

Teaching Safe Behaviour

Kerbcraft in Wales Progress Report, October 2007

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Primary Author: Elaine Wilson Smith

Other Author(s): Shirley McCoard

Reviewer(s): Carry Stephenson

Formatted by: Elaine Wilson Smith

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1 Introduction

1.1 Background to Kerbcraft in Wales

- 1.1.1 Compared with the average for European countries, Wales has a good overall road safety record, but accident rates amongst child pedestrians have been high. Statistics available prior to implementation of Kerbcraft show that Wales had among the highest child pedestrian fatalities in Europe (see Table 1.1)

Table 1.1 Child Pedestrian Fatalities per 100,000 (0-14 year olds)

Country	1997 Child Pedestrian Fatalities per 100,000 (0-14 year olds)
Ireland	1.31
Wales	1.24
Great Britain	1.21
France	0.91
Netherlands	0.66
Italy	0.49

- 1.1.2 In line with the UK-wide target, the Welsh Assembly Government is committed to reducing child KSI accident rates in Wales by 50% by 2010 (against the average of 1994 to 1998 rates). This represents a drop in real child KSI numbers from 289 to 145.
- 1.1.3 By 2004, the child pedestrian fatalities had reduced to 0.7 child pedestrian fatalities per 100,000 0-14 year olds for Great Britain, and to 0.8 for Wales, which is a reduction of 35%.
- 1.1.4 In January 2003 the Welsh Assembly Government published its "Road Safety Strategy for Wales". In this, education, engineering, and enforcement strategy developments and targets were highlighted as important future Welsh Assembly actions.
- 1.1.5 In 2002, funding was allocated to every Local Authority in Wales for a three-year programme of Child Pedestrian Training Schemes using the Kerbcraft Model. The Welsh Assembly Government recognises the efficacy of practical road safety education methods for children and in 2005 it extended Kerbcraft funding for all Local Authorities in Wales for another three years, from 2005 to 2008.

1.2 What is Kerbcraft?

1.2.1 Kerbcraft is a road safety education programme designed to teach children (aged 5-7) by means of practical roadside training rather than lessons in the classroom. Kerbcraft teaches three core skills to children over a 12-18 month period, with between four and six training sessions being given in each skill. Training is progressive, with each skill building on the foundations laid by earlier skills. The three core skills taught are:

- recognising safe versus dangerous roadside locations;
- crossing safely at parked cars; and
- crossing safely near junctions.

1.2.2 Each Local Authority receives a grant to fund a Kerbcraft Co-ordinator. The Co-ordinator recruits schools to take part in the Kerbcraft training, and recruits and trains volunteers, usually parents, to teach the three core skills to the children. Each volunteer is responsible for only two or three children per session. The Kerbcraft Co-ordinators are managed by a designated person within each Local Authority, who is usually, but not exclusively, a Road Safety Officer (RSO).

1.3 This Research

1.3.1 The Welsh Assembly Government (WAG) commissioned MVA Consultancy to develop a Kerbcraft monitoring pack containing a number of forms for Local Authority Co-ordinators and RSOs to complete at the end of each year and return to WAG. The forms can also be used at any interim period required, should WAG consider it appropriate or necessary. The pack contains four forms for the Co-ordinators/RSOs to complete which allows WAG to monitor the Kerbcraft scheme.

1.3.2 The forms included in the pack are:

- a short questionnaire to collect quantitative data on the scheme's performance, in particular to collect information on number of schools, children and volunteers involved in the training within a specified period;
- a qualitative questionnaire for Co-ordinators to complete, covering management and implementation issues;
- a qualitative questionnaire for RSOs to complete, covering management and implementation issues; and
- impact sheets for Co-ordinators, teachers or volunteers to record any positive effects on training individual children.

1.3.3 The remainder of this report details the findings from the third round of monitoring of Kerbcraft schemes in Wales, using all four tools listed above. (These four questionnaires are provided in Appendix B). The first round of monitoring was reported by MVA Consultancy in 2005, and the second in 2006.

1 Introduction

- 1.3.4 The report covers the progress and performance of the Kerbcraft scheme in each Local Authority during the school year from September 2006 to July 2007. The report is laid out in the same format as the two previous sweeps in 2005 and 2006, as follows:
- Chapter two discusses the management of the Kerbcraft schemes in Wales;
 - Chapter three outlines practitioners' opinions of Kerbcraft;
 - Chapter four provides details of the Kerbcraft training that has been undertaken in Wales; and
 - Chapter five provides conclusions and recommendations.
- 1.3.5 In addition to conclusions and recommendations, Chapter five provides some key comparisons with the findings of the same monitoring survey undertaken over the previous two years.

1.4 Explanatory Notes

- 1.4.1 Although Wales is made up of 22 Local Authorities, Caerphilly County Borough Council employs two full time Co-ordinators. One is responsible for the North of the area, and the other is responsible for the South. Each of their questionnaires have been analysed and reported separately, giving a total of 23 Local Authority areas for information supplied in the Co-ordinators surveys.
- 1.4.2 It should be noted that not all respondents have provided an answer to every question; therefore not all totals add up to 23.
- 1.4.3 Although the Local Authority line manager for each Kerbcraft scheme is generally the Road Safety Officer (RSO), not all the schemes are managed by RSOs. However, for ease of reporting, the term RSO has been used throughout this report to describe the results from the Local Authority line managers.
- 1.4.4 Results in this report relate to the school year from September 2006 to July 2007. Given that the training generally takes 12-14 months to complete, a number of children included in this years monitoring survey may also have been counted in the previous survey. Likewise, a number of children may be recounted as participating in the scheme during the following year/survey. It should therefore be noted that results provided in monitoring survey reports provide a snapshot of the Kerbcraft scheme for a given year and can not be added together to provide the cumulative number of children to have participated in the scheme to date.
- 1.4.5 Finally, it should be noted that the views expressed in this report are the views and opinions of Kerbcraft Co-ordinators and the Local Authority line managers. They do not necessarily represent the beliefs of either the authors or the Welsh Assembly Government.

2 Management of Kerbcraft

2.1 Co-ordinator Profile

- 2.1.1 During the 2006-2007 school year, the majority of Kerbcraft Co-ordinators were female; there were a total of 22 female Co-ordinators compared to only 2 male Co-ordinators.
- 2.1.2 The Co-ordinators had accumulated a total of 79.8 years experience of the Kerbcraft scheme between them, with an average of 3.4 years experience each. There are however, wide variations in the length of time individuals have been involved with the scheme. This ranges from a maximum of 5.5 years to only 10 months of working as a Kerbcraft Co-ordinator.

2.2 Time Spent on Management of the Scheme

RSO Time

- 2.2.1 Almost two thirds of RSOs, 15 out of 23, spent less than half a day per week on their Kerbcraft scheme during the 2006-2007 school year (see Table 2.1). Only one RSO spent a full day each week, and one RSO spent more than one day per week on their scheme.

Table 2.1 Time RSOs have spent on Kerbcraft (2005-06)

Time Spent on Kerbcraft	Number of RSOs
Less than 0.5 days per week	15
0.5 days per week	6
1 day per week	1
More than 1 day per week	1

- 2.2.2 RSOs were given the opportunity to comment on the amount of time they spent on their scheme. Of the 19 RSOs that made some comment, 11 felt that their schemes were well established and that the Co-ordinator ran the scheme so well that it required little input from them, "[Co-ordinator] *runs the scheme so efficiently, that there is little need for involvement by myself*". A further two RSOs that reported spending minimal amount of time per week commented that they had regular informal discussions. One RSO used weekly meetings to discuss their Kerbcraft scheme. Two RSOs reported that time pressure and other priorities restricted the time they had available to spend on Kerbcraft, while three RSOs found it difficult to gauge the average amount of time they spend on their scheme as it has been very variable.
- 2.2.3 The number of formal management meetings with RSOs and Co-ordinators varied (see Table 2.2). Slightly more than two thirds (16) of the RSOs reported that they held informal meetings as required, while six RSOs held formal management meetings once a month, and only one RSO reported holding weekly meetings.

Table 2.2 Frequency of Formal Management Meetings (2005-06)

Frequency of Management Meetings	Number of RSOs
Once a week	1
Once a month	6
Less than once a month	0
Informal meetings as required	16

- 2.2.4 The number of times RSOs visit their Kerbcraft Co-ordinator at schools varies (see Table 2.3). Only one RSO visits more than once a term; 14 visit once a term or less, while a further seven do not visit at the schools at all. (Note: one respondent did not answer this question).

Table 2.3 RSO Visits to Co-ordinators at Schools (2005-06)

Frequency of Visits	Number of RSOs
Once a week	0
Once a month	1
Once a term	10
Once a year	4
Not at all	7

- 2.2.5 Most RSOs, 17 out of 23, felt that the time they had spent on Kerbcraft during 2006-2007 had been appropriate. Of the six that felt the time had not been appropriate, three stated that they would have liked to have gone "on site" more often, while the other three would have liked to have spent more time on the scheme but had been restricted due to other pressures/priorities.
- 2.2.6 RSOs vary in their tendency to conduct formal appraisals with their Co-ordinators. Fourteen carried out formal appraisals during the 2006-2007 school year, while nine had not.
- 2.2.7 Most RSOs (15) had not been required to sort out any problems for their Co-ordinators; seven had been required to sort out only one or two problems, and only one reported that they had to sort out a few problems. Seven of the RSOs provided details of the problems they had to sort out. These included issues relating to paid volunteers and other staffing and financial decisions; issues relating to CRB checks; issues with schools; assisting when the Co-ordinator is absent; and general discussions regarding changes in training sites, etc.
- 2.2.8 According to the RSOs, the majority of Co-ordinators would normally go to them if they had any queries. Seventeen RSOs stated that they were the main point of contact; one reported that their Co-ordinator would approach other Welsh Co-ordinators with any queries, while a further five reported a variety of contact points that would be approached with queries. Of these all five would approach the RSO, three would also approach other colleagues in the department, three would also approach other Welsh Co-ordinators, and one has approached the schools where appropriate.

Co-ordinators Time

- 2.2.9 A wide variety of tasks fall within the responsibility of the Co-ordinators. Table 2.4 lists the different tasks that fall within the Co-ordinators remit, the average percentage of time (across all Co-ordinators) that Co-ordinators spent on each, and the minimum and maximum percentage of time any one individual spent on each. As the table illustrates, Co-ordinators spend the largest percentage of their time (58% on average) attending Kerbcraft training sessions in schools.

Table 2.4 Percentage of Time Co-ordinators Spent on Different Tasks (Average Across All Co-ordinators 2006-07)

Task	Percentage of Time (Average across all Co-ordinators)	Min	Max
	%	%	%
Attending Kerbcraft training sessions in schools	58	35	78
Other road safety tasks	8	2	43
Administrating & managing the scheme	14	5	30
Liaising with schools	6	2	20
Training volunteers	7	2	15
Recruiting volunteers	6	1	15
Other Kerbcraft tasks	3	0	10

- 2.2.10 A total of ten Co-ordinators reported that they had attended all of the children's training sessions. Of the 13 who did not attend 100% of sessions, on average they had attended 66% of children's training sessions. Table 2.5 details the individual percentages for those that did not attend 100%, and the reasons given. This shows that 11 Co-ordinators have employed assistants/trainers to replace them at some training sessions. This compares to seven who provided this reason last year, and only one in 2004-05. Of the other two, one allowed some of last years trainers to continue with training alone, and one missed 5% of training sessions to attend meetings.

