

THE STRATEGY TO ALIGN ROAD SAFETY EDUCATION TO THE FURTHER EDUCATION AND TRAINING BAND CURRICULUM

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ABSTRACT

Road safety education is a complex phenomenon which should be viewed holistically if taken into account the interconnectedness of education, infrastructure and enforcement. Effective road safety education is specifically important for learners in the Further Education and Training (FET) band, as they are active contributors to a community. The greatest criticism against road safety education is that it is aimed at changing learners' knowledge about the subject, but not necessarily influencing their attitudes as road users. The aim of this discussion article is to explore a strategy to integrate road safety education into the formal curriculum of specifically schools responsible for the FET band. By applying the desktop research method, the article conceptualises what the specific purpose of the FET band is and what the possible focus of road safety education and training should be. The article then explores international common practices in road safety education and training, and considers the necessary synergy between education, engineering and enforcement. The article uses secondary data collected from documents which are then thematically analysed. A coordinated and comprehensive education and training strategy is needed, facilitating partnerships in various sectors to implement such education in the pet band, in multidisciplinary ways, in a contextualised curriculum.

Keywords: road safety education, curriculum-based road safety education, Further Education and Training (FET) band, curriculum facilitation and assessment, education programme design

INTRODUCTION AND BACKGROUND

The World Bank and World Health Organisation (WHO) indicated that road traffic injuries constituted a major health and development crisis to all member states (World Bank/WHO 2004, vi). Road traffic injuries are the cause of the second highest number of deaths for young people between the ages of 15 and 29 years in the world - HIV/Aids still causes more deaths in this age group (World Bank/ WHO 2004, vii). Moreover, 90 per cent of non-fatal injuries leave victims of road traffic injuries with permanent disabilities (World Bank/WHO 2004, vii), placing an additional burden on the social and economic sectors of government, which is particularly problematic for developing countries such as South Africa. Teenagers and young adults need a solid understanding of road safety issues that are relevant to them to enable them to make informed choices. 'Most young people killed in road crashes are vulnerable road users (pedestrians, cyclists, motorcyclists and passengers of public transport) - with those from Africa and Eastern Mediterranean regions most at risk' (World Bank/WHO 2004, vii). The World Health Organisation's Global Status Report (2015, 226) shows that while improvements are evident in South Africa's road safety measures, there remains a significant concern regarding reported road fatalities as 25.1 per 100 000 people, which places South Africa 23rd out of the 50 African countries included in the Report. This article therefore focuses on international common practices in road safety education and training in order to consider how changes in behaviour, attitudes and knowledge can be effected in South Africa by means of a concerted effort to integrate road safety education in the formal curriculum of specifically schools responsible for the Further Education and Training (FET) band. The article examines the specific purpose of the FET band, and reflects on what the focus of road safety education and training should be.

Education in South Africa is divided into bands according to the National Qualifications Framework (NQF). Education starts with the General Education and Training (GET) band (includes Grade R-9), which is followed by the FET, which is defined as all learning and training programmes from NQF Levels 2 to 4, which are the equivalents of Grades 10 to 12 in high school (Department of Basic Education 2011, ii). In section 29(1) of the *Constitution of the Republic of South Africa, 1996*, provision is made for ensuring access to basic education, including adult basic education, and further education (RSA 1996). Section 1.2.5 of the *Green Paper on Further Education and Training, 1998*, states that the FET band was created to 'promote lifelong learning, personal development, economic growth, nation building and the creation of a just and equitable society' (RSA 1998).

FET is provided by public schools, independent schools, public colleges, independent colleges and on-the-job trainers - although the focus of this article is FET provided by public schools only. The emphasis in the FET band is creating a balance between academic and vocational education and training. This emphasis is designed to serve as a strategy to address skills shortages in South Africa and to ensure sustainable employment by giving people a suitable qualification (either Grade 12 or the National Training Certificate 3).

