

Young Researchers Seminar 2009

Torino, Italy, 3 to 5 June 2009

Project Close-to

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Content

1. Project close-to – basic information
2. Theoretical background
3. Methodology
4. Results and expected results

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Introduction

- Young drivers – one of the most endangered group in the traffic
- High accident rates for this group
- Combination of risk-taking and no experience

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Project Close to

- Based on the theory of attitudes
- Main idea – peer mentor (with experience with accident) influences the students in driving schools
- European project – 11 countries
- The goal – prevention of traffic accidents, evaluation of this method, developing strategies for implementing this project in the national system

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Attitudes and their changes

- Attitude – one of the reasons for non-compliance and unsafe traffic behaviour
- 3 components of attitude: cognitive, emotional, behavioral
- Change of attitude => change of behaviour

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Attitudes and their changes

- Explanation for relationship between attitudes and behaviour – social theories (e. g. Ajzen´s theory of planned behaviour)
- Ajzen´s theory: behaviour based on three pillars: attitudes and expected outcomes of behaviour, perception of social norms surrounding the behaviour, perceived behavioural control

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Peer method

- Idea – from peer group education – drug prevention in USA
- Principle – from „equal to equal“
- The peers tell their own experience/story, this message is authentic – real story, emotional atmosphere
- The young people hear a real story, think about the willingness to take similar risk
- Goal: higher responsibility of young drivers, low tendency for risking

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Terminology

- Peer mentor: the accident driver who gives a talk in the driving school (s/he is invited only after s/he has attended the preparation course and is willing to visit a driving school). Peer mentors are victims, rescue workers, accident drivers etc.
- Peer coach: a person, who supervises the visits to the driving schools and is the first „to-go“ person for the peer mentor

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Terminology

- Preparation course: the 2-day course in which a group of accident drivers is prepared for their visit to the driving schools.
- Meeting: the talk including the discussion with the peer mentor within the theoretical driving lesson

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Measure of effect and evaluation

Impact of the method

- Experimental design (pre and post measurement of effect in intervention group and control group)

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Measure of effect and evaluation

Impact of the method

Study design:

	Date of testing 1 (T1)	Date of testing 2 (T2)	Date of testing 3 (T3)
Experimental group	Survey at the beginning of the lesson, before the speech of peer-mentor	Survey at the end of the lesson, after the speech of the peer mentor	Survey 3 – 6 months after receiving the driving licence
Control group	Survey at the beginning of the lesson	-----	Survey 3 – 6 months after receiving the driving licence

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Measure of effect and evaluation

- Questionnaire T1 - 11 types of question, questions about willingness to take risk (e.g. „It is fun to drive very fast“), accident experience, demographic questions
- The statements are rated on a five-point scale ranging from „I totally agree“ and „I totally disagree“ or „Never“ and „Often“

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Measure of effect and evaluation

- Questionnaire T 2 – examines impact of method immediately after the lesson (e. g. „It will influence me to drive more carefully“)
- Questionnaire T 3 – measures long-term effect of method, contains the same question as T1, plus questions concerning reminiscence of the story told by the peer mentor

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Measure of effect and evaluation

Process evaluation

- Qualitative methods (interviews, focus group, group discussion)
- surveying peer-mentors, driving instructors and people, who are responsible for implementing the project (recruitment of peer-mentors, preparation course for peer-mentor, training of trainer and driving instructor training, elaboration of manual)
- 3. quantitative indicators like the number of driving schools, number of driving instructors trained in the Module Close-to, the number of learner drivers, peer-mentors etc

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Research group

- Young beginning drivers – 17 – 25 years, who attend driving schools
- 5000 persons – 2500 in intervention group, 2500 comparative group
- For assuring of risk prevention: involving another 7 500 (750 for Czech republic) students, who are not surveyed and take part in meetings without questionnaires

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Expected results and impacts

- Decrease in high-risk behaviour, reduction of accidents (connection with change in attitudes)
- Implementation of „teaching module close-to“ – creating manual, proposals for changing sanction system of young traffic offenders, additional possibilities for recruiting Peer mentors
- Expected result – October 2009

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Results of last session Close to – Czech rep.

- In the Czech Republic - 322 persons participated in the CLOSE TO project in the years 2004 – 2006.
- Evaluation of the meetings in the driving schools by the learner drivers after the meeting:
 - 80 % of respondents thought that the meeting was interesting
 - 68 % expressed the opinion that the meeting had influenced their driving behaviour

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Results of last session Close to – Czech rep.

Change in attitudes

- The meeting positively influenced almost all the participant's attitudes in the short-term.
- In the long-term some of the attitudes returned to where they were before the action, but more often the respondents become more responsible.

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Results of last session Close to – Czech rep.

Agreement/disagreement with statements and his changing in the time:

Speed:

- **Strong agreement:** „You are an idiot if you drive too fast“ - 21 % - 32 % - 46 %
- **Strong disagreement:** „It is OK to drive too fast if you are a safe driver“ – 22 % - 33 % - 57 %
- **Strong disagreement:** „It is fun to drive too fast“ – 18 % - 21 % - 38 %
- **Strong disagreement:** „It is OK to drive too fast if the traffic environment allows it“ - 9 % - 16 % - 36 %

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Results of last session Close to – Czech rep.

Safety:

- **Strong agreement:** *„As I care about both myself and others I strive to become a good driver“* - 26 % - 38 % - 65%
- **Strong agreement:** *„You should always comply with rules when you drive“* - very strong even before the meeting and remained practically the same immediately after it. After several months, it increased from 62 % to 82 %.
- **Strong agreement:** *„I will not have any problem driving in traffic“* – 27 % - 20 % - 42 %

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Results of last session Close to – Czech rep.

Impact of others:

- Strong agreement: „I will not be influenced by other people“ 31 % - 35 % - 56 %
- Strong agreement: „I will always comply with the traffic rules when there are children present“ 50 % - 52 % - 79%
- Strong disagreement: „I think I would take a risk to impress passengers or others“ 69 % - 60 % - 88 %
- Strong disagreement: „I might take more risks driving with others than by myself“ 23 % - 27 % - 48 %

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Overall evaluation results

The evaluation of quantitative research confirmed that:

- the peer-mentor approach is one method of giving the learner drivers an understanding of traffic dangers and of getting them to see themselves as a part of the traffic environment.
- quantitative analysis revealed that the peer mentor approach is appropriate to lead a more responsible change in attitudes

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Current procedure in Czech republic

- questionnaire survey (T1, T2, T3)
- recruiting of peer mentors and contacting and handling with official institutions, which can provide contact to potential peer-mentors
- meeting with driving schools, driving school associations and their willingness to take part in this project
- qualitative and quantitative analysis of actual processes

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Thank you for your attention!



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