

**LEARN!**  
LEVERAGING EDUCATION TO  
ADVANCE ROAD SAFETY NOW!



**Flash 1**

January 2021



# THE IMPACT OF COVID-19 ON TRAFFIC SAFETY AND MOBILITY EDUCATION



European Transport Safety Council



This publication is part of the LEARN! project. The project is coordinated by ETSC and supported by Fundación MAPFRE and the Flemish Foundation for Traffic Knowledge (VSV).

[www.trafficsafetyeducation.eu](http://www.trafficsafetyeducation.eu)

## Expert Panel

ETSC, Fundación MAPFRE and VSV would like to thank the following experts for providing invaluable guidance and support for this project:

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## LEARN Flash 1 – The Impact of COVID-19 on Traffic Safety and Mobility Education

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# EXECUTIVE SUMMARY

In March 2020, in response to the COVID-19 pandemic, most European governments put in place unprecedented restrictions on travel and movement, including lockdowns affecting most of the population and the closure of kindergartens and schools.

For this LEARN! Flash report ETSC asked the members of the LEARN! Expert Panel how the restrictions, and in particular the closure of schools, affected the provision of traffic safety and mobility education in their country, their work related to it, and how they adapted to it. ETSC also asked them whether they expect certain elements introduced in response to COVID-19 restrictions to remain in place post-COVID.

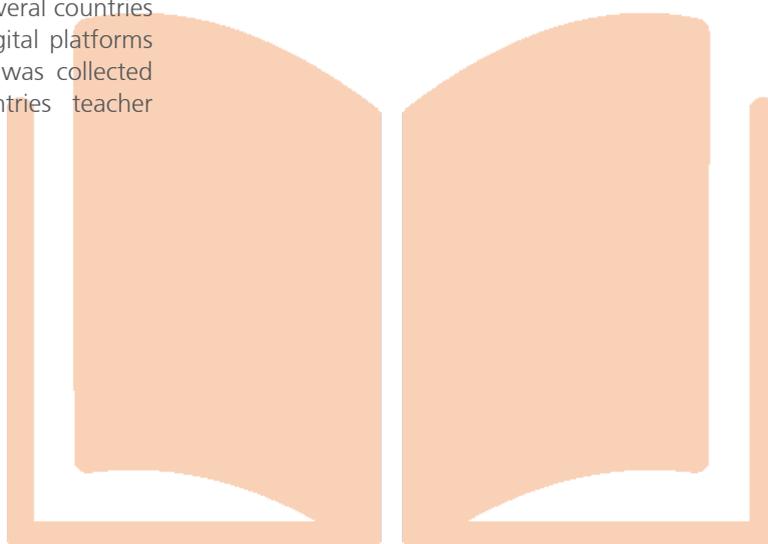
The experts indicated that the traffic safety lessons and workshops at schools had to be cancelled as a result of the schools closing, with, notably, the cyclist and pedestrian exams not taking place in 2020. Moreover, the testing of new or revised material and the evaluation of existing teaching material had to be postponed as well.

Educational material on traffic safety and mobility was increasingly digitised in response to the situation, and actively promoted towards schools, teachers and parents. Several countries and organisations established digital platforms where the educational material was collected and presented. In some countries teacher training was held virtually.

While schools switched to distance learning, a distinct focus on teaching, and catching up on, the core subjects was noted in several countries, resulting in less children having received traffic safety and mobility education in 2020.

With regards to the future, a majority of the experts consider that the digitisation of traffic safety and mobility education will continue post-COVID. Several experts however expect a return to the pre-COVID situation, as for example the possibilities to digitise practice-oriented education are limited. Some experts consider a hybrid future, where in-person and digital is chosen depending on the activity – including for teacher training.

Experts furthermore expect that a wider variety of educational material will be offered post-COVID. And with the uptake of cycling and walking during the lockdowns, a focus on the new trends in urban mobility in educational material is expected as well.





The **LEARN! project** (Leveraging Education to Advance Road safety Now!) by the European Transport Safety Council (ETSC), Fundación MAPFRE and the Flemish Foundation for Traffic Knowledge (VSV) aims to improve the quality of traffic safety and mobility education in Europe.

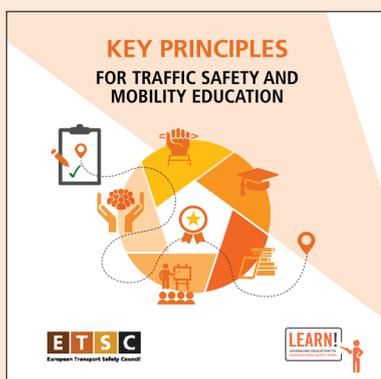
The project focuses in particular on children and youngsters, as they have a right to grow up safely and traffic safety should therefore be an important and natural part of their everyday life.