This education structure has a number of implications for the inclusion of road safety education within the FET band. Govender (2004, 16) argues that road safety education should be used as a tool in a systematic approach to reduce road accidents. Road safety education should thus be aimed at influencing road users by changing their competence,

attitude, behaviour and skills. This implies that road safety education interventions should focus on increasing the knowledge of all road users and changing their behaviour. Within South Africa, road safety education is included in the Life Orientation curriculum of the GET band, but not specifically in the curriculum of the FET band in South Africa. The teaching plan of the Curriculum and Assessment Policy Statement (CAPS) in Life Orientation for Grade 10-12 learners includes topics such as development of the self in society; social and environmental responsibility; democracy and human rights; careers and career choices; study skills and physical education - with road safety education not included under any of these topics (Department of Basic Education, 2011, 10). Govender (2004, 17) claims that educational programmes aimed at older learners through occasional interventions achieve limited success, and he therefore promotes the inclusion of road safety education and training in the formal curriculum.

This raises the question of whether secondary schools are the most appropriate mechanism through which to deliver road safety education and training. Raftery and Wundersitz (2011, 1) argue that schools' primary aim is education, which implies that they can be seen as the most effective and efficient means of delivering road safety education to large numbers of the target audience. For road safety education to be effective, the content and delivery have to be designed with a clear understanding of what teenagers in senior secondary schools want and need. According to Mobius Research and Strategy Limited (2007, 22), senior secondary learners seek to create a self-identity as an independent individual and want to connect with others as an independent individual. Senior secondary learners also strive to be creative, be older than they are, have fun and freedom, as well as be informed about what interests them (Mobius Research and Strategy Limited 2007, 22).

Based on the points above, it is argued that the inclusion of road safety education in the FET band needs to take cognisance of senior secondary learners' identities as road users and needs to influence these identities in such a way as to ensure responsible road user behaviour. Because the current FET band does not make provision for road safety education, senior secondary learners, for instance, have to obtain their driver's licence through private tuition. Secondary schools do not offer programmes through which road safety education enables senior secondary learners to obtain a driver's licence.

RESEARCH DESIGN AND METHODOLOGY

This article is the product of a desktop review of international and national literature regarding road safety education and training programmes, and curriculum design in the FET bands in selected countries. Some international common practices in road safety education and training at a similar level as the FET band were analysed, using secondary data collected from government documents, journal articles, conference reports, conference posters, reports published by Non-Governmental Organisations (NGOs), books and internet searches. The data were analysed using thematic analysis with the identification of specific themes which guide the analysis of the documents - such as the design and content of road safety education programmes (including

information or once-off programmes as well as curriculum-based road safety education programmes) and road safety curriculum facilitation and assessment.

INTERNATIONAL COMMON PRACTICES IN ROAD SAFETY EDUCATION AND TRAINING

Divall (2011, 3) claims that there is no clear understanding of what best practices in the delivery of road safety education entail. At most, one can identify common practices, since a best practice should be defined as 'a method, process or activity, which through evaluation clearly demonstrates success in achieving specified road safety education programme objectives and provides guidance for the effective delivery of similar road safety initiatives' (Divall 2011, 5). For the purposes of this article, common practices are identified, since road safety education, as described above, is not currently provided to learners in the senior secondary school phase in South Africa.

Where programmes are part of formal curricula, the philosophy underpinning the programme usually contains specifics related to drivers' education. However, New Zealand's Department of Transport and Main Roads (2009, 5) states that road safety education should not be confused with drivers' education. RYDA Australia (2012) argues that road safety education should **not** include components that encourage learners to obtain drivers' licences or practical driver training; components that set out to shock, traumatise or evoke fear or an emphasis on vehicle control skills (for example the repetition of behind-the-wheel activities or defensive driving exercises), - because all these increase over-confidence and do not lead to the inculcation of a road safety culture.

Instead, aspects which focus on attitude and awareness and the influence of passengers should be taught, using a variety of educational strategies, including group work. Di Pietro (2009) suggests that a number of interventions should be used simultaneously in order to affect road behaviour. From the above can be argued that the current programmes offered for high school learners are generally inherently flawed, since they emphasise drivers' education (driving skills and obtaining a driver's licence) and not creating responsible road users for all, which include pedestrians, cyclists, motorcyclists and passengers in vehicles, as well as drivers of cars, buses and minibuses, trucks, and other vehicles. An emphasis on non-drivers is especially important in a country such as South Africa, where many people will never own cars.

DESIGN AND CONTENT OF ROAD SAFETY EDUCATION AND TRAINING PROGRAMMES

Countries throughout the world follow different approaches towards road safety education and training for senior secondary school learners. Observations regarding commonalities in the design of programmes are discussed below.