Table 2.5 Percentage of Children's Training Attended (by the 13 Co-ordinators that did not attend 100%) and Reasons for not Attending 100%

% of Training Attended	Reasons for not attending 100% of children's training sessions
31%	"I have attended every practical session of the 13 schools which I have been directly involved with. The remaining 6 schools have been taken out by the Kerbcraft Supervisor. None of the schools involved with Kerbcraft in [the Local Authority] have undertaken Kerbcraft practically without either myself or the Kerbcraft Supervisor present to lead."
33%	"Road Safety Assistant has attended the other 67%."
35%	"Head volunteers have been recruited to run schemes in some schools, meaning that I need to be present for 3 or 4 out of 10 sessions"
40%	"Due to assistants taking over the training."
45%	"Have 2 part time trainers working on Kerbcraft as well as myself and consequently I do not usually attend their training sessions."
60%	"I have recruited volunteers from the previous year that have been willing to carry on training without my presence needed."
60%	"I have two assistants who are at schools every week and I rotate the schools every week."
73%	"8 schools are trained by the Kerbcraft support officer we have in post, I therefore do not have to attend these sessions and can train in other schools."
80%	"To attend meetings or important road safety events. I will only miss a session if there is an appointed and trained assistant coordinator present to run the session."
80%	"I check on the paid trainers every two weeks and do not attend all sessions at their two schools as they are in charge."
95%	"Attend meetings."
95%	"Kerbcraft assistant has trained in two schools where I've just visited scheme 3 times."
98%	"Paid trainer runs 2 schools."

- 2.2.11 All Co-ordinators (23) stated that they had been able to deal with their Kerbcraft workload adequately in the time available to them over the past year. A number of Co-ordinators commented that they had a challenging workload over the last year due to the increased number of schools and children taking part, and increased administrative responsibilities due to overseeing paid assistants/trainers, but that they had found this manageable, and enjoyable, and considered that *"the benefits outweigh the problems and it's very rewarding"*.
- 2.2.12 Some explained that they have managed their time and have been able to set time aside to keep up to date with their paperwork and other office based administrative duties. Others outlined the benefits of the additional paid assistants in freeing up Co-ordinators to complete administrative tasks, develop resources, and recruit and liaise with schools.

- 2.2.13 A few Co-ordinators mentioned that they were operating to full capacity and so were concerned as to how they could expand the scheme:

"this year, as adequate number of schools were targeted, we will have to seriously look at gaining an additional support person to assist with the additional schools that may wish to become involved".

- 2.2.14 The weather had caused some timetabling issues for some Co-ordinators, necessitating *"doubling up of sessions to two per week at a number of schools"*. Some Co-ordinators had altered the timescale of the training, one Co-ordinator was able to accommodate cancelled sessions due to bad weather as the scheme had started early, and another Co-ordinator stated *"changing the scheme to run for 10 weeks has enabled me to visit more schools"*.

- 2.2.15 There was an even split in the numbers of Co-ordinators that had, and those that had not received any additional training during the 2006-2007 school year. Eleven Co-ordinators had received some training, while eleven had not (note, one respondent did not answer this question). The additional training listed was varied, but can be summarised as follows:

- first aid;
- various road safety and safety in the workplace training, for example Working Safely on the Highway;
- courses on working with children and child safety, for example Child Protection Foundation Training; and
- language courses, including Welsh and sign language.

- 2.2.16 A full list of training courses provided by each Local Authority can be found in Appendix A, Table 1.

2.3 Involvement with Kerbcraft Seminars, Websites, and other Co-ordinators

Seminar Attendance

- 2.3.1 No RSOs and only two Co-ordinators attended a DfT/MVA Kerbcraft National Seminar in the last year, and only one of these provided feedback. This Co-ordinator found the Seminar to be very useful and reported that they *"found the National Seminar to be a place where people could share their ideas and see how the other authorities run the programme."* A number of other Co-ordinators that had not attended a DfT/MVA Kerbcraft National Seminar in the last year did, however, provide further comments. Two Co-ordinators reported that they were not invited to the National Seminar, *"advised by MVA that the 2006/2007 seminar was for co-ordinators based in England only"*. A further two felt that they had missed out on an opportunity to network with others in the field; one also reported having found the training and seminar *"very useful"* in the past and felt *"that it would be useful given the number of new coordinators and assistants."*
- 2.3.2 One Co-ordinator reported attending the Road Safety Wales Seminar and had found it useful for *"meeting up" with other Kerbcraft co-ordinators and road safety personnel, to discuss the Kerbcraft scheme in general, and to keep up to date with any developing road safety issues"*. One other Co-ordinator stated that, in addition to this RoSPA Road Safety Conference, *"it would be a good idea if we could have our own All Wales Seminar."*

Kerbcraft Website

- 2.3.3 In the last year, eleven RSOs have accessed the Kerbcraft website, twelve have not. Of those that had accessed the site, most had used it for obtaining general information and to keep up to date with progress in other Authorities. One RSO felt that the website was “*not relevant for experienced Kerbcraft people but useful for new starters*” and another considered that the news items were out of date.
- 2.3.4 Over two thirds of the Co-ordinators reported having accessed the Kerbcraft website in the last year: 16 had accessed it, compared to seven that had not. The main reasons for accessing the site can be summarised as follows:
 - sharing ideas and information with other Kerbcraft Co-ordinators throughout Britain;
 - to access material and resources; and
 - keeping up to date with news, developments and any new initiatives in other Authorities.
- 2.3.5 The only comment made by co-ordinators about the website is that some of the information is out of date and the website needs updating, and that there is little about Kerbcraft in Wales on it.

Contact with Others

- 2.3.6 In general, the RSOs met with other Welsh RSOs either once a month or once a term (see Table 2.6). During these meetings the frequency with which they discussed Kerbcraft varied considerably (see Figure 2.1). Only two RSOs reported that they never discuss the Kerbcraft scheme, while slightly more than half of the RSOs only occasionally discussed it (12); two usually discuss it, and six reported that they always discuss the scheme. (Note, one RSO did not provide a response regarding either the frequency of meetings or the frequency of discussion regarding Kerbcraft).

Table 2.6 Frequency of Welsh RSO Meetings

Frequency of Meetings	Number of RSOs
Once a week	0
Once a month	13
Once a term	9
Once a year	0

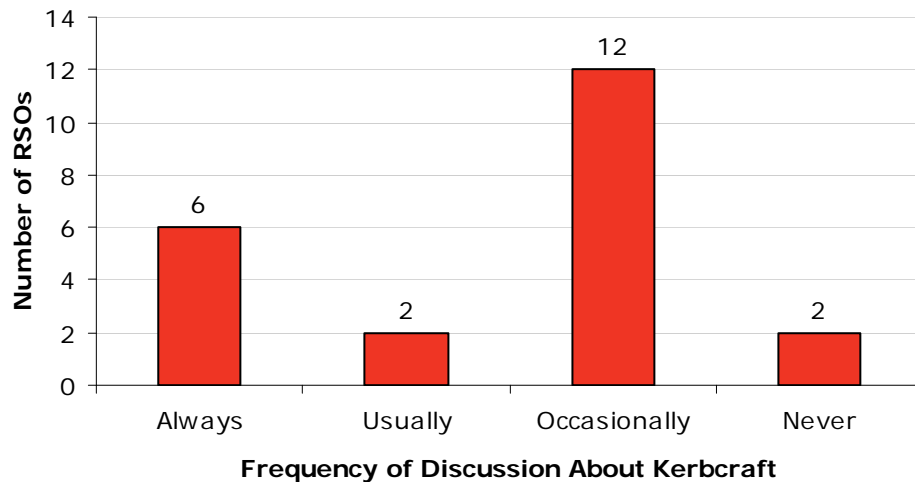


Figure 2.1 Frequency of Discussion about Kerbcraft at RSO Meetings

2.3.7 Most Co-ordinators reported that they had been in regular contact with other Welsh Kerbcraft Co-ordinators in the last year. Eighteen Co-ordinators considered themselves to be in regular contact with other Welsh Co-ordinators, while five reported that they were not in regular contact. Only six Co-ordinators however, reported having had any contact with other Kerbcraft Co-ordinators in England and Scotland in the last year.

2.4 Other Management Issues

2.4.1 The majority of Co-ordinators (19 out of 23) made some attempt to monitor their Kerbcraft scheme during 2006-2007, only four reported that they did not. Only three co-ordinators evaluated the children's progress. Methods of monitoring involved:

- evaluation questionnaires/feedback forms for head teachers, teachers, parents and volunteers (8 Co-ordinators mentioned using this method);
- informal discussion and feedback from school staff, parents and children (5 Co-ordinators used this method);
- regular meetings with volunteers/teachers (3 Co-ordinators used this method);
- keeping files up to date, weekly registers of the children that have taken part, etc (3 Co-ordinators used this method); and
- assessing children before and after the completion of each skill (2 Co-ordinators used this method).

2.4.2 Other methods detailed by individual Co-ordinators involved attending training sessions; assessing volunteer's teaching in accordance with the Kerbcraft manual; and assessing children through workshops a year after they had taken part in Kerbcraft.

2.4.3 A total of nine Local Authorities had operated some other form of child pedestrian training schemes in the last year. Training included:

- school based demonstrations;
- Children's Traffic Club;
- Safe Routes Walks;
- specific training to children using SRTS schemes;
- general road safety in schools including T.I.E.;
- Under Sevens scheme in all infant schools, mainly classroom based; and
- training for pupils (aged 8-11) where new crossing facilities are provided (using local road safety grant on safe routes to school funding).

3 Opinions of Kerbcraft

3.1 RSOs' Opinions of Kerbcraft

RSOs' Opinions of their Kerbcraft Scheme

3.1.1 Overall, the majority of RSOs were pleased with the Kerbcraft scheme in their area during the 2006-2007 school year. Figure 3.1 shows that a total of 19 RSOs reported being very pleased, while the remaining four were quite pleased. No RSOs felt neutral or were disappointed with the scheme in their area over the last year.

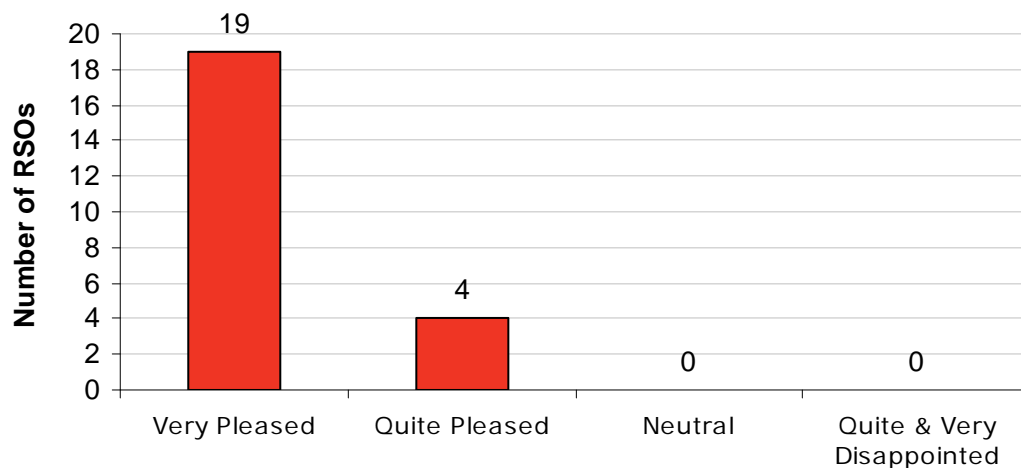


Figure 3.1 RSOs feelings about Kerbcraft (2006-07)

3.1.2 RSOs who were very pleased with their Kerbcraft scheme gave a number of reasons for this. The main reasons were:

- related to the very positive feedback they had received from parents, teachers and volunteers;
- due to the level of enthusiasm, competency and the trustworthy nature of their Co-ordinators; and
- the expansion of the scheme in to more schools.

3.1.3 All but one RSO (22) stated that their scheme had gone as they expected over the past year. Only one RSO felt that the scheme had not gone as expected, however, they did not provide any explanation as to the reasons for this.