Traffic safety and mobility education covers all measures that aim at positively influencing traffic behaviour patterns, with an emphasis on:

- Gaining knowledge and understanding of traffic rules and situations;
- Developing and improving skills through training and experience;
- Strengthening and/or changing attitudes and intrinsic motivations towards risk awareness, personal safety and the safety of other road users to contribute towards a safety-minded culture;
- Providing the tools necessary for a well-informed choice of transport mode.

## INTRODUCING THE LEARN! FLASHES

This publication is the first LEARN! Flash report, a series of short reports focusing on specific aspects of traffic safety and mobility education. It complements the three main LEARN! resources: the LEARN! Key Principles report setting out 17 key recommendations to improve traffic safety and mobility education, the forthcoming LEARN! Manual for developing and evaluating traffic safety and mobility education activities, and the LEARN! website at: [www.trafficsafetyeducation.eu](http://www.trafficsafetyeducation.eu)



The **LEARN! Key Principles** are 17 recommendations that should be implemented in all European countries in order to ensure that everyone – especially children and youngsters – receive high quality traffic safety and mobility education.

[www.trafficsafetyeducation.eu/key-principles](http://www.trafficsafetyeducation.eu/key-principles)

# INTRODUCTION

In March 2020, in response to the COVID-19 pandemic, most European governments put in place unprecedented restrictions on travel and movement, including lockdowns affecting most of the population and the closure of kindergartens and schools. While the restrictions had gradually been lifted over the summer, by the end of 2020 governments had reimposed restrictions, including the closure of schools in some countries.

This LEARN! Flash report is published to commemorate the third UN International Day of Education, which in 2021 has as its theme 'Recover and Revitalize Education for the COVID-19 Generation'. During 2020, UNESCO published over 20 thematic notes with best practices and tips on key issues related to the COVID-19 education response, and with the International Education Day UNESCO calls for enhanced efforts "to place education and lifelong learning at the centre of the recovery and transformation towards more inclusive, safe and sustainable societies."<sup>1,2</sup>

In line with the International Day of Education's focus on COVID-19, ETSC asked the members of the LEARN! Expert Panel how the restrictions imposed in relation to the virus had affected the provision of traffic safety and mobility education in their country. ETSC also asked them how it had affected their work as well as how they had responded and adapted to it – serving perhaps as inspiration for actions and activities that others can do during the remainder of the pandemic and afterwards. The responses of the LEARN! Expert Panel members are set out in Part I.

ETSC also asked the members of the LEARN! Expert Panel whether they expect any changes to the provision of traffic safety and mobility education brought about by the restrictions due to COVID-19 to remain post-COVID. The LEARN! Expert Panel members' answers are set out in Part II.



<sup>1</sup> UNESCO (2020), COVID-19 Education issue notes. [bit.ly/3bWT2sp](https://bit.ly/3bWT2sp)

<sup>2</sup> UNESCO (n.d.), Concept Note International Education Day 2021, Recover and Revitalize Education for the COVID-19 Generation. [bit.ly/3nTmBgB](https://bit.ly/3nTmBgB)

## PART I

# THE IMPACT OF COVID-19 ON TRAFFIC SAFETY AND MOBILITY EDUCATION

# 01

**This first part of the LEARN! Flash focuses on the impact of COVID-19 through a series of interviews with the LEARN! Expert Panel members. It sets out how the experts experienced the impacts of the COVID-19 restrictions on the provision of traffic safety and mobility education in their countries, how this affected their work, and how they adapted to it.**

## AUSTRIA

*“Due to COVID-19, neither road safety workshops nor events in schools could be held. Moreover, the testing of newly developed teaching materials and events could not take place. The Austrian ministry of education launched a new platform where different teaching material for distance learning was made available. KFV furthermore increased the marketing of already available digital materials.”*

Eva Aigner-Breuss, Anita Eichhorn & Daniela Knowles  
Austrian Road Safety Board (KFV)

## BELGIUM

*“All over Belgium, primary and secondary schools were closed from mid-March to mid-May as a result of COVID-19 restrictions. This had a major impact on traffic safety and mobility initiatives in the country’s three regions, as for example the pedestrian and cyclist training lessons and exams in primary schools across the country had to be cancelled.*

*“In Flanders, the Flemish Foundation for Traffic Knowledge (VSV) focused on strengthening their online offer for schools. Rather than collectively at school during one week, the ‘Big Traffic Test’ for the final grade of primary school took place in a modified formula allowing pupils to take the test individually from home during six weeks. At secondary schools, the ‘Traffic Weeks’ practical workshops had to be postponed until September and were replaced by a range of online lessons that were held ‘live’ – allowing for interaction with the pupils – and was supported by an online learning platform with*