Informal or once-off interventions/programmes

Numerous once-off or ad hoc road safety education and training programmes are available that do not form part of a formal school curriculum for senior secondary

school children, and that may not be facilitated by the teachers, even though the schools may be involved to some extent, by making available their facilities or distributing information about the programmes. These once-off interventions are usually facilitated and/or sponsored by government departments, law enforcement agencies or local institutions, or NGOs, for example, Keys for Life, the Youth Driver Education Programme (YDEP) and the Road Awareness and Crash Prevention Program in Australia; Youdrive in New Zealand; the Flash Programme in Belgium; Speak Out in Norway, and the Zebra Seef programme in the Netherlands (Dwyer 2011; European Commission 2007, 37; Raftery and Wundersitz 2011; Zines 2012). Examples of the content covered in these informal programmes are road safety facts and awareness, information on why crashes happen, issues relating to safe driving, maintaining a safe vehicle, consequences of drugs and alcohol, the promotion of safe behaviour/attitude, and responsible citizenship (Raftery and Wundersitz 2011; Zines 2012). Some of the informal programmes are presented over a longer period and may involve numerous contact sessions and/or practical sessions, for example, practical driver education and training.

Curriculum-based road safety education and training programmes

The primary role of road safety education and training in senior secondary schools should be to raise awareness of road safety as a personally relevant issue, to increase knowledge and improve skills, as well as focus on creating and changing attitudes to ensure that young people are motivated to become safe and responsible citizens (National Road Safety Committee in New Zealand 2008, 4).

In a number of countries, such as Australia, New Zealand, India, Norway, the United States of America and Canada, road safety programmes are part of the curriculum for junior and secondary school learners (ADTSEA 2012; Canada, Ministry of Transportation 2008; Dwyer 2011; Raftery and Wundersitz 2011). In the senior secondary school curriculum, road safety education and training programmes mainly form part of the mandatory Personal Development, Health and Physical Education (PDHPE) course in the Health Studies component of the curriculum in some schools in New Zealand and Australia, and/or the Social Sciences syllabus in Qatar and selected schools in Norway (*Gulf Times* 2010; Raftery and Wundersitz 2011; Sikdar 2011; Vick and Navin 2008). In some instances, road safety education and training is a unit in the senior Geography syllabus, for example, in a small number of schools in Australia (Vick and Navin 2008).

The content of the road safety programmes in the curriculum varies considerably, ranging from a number of modules covering a variety of subjects, to a single research project undertaken to address a specific road safety issue in and around the school community. Some of the topics included in the curriculum-based road safety programmes in some schools in Australia include information on crash causation, road rules, substance use, hazard awareness, maintaining a safe vehicle, choices, risks and consequences, the dangers of speeding, the promotion of safe behaviour, responsible citizenship and road safety procedure (Raftery and Wundersitz 2011). In selected schools in Qatar, students use textbooks on road safety with

chapters covering topics such as road safety procedure; rules and regulations of the *Motor Vehicle Act*; licensing procedures, the characteristics of a good driver and how to avoid accidents (*Gulf Times* 2010; Sikdar 2011).

In some schools in Ontario and Quebec (Canada), and schools in Alabama, Arizona, Georgia and Montana in the United States of America, the main aim of the road safety education is to increase safe driving practices among young novice drivers, and learners are also encouraged to obtain their drivers' licences (ADTSEA 2008; Canada Ministry of Transportation 2008). The content covers the development of competencies such as becoming a responsible driver; how to handle a passenger vehicle; how to share the road and how to use the road network independently and responsibly (Societe de l'assurance automobile du Quebec 2009).

Curriculum facilitation and assessment

The programmes (either once-off interventions or extended programmes) are facilitated by incorporating a number of learning strategies such as guest speakers, peer facilitated small-group discussions, interactive lectures/workshops, simulated crash scenes and demonstrations, as well as exhibits. In some instances, driving instruction sessions take place, and learners are required to obtain a driver's licence (ADTSEA 2008; Vick and Navin, 2008; Zines 2012). During these informal road safety education and training sessions, material is usually provided in the form of pamphlets, posters, hand-outs or DVDs. The content of the road safety programmes may be facilitated by a school teacher, or by guest speakers such as representatives of law enforcement agencies, non-governmental organisations or government representatives. Teachers may also be trained by specific accredited organisations sponsored by government (Mundla 2010; Nasasira 2009; Raftery and Wundersitz 2011; Sikdar 2011; UNESCAP 2010).