3.1.4 Figure 3.2 shows that RSOs were generally positive regarding how closely their Co-ordinators management of the Kerbcraft schemes had matched their expectations. A total of 17 RSOs reported that their Co-ordinators had exceeded their expectations, while the remaining 6 stated that they had met their expectations. RSOs remarked that schemes were very well organised and managed, and there was a high level of commitment from the Co-ordinators. Some RSOs also commented on a record number of children being trained during the 2006-2007 school year, and the increase in the numbers of schools taking part.

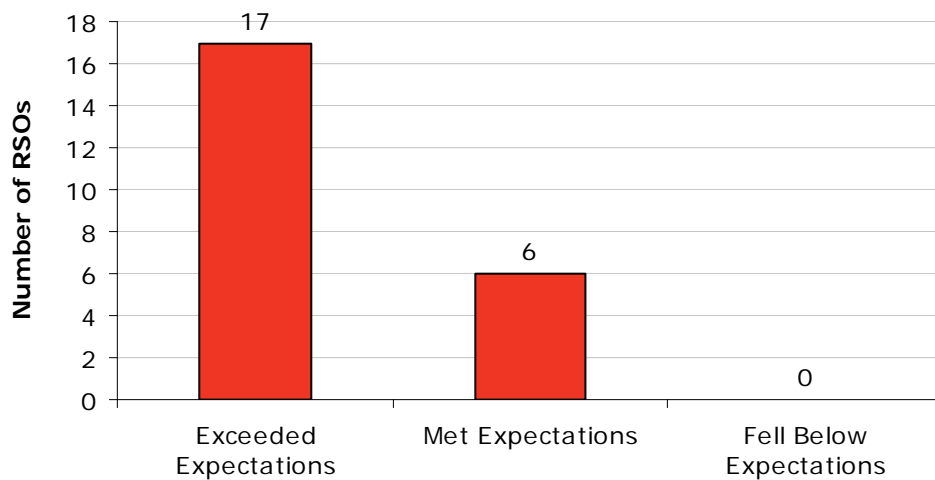


Figure 3.2 Co-ordinators Match with RSOs Expectations (2006-07)

3.2 Problems and Challenges Faced by RSOs.

- 3.2.1 RSOs were asked about any problems and challenges they had encountered over the 2006-2007 school year. The most frequently mentioned problem was a lack of volunteers, mentioned by nine RSOs. A lack of school support was also mentioned by five RSOs as a problem. Topographical, distance and travelling problems were also mentioned as problematic by one RSO. Some felt that the challenges were dealt with appropriately and that it was *“well worth the effort to sort out problems to ensure scheme continues.”*
- 3.2.2 RSOs listed a large number of activities that they found challenging when managing their Kerbcraft scheme during 2006-2007. Table 3.1 details those aspects mentioned by more than one RSO. Recruiting and retention of volunteers (11), management of the scheme within the allocated budget (7), ensuring schools are supportive (5), and the weather (5) were the activities most likely to be cited as one of the three most challenging aspects faced by RSOs.

Table 3.1 Challenging Aspects of RSO Management of Kerbcraft

Main Challenges	Most Challenging	2 nd Most Challenging	3 rd Most Challenging	Total
Recruiting and retention of volunteers	7	3	1	11
Management of scheme within allocated budget	2	4	1	7
Ensuring schools are supportive	1	-	4	5
The weather	1	-	4	5
Encouraging and motivating Co-ordinators	3	-	1	4
Finding ways and means of expanding the scheme	-	3	-	3
Time Management	2	-	-	2
Additional finance/funding	-	-	2	2

3.2.3 The only other concerns, expressed by individual RSOs, related to:

- finding appropriate training places;
- lack of cover for the Co-ordinator when absent;
- the geography of some areas make it difficult for the Co-ordinator to cover;
- obtaining CRB clearance for volunteers results in delays;
- maintaining child numbers;
- uncertainty about the future:

"the uncertainty about whether the Co-ordinator's post and therefore the scheme will ever become permanent within council especially in the light of budget pressures on the council. It is a very successful road safety measure thanks to ongoing Assembly funding but is tied to a three year plan, which prevents longer term planning. Staff are consequently always anxious about the future during the three years of provision. Thus this is not 'looking the gift horse in the mouth' but hoping that Kerbcraft can be grown from strength to strength by some means"; and

- too few Road Safety Unit staff:

"the Road Safety Unit has too few staff on the training positions, which leaves little time to monitor CPTO".

3 Opinions of Kerbcraft

3.2.4 Given the renewal of funds from the Welsh Assembly Government, 12 RSOs stated that they would make changes to the delivery of the Kerbcraft programme in their area. Five of these RSOs would like to expand the scheme into new schools, while another five mentioned the desire to recruit more paid assistants in order to further expand their scheme. Other changes mentioned by individual Co-ordinators included:

- *"looking to recruit additional support"*; and
- *"look again at trying to enhance the initiative"*.

3.2.5 Costs of the Kerbcraft schemes had generally remained as planned. Only six RSOs reported that their scheme had incurred additional costs during 2006-2007 which had not been planned. In three cases this was because they had employed additional paid assistants; one had incurred costs when advertising a post; one had additional costs when covering extended sick leave, and one had to complete the training before the Co-ordinators maternity leave started.

RSOs' Opinions of the Scheme Nationally

3.2.6 Despite the various problems and challenges encountered by the RSOs, all 23 ultimately felt that the Kerbcraft scheme was worth doing:

"More and more schools locally are asking to be involved and recognising its immense contribution to child road safety."

3.2.7 RSOs commented on the benefits of the practical nature of the scheme:

"The scheme gives young children practical understanding of road safety and a good introduction to crossing at this very young age."

"I feel that the scheme is an extremely valuable teaching method, as there is no better way to learn than practical experience. As a result, [Local Authority] has expanded significantly on the number of schools that currently receive training, by targeting resources more effectively."

3.2.8 Support and funding from the Welsh Assembly Government has been appreciated:

"my thanks to the WAG for making it possible and long may it continue."

"The continued support from the WAG is to be commended, long may this worthwhile scheme continue."

"I sincerely hope the WAG will continue to fund this scheme. Feedback from all involved schools, teachers, parents, volunteers has and continues to be very positive."

3.3 Co-ordinators' Views on Kerbcraft

Co-ordinators Opinions of their Kerbcraft Scheme

3.3.1 Almost all Co-ordinators were pleased with the Kerbcraft scheme in their area over the 2006-2007 school year. Figure 3.3 shows that 18 Co-ordinators were very pleased with the Kerbcraft scheme, while the remaining five were quite pleased. None felt neutral or were disappointed. Many Co-ordinators reported that they had successfully expanded their scheme during 2006-2007; many commented on the enthusiasm of all those involved, and another explained that they were pleased with the children's progress.

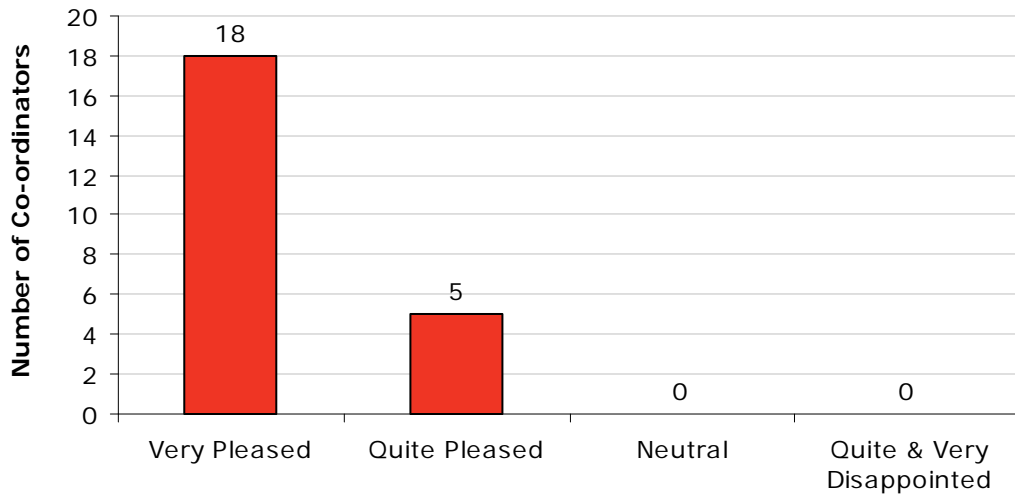


Figure 3.3 Co-ordinators Feelings about Kerbcraft (2006-07)

3.3.2 Almost three quarters of the Co-ordinators (17) found that they had been able to implement the Kerbcraft training as it is in the Kerbcraft manual during 2006-2007. Six Co-ordinators said they had not been able to adhere exactly to the manual in all of their schools. Three reasons were given for the deviations from the Manual:

- the main reason given was related to the physical environment surrounding certain schools. In these cases, the Co-ordinators adapted the training to fit the school's surroundings;
- a number of Co-ordinators also reduced the number of sessions for some schools, either to accommodate the school term or school requirements, or where skills had to be introduced in earlier sessions; and
- the training was adapted for children with special needs.

Challenges faced by Co-ordinators

- 3.3.3 Co-ordinators were asked to provide details of the three most challenging aspects of their job during the last year. Table 3.2 shows the aspects of the Co-ordinators role that was most challenging. By far the most challenging aspect was recruitment, retention and ways to motivate volunteers. A total of 15 Co-ordinators mentioned this as one of the three most challenging elements of their job, with 10 Co-ordinators stating it was the most challenging aspect of their job and five stating that it was the second most challenging aspect of their job. Issues related to the schools, including the expansion to new schools, timetabling training sessions, and encouraging and maintaining school support and enthusiasm for the scheme was also seen as challenging, with a total of 11 Co-ordinators reporting this as one of the three most challenging aspects of their job. Challenges described by four Co-ordinators as one of the three most challenging aspects of their job included time management, evaluating volunteers and training, motivating the children, the weather, and including children with special needs/behavioural problems. Other challenges are described in the table and paragraph below.

Table 3.2 Challenging Aspects of the Co-ordinators' Role

Main Challenges	Most Challenging	2 nd Most Challenging	3 rd Most Challenging	Total
Recruiting, retaining and motivating volunteers	10	5	-	15
Issues with schools, eg expansion, timetabling, maintaining their support, etc	4	2	5	11
Weather	2	2	1	5
Evaluating volunteers and training	2	2	-	4
Including children with special needs/behavioural problems	-	3	1	4
Motivating the children	-	2	2	4
Time Management	-	1	3	4
Lack of training sites	1	1	1	3
Finishing training on time	2	-	-	2
Parental apathy	1	1	-	2

- 3.3.4 Other challenges mentioned by individual Co-ordinators included paperwork, taking on paid assistants, CRB checks, organising events, the repetitive nature of the work for Co-ordinators, travelling time because of the geography of the local authority, sustaining the continued success of Kerbcraft, salary cutbacks and the fact that the press do not report the information given to them correctly.

Positive and Negative Aspects of the Co-ordinator Position

- 3.3.5 Co-ordinators were asked to provide details of the most enjoyable aspects of their job. Seeing the children learn and develop new skills was mentioned by the highest number of Co-ordinators (15) as the most enjoyable aspect.
- 3.3.6 Other enjoyable elements included working with enthusiastic and willing volunteers (7 Co-ordinators mentioned this), working with a wide variety of schools across the local authority and building a good relationship (5 Co-ordinators mentioned this), positive feedback from parents (2 Co-ordinators mentioned this), and being able to expand the scheme in to more schools (2 Co-ordinators mentioned this).
- 3.3.7 Least enjoyable elements included:
- bad weather hindering outdoor activities (5 Co-ordinators);
 - the recruitment and retention of volunteers in some schools (4 Co-ordinators);
 - the repetitive nature of some of the training (3 Co-ordinators);
 - paperwork (3 Co-ordinators);
 - a lack of motivation and support from some schools (2 Co-ordinators);
 - expansion of Kerbcraft to more schools hindered by insufficient funds and a lack of time (2 Co-ordinators); and
 - limited routes/training places in some schools (1 Co-ordinator).