*videos, questionnaires and exercises. VSV also launched the online learning platform ‘Traffic in the Classroom’ for secondary education, where pupils can independently train and test their traffic knowledge and where teachers can monitor the efforts as well as progress of each student at any time.<sup>3</sup>*

*“In Brussels, the educational partners (non-governmental organisations) took advantage of the available time to rethink their educational approaches and develop videos that could also be used at home and during distance learning session. When the schools reopened in May, a letter was sent to schools in Brussels reminding them of the main road safety advice, including the possibility of continuing to cycle and walk – which was taken up by families during the lockdown. Schools could also obtain temporary facilities such as bicycle parking spaces to cope with the increase in bicycle use. In September 2020, the Brussels Mobility department launched a new website, ‘Operation Schoolbag’, containing information on road safety for parents, children and primary school teachers, which also can be used at home during lockdowns.<sup>4</sup>*

*“In Wallonia, all face-to-face teacher training for primary and secondary education had been cancelled as of March 2020. When the schools reopened in May, the Pédibus and Vélobus (pedestrian and cyclist pooling to and from school) were promoted in all schools. Online tools allowing schools to set up autonomous Pédibus initiatives were published in September 2020, with similar tools following for Vélobus initiatives in September*

<sup>3</sup> For more information, see: [www.verkeerindeklas.be](http://www.verkeerindeklas.be)

<sup>4</sup> For more information, see: [operation-cartable.mobilite.brussels](http://operation-cartable.mobilite.brussels)

2021. The Walloon public administration also provided schools with additional educational tools that could be downloaded. An inventory of files, brochures, websites, and other items to be used to support traffic safety and mobility education in secondary schools was made and tools were gradually put online, with an indication of the subjects concerned. Online training resources for the teachers are now planned for 2021, and will continue to coexist with face-to-face training, to be used depending on the situation.”

Werner de Dobbeleer & Bart Nobels, The Flemish Foundation for Traffic Knowledge (VSV); Marie-Noëlle Collart & Korneel Debaene, Brussels Mobility; Bénédicte Vereecke, Public Service of Wallonia (SPW); Yvan Casteels, Walloon Road Safety Agency (AWSR)

## Czechia

“The restrictions linked to COVID-19 led to reduced mobility for the whole population. Schools were closed as well as sport and art activity centres, and therefore most children were at home most of the time. When the restrictions were reduced, most of the people however tried to live their regular lives again, as the fear of the virus was not large in Czechia.

“There were many temporary changes in the education of the children this year, most notably that they had to learn from home using online video chats. For the younger children, only the most important school subjects were taught. The older children (12-15 years and 15-18 years) were taught in all their subjects, however traffic safety and mobility education was, unfortunately, not included in their subjects.

“Usually, different preventative activities would be held, such as conferences, theatres, open discussions and other types of experiences. These were all not possible in 2020, however they are planned again for the next years.

“CDV had also planned seminars for teachers in all regions in Czechia. In March, we moved

to our YouTube channel and started online seminars. We changed the seminars into shorter online sections, and collected feedback through a questionnaire, which needed to be completed to receive a certificate. In the end, we managed to reach around 3500 teachers from kindergartens and elementary schools. Even more people connected during the live streams, however not everyone wanted the certificate. We furthermore recently published the recordings of the seminars on our website.”

Veronika Valentová  
Transport Research Center (CDV)



“There were many temporary changes in the education of the children this year, most notably that they had to learn from home using online video chats.”

## Denmark

“Danish schools were closed from 11 March until June 2020, and again from 18 December 2020 due to COVID-19. Instead, the pupils were taught online and as a result, the use of our pedestrian and bicycle tests – which contain both theoretical and practical education in traffic – were not completed by the schools. Moreover, we also saw a large decline in the use of our other teaching materials as well as in school visits by our LIVE ambassadors.<sup>5</sup>

“We had also planned to evaluate our new bicycle test in 2020, but due to COVID-19 and the consequent lower use of the test, the deadline for data collection via surveys of teachers and pupils had to be postponed until 2021.

“It had furthermore been our ambition to get all the 98 municipalities’ head of schools to respond to our first national survey.<sup>6</sup> This survey focused on their knowledge of the amount and quality of traffic safety and mobility education at the schools as well as who they see as

<sup>5</sup> In the “Sikker Trafik LIVE” (“Road Safety LIVE”) initiative, the “ambassadors” tell pupils about their own collisions. Common to these ambassadors is that they have all been seriously injured in a collision, and that they themselves were (partly) to blame for the collision and injuries.