Various teaching and learning methods are followed in offering the different road safety education and training programmes as part of the curriculum. This may vary from undertaking a research activity or project, to statistical analysis, problemsolving exercises, and group activities, to incursions and excursions. Learners are usually supplied with workbooks, booklets or a handbook (Central Board of Secondary Education 2012; Dwyer 2011; European Commission 2007; Raftery and Wundersitz 2011; Sikdar 2011; Vick and Navin, 2008; Zines 2012).

According to Di Pietro (2009), road safety education and training programmes that have been evaluated over time tend not to form part of the school curriculum, rarely use injury and/or crash reduction as outcome measures, and more typically stress acceptance, popularity and/or improvements in knowledge and skill. While improvements in knowledge and skill are acceptable measures to establish educational effectiveness, it is inadequate for the evaluation of road safety values, where demonstrations of reductions in risk and injury need to be established to accept a programme as effective. Modifying human behaviour, which is the focus of road safety education and training, takes a long time and without evidence that it works, it is reasonable to conclude that it doesn't (Di Pietro 2009).

FINDINGS: TOWARDS A STRATEGY FOR IMPLEMENTATION

The *Green Paper on Further Education and Training* (RSA 1998) requires the integration of education and training in the FET band through institutional co-operation and joint curriculum development between senior secondary schools, FET colleges and private training providers. Vocational experience is emphasised. This requirement is in line with observations of international examples which offer driving education programmes through collaboration between schools and accredited driving schools. The Ministry of Higher Education and Training envisages a curriculum for the FET band that is built on linkages between schools, FET colleges, higher learning institutions and the workplace. Furthermore, education in these bands should offer a balance between classroom and workplace experience, according to section 6.2.3 of the *Green Paper* (RSA 1998).

The World Bank/WHO (2004) calls for a coordinated approach to road safety. It states that countries should identify an authority that will be responsible for coordinating road safety activities, including education programmes, across different sectors. A multisectoral national road safety strategy should thus identify targets and outcomes, and appropriate resources should be allocated for its implementation. The *World report on road traffic injury prevention* (World Bank/WHO 2004, 137) highlights the importance of education in the prevention of accidents and makes a case for legislating and enforcing educational interventions as preventative measures. The analysis of the findings is thematically presented.

Changes in behaviour

Road safety education and training should be assessed on the basis of the objectives, which should be realistic and achievable. There is solid evidence that a behavioural approach to skills training is effective at developing and maintaining appropriate behaviour (OECD 2004, 56). In a problem-solving approach, social interaction may lead to a better understanding of the dangers of risky behaviour pertaining to road safety.

According to the Organisation for Economic Co-operation and Development's (OECD) report on *Keeping children safe in traffic*, knowledge-based approaches towards road safety education and training can play a positive and complementary role in connecting and reinforcing skills and raising awareness (OECD 2004, 38), helping young people to understand risks, their responsibilities and safe behaviour. However, relying only on knowledge as the sole catalyst for behavioural change may not be effective as the only strategy.

Robertson (1983, cited in Gellar et al 1990) developed the Safety Triad Model to address different factors that contribute to road safety, because addressing these factors might prevent injuries. In road safety education and training curricula, attention should be paid to the behaviour, person and environmental factors (Gellar, Berry, Ludwig, Evans, Gilmore and Clark 1990, 126).

Person factors refer to the product of personal previous experience and personality. People's particular individual skills, abilities, intelligence and even physical condition will have an impact on their road use behaviour. Environmental factors are potential contributors to injury, but can also be easily observed and modified. For instance, the absence of legislation to enforce responsible road use is easily identified, and although the process of legislating is complex, it is fairly easy to realise its necessity (Geller et al 1990, 126). Ensuring that environmental factors are appropriately addressed in road safety education and training programmes should contribute to a change in behaviour. Emphasising environmental safety factors again and again, throughout learners' education, should have the necessary effect that safe road use practice becomes part of learners' behaviour.

The above model has developed into what is known as the engineering, education and enforcement model for road safety education and training (Govender 2004, 7). Engineering is the responsibility of departments of transport, while enforcement would be done through the police, traffic departments and departments of justice. Education should be the responsibility of those influencing curriculum design, content, facilitation and assessment.