Co-ordinators Opinions of the Scheme Generally

- 3.3.8 Overall, the Co-ordinators were very supportive of and positive towards the Kerbcraft scheme. They had largely enjoyed running the scheme during the 2006-2007 school year, felt that the scheme was very valuable, and found it rewarding to be involved:

"I am delighted with the results we have had with Kerbcraft (in the local authority) this year."

"I am happy with what was achieved with Kerbcraft in the last year, all the children were trained and great feedback was given by all."

- 3.3.9 Several Co-ordinators enthused about watching the children develop their skill as the course progresses:

"The children have thoroughly enjoyed the sessions and I am hopeful that the majority have retained a large amount of the information that we have given them."

"The children have been brilliant this year so excited and eager to learn and keen to show their parents and spouses what they have learnt."

"An excellent scheme with numerous benefits. Watching the children develop from week one to week twelve gives me a great sense of satisfaction."

3 Opinions of Kerbcraft

- 3.3.10 Many felt working alongside assistants and volunteers has made Kerbcraft a more enjoyable and worthwhile experience, both for the children and themselves:

"We've had some excellent volunteers this year and the kids have been great."

"Trainers and volunteers are fantastic and work very well both independently and together."

- 3.3.11 The support given by schools was described as another reason why Co-ordinators thought the scheme worked so well:

"On the whole the schools have been extremely supportive and we have had excellent help from volunteers."

"This scheme has been welcomed by teachers, children and parents. It has been a success in so many ways as well as so rewarding to all concerned."

- 3.3.12 Several Co-ordinators hoped the Kerbcraft scheme would be expanded in to more schools across the local authority:

"Kerbcraft is an excellent scheme which is very popular with schools in the local authority. It would be fantastic if the scheme could be available to more schools."

"I have enjoyed the Kerbcraft scheme. The Kerbcraft scheme should be expanded."

4 Kerbcraft Training

4.1 School Involvement

- 4.1.1 During the school year 2006-2007, a total of 332 schools in Wales received Kerbcraft training through Local Authority Co-ordinators. Across the 23 schemes (operating in the 22 Local Authority areas), an average of 14 schools took part, with a minimum of 6 and a maximum of 29 schools in any individual scheme that year. A full breakdown of the number of schools in each given Local Authority can be found in Appendix A, Table 4.
- 4.1.2 Overall, 22% (72 schools) of the 332 schools that participated in the 2006 and 2007 school year, were new to the Kerbcraft scheme. On average, across the 23 schemes, three schools were new to the training. Some schemes had no new schools taking part, while one scheme had 14 new schools taking part.
- 4.1.3 A total of 11 schools across nine schemes were invited to participate but did not subsequently become involved with the training. The main explanations for not participating were:
- a lack of volunteers;
 - disruption/changes in schools eg change in head teachers, change in curriculum, and being inspected; and
 - a lack of children due to lack of parental consent.
- 4.1.4 In total, 79 Welsh medium schools participated in the Kerbcraft scheme across 15 Local Authorities, with an average of 3.6 Welsh medium schools per scheme. However, this average hides a wide variety range, with eight schemes having no Welsh medium schools, and two schemes each having 17 Welsh medium schools involved. Further, 42 schools received training in Welsh across just five schemes during 2006-2007, with an average of 1.8 schools trained in Welsh across all 23 schemes. Again, this average hides a wide range, from 18 schemes that provided no training in Welsh to one scheme that provided training in Welsh to 17 schools.
- 4.1.5 Thirteen Co-ordinators reported that their schools provided adequate facilities for coffee and a chat after roadside training sessions. The remaining ten stated that they tried as far as possible. Most Co-ordinators who stated that the school does try, explained that while some schools are overly accommodating, sometimes there is no space or room available to have a break. Other Co-ordinators stated that some volunteers have other commitments after training; volunteers are happy to work without a break, and others don't feel comfortable using the facilities or the staff room the school provide.
- 4.1.6 All Co-ordinators reported having positive relationships with both head teachers and the teaching staff. Figure 4.1 shows that, in general, Co-ordinators considered themselves to have very positive relationships both categories of staff during the 2006-2007 school year. Further, all 23 Co-ordinators stated that school staff had generally been welcoming and encouraging towards volunteers and their involvement in school activities.

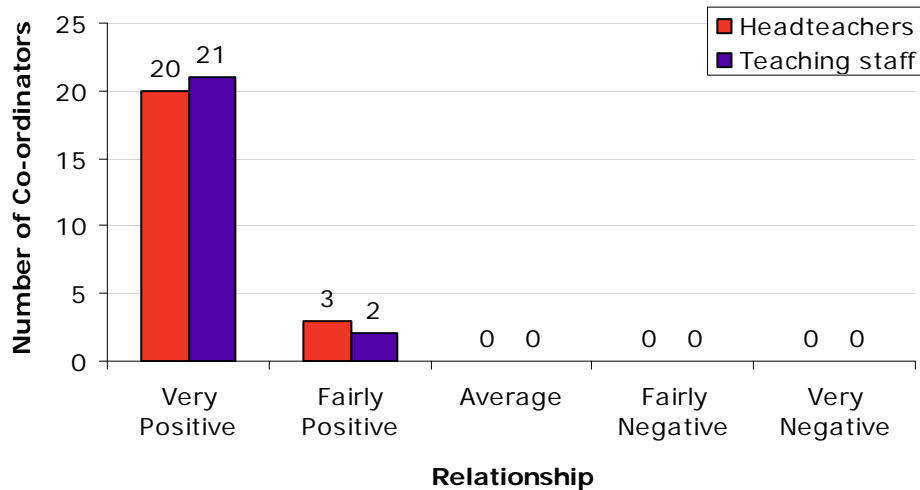


Figure 4.1 Co-ordinators Relationships with School Staff (2006-07)

4.1.7 Only eight Co-ordinators reported that they had encountered timetabling problems or issues during the 2006-2007 school year. The main problems or issues were:

- inset days (two Co-ordinators mentioned this as a problem);
- trying to work around other school activities such as school photo's, sports day, school trips, other visitors such as theatre groups, etc when not given much notice by the school (two Co-ordinators mentioned this); and
- difficulty fitting Kerbcraft into schools normal schedule (mentioned by two Co-ordinators).

4.1.8 Other timetabling issues encountered by individual Co-ordinators included clashes in attending training and visiting other schools/volunteers, and trying to complete the training early due to personal circumstances.

4.2 Volunteers

Number of Volunteers

4.2.1 Table 4.1 details the number of volunteers who participated in the Kerbcraft scheme throughout Wales during the 2006-2007 school year. A full breakdown of volunteers in each Local Authority can be found in Appendix A, Table 2.

Table 4.1 Number of Volunteers (2006-2007)

	Total Across ALL Schemes	Average	Min	Max
Volunteers who trained children	989	43	8	91
Volunteers who were new to the scheme in 2006-07	615	27	0	62
Volunteers who received some training by the Co-ordinator in 2006-07	832	36	8	71

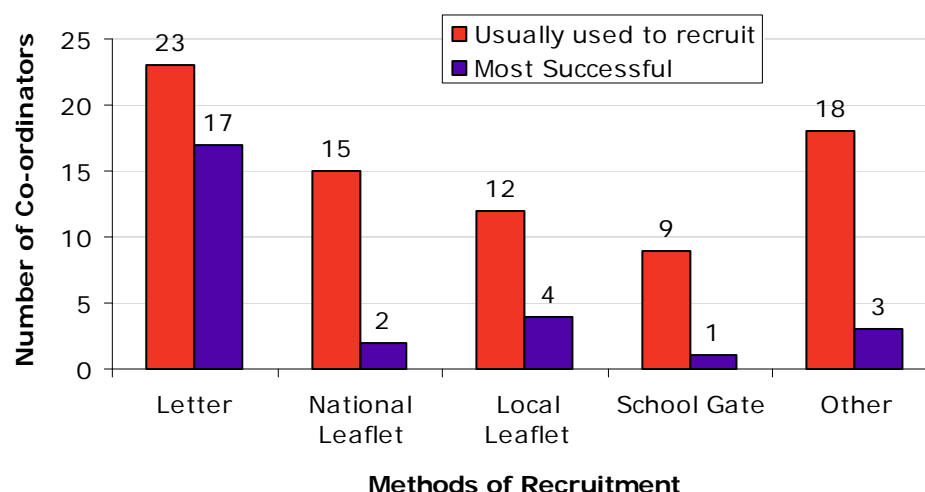
4.2.2 A total of 989 volunteers trained children in Kerbcraft skills across Wales during the 2006-2007 school year. This is an average of 43 volunteers per scheme, and an average of three volunteers per school. The number of volunteers for individual schemes varied significantly, from only eight through to 91.

4.2.3 Overall, 62% of the volunteers were new to the scheme in 2006-2007. On average, there were 27 new volunteers per scheme, with one scheme using no new volunteers, through to one scheme that used 62 new volunteers to train the children.

4.2.4 In total, 832 volunteers were provided with new or additional training by the Kerbcraft Co-ordinators in Wales during the 2006-2007 school year. On average, 36 volunteers received training in each scheme. As 43 volunteers did not go on to train children, 789 (80%) of the 989 volunteers who trained children were provided with new or additional training.

Volunteer Recruitment

4.2.5 Various methods were used by Co-ordinators in Wales to recruit volunteers during 2006-2007. Figure 4.2 illustrates the popularity of using different methods to recruit volunteers and which methods the Co-ordinators considered to be the most effective. (Note: despite being asked to specify one method that they felt was most effective, four Co-ordinators provided multiple responses to this question, detailing a combination of methods as the most effective. Therefore, the total number of responses to this question adds to more than 23).

**Figure 4.2 Methods of Volunteer Recruitment (2006-07)**

- 4.2.6 The most popular method used to recruit volunteers was to send a letter to parents. All 23 Co-ordinators used this strategy. This was also considered by most of the Co-ordinators (17) to be the most effective method of recruitment. The next most popular way to recruit volunteers was using national leaflets, yet only two of the Co-ordinators found this to be the most effective method of recruitment. Eighteen Co-ordinators reported using 'other' methods to recruit volunteers. These included:
- advertising via posters, websites, intranet, newsletters, etc (eight Co-ordinators used this method);
 - word of mouth (seven Co-ordinators use this method);
 - attending school events, such as parents evenings (six Co-ordinators used this method); and
 - help from head teacher or class teachers identifying/recruiting volunteers (four Co-ordinators used this method).
- 4.2.7 Of the three Co-ordinators that reported their 'other' methods to be the most effective, one had enlisted the help of the class teachers to recruit volunteers, one felt that the volunteers word of mouth was the most effective method in recruiting new volunteers, and one had advertised using posters in the schools and had attended both parents evenings and Christmas Fairs.
- 4.2.8 Despite the various methods used for recruitment, all but one Co-ordinator (22) reported that they had experienced difficulties in recruiting volunteers in some schools. The main source of these difficulties came from apathy and a lack of interest or commitment from parents, with eight Co-ordinators reporting that they had encountered this problem during 2006-2007. Other difficulties, mentioned by more than one Co-ordinator, included parents who are unable to commit because they work (6), or are performing childcare roles at home (4), a lack of support/interest from schools (6), a lack of communication between school staff and parents (3), children being bussed to school so parents do not attend the school on a regular basis (2), difficulties with requesting CRB checks (1), and cultural and language barriers at ethnic schools (1).
- 4.2.9 Almost all Co-ordinators (22 out of 23), had found schools where it had been particularly easy to recruit volunteers. Co-ordinators attributed this to the school already having a good PTA culture or good existing relationships between parents/the community and the school (9 Co-ordinators reported this made recruitment easy); the retention of volunteers from year to year, and these returning volunteers encouraging others to participate (9 reported this made recruitment easy); enthusiastic support from head teachers and teachers (11 reported that this made recruitment easy); and areas where mothers did not work or grandparents were available to volunteer during the day (3 reported that this made recruitment easy).
- 4.2.10 Only six Co-ordinators said that they had recruited volunteers from outside the school community/scheme area during 2006-2007. Various sources outside the school community area were reported, including grandparents, Co-ordinators family members, a retired teacher, SCP officers, and from GAVO. Other methods used to recruit volunteers from outside the school community included word of mouth, the reputation of the scheme, and recruiting people that were known personally either by the Co-ordinator or other volunteers.