<sup>6</sup> The municipalities’ head of schools are not the head teacher of a school, but the person in the municipalities responsible for the schools for 5-15 year old pupils in each of the 98 municipalities in Denmark.



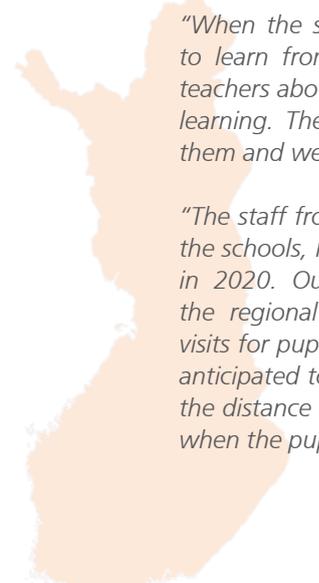
responsible for making sure that schools actually provide road safety education for each grade. Unfortunately, there were challenges in getting the heads of schools to respond to the survey, as they became preoccupied by coordinating with the schools on how to deal with COVID-19. In the end, we received responses from 52 heads of schools and 24 deputy heads. The survey however showed that the position was vacant in 12 municipalities, with the remaining 10 municipalities not responding to the survey.

*“The COVID-19 restrictions also meant that our yearly training course for traffic teachers (both new and experienced) had to be cancelled, as were the national exhibitions for teachers on teaching materials, where we usually present our traffic safety and mobility educational materials.”*

Lise Heiner Schmidt  
Danish Road Safety Council (Rådet for Sikker Trafik)

## Finland

*“COVID-19 affected our work in many ways last year. For example, we planned to hold six seminars for teachers throughout Finland. However as we could not arrange these seminars in person, we instead had to hold them as shorter webinars.*



*“When the schools closed and the pupils had to learn from home, we sent information to teachers about our materials suited for distance learning. The teachers were very interested in them and we received good feedback.*

*“The staff from our regional offices usually visit the schools, however that was also not possible in 2020. Our planning officer together with the regional offices developed virtual school visits for pupils aged 14 to 18 years. At first we anticipated to only do these virtual visits during the distance learning period in spring. However when the pupils were back in school in autumn,*

*visitors were not allowed and we therefore continued with the virtual visits. During the whole year, we held over 100 virtual school visits.*

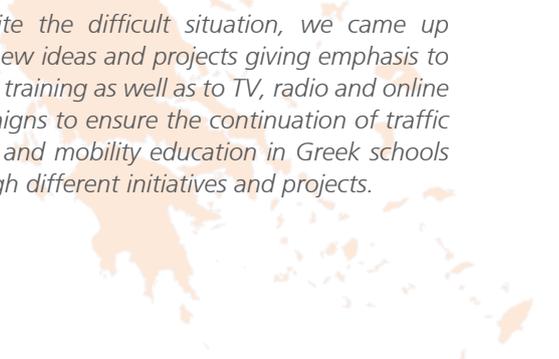
*“For the younger pupils we informed the teachers about our digital material, such as Turvapupu (safety bunny) for preschools as well as first and second grade pupils, and Filla & Rilla for third to sixth grade pupils.<sup>7,8</sup>”*

Satu Tuomikoski  
Finnish Road Safety Council (Liikenneturva)

## Greece

*“Similarly to other European countries, there was a lockdown in Greece, with schools closed between March and May 2020. It was a big shock for us at Road Safety Institute (RSI) ‘Panos Mylonas’, as we were not prepared to see the postponement of most of our scheduled experiential educational programs, which take place in schools. We soon regrouped however and tried to turn the COVID-19 crisis into an opportunity to maintain the issue of road safety high on the agenda.*

*“After the first month of lockdown, we had made the necessary changes and implemented digital training programs in schools that were willing to have it through a digital platform. In addition, in an open letter on ‘Road safety and the corona virus’, we pointed out the importance of ensuring traffic safety education and establishing a safety-minded culture in Greece that would be useful for fighting the virus as well as for the pandemic of road crashes.<sup>9</sup>*



*“Despite the difficult situation, we came up with new ideas and projects giving emphasis to digital training as well as to TV, radio and online campaigns to ensure the continuation of traffic safety and mobility education in Greek schools through different initiatives and projects.*

7 Turvapupu is a safety bunny and, dressed as a road safety superhero, it raises important road safety issues for children on its name-bearing website. [www.turvapupu.net](http://www.turvapupu.net)

8 Filla & Rilla is a digital learning environment for safe cycling for 9-12 years old pupils. It has a structure that includes levels aimed at different grades and includes a module where pupils can practice anticipation in virtual reality. For more information on Filla & Rilla: [bit.ly/384PZd0](http://bit.ly/384PZd0)

