- Explore the streets near the school to select sites for training for each of the skills. Complete risk assessments on each of the sites.
- Run a volunteer training session in which they are provided with background information on Kerbcraft, the local injury picture, and practical practice with children. This also provides an opportunity for volunteers to express their concerns and highlight interests they may have.
- Select start dates and send out letters to volunteers. Use class list and teacher information to decide which children to pair up together. Consider special needs or medical requirements of children.
- Start training. Ideally stagger start dates for the schools, beginning with those who have volunteers in place sooner.
- Volunteers monitor the progress of training sessions and children's understanding. This information is submitted to Kerbcraft coordinator who compiles feedback for the volunteers.
- Run volunteer motivation events to thank volunteers and

minimise attrition. Continue to recruit new volunteers as needed.

- Consider employing a part-time coordinator for schools with well-established training programmes to keep Kerbcraft running at this level.

Lessons Learned

Barriers

- Funding and budget will determine the scope of the project and how many schools can be reached.
- Lack of support from schools.
- Difficulties in recruiting and retaining volunteers.
- Lack of support within the local authority at both the strategic and functional levels: at the strategic level, not supporting Kerbcraft financially and philosophically; at the functional level, not providing the coordinator protected time to focus on Kerbcraft.
- Lack of availability of appropriate training sites near the school, as may occur in rural or industrial areas.

Facilitators

- Adequate funding.
- Adequate capacity of those involved.
- Adequate formative development of programme and materials.
- Work to shift risk perception within whole population (new "norms").
- Schools with a health promotion ethos. All school staff

understand and support Kerbcraft. This makes it easier to access classrooms, recruit volunteers, and develop a sustainable programme.

- Support from elected members of local authority to champion Kerbcraft and provide resources.
- Support from line managers in allowing the coordinator the flexibility to explore creative and alternative solutions.
- Kerbcraft coordinator with an understanding of the education system and working within schools, a background of volunteer recruitment, and an understanding of community development.

Advice to Countries/Transferability

- Pedestrian training must be practical and occur at the roadside.
- Kerbcraft is a community-centred programme. The ethos and culture of the target community must be considered before implementation.
- Pedestrian skills should be taught in the order outlined in the Kerbcraft manual, since each skill builds on lessons learned in previous sessions.
- Kerbcraft can be taught in various settings, and requires only very basic road layouts. In some cases, it may be necessary to transport children further than the streets immediately surrounding the school. Appropriate safety messages can be added to suit different environments.
- Volunteers are the basis of the programme, therefore volunteer recruitment and retention is very important.



References, Additional Information

1. Harborview Injury Prevention and Research Center. (2001). Best practices. Seattle: University of Washington. Available at <http://depts.washington.edu/hiprc/practices/index.html>
2. Towner, E., & Dowswell, T., Mackereth, C., & Jarvis, S. (2001). What works to prevent unintentional injury amongst children? An updated systematic review. London: Health Development Agency. Available at http://www.hda.nhs.uk/downloads/pdfs/prevent_injuries.pdf
3. Thomson, J. A., et al. (2002). Kerbcraft: Smart strategies for pedestrian safety. A handbook for road safety professionals. London: Department for Transport, Local Government and the Regions. Available at http://www.dft.gov.uk/stellent/groups/dft_rdsafety/documents/divisionhomepage/030760.hcsp
4. Thomson, J. A., & Whelan, K. M. (1997). A community approach to road safety education using practical training methods: The Drumchapel Report. London: HMSO. Available at http://www.dft.gov.uk/stellent/groups/dft_rdsafety/documents/page/dft_rdsafety_504588.hcsp

See also:

<http://www.kerbcraft.org.uk>

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