Volunteer Training

- 4.2.11 Co-ordinators ran a variety of training sessions for their volunteers during the 2006-2007 school year. Almost all Co-ordinators (18) provided a mix in the type of training sessions available. A total of five Co-ordinators provided both group sessions and on the job training; one Co-ordinator provided group sessions and roadside training, one Co-ordinator provided both individual and group sessions; and eleven Co-ordinators provided a mix of individual sessions, group sessions and on the job training for volunteers. Four Co-ordinators provided group sessions only, while one Co-ordinator provided only on the job training.
- 4.2.12 Almost all Co-ordinators (21 out of 23) had provided their volunteers with the opportunity to practice at the roadside before working with the children. Only two reported that they had not provided the volunteers with this opportunity.
- 4.2.13 Most Co-ordinators (20 out of 23) found that only a few parents expressed an interest in volunteering for the 2006-2007 Kerbcraft schemes but then dropped out before the volunteer training sessions. In addition, 43 volunteers (across all schemes) completed their volunteer training but did not go on to carry out any roadside training with children. This was, on average, a loss of only 1.9 volunteers per scheme, with some schemes not losing any volunteers once they had been trained, and others losing as many as ten. Reasons given for the loss of volunteers included volunteers gaining paid employment, a change in shifts, or starting college (reported by nine Co-ordinators); problems over child care or other family commitments (including pregnancy) (seven Co-ordinators reported this); a lack of confidence, commitment, or underestimation of the time/commitment required by volunteers (reported by three Co-ordinators); and volunteers moved out of the area before commencing training (reported by two Co-ordinators). Health reasons and CRBs highlighting convictions (meaning that some volunteers could not train children) were both reported by one Co-ordinator each.
- 4.2.14 Slightly more than half of the Co-ordinators (13) reported that none of their volunteers worked in more than one school, while the remaining 10 Co-ordinators reported that only a few of their volunteers worked in more than one school during the 2006-2007 school year.

Co-ordinators Relationship with Volunteers

- 4.2.15 Overall, Co-ordinators reported having very positive relationships with their volunteers; all 23 Co-ordinators described these relationships as "very positive".

4.3 Children Trained

- 4.3.1 In total, 9701 children received some Kerbcraft training in Wales during the 2006-2007 school year. This is an average of 422 children per scheme, with a minimum of 166 children, and a maximum of 735 children receiving training in any individual scheme.
- 4.3.2 Almost all (96%) of the children targeted for Kerbcraft training during 2006 and 2007, actually went on to receive some training. Only 404 targeted children across 14 schemes received no training. The most frequently cited reason was that no parental consent had been received. This was mentioned by Co-ordinators in 11 out of the 14 Local Authorities where targeted children received no training. Other reasons given by more than one Co-

ordinator included that some children had left the school before the training had started (four Co-ordinators), and that there had been a lack of volunteers (three Co-ordinators).

Core Skills

4.3.3 Children who receive Kerbcraft training should be taught three core skills:

- Safe Places Training;
- Parked Cars Training; and
- Junctions Training.

4.3.4 Table 4.2 shows the number of children across all 23 schemes who received training in the three core skills. Details of the number of children taught in each skill by Local Authority area can be found in Appendix A, Table 3.

Table 4.2 Number of Volunteers (2006-2007)

	Number of children who received some training across all 23 schemes	Average number of children who received some training per scheme	Percentage of children receiving 1-3 training sessions	Percentage of children receiving 4-6 training sessions	Average number of training sessions received
Safe Places	9689	421	9%	91%	4.5
Parked Cars	9459	411	21%	79%	3.8
Junctions	9369	407	13%	87%	4.1

Safe Places Training

4.3.5 Overall, 9689 children received some training in Safe Places. This is all but 12 of the children who had received some training. An average of 421 children per scheme received training in this skill.

4.3.6 It is recommended that children receive between four and six training sessions for this skill. On average, children received 4.5 sessions in Safe Places during the 2006 to 2007 school year. The majority of children (91%) received between four and six sessions, with only 9% receiving between one and three training sessions in this skill.

4.3.7 In cases where children had received less than four training sessions, Co-ordinators were asked to provide the most common reasons. Two main reasons given were:

- children leaving the school before the training was complete (five Co-ordinators mentioned this), and
- absence from school due to illness and holidays, etc (five Co-ordinators mentioned this).

Parked Car Training

- 4.3.8 A total of 9459 children received Parked Car training, an average of 411 children per Local Authority. This is only 2% less than the number of children who received Safe Places training.
- 4.3.9 The recommended number of training sessions for Parked Cars is four. However, the average number of training sessions over the 23 schemes was only 3.8 sessions in this skill. Overall, 79% of children received between four and six training sessions, while 21% received one to three sessions in Parked Cars.
- 4.3.10 The main reasons provided for children receiving less than the recommended four Parked Car training sessions included:
- holidays, absences and other school activities (mentioned by six Co-ordinators);
 - children had left the school before completing the training (mentioned by four Co-ordinators);
 - lack of volunteers and/or volunteer absence (mentioned by three Co-ordinators);
 - the skills could be taught successfully in three sessions (mentioned by two Co-ordinators); and
 - bad weather (mentioned by two Co-ordinators).

Junctions Training

- 4.3.11 A total of 9369 children were trained in Junctions during the 2006 to 2007 school year, with an average of 407 children trained per scheme. This is only 3% less than the number of children who received Safe Places training, and only 1% less than those that received Parked Cars training.
- 4.3.12 The recommended number of training sessions in Junctions is four to six. Over all 23 schemes, the average number of Junctions training sessions was 4.1 during the 2006 to 2007 school year. Again, most children (87%) received between four and six Junctions training sessions, while the remaining 13% received between one and three.
- 4.3.13 Given that this is the final skill to be taught, the reduction in the overall number of children to receive any training in this skill, and the increase in the percentage of children receiving between one and three sessions is perhaps to be expected. However, only three Co-ordinators mentioned that it had not been possible to finish the training in this skill before the end of the school year as a reason for children having received less than four Junction training sessions. The main reason given by the Co-ordinators included:
- holidays, children absent and other school activities (mentioned by eight Co-ordinators);
 - children had left the school before completing the training (mentioned by four Co-ordinators); and
 - lack of volunteers and/or volunteer absences (mentioned by three Co-ordinators).

Adult/Child Training Ratios

- 4.3.14 Co-ordinators are provided with recommended adult/child training ratios for each skill:
- Safe Places ratio 1:3;
 - Parked Cards ratio 1:2; and
 - Junctions ratio 1:3.
- 4.3.15 Most Co-ordinators stated that they had kept to these ratios during the 2006 to 2007 school year. A total of 17 Co-ordinators reported that they adhered to the recommended ratios. The six Co-ordinators that did not maintain the recommended ratios across all schools provided the following ratios for varying reasons:
- three Co-ordinators implemented a 1:2 ratio across all three skills because they felt it was safer;
 - two Co-ordinators implemented a 1:3 ratio across all three skills partly due to a lack of volunteers, but also in one case, because "the volunteers find it no more difficult to train 3 as they do to train 2 children"; and
 - one final Co-ordinator adhered to the recommended ratio for Safe Places and Parked Cars, but adopted a 1:2 ratio for Junction training. They did not provide a reason as to why they preferred this.

4.4 Impacts of Kerbcraft Training

- 4.4.1 Evidence of children's progress in both road safety awareness and their general confidence has been reported in the impact sheets which are completed by Co-ordinators, teachers and volunteers to record any positive effects of training on individual children. The main benefits of the Kerbcraft training are detailed in Tables 4.3 and 4.4.

Table 4.3 Elements of Kerbcraft Considered to be Beneficial

Beneficial Elements of Kerbcraft	
Child enjoys Kerbcraft/getting out of the classroom/practical nature	5
Child has benefited from close supervision/a small group	5
Child gets to know the area and understand road safety	4
Consistency/Repetitive nature of Kerbcraft has helped child to absorb the important information	3
Child's looking and listening skills have improved	2
Interacting with other pupils has helped the child	1

Table 4.4 Wider Benefits of Kerbcraft

Wider Benefits of Kerbcraft	
Kerbcraft has helped develop road safety skills	12
Communication skills/Interaction with staff and pupils has improved	9
Child now has more confidence with both staff and peers	8
Has had a positive impact on concentration	6
Child's looking and listening and speaking skills have improved	4
Child enjoys Kerbcraft (and is good at it) which has boosted their self-esteem	3
Child's behaviour has improved	3
Child's class work and class behaviour has improved	1
Kerbcraft shown that learning can be fun	1
Child prefers Kerbcraft to being in the classroom	1
Child enjoys Kerbcraft/getting out of the classroom/practical nature	1

- 4.4.2 Examples of quotes from the impact sheets demonstrating children's progress in roadside behaviour include:

"I noticed the roadside behaviour in the children improving outside the school. They started waiting for parents to catch up and holding hands across the road. One child held her mothers pram as instructed." (Kerbcraft Trainer).

"The pupils are more aware of the dangers when walking and crossing roads. On a trip out of the school yesterday they reminded me how to cross safely and some are aware of the need to be alert at all times." (Class Teacher).

- 4.4.3 Other elements of improvement include communication and confidence:

"I have noticed a gradual but distinctive improvement in her communication skills." (Class Teacher).

"This pupil now has more confidence with both the staff and her peers. Kerbcraft has really helped her to develop these skills." (Class Teacher).

"As the weeks have gone on she has become much more confident in herself." (Co-ordinator).

4 Kerbcraft Training

- 4.4.4 Some commented that the nature of the Kerbcraft training, ie working in small groups/one-to-one, repetitive, oral, and practical nature, has helped all children, particularly those with special needs, to learn the skills:

"he has benefited from working in a small group and having support and close supervision." (Senior Teacher).

"I believe the repetitive nature of Kerbcraft has really helped this pupil to absorb the important information." (Co-ordinator).

"The specific nature of the skills has made XX more confident and focused, thus enabling her to complete other tasks successfully. The oral nature of the scheme, as well as practical, helped other children too." (Class Teacher).

- 4.4.5 Improvements in behaviour were also noted, however, it is difficult to know whether this was as a direct result of Kerbcraft, or due to other factors:

"his class teacher remarked that he also improved in his class work and his class behaviour. This may have been down to circumstances at home, however that is difficult to quantify. The Kerbcraft work has certainly had some positive effects with this child." (Co-ordinator).

5 Summary, Conclusions and Recommendations

5.1 Overview

5.1.1 This is the third consecutive year in which the Welsh Assembly Government has commissioned MVA Consultancy to monitor the Kerbcraft schemes which are operating throughout the country. Over the three years the national picture has been that of continued expansion in the number of schools, children and volunteers involved. In all other aspects monitored by the Welsh Assembly Government the results this year show a very similar picture to the previous two academic years. Schemes are continuing to operate well throughout the country, with enthusiastic Road Safety Offices, motivated Co-ordinators, large numbers of volunteers involved, and a high number of children developing their road safety skills.

5.2 Numbers Trained

5.2.1 In the 2006 to 2007 school year:

- Kerbcraft training has taken place in 322 schools;
- 9701 children have received training; and
- 989 volunteers have been involved.

5.2.2 Figure 5.1 details the total number of schools involved between 2004 and 2007. There has been a 46% increase over this time period, from 228 schools in 2005-06 school year, to 332 schools in the 2006-07 school year.