9 The open letter is available in English at: [bit.ly/34wviqy](http://bit.ly/34wviqy)

*“For example, the Greek Ministry of Education introduced a digital platform on 21st century skills, the so-called ‘Skills Labs’, where road safety is included under the umbrella of well-being and health education.<sup>10</sup> We contributed to this by developing teaching scenarios for a number of virtual workshops on traffic safety education for primary and secondary schools.*

*“RSI also organised the 3rd ‘Nationwide Student Contest on Digital Creation for Road Safety’ in collaboration with the Ministry of Education, where students were asked to create a video, social message or digital creation such as wiki, blog or e-book on a specific road safety topic. Even during the lockdown, we received a significant number of high quality contributions from pupils and teachers who worked on it from their home using collaborative and distance learning tools. These students sent their works from all over Greece, even from remote areas. We published the awarded videos and creations during the World Day of Remembrance. The Ministry has recently sent the circular for the 4th contests to schools.<sup>11</sup>*

*“In the context of the Erasmus+ KROS project, we organised a five day virtual summer school on traffic safety education for teachers of primary and secondary schools.<sup>12</sup> Over 50 teachers from across Europe participated in the webinar, which addressed topics such as integrating road safety in the curricula, road safety topics for different age groups, and 21st century skills and digital literacy in traffic education.<sup>13</sup>*

*“We were also successful with two Erasmus+ proposals. The first one focused on promoting active mobility for primary school pupils, including the use of game-based learning through video games, while the second one focused on promoting cycling safety and culture for youth in southern European countries. Both proposals scored high on their evaluations as they responded to the emerging trends of mobility and the need to accelerate digital transformation during the COVID era.”*

Vassiliki Danelli-Mylona & Evangelos Makris  
Road Safety Institute Panos Mylonas

## The Netherlands

*“Traffic safety and mobility education was given very little or not at all in the Netherlands during the first half of 2020, as schools closed and guest teachers were not allowed to give the traffic lessons in person. Schools started to teach their pupils virtually via online lessons, and several developers started with the digitisation of their educational material on traffic safety as well as providing guest lessons digitally - which took a great deal of effort. However, during the virtual lessons and when schools opened again in June, teachers primarily focused on (catching up on) the core subjects.*

*“The experiences with digitisation were mixed. On the one hand, some lessons worked well virtually and provided a reasonable alternative to the existing lessons. When promoted, schools started to request these lessons more, and one provider developed, in part due to COVID-19, a structural online lesson which was subsequently requested often. COVID-19 therefore also sparked the creativity of providers, which resulted in new insights and actions.*

*“On the other hand, there were questions whether digital lessons could offer the same level of quality as ‘offline’ lessons, and some providers indicated that their projects could not be digitised at all. Moreover, experiences with the digital lessons that were held with guest teachers showed that the interaction with pupils remains better in real life lessons. Some guest lessons were provided by actors, which had to be replaced by a short movie and which required the actor to take on a role more similar to that of a teacher – all of which worked less well than during an in-person lesson. In addition, the guest teacher relied heavily on the equipment and setup in schools for the quality of the video and audio. All in all, there is an expectation that what has been done virtually, was less effective.*

**“However, during the virtual lessons and when schools opened again in June, they primarily focused on (catching up on) the core subjects.”**

<sup>10</sup> For more information on the ‘Skills Labs’, see the LEARN Key Principles webinar at timestamp 15:28. [bit.ly/learn-key-principles-webinar](https://bit.ly/learn-key-principles-webinar)

<sup>11</sup> The circular can be found at: [bit.ly/35Dv2Xd](https://bit.ly/35Dv2Xd)

<sup>12</sup> For more information about the Knights for Road Safety (KROS) project, visit: [www.kros-project.eu](http://www.kros-project.eu)

<sup>13</sup> More information on the summer school can be found here: [bit.ly/2LV1q33](https://bit.ly/2LV1q33)

*“COVID-19 meant that less children and youngsters received traffic safety and mobility education. Not only because of the closing of schools and the priority of the core subjects, but also because it meant a decrease in contact with schools. This in turn has led to a situation in which more time and effort is necessary to persuade schools that providing traffic safety and mobility education is very important – even in times of COVID-19 – and that it can be provided safely at schools.*

*“Following the summer, the appetite for traffic safety and mobility education returned slowly, and guest teachers were allowed to go to the schools when adhering to strict preventative measures. Some developers also adjusted their material so that it could be given in person at the schools in line with the applicable health measures. And being able to show that these lessons could be given safely was useful in contacting other schools to convince them to pay attention to traffic safety and mobility education. At least, until December 2020, when the Netherlands went back into lockdown and schools were closed again.*