Gielen and Sleet (2003, 65) maintain that in order to understand and reduce injury risk behaviour caused by poor road use, both active and passive strategies must be combined. An active strategy entails getting road users actively involved in raising their own awareness through education and training. Passive strategies entail providing an enabling environment which protects safe road users and punishes irresponsible ones.

To understand the role of behaviour theory in affecting behaviour change, one should consider the purpose of theory, which is to describe, explain and predict a phenomenon (Glanz, Rimer and Lewis 1997). In the case of this research, the phenomenon to understand is road safety. To establish a culture that promotes road safety through a formal curriculum should, according to Cataldo, Finney, Richman, Riley, Hook and Brophy (1992, 73) entail some degree of behaviour change requiring the establishment and maintenance of appropriate safety behaviour by parents, legislators, judges, police and health educators.

According to Divall (2011, 10), changing a culture is not an easy process and requires the continued collaboration of multiple sectors (transport, education, policy, justice, health and statistics/road data) towards achieving the same goal. Divall (2011, 10) calls it the partnership method of delivering road safety education and training programmes. Partnerships may be formal or informal, but the consensus is that the partnerships should be a coordinated effort which targets the road users who are most at risk (including learners in the FET band) through education and training, and enforcement interventions.

Curriculum change

The content and delivery of road safety education and training modules have to be deliberately designed to appeal to young people and should be responsive to their needs, realities and values. According to the OECD Report (2004, 22), this includes the

following: incorporating content that has personal relevance for young people and is based on their peer group’s world view; basing the context in a cultural context that the young people identify with; and employing facilitators who can relate to the young people concerned. The OECD Report (2004, 22) also mentions that learning content should build on prior knowledge and experience; ensure that the learning experience is a positive one requiring active involvement; make the delivery package exciting and dynamic using creative approaches (such as debates, competitions, inter-active media) and practical experience-based exercises - as well as using technology to enhance the appeal of the learning experience.

This article acknowledges from the outset that road safety education is not just about safe driving - it seeks to improve knowledge and change attitudes with regard to being safe and making sure others are safe. According to the New Zealand Department of Transport and Main Roads’ *Schools guide to road safety education and training programmes for senior school students* (2009, 2), typical topics might include:

- Strengthening attitudes towards safe road use behaviour and avoiding risks.
- Supporting behaviours to ensure others are safe.
- Promoting knowledge of traffic rules.

According to New Zealand’s Department of Transport and Main Roads’ *Schools guide to road safety education and training programmes for senior school students* (2009, 8), an effective road safety education and training programme will include the content set out in Table 1.

Table 1: Material in an effective road safety education and training programme

<p>A focus on attitudinal change (not on the acquisition of driving skills) should include:</p> <ul style="list-style-type: none"> • Accepting dangerous risk-taking behaviour (e.g. Impairment due to drugs, alcohol, fatigue, speed distraction). • Driving impulsively and aggressively. • Reducing the influence of risk-taking friends on driver behaviour. • Engaging parents in modelling safe driving behaviours. • Changing perceptions of risky behaviour, such as speeding or drinking, as 'safe', and having benefits, such as impressing people or getting there faster. 	<p>A focus on cognitive or perceptual skill development should include:</p> <ul style="list-style-type: none"> • Hazard perceptions - young people have a less-developed ability to scan their environment and predict the behaviour of other road users. • Attention control - young drivers find it difficult to prioritise competing tasks (e.g. listening to music, paying attention to distracting passengers). • Impact of over-confidence - young drivers believe their driving skills are better than they really are.
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Source: Adapted from Department of Transport and Main Roads (2009, 8)

This article deduces that experts agree that road safety education and training is a process which starts during children's early development and should continue as they develop into adult road users. The reality, as sketched by Mayhew and Simpson (2002, ii4), is that there is little proof that drivers' education programmes deliver any road safety benefits. What has been evident throughout the research is that road safety education and training is a necessity, considering the toll that road traffic accidents take every year, especially on vulnerable road users, including learners between the ages of 15 and 18 years.

If South Africa's Department of Basic Education is responsible for ensuring a responsive curriculum, schools carry the responsibility of implementing the curriculum. This implies that schools must employ educators willing and qualified to provide road safety education and training through sound educational principles and practices. Thus, the professional development of educators should also be considered in the inclusion of road safety education and training in school curricula. Furthermore, road safety education and training should be developmentally appropriate, which entails directing content towards the characteristics of a particular age group, in this case, learners between 15 and 18 years.