5.2.3 There has also been a significant increase in the number of Welsh Medium schools receiving training across the three years, from 41 in 2005, to 59 in 2006, and to 79 in 2007.

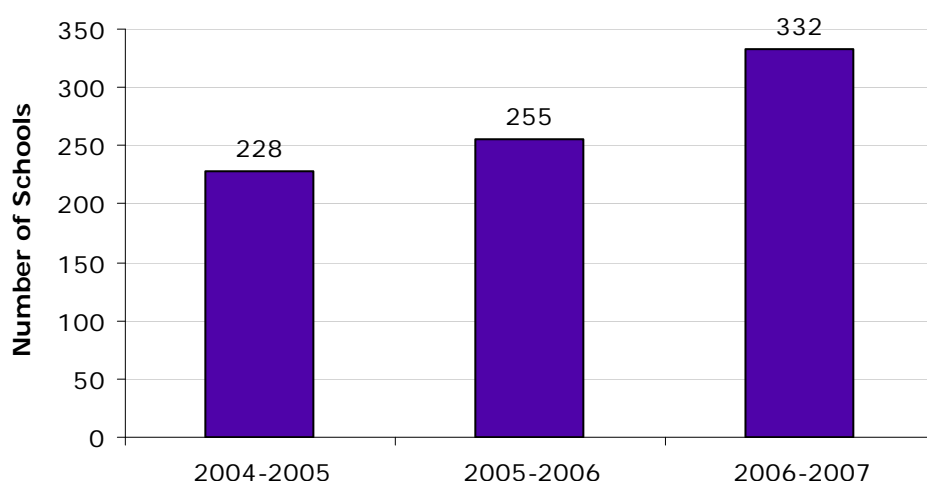


Figure 5.1 Numbers of Schools Involved

5.2.4 Figure 5.2 shows that between 2004-05 and 2006-07, there has been a 33% increase in the number of children trained per year. However, it should be borne in mind that some children may have been double counted across years as the training can occur over two school years. (See Figure 5.2).

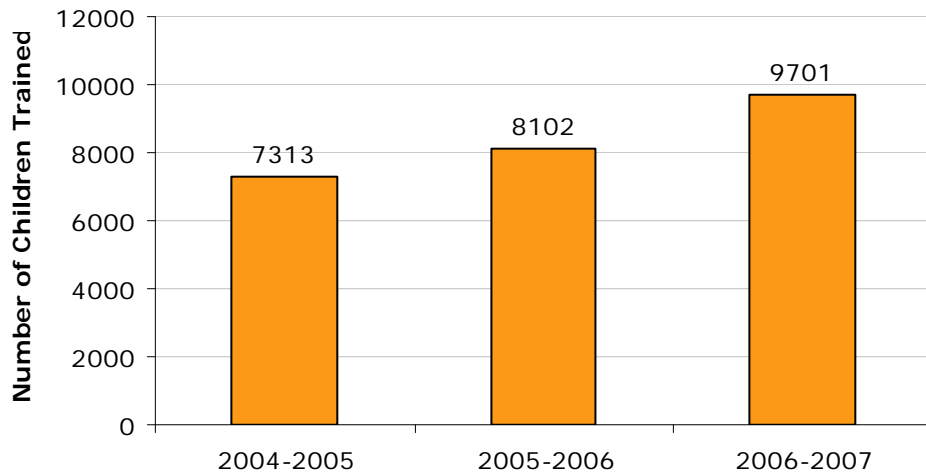


Figure 5.2 Number of Children Trained

5.2.5 Figure 5.3 shows that despite a slight dip (-2%) in the number of volunteers that were trained in 2005-2006 compared to the previous year, the numbers have recovered this year with an 8% increase compared to 2004-2005.

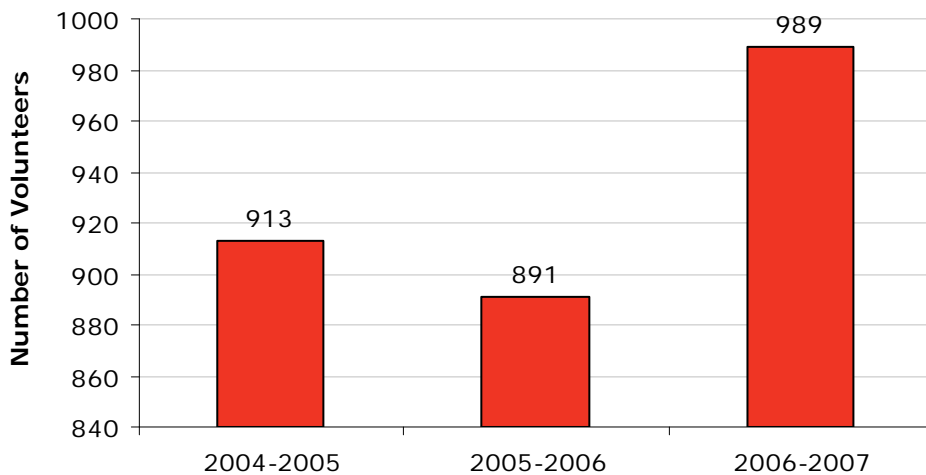


Figure 5.3 Numbers of Volunteers Trained

5.3 Paid Co-ordinator Assistants/Trainers

5.3.1 Over the three years Kerbcraft has been monitored, there has been a marked increase in the number of authorities employing additional people to assist the Kerbcraft Co-ordinator with training. For the 11 schemes who specified that they had additional paid trainers/supervisors/assistants (compared to eight in 2006), high satisfaction was expressed

by both RSOs and Co-ordinators with the arrangement. Co-ordinators cited the introduction of paid trainers as a very valuable addition to their schemes.

- 5.3.2 As a result of the paid trainers, there has been a reduction in the number of Co-ordinators who now attend all of the children's training sessions, from 20 in 2005, to 15 in 2006 to 10 in 2007. The 13 who did not attend all training sessions attended an average of 66% of sessions over the year. Ten gave their reason as using paid assistants, compared to only seven in 2006 and one in the previous year.
- 5.3.3 The increase in paid trainers is likely to be the most important reason for the 46% increase in the number of schools involved over the last three years and the 33% increase in number of children trained.

5.4 Support for the Scheme

- 5.4.1 The monitoring of the Welsh Kerbcraft scheme during 2006-2007 has highlighted the overwhelming support and positive opinion that surrounds the Kerbcraft scheme in Wales. Both RSOs and Co-ordinators were positive about the schemes and reported that, in general, all those involved, including parents, teachers, headteachers and volunteers had been very positive about the training.

- All RSOs considered Kerbcraft worth doing, no RSOs were disappointed with the Kerbcraft scheme in their area, and all considered their Co-ordinator to have exceeded or matched their expectations.
- All Co-ordinator were pleased with the Kerbcraft scheme in their area and had enjoyed running their scheme. All Co-ordinators reported that they had positive relationships with the headteachers, teachers and volunteers.
- Many mentioned that the children had been enthusiastic about their training and that there had been a visible improvement in their roadside behaviour.

- 5.4.2 Comparing this year's results to the previous two years show some subtle changes in RSO's behaviour and responses which indicate that, on average, they have a growing confidence about their Co-ordinators' abilities to run the scheme. For example:

- slightly fewer RSOs are spending half a day a week or more on Kerbcraft (eight in 2007 and seven in 2006 compared to 10 in 2005);
- slightly more stated that their Co-ordinators ran the scheme so well that it required little input from them (11 in 2007 and 10 in 2006 compared to seven in 2005);
- the number of RSOs that have been required to sort out problems for their Co-ordinator has dropped year on year (only eight in 2007 compared to 16 in 2006 and 18 in 2005);
- time management is less likely to be one of the three most challenging aspects of managing Kerbcraft for RSOs in 2006 (only two RSOs mentioned this in 2007 compared to six RSOs in 2006 and 11 in 2005);
- there has been a move from formal monthly management meetings (12 in 2005, seven in 2006, and six in 2007) to informal meetings as required (eight in 2005, 13 in 2006, and 16 in 2007); and

- more RSOs said Kerbcraft Co-ordinators had exceeded their expectations in 2007 (17) compared to 2006 (15) and 2005 (12).

5.4.3 The main change in Co-ordinators views has been a decrease in problems encountered with timetabling. This year only eight co-ordinators reported timetabling problems and issues, compared to 16 in 2006 and 12 in 2005.

5.5 Suggestions and Recommendations

5.5.1 The 2006-2007 monitoring survey has highlighted the issues creating the most difficulties for road safety practitioners delivering Kerbcraft. The following points include a number of suggestions and recommendations that could address these issues.

5.5.2 Although the number of Co-ordinators citing 'recruiting, retaining and motivating volunteers' as amongst their three greatest challenges has decreased from 19 in 2005, 16 in 2006 to 15 in 2007, it still remains the biggest problem faced by Co-ordinators. It is also a problem for RSOs, with eleven RSOs citing this issue as among their top three challenges (compared to only five in the previous year). Many reported that this problem was more prevalent in areas where both parents are in full time employment or in more deprived areas. Schools in general, and headteachers in particular, should be encouraged to play as active a role as possible when it comes to recruiting volunteers. Many Co-ordinators and RSOs who reported that they had the full enthusiastic support and assistance of the schools had found it easier to recruit and retain volunteers. Also, Co-ordinators who reported that schools had good existing PTA network had found it easier to recruit volunteers. MVA would be happy to run a workshop on recruiting volunteers for Co-ordinators in the future.

5.5.3 Many issues related to the schools themselves were mentioned by Co-ordinators as presenting a challenge. Issues related to expansion, timetabling and maintaining support were more likely to be one of the top three challenges faced by Co-ordinators this year than in the past. These issues, and associated recommendations, include the following:

- **Expansion of the scheme to include more schools.** Three RSOs cited finding ways and means of expanding the scheme as one of the three most challenging aspects of Kerbcraft for RSOs this year. This has gone down from six RSOs last year, as an increased number of local authorities have employed paid assistants to help run the scheme. This has freed up the Co-ordinators' time, improved their morale, facilitated the successful expansion of the scheme into new schools, and led to an increase in number of children trained. Where this is financially possible, this should be encouraged.
- **Timetabling.** Co-ordinators have experienced difficulties trying to match suitable days and times with the school requirements and volunteer availability, and in some cases schools have provided little or no notice regarding the postponement of training sessions due to other school activities. Timetabling issues/accommodating the school term and requirements was cited as one of the reasons that six Co-ordinators said they were unable to adhere to Kerbcraft exactly as it is in the manual. Further liaison is required with the schools to encourage their support and to ensure that they fully understand the benefits of the scheme to both the children and the school. Co-ordinators need to ensure that the schools understand the administration and extra

effort that is required when they do not provide adequate notification of a postponed session.

- 5.5.4 The number of Co-ordinators reporting “training children with special needs” as among the three most difficult challenges has halved this year, from eight Co-ordinators in 2005 to four this year (the figure was also four in 2006). This may be as a result of specific documents devised to assist Co-ordinators working with such children, which were developed by MVA Consultancy and provided at the Kerbcraft refresher training course in 2005.
- 5.5.5 There remain both RSOs and Co-ordinators who would like to see the Kerbcraft website more inclusive of Welsh Co-ordinators’ needs and issues (although the DfT Conferences have now ended). Alternatively they would welcome a Welsh Kerbcraft website. A section on the website could be developed for Welsh schemes. This will require further liaison between WAG, DfT and MVA.
- 5.5.6 Whilst a common concern over the continued funding of the Welsh Kerbcraft scheme beyond 2008, when the Welsh Assembly Government grants cease, is still evident, this concern has been expressed less in 2007 and 2006 than in 2005. However, WAG could start addressing these concerns with RSOs and Co-ordinators and assist with recommendations of potential future funding bodies.