*“COVID-19 did not have a negative effect on the number of schools participating in the ‘road safety school’ labels, which is in fact increasing in 2021. It furthermore led to new initiatives. For example, one province has prepared a special corona newsletter for schools and municipalities setting out what would be possible to realise despite the restrictions and tough circumstances the schools have to currently work with. There is also the ambition to continue the development of enhancing the engagement of parents and home schooling.”*

Wilma Slinger  
CROW-KpVV

## **Norway**

*“COVID-19 became a reality in Norwegian schools in March 2020, with schools either closing completely or partially by providing education to smaller groups of children. The*

*‘traffic-light model’ was introduced, where some regulations were national and other were considered “advice” from the government, with municipalities having to make decisions based on the local level of the spread of the virus.*

*“The virus affected the way in which people, and thus pupils, travelled. Children who needed public transport were given priority in public transport systems in order to get to school, although numerous incidents picked up by the media showed that children had to use overcrowded buses and trains where, for example, keeping sufficient distance was not possible.*

*“A lot of pupils (from all ages) seem to increasingly have used their bicycles. This first started when public transport was to be used by employees in critical positions in society needing to travel between work and home, such as for example hospital staff. Bicycle use has also seen a large increase with other age groups.*

*“We were also informed that a substantial number of parents have been driving their children to school using their own cars. While in some areas this increased traffic has resulted in dangerous situations, we are not aware that there have been collisions. However, school leaders have expressed their concerns about this.*

*“Trygg Trafikk therefore informed the public, and in particularly the schools, on how to create ‘Heart Zones’ around the schools. A heart zone is a car free zone around a school where it is not permitted to drop off or pick up pupils by car. Stop and pick-up places are instead located outside of such a zone. We have a national target in Norway that 80% of children should be cycling or walking to school, and different measures are encouraging the uptake of walking and cycling, including the ‘Heart Zones’.*

*“Trygg Trafikk had already been providing digital learning resources for all age groups free of charge. We have seen an incredible demand for bicycle training resources for 4th to 7th graders, with more than 300 of Norway’s*

357 municipalities using the learning resources “www.sykkeldyktig.no” – which was launched in February 2020, just before the virus started to affect daily life in Norway.

“The provision of educational resources has however not been affected by COVID-19. In fact, Trygg Trafikk has been developing more digital content due to the restrictions on travelling affecting our work. In sum, the division in our organisation in charge of this has been working more efficiently than what is possible under normal circumstances, simply because they have been focusing on developing content rather than providing courses around in the country.

“We have also been active in various media informing on issues related to school transport and motivating pupils and others to walk and cycle. We furthermore informed schools about our digital learning resources. We will continue doing both going forward.”

Kristin E. Strømme  
Norwegian Council for Road Safety (Trygg Trafikk)

## Portugal

“COVID-19 affected the whole education system in Portugal. Portugal did not have a tradition and experience in e-learning, so this sudden change in reality brought large challenges for organisations, teachers and pupils at all levels. These challenges include, for example, the lack of educational content and infrastructure (such as laptops for all students and reliable internet connections) to support e-learning as well as the lack of experience with these new education methods. The big challenge for educational organisations was to find a way to, and give a quick response to, keep the education system going and to fulfil the demands in the curriculum as far as possible.

“Preparing students for the national exams was defined as the priority, and all efforts were concentrated on ensuring that students could finish the school year. As pupils do not have mandatory exams for traffic safety and

mobility education, and furthermore as it is not a priority compared to other mandatory subjects in the curricula, a disinvestment in it is expected although it is not possible to assess its impact.”

Alain Areal  
Prevenção Rodoviária Portuguesa (PRP)

## Scotland

“All our resources are available online and therefore we took the opportunity to advertise them widely as potential activities for children and youngsters during lockdown. Our analytics show that there was a 55% increase in 2020 traffic to the learning area of our website, compared to 2019. It would appear that our PR and partner referrals have had a major part in sending traffic to our learning section of the website throughout the COVID period in 2020.

“However, some of our projects have been put on hold completely. For example, we evaluated our Theatre in Education programme and should have acted on the recommendations in 2020, however we have been unable to do so. At the same time we have been able to devote some time to a systematic revision of our website to tidy up anomalies and out of date content.

**“All our resources are available online and therefore we took the opportunity to advertise them widely as potential activities for children and youngsters during lockdown.”**

“With schools returning in the autumn, we did our normal mail-out seeking orders of our (hard-copy) early years resource. We mailed to over 4,000 early learning centres and primary schools, with around a quarter uptake to date. We will continue to engage this sector, including local road safety teams, to ensure maximum uptake of this resource.”