Secondary schools should determine which road activities their learners will engage in, and make the curriculum content appropriate to their needs. The teaching resources should also be appropriate to the physical, social, emotional and intellectual development demonstrated by the learners, to ensure learning that will be meaningful and lead to the active engagement of the learners with the material. Only if learners are engaged and treated as valuable stakeholders in the process will their learning affect their attitudes and behaviour. The reality of current common practices, which focus on drivers' education alone, is that there is no compelling evidence that drivers' education has any effect on attitudes or behaviour, since the evidence also suggests that it does not have any effect on the number of accidents or injuries (Vernick, Li, Ogaitis, MacKenzie, Baker and Gielen 1999, 44). Where road safety education and training is equated with drivers' education, road use behaviour is not affected.

CONCLUDING REMARKS

Very few schools have the time available to include a road safety programme in their curriculum, so the exposure in schools is usually insufficient to make a real difference to learners (Di Pietro 2009). It would be a challenge for most schools to include a road safety education and training programme in their curriculum which will afford learners an opportunity to develop higher order thinking skills. In developing a programme, questions will have to be asked such as whether the programme will allow learners to predict, make generalisations, interpret, analyse and solve problems, plan, make decisions and safely judge gaps (Di Pietro 2009). A short exposure or a mere reference to road safety education and training will not encourage learners to achieve higher order skills related to the cognitive, psychomotor, social and affective domains that are important for road safety.

Including road safety education and training in the curriculum is a challenging process and should take into account how children learn and what is needed and appropriate to achieve the learning outcomes. All three initiatives to improve road safety, namely

education, engineering and enforcement, need to be in place in a country to achieve road safety outcomes. It is the synergy between a number of initiatives that reduces risk - remove one initiative and the outcome would be negative: hence the necessity to include road safety education and training in the curriculum of senior secondary schools in South Africa.

Five main recommendations emanate from the thematic discussion and analysis of common international practices.

Firstly, there should be a lead institution to coordinate a comprehensive road safety education and training strategy. The institution should be properly resourced and should be publicly accountable for its actions. This argument is supported by research showing that such an institution should facilitate a partnership between education, health, transport, public, private and voluntary sectors (OECD 2008; WHO n.d., 6). Such an institution should provide up-to-date information about target populations, age groups and road user groups, and should develop and evaluate interventions and supply them directly to schools. Such an institution should also involve representatives from all the different sectors. It should be responsible for assessing the problem, policies and institutional settings relating to road safety and the capacity of road traffic injury prevention, and for preparing a national road safety strategy and plan of action.

Secondly, road safety education and training should be implemented from preschool to high school in an integrated manner. The evidence suggests that road safety education and training, specifically for the senior secondary phase, should not only include drivers' education, but should also build on awareness and safe road practices which should be included in pre- and primary school curricula.

Thirdly, road safety education and training curricula could be located in various spheres, for example, as individual subject matter included in Life Skills or Orientation; as a multidisciplinary theme cutting across multiple subjects, including Social Studies, Life Skills or Orientation, Economic and Management Sciences and even Mathematics. Multidisciplinarity also allows the message to be presented on multiple occasions over time, which in turn reinforces attitudes and behaviour over time.

Fourthly, curriculum content should be contextualised in the social, cultural and economic context of a country. The curriculum content should provide building blocks delivered throughout all the years of schooling. This supports the notion of generational change, where changes in skills, behaviour and attitudes are effected through the education and training of a generation to come of drivers and other road users.

Lastly, evaluation and/or impact assessment should be an integral part of the implementation of road safety education and training programmes. If road safety education and training is not included in the curriculum, the effectiveness of the curriculum cannot be measured. Inclusion in the curriculum will also allow for alignment with learning goals and needs, which in turn will influence a change in learners' attitudes and behaviour.

The research highlights the current complexity of implementing road safety education and training in a training environment such as the South African FET band. International common practices, where road safety education and training is part of the formal curriculum, focus mainly on preparing learners for licensure. But road safety education and training needs to be much broader than educating and training potential drivers. The

research has also emphasised that a change in behaviour is not likely to be affected by licensure, since learners only learn what they deem necessary for them to obtain their licence. Creating a responsible road safety culture will necessitate the collaboration of multiple sectors in working towards achieving a single goal, which is building a road to safety for all.

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