Appendix A – Tables 1 to 4

Table 1 Additional Training Courses Provided to Co-ordinators by Local Authority (2006-2007)

Authority	Co-ordinator Training Courses
Blaenau Gwent County Borough Council	
Bridgend County Borough Council	
Caerphilly County Borough Council (1)	First Aid
Caerphilly County Borough Council (2)	First Aid
Cardiff County Council	
Carmarthenshire County Council	First Aid Training
City and County of Swansea	
Conwy County Borough Council	
Cyngor Gwynedd Council	
Cyngor Sir Ceredigion	First Aid at Work course. Risk Assessment and Lone Working Training.
Denbighshire County Council	Sign language level 2
Flintshire County Council	
Isle of Anglesey	
Merthyr Tydfil County Borough Council	
Monmouthshire County Council	First aid at work. Kerbcraft Coordinator - IOSH Managing Safely, ILM Introductory Certificate. Kerbcraft Support Officer - Report Writing, Time Management.
Neath Port Talbot County Borough Council	
Newport City Council	First aid at work.
Pembrokeshire County Council	Welsh Course Child Protection Foundation Training. Phase 2 RSO Course. Safety on the Highways. Managing Safely. Appointed person's first aid. Working Safely on the Highway.
Powys County Council	Child Protection Course. Manual Handling Course. Risk Assessment Course.
Rhondda Cynon Taf County Borough Council	First Aid (Appointed Person). Risk Assessment in Road Safety.
The Vale of Glamorgan Council	
Torfaen County Borough Council	First aid at work course.
Wrexham County Borough Council	

Table 2 Number of Volunteers by Local Authority (2006-2007)

Authority	Volunteers who trained children	Volunteers new to the scheme	Volunteers trained in 06-07

Blaenau Gwent County Borough Council	8	0	8
Bridgend County Borough Council	58	35	35
Caerphilly County Borough Council (1)	50	38	50
Caerphilly County Borough Council (2)	50	42	42
Cardiff County Council	66	50	71
Carmarthenshire County Council	68	18	18
City and County of Swansea	20	10	40
Conwy County Borough Council	37	24	37
Cyngor Gwynedd Council	55	36	60
Cyngor Sir Ceredigion	51	36	51
Denbighshire County Council	27	9	14
Flintshire County Council	18	16	35
Isle of Anglesey	40	38	38
Merthyr Tydfil County Borough Council	23	20	20
Monmouthshire County Council	38	15	41
Neath Port Talbot County Borough Council	37	29	39
Newport City Council	20	20	20
Pembrokeshire County Council	70	62	70
Powys County Council	35	10	35
Rhondda Cynon Taf County Borough Council	48	36	37
The Vale of Glamorgan Council	42	14	14
Torfaen County Borough Council	37	21	21
Wrexham County Borough Council	91	36	36
Total	989	615	832
Mean	43.0	26.7	36.2
Minimum	8	0	8
Maximum	91	62	71

Table 3 Number of Children Trained in Each Skill by Local Authority (2006-2007)

Authority	Safe Place Training	Parked Car Training	Junction Training
------------------	----------------------------	----------------------------	--------------------------

Blaenau Gwent County Borough Council	293	286	282
Bridgend County Borough Council	729	725	725
Caerphilly County Borough Council (1)	704	699	656
Caerphilly County Borough Council (2)	581	581	581
Cardiff County Council	432	432	432
Carmarthenshire County Council	361	361	361
City and County of Swansea	388	388	348
Conwy County Borough Council	380	380	380
Cyngor Gwynedd Council	295	259	295
Cyngor Sir Ceredigion	296	296	296
Denbighshire County Council	310	310	310
Flintshire County Council	300	298	298
Isle of Anglesey	243	229	229
Merthyr Tydfil County Borough Council	237	237	237
Monmouthshire County Council	569	569	569
Neath Port Talbot County Borough Council	723	570	535
Newport City Council	166	166	166
Pembrokeshire County Council	526	523	522
Powys County Council	331	331	331
Rhondda Cynon Taf County Borough Council	365	365	365
The Vale of Glamorgan Council	451	447	444
Torfaen County Borough Council	402	400	400
Wrexham County Borough Council	607	607	607
Total	9689	9459	9369
Mean	421.3	411.3	407.3
Minimum	166	166	166
Maximum	729	725	725

Table 4 Number of Schools Involved with Kerbcraft by Local Authority (2006/2007)

Authority	Total Schools	New Schools
Blaenau Gwent County Borough Council	9	1
Bridgend County Borough Council	21	4
Caerphilly County Borough Council (1)	19	5
Caerphilly County Borough Council (2)	19	9
Cardiff County Council	13	2
Carmarthenshire County Council	24	7
City and County of Swansea	8	1
Conwy County Borough Council	10	1
Cyngor Gwynedd Council	17	10
Cyngor Sir Ceredigion	12	2
Denbighshire County Council	10	0
Flintshire County Council	13	0
Isle of Anglesey	13	2
Merthyr Tydfil County Borough Council	8	1
Monmouthshire County Council	14	2
Neath Port Talbot County Borough Council	29	14
Newport City Council	6	1
Pembrokeshire County Council	19	4
Powys County Council	12	2
Rhondda Cynon Taf County Borough Council	12	2
The Vale of Glamorgan Council	13	1
Torfaen County Borough Council	12	0
Wrexham County Borough Council	19	1
Total	332	72
Mean	14.4	3.1
Minimum	6	0
Maximum	29	14

Appendix B – Questionnaires



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

KERBCRAFT ANNUAL TRAINING REVIEW QUESTIONNAIRE

This document has been designed to enable you to provide the Welsh Assembly Government with an annual summary of the Kerbcraft training which has taken place in your authority. In particular it collects information about:

- the number of children trained overall and by skill;
- the number of training sessions provided for each skill;
- the number of volunteers recruited and trained; and
- the levels of school engagement.

The information which you provide will enable the Assembly to monitor progress in your authority, as well as to compile statistics of Kerbcraft training taking place across all Kerbcraft schemes in Wales.

The questionnaire on the following pages should be printed off and returned by post.

Please send completed questionnaire to: *Meryl James, Road Safety Unit, Roads Network Management Division, Transport Wales, Welsh Assembly Government, Cathays Park, Cardiff CF10 3NQ*

Thank you for taking the time to complete the information

YOUR DETAILS

Name

Name of Authority

Please answer the following questions in relation to your Kerbcraft Scheme over the last schoolyear, from to.....

SCHOOL PROFILE

1a) How many schools have taken part in your Kerbcraft Scheme this year?

1b) How many of those schools are new to the scheme this year?

2a) Did you approach any schools who were not able to take part in Kerbcraft training this year?
Yes No

2b) If yes, please state the number of schools who did not take part

2c) If yes, please state briefly the reason(s) why these schools did not take part in any Kerbcraft training this year.

3a) How many, if any, Welsh Medium schools have taken part in your Kerbcraft Scheme this year?

3b) Did you deliver any Kerbcraft training in Welsh this year? Yes No

3c) If yes, please state how many schools received training in Welsh

TRAINING PROFILE

4a) In total, how many children were targeted for training this year?
(ie, across all participating schools, how many children were there in
the classes where training was delivered)

4b) Of the children targeted for training this year (ie those in Q4a),
how many received at least some training in any skill?

4c) Of the children targeted for training this year (ie those in Q4a),
how many received no training in any skill?

(Note: Q4a should be equal to Q4b + Q4c)

4d) Please state briefly the main reason(s) why the children counted Q4c received no training
(e.g. lack of volunteers, no parental consent)

SAFE PLACES TRAINING

5a) How many children across all participating schools received
4-6 Safe Places training sessions?

5b) How many children across all participating schools received
1-3 Safe Places training sessions?

5c) Please specify the average number of Safe Places training sessions
received, per trained child, across all your schools

5d) Please state briefly the most common reason(s) why any children may have received less than 4
Safe Places training sessions in the last year

PARKED CARS TRAINING

6a) How many children across all participating schools received 4-6 Parked Cars training sessions?

6b) How many children across all participating schools received 1-3 Parked Cars training sessions?

6c) Please specify the average number of Parked Cars training sessions received, per trained child, across all your schools

6d) Please state briefly the most common reason(s) why any children may have received less than 4 Parked Cars training sessions in the last year

JUNCTIONS TRAINING

7a) How many children across all participating schools received 4-6 Junctions training sessions?

7b) How many children across all participating schools received 1-3 Junctions training sessions?

7c) Please specify the average number of Junctions training sessions received, per trained child across all your schools

7d) Please state briefly the most common reason(s) why any children may have received less than 4 Junctions training sessions in the last year

VOLUNTEER PROFILE

Across all schools:

8a) How many volunteers trained children this year?

8a) How many of these volunteers were new to the scheme?

8b) How many volunteers did you (or your colleagues) train this year?

9a) How many volunteers were trained by you but did not go on to carry out any roadside training with children in the last year?

9b) Please outline briefly why you think that these volunteers did not go on to carry out any roadside training with children

10a) What percentage of your volunteers (counted in Q8a) have stayed with the scheme to train children across all 3 Kerbcraft Skills in the last year?

10b) Do you generally expect volunteers to stay with the scheme until all 3 skills have been completed?

Yes

No

10c) Please use this space to make any comments about volunteer engagement or commitment to your scheme over the last year

11a) Do you usually keep to the recommended adult/child training ratio for each skill?

Yes

No

11b) If no, please indicate what ratio(s) you currently use to conduct training on each skill

Safe Places

Parked Cars

Junctions

11d) If no, please outline briefly why you have made these changes to the training ratio(s)

12) Date of completing this
Questionnaire

Thank you for completing this questionnaire.

Completed by:

Date:

Approved by:

Date:



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

KERBCRAFT CO-ORDINATOR SURVEY

The Kerbcraft Co-ordinator survey is designed to provide the Welsh Assembly Government with information on key Kerbcraft management and implementation issues. This questionnaire will be distributed annually at the end of each summer term and will allow you, the coordinators, to review progress over the previous twelve month period. This will enable the Assembly to identify implementation issues within individual schemes; to identify any changes over time both within and across schemes and to identify patterns of progress over all Kerbcraft Schemes in Wales. Key issues identified from the survey can then be addressed through regional networks and/or the development of refresher training courses.

The questionnaire on the following pages should be printed off and returned by post.

Please send completed questionnaire to: *Meryl James, Road Safety Unit, Roads Network Management Division, Transport Wales, Welsh Assembly Government, Cathays Park, Cardiff CF10 3NQ*

Thank you for taking the time to complete this survey

1) Name

2) Name of Authority

3) Name of RSO/Line Manager

4) How long have you been a Kerbcraft Co-ordinator?

Years

Months

5) In the last year, what percentage of your time do you spend doing the following?
(Should add up to 100%)

Recruiting volunteers

 %

Training volunteers

 %

Attending Kerbcraft training sessions in schools

 %

Administrating & managing the Scheme

 %

Liaising with schools

 %

Other Kerbcraft tasks

 %

Please Specify

Other road safety tasks

 %

Please Specify

6a) Have you attended all the children's training sessions?

Yes No

6b) If no, what percentage do you attend? %

6c) If not, please outline your reason(s)

7a) How do you usually recruit volunteers?
(Please tick all that apply)

Letter to parent

National Leaflet

Locally produced leaflet

School Gate

Other

Please specify 'other'

7b) What method has been the most successful this year?
(Please tick only one box)

Letter to parent

National Leaflet

Locally produced leaflet

School Gate

7c) Do you have any comments about how you usually recruit volunteers?

8a) Have there been any schools where it was particularly difficult to recruit volunteers this year?

Yes No

8b) If yes, what do you think were the reasons for this?

9a) Have there been any schools where it was particularly easy to recruit volunteers this year?

Yes No

9b) If yes, what do you think were the reasons for this?

10a) Have you recruited any new volunteers from outside the school community/scheme area this year?

Yes No

10b) If yes, how/what channels did you use to contact them?