Michael McDonnell  
Road Safety Scotland

## Spain

*"The consequences of COVID-19 affected us heavily, because most of our activities on traffic safety and mobility education were in person. As our educational programmes are both used in Spain and internationally, our activities were affected at the same pace as the pandemic's spread. For example, in February 2020 the situation in Spain was different than for example in South America, and therefore our activities were stopped at different times.*

*"In general, all our activities were cancelled during the first quarter of 2020. This was a turning point for us, as it allowed us to develop a new range of digital activities on traffic safety and mobility education – which we are still working on. We had to reinvent ourselves in order to be more accessible, and to share more knowledge as well as reach more people through virtual classes and webinars."*

**"This was a turning point for us, as it allowed us to develop a new range of digital activities on traffic safety and mobility education – which we are still working on."**

Fundación MAPFRE



## PART II

# THE IMPACT OF COVID-19 ON THE FUTURE (PROVISION) OF TRAFFIC SAFETY AND MOBILITY EDUCATION

# 02

**This second part of the LEARN! Flash focuses on the long-term impact of COVID-19 on traffic safety and mobility education and its provision in Europe. It sets out the responses from the LEARN! Expert Panel members to the question whether they expect certain effects on the provision of traffic safety and mobility education due to COVID-19, as highlighted in the first part of this report, to remain post-COVID.**

## Austria

*"We expect that a wider variety of teaching material will be offered post-COVID. Moreover, we expect that digitisation will get even more important, and at KfV we are already working on digital solutions as well."*

Eva Aigner-Breuss, Anita Eichhorn & Daniela Knowles  
Austrian Road Safety Board (KfV)

## Belgium

*"In Wallonia and Brussels, the online training resources for teachers, such as for example for the pedestrian and cyclist trainings and exams, are expected to continue to exist post-COVID. A wider range of online educational material is also expected post-COVID, as is the option of remote coaching of schools by specialised organisations to be subsidised by the regional governments."*

*"In Flanders, VSV expects the broad range of online educational materials and resources to be further expanded. However, as it largely focuses on practice-oriented traffic safety and mobility education, VSV considers that the possibilities to offer this entirely in a digital format are rather limited. The experience with digital projects, such as the 'Big Traffic Test', was reinforced and expanded upon with projects such as the 'Traffic in the Classroom' learning platform, which will continue to be maintained post-COVID. For conferences and seminars, VSV considers to make more frequent use of hybrid forms, supplementing physical events with an online, digital component."*

Werner de Dobbeleer & Bart Nobels, The Flemish Foundation for Traffic Knowledge (VSV); Marie-Noëlle Collart & Korneel Debaene, Brussels Mobility; Bénédicte Vereecke, Public Service of Wallonia (SPW); Yvan Casteels, Walloon Road Safety Agency (AWSR)

## Czechia

*"We do not think that traffic safety and mobility education will change due to COVID-19 in the long term. Instead, we expect that it will be very similar as before, once the situation has stabilised again. The pupils will likely catch up on the missed hours in school. However, in the area of traffic safety and mobility education some activities are only for a specific grade, for example the competition for young cyclists. Therefore, one year of pupils will not have the chance to take part in this competition."*

Veronika Valentová  
Transport Research Center (CDV)

## Denmark

*"We hope that, once we are past COVID, the schools will use our teaching materials to the same extent as before. And hopefully even more, as it is our goal that all schools should as a minimum complete the pedestrian test and bicycle test, have a visit by our LIVE-ambassador (or use teaching material for the same age group) and have a traffic teacher in charge of making sure the respective school teaches the mandatory traffic safety and mobility education. We estimate and hope that all schools that have a traffic teacher will do this, but it may be different for schools that do not have such teacher. Our monitoring of the use of our teaching materials will show this."*

*"In 2021 we will try to use online webinars to reach traffic teachers. Our first one-hour webinar is scheduled in late January and already 165 traffic teachers have signed up – including several newcomers. We hope the online webinars can work as supplementary to our (physical) training courses, and will presumably be conducted several times a year, which will give us the possibility to stay in contact more"*

frequently with the traffic teachers – both in terms of the number of times as well the number of persons reached.