11) How many of your volunteers work in more than one school?

All

Most

About Half

A few

None

12) How many parents expressed an interest but then dropped out before the volunteer training session

All

Most

About half

A few

None

13) Generally speaking, what type of training sessions did you run for your volunteers this year?

Individual Sessions

Group Sessions

On the job training

Mix of all

Other

please specify 'other'

14) Generally speaking, did the volunteers have a chance to practice at the roadside before working with the children this year?

Yes

No

15a) Have you been able to implement Kerbcraft training as it is in the Kerbcraft Manual this year?

Yes No

15b) If no, please say what changes you have made and why

16) Overall, what is your relationship with Headteachers, teaching staff and volunteers?

	Headteachers	Teaching Staff	Volunteers
Very Positive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fairly Positive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Average	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fairly Negative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very Negative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17a) Overall, did the schools provide adequate facilities for coffee and chat breaks after roadside training sessions?

Yes No They Try

17b) Do you have any comments about the school's ability to help in this area?

18) Overall, have the school staff generally been welcoming and encouraging towards volunteers and their involvement in school activities?

Yes No

19a) Have you encountered any particular time-tabling problems or issues this year?

Yes No

19b) If yes, what were they?

20a) Have you used the Kerbcraft website in the last year?

Yes No

20b) If yes, please say what you used it for and how useful you found it

21a) Have you attended a DfT/MVA Kerbcraft National Seminar in the last year?

Yes No

21b) If yes, please say how useful you found it

21c) Please use this space for any comments you may have about DfT/MVA Seminars

22a) Have you been in regular contact with other Welsh Kerbcraft Co-ordinators in the last year?

Yes No

22b) Have you had any contact with Kerbcraft Co-ordinators in England and Scotland in the last year?

Yes No

23a) Have you been able to deal with your Kerbcraft workload adequately in the time available to you in the last year?

Yes No

23b) Please use this space to make any comments about your Kerbcraft workload this year

24a) Have you conducted any monitoring of your Kerbcraft Scheme in the last year?

Yes No

24b) If yes, please provide details of how you have monitored your scheme

25a) Overall, how do you feel about Kerbcraft in your area over the last year?

Very pleased

Quite pleased

Neutral

Quite disappointed

Very disappointed

25b) Please say why you feel this way

26a) What have you enjoyed most about your job in the last year?

26b) What have you enjoyed least about your job in the last year?

27) What were the three most challenging aspects of your job in the last year? Please list in order of difficulty, with '1' being the most difficult.

1)

2)

3)

28) Please use this space for any other comments you would like to make about your Kerbcraft Scheme over the last year.

29) Date of completing this Questionnaire

Thank you for completing this questionnaire

Signed:

Date:



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

KERBCRAFT RSO SURVEY

The Kerbcraft RSO survey is designed to provide the Welsh Assembly Government with information on key Kerbcraft management and implementation issues. This questionnaire will be distributed annually at the end of each summer term and will allow you, the RSOs, to review progress over the previous school year period. This will enable the Assembly to identify implementation issues within individual schemes; to identify any changes over time both within and across schemes and to identify patterns of progress over all Kerbcraft Schemes in Wales. Key issues identified from the survey can then be addressed through regional networks and/or the development of refresher training courses.

The questionnaire on the following pages should be printed off and returned by post.

Please send completed questionnaire to: *Meryl James, Road Safety Unit, Roads Network Management Division, Transport Wales, Welsh Assembly Government, Cathays Park, Cardiff CF10 3NQ*

Thank you for taking the time to complete this survey

1) Name

2) Name of Authority

3) Name of Co-ordinator

4a) On average, how much time have you spent on your Kerbcraft Scheme over the last year?

Less than 0.5 days per week

0.5 days per week

1 day per week

More than 1 day per week

4b) Please use this space for any comments you have on the amount of time you spent on Kerbcraft over the last year.

5) How often have you had formal management meetings with your Kerbcraft Co-ordinator?

Once a week

Once every two weeks

Once a month

Less than once a month

Informal meetings as required

6) On average, how often do you visit your Kerbcraft Co-ordinator at schools?

Once a week

Once a month

Once a term

Once a year

Not at all

7) Has the time you have spent on Kerbcraft over the last year been, in your view, appropriate?

Yes No

If no, please specify why

8) Have you carried out a formal appraisal with your Kerbcraft Co-ordinator in the last year?

Yes No

9a) Overall, how closely do you think your Co-ordinator's management of Kerbcraft has matched your expectations this year?

Exceeded my expectations

Met my expectations

Fell below my expectations

9b) Do you have any comments on your Co-ordinator's management of the scheme over the last year?

10a) Has your Co-ordinator received any additional training in the last year?

Yes No

10c) If yes, please give details of the training

11a) Have you incurred any additional costs this year that you had not planned for?

Yes No

11b) If yes, what for and how much?

11c) Do you have any comments about these extra costs?

12) Who does your Co-ordinator normally go to with any queries? (Please tick only one option)

Myself

Colleagues in the department

Other Welsh Co-ordinators

Other Co-ordinators outside Wales

Other

Please specify

13a) Have you personally had to sort out any/many problems for your Co-ordinator?

None

One or two

A few

Quite a lot

A lot

13b) What sort of problems have you had to sort out and how important were they?

14a) Have you attended any MVA/DfT Kerbcraft Seminars in the last year?

Yes No

14b) If yes, please give details of the seminar and say how useful you found it

15a) On average, how frequently have you met with other Welsh RSOs in the last year?

Once a week

Once a month

Once a term

Once a year

15b) How frequently have you discussed Kerbcraft at these meetings

Always

Usually

Ocassionally

Never

16a) Have you accessed the Kerbcraft website in the last year?

Yes No

16b) If yes, please say what you used it for and how useful you found it

17a) Have you operated any other child pedestrian training schemes (for any age range) in your local area in the last year?

Yes No

17b) If yes, please provide details of the Scheme and the age range targeted.

18a) Has your Kerbcraft scheme gone as you expected this year?

Yes No

18b) If no, please say why not?

19a) Overall, how do you feel about Kerbcraft in your area over the last year?

Very pleased

Quite pleased

Neutral

Quite disappointed

Very disappointed

19b) Please say why you feel this way

20a) Based on the performance of your scheme over the last year, do you still feel Kerbcraft is worth doing?

Yes No Undecided

20b) If no, why not?

**21a) Have you encountered any problems over the last year which relate to the following issues?
(Please tick as many boxes as required)**

Lack of volunteers

Lack of school support

Lack of management or
Councillor support

Please specify 'other'

Other

21b) Do you have any comments about the challenges you have faced in the last year?

22a) Given the renewal of funding from WAG, do you intend to make any changes to your delivery of the Kerbcraft programme in your area?

Yes ₁

No ₂

22b) If yes, please outline what changes you intend to make and why

23) What are the three most challenging aspects of managing a Kerbcraft scheme? Please list in order of difficulty, with '1' being the most difficult.

1)

2)

3)

24) Do you have any other comments you would like to make about Kerbcraft and the piloting of it?

25) Date of completing this
Questionnaire

Thank you for completing this survey

Signed:

Date:



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

KERBCRAFT IMPACT RECORDING SHEET

Kerbcraft is a road safety project designed to teach pedestrian skills to children between the ages of 5 and 7 years. In order to assist with the evaluation of this National scheme in your school, it would be helpful if you could record when Kerbcraft has had a positive effect on an individual pupil. This might be in the context of their road safety skills or wider development such as improved ability to listen or follow instructions, improved concentration, speaking or listening skills, self esteem, etc.

Please find an example overleaf.

School	Date	Co-ordinator's name
Pupil gender M/F		Year group
Background information <i>Please provide any background information that is relevant or will help to set the context for your observations</i>		
Kerbcraft training <i>Please outline training that the child has received and particular elements of that training that you believe have had a significant impact</i>		
Impact of Kerbcraft <i>Please describe the nature of that impact, such as improved road safety skills, improved ability to listen or follow instructions, improved concentration, speaking and listening skills, self esteem, etc.</i>		

Signed:
Role within school:

Print name:
Date:



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

KERBCRAFT IMPACT RECORDING SHEET

EXAMPLE

Kerbcraft is a road safety project designed to teach pedestrian skills to children between the ages of 5 and 7 years. In order to assist with the evaluation of this National scheme in your school, it would be helpful if you could record when Kerbcraft has had a positive effect on an individual pupil. This might be in the context of their road safety skills or wider development such as improved ability to listen or follow instructions, improved concentration, speaking or listening skills, self esteem, etc.

School	Date	Co-ordinator's name
Pupil gender M/F		Year group
Background information <i>Please provide any background information that is relevant or will help to set the context for your observations</i>		
<p>Sarah does not have specific learning difficulties but does struggle to follow instructions in class and could be described as having low self-esteem. She is often withdrawn in the classroom and does not have a particular friend</p>		
Kerbcraft training <i>Please outline training that the child has received and particular elements of that training that you believe have had a significant impact</i>		
<p>Sarah has taken part in 6 safe places sessions. She is about to start parked cars training. After a reluctant start Sarah has really enjoyed all of safe places training and volunteers have highlighted her contributions. She has really benefited from the small group interactions and working through problems in a different environment from the classroom</p>		
Impact of Kerbcraft <i>Please describe the nature of that impact, such as improved road safety skills, improved ability to listen or follow instructions, improved concentration, speaking and listening skills, self esteem, etc.</i>		
<p>Sarah has followed instructions well, especially when the volunteer has been able to demonstrate physically what to do alongside the verbal instruction. Most importantly Sarah has grown in confidence over the six weeks and this has been noted in school. She has communicated with different adults during the training and has begun to enjoy interacting with some of the children she has worked with at the roadside</p>		

Signed:
Role within school:

A. N. Other
Teaching Assistant

Print name:
Date:

MVA Consultancy provides advice on transport and other policy areas, to central, regional and local government, agencies, developers, operators and financiers.

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Birmingham

Second Floor, 37a Waterloo Street
Birmingham B2 5TJ United Kingdom
T: +44 (0)121 233 7680 F: +44 (0)121 233 7681

Dubai

PO Box 123166 Dubai, 803 - 805 Arbift Tower
Baniyas Road, Deira, Dubai UAE
T: +971 (0)4 223 0144 F: +971 (0)4 223 1088

Dublin

First Floor, 12/13 Exchange Place
Custom House Docks, IFSC, Dublin 1, Ireland
T: +353 (0)1 542 6000 F: +353 (0)1 542 6001

Edinburgh

Stewart House, Thistle Street, North West Lane
Edinburgh EH2 1BY United Kingdom
T: +44 (0)131 220 6966 F: +44 (0)131 220 6087

Glasgow

Seventh Floor, 78 St Vincent Street
Glasgow G2 5UB United Kingdom
T: +44 (0)141 225 4400 F: +44 (0)141 225 4401

London

Second Floor, 17 Hanover Square
London W1S 1HU United Kingdom
T: +44 (0)20 7529 6500 F: +44 (0)20 7529 6556

Lyon

11, rue de la République, 69001 Lyon, France
T: +33 (0)4 72 10 29 29 F: +33 (0)4 72 10 29 28

Manchester

25th Floor, City Tower, Piccadilly Plaza
Manchester M1 4BT United Kingdom
T: +44 (0)161 236 0282 F: +44 (0)161 236 0095

Marseille

76, rue de la République, 13002 Marseille, France
T: +33 (0)4 91 37 35 15 F: +33 (0)4 91 91 90 14

Paris

12-14, rue Jules César, 75012 Paris, France
T: +33 (0)1 53 17 36 00 F: +33 (0)1 53 17 36 01

Woking

First Floor, Dukes Court, Duke Street
Woking, Surrey GU21 5BH United Kingdom
T: +44 (0)1483 728051 F: +44 (0)1483 755207

Email: info@mvaconsultancy.com

Offices also in

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