*“In the beginning of 2021, we will also be conducting a national survey aimed at all schools, both public and private, with pupils aged 5-15 years. The survey contains questionnaires for both the head teacher as well as the traffic teacher. When we held the same survey back in 2015, 85% of the schools in Denmark had a traffic teacher. The survey will provide us with knowledge of how traffic safety and mobility education is completed at the schools, but will hopefully also be a nudge in terms of having schools remembering their obligation to provide quality road safety education to all grades.”*

Lise Heiner Schmidt  
Danish Road Safety Council (Rådet for Sikker Trafik)

## Finland

*“We think that the virtual school visits will remain post-COVID, as it is a rather cost-effective method to reach pupils and teachers around Finland. Moreover, the technology is good and well tested during the COVID period. While some of the teacher training can remain virtual, it is also good to meet and share experiences with people face-to-face, as well as to test action models in the real world.”*

Satu Tuomikoski  
Finnish Road Safety Council (Liikenneturva)

## Greece

*“How COVID-19 affected the provision of traffic safety and mobility education in Greece and how we tried to respond to it, can be summed up in three points. Firstly, ensuring digital readiness and developing innovative tools for the continuation of learning. Secondly, creating partnerships (in terms of knowledge, expertise and funding) that allow for the digitalisation of traffic safety and mobility education. And thirdly, focus on the new trends in urban mobility that emerged during the lockdown.*

*“All three points would have taken place in the near future, however COVID-19 accelerated the process. Therefore, we expect that the majority of them will remain even in the post-COVID era.”*

Vassiliki Danelli-Mylona & Evangelos Makris  
Road Safety Institute Panos Mylonas

## The Netherlands

*“One key effect of COVID-19 is that contact with the schools – which is so important in order to have continuous attention for the provision of traffic safety and mobility education – has decreased significantly. It is expected that we need to put in a lot of extra energy and effort to rebuild it post-COVID.*

*“With regards to the method of providing traffic safety and mobility education, there is the expectation that while some may continue the development of online and digital resources, most developers will return to in-person lessons. This is, in part, also because the lessons are more effective when given in person.*

*“COVID-19 has furthermore made us realise that it is even more important that the target group comes in contact in various ways, in various places and at various times with education and awareness related to traffic safety, their behaviour and safe behaviour. It also made us realise that traffic safety should be a part of multiple policy areas in order to reach a larger group.”*

Wilma Slinger  
CROW-KpVV

## Norway

*“We hope that walking and cycling as well as the creation of more ‘Heart Zones’ around schools will be even further strengthened in the future. Good habits and an ‘improved’ mind set with regards to the reduction of traffic around schools can only be positive in a longer term and is furthermore in line with the ‘Towards Zero’ policy.*

*“Trygg Trafikk will continue to motivate schools to use in particular our learning resources on cycling in order to build the competences the children need to have in order to stay safe in traffic.”*

Kristin E. Strømme  
Norwegian Council for Road Safety (Trygg Trafikk)

## Portugal

*“COVID-19 made it mandatory for teachers and pupils to use more digital content as well as use e-learning platforms. This made them more familiar with a new way of teaching and learning, and obliged them to look for digital content. The change from traditional, face-to-face education to e-learning methods underlines the need and importance of high quality digital content that allows and guarantees a good level of education, as well as underlines the need of having teachers and pupils prepared and engaged with this new format of education. Moreover, these new skills gained by teachers and students opened new opportunities.*

*“Portugal already had good educational resources available for traffic safety and mobility education up to the age of 12 years, however unfortunately without generalised usage by teachers and pupils. The increase of e-learning created a good opportunity to increase the use of existing material on traffic safety and mobility education, and to develop new resources.*

*“Moreover, it is expected that as teachers become more familiar with e-learning, they will also become more comfortable and willing to use digital material for traffic safety and mobility education, and furthermore become more available, open and engaged in e-learning training. This can therefore also be an opportunity to enlarge the reach of traffic safety and mobility education, increasing the number of pupils involved and teachers trained, since less resources are needed.*

*“With COVID-19, an increase in the use of sustainable modes of transport is expected which brings new challenges and the need to adapt traffic safety and mobility education in line with these novel modes of mobility and their safety risks.”*

Alain Areal  
Prevenção Rodoviária Portuguesa (PRP)

## Scotland

*“We are not convinced there will be lasting effects for us in terms of our various work-streams and we will continue to ensure our resources are up-to-date, fit-for-purpose and aligned with the Scottish Education system. However, there may be a longer-lasting effect on the end user and how traffic safety features in any new hierarchy of educational needs and preferences within Scotland, especially as it is not a compulsory subject in schools here.”*

Michael McDonnell  
Road Safety Scotland

## Spain

*“Because we had to cancel our activities last year and start from scratch with developing new digital content, we expect to develop virtual and digital activities during the first quarter of 2021. Depending on the evolution of the pandemic, we also expect to restart face-to-face activities in order to reduce the digital divide, however without leaving the digital activities behind.”*

Fundación MAPFRE

