



Kerbcraft in Wales Progress Report, October 2006

Final Report

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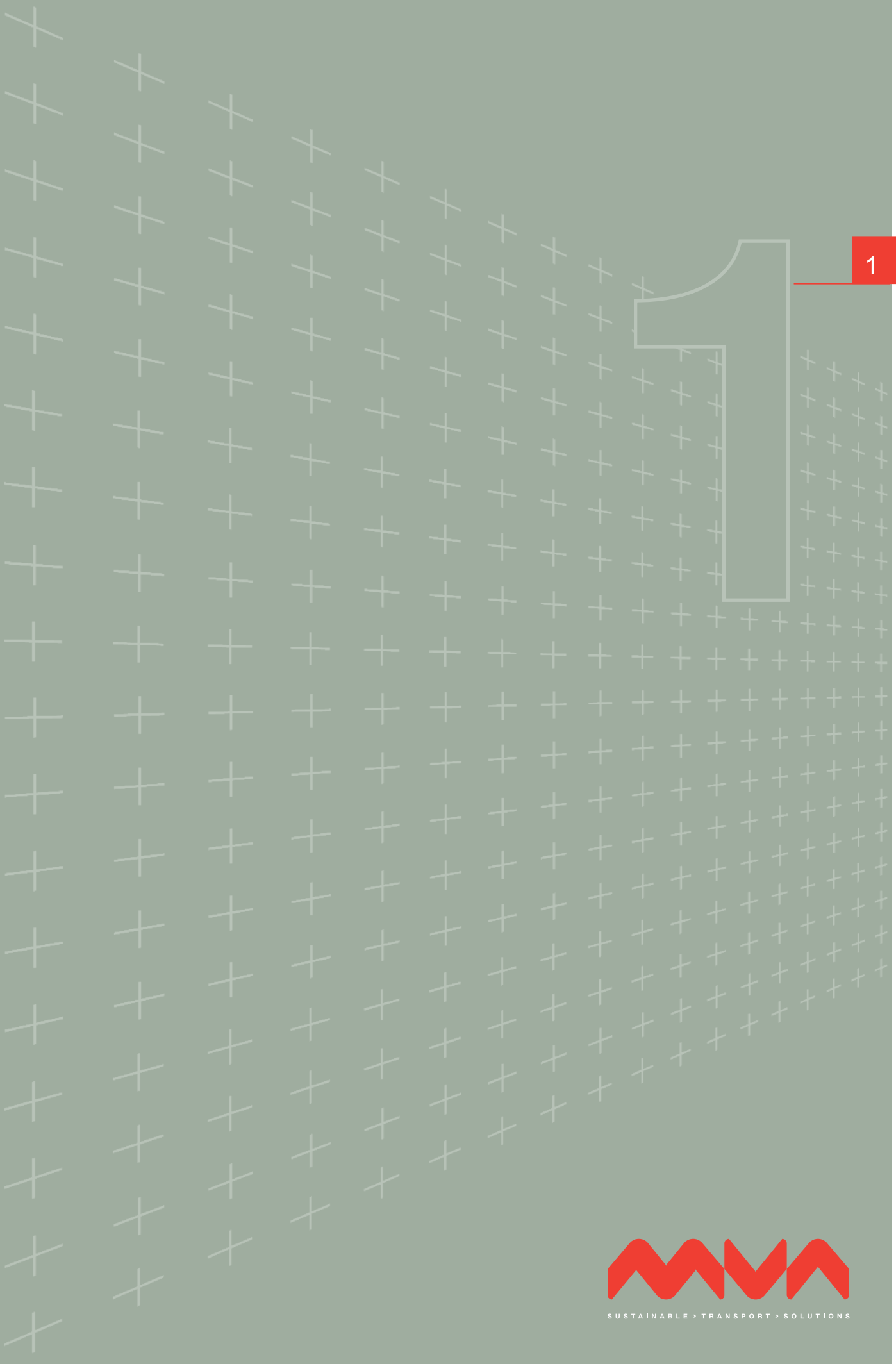
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1 Introduction

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 the implementation of Kerbcraft show that Wales had among the highest child pedestrian fatalities in Europe (see Table 1.1).

Table 1.1 1997 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 targets, the Welsh Assembly Government is committed to reducing child KSI accident rates in Wales by 50% by 2010 (against the baseline for 1994 to 1998 rates). This represents a drop in real KSI numbers from 289 to 145.

1.1.3 By 2004, the rate of 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 the "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 has 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 foundation 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. This is usually, but not exclusively, a Road Safety Officer (RSOs).

1.3 This Research

1.3.1 The Welsh Assembly Government 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 the Welsh Assembly Government. The forms can also be used at any interim period required, should the Welsh Assembly Government consider it appropriate or necessary. The pack includes four forms for the Co-ordinators/RSOs to complete which will allow the Welsh Assembly Government to monitor the Kerbcraft scheme.

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 timescale;
- 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 of training on individual children.

1.3.2 In 2005 MVA Consultancy analysed and reported on a monitoring survey of RSOs and Co-ordinators using the first three of the tools listed above. The remainder of this report details the findings from the second round of monitoring of Kerbcraft schemes in Wales, using all four of the tools listed above. These four questionnaires are provided in Appendix B.



The report covers the progress and performance of each Local Authority Kerbcraft scheme during the school year from September 2005 to July 2006. The report is laid out in the same format as the 2005 report, 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.

1.3.3 In addition to conclusions and recommendations, Chapter five provides some key comparisons with the findings of the same monitoring survey undertaken 12 months previously.

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 these will be analysed and reported separately giving a total of 23 Local Authority areas.

1.4.2 It should be noted that not all respondents have provided an answer to every question, therefore the totals for all questions do not 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 results from the Local Authority line managers.

1.4.4 Results in this report relate to the school year from September 2005 to July 2006. Given that the training generally takes place between 12-14 months to complete, a number of children included in this years monitoring survey may have also been included in the 2004-2005 survey, whilst others 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.

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 researchers or the Welsh Assembly Government





2 Management of Kerbcraft

2.1 Co-ordinator Profile

- 2.1.1 During the 2005-2006 school year, the majority of Kerbcraft Co-ordinators were female; there were a total of 21 female Co-ordinators compared to only two male Co-ordinators.
- 2.1.2 The Co-ordinators had accumulated a total of 59.2 years experience of the Kerbcraft scheme between them, with an average of 2.6 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 four and a half years to only one month of working as a Kerbcraft Co-ordinator.

2.2 Time Spent on Management of the Scheme

RSOs Time

- 2.2.1 Almost two thirds of RSOs, 16 out of 23, spent less than half a day per week on their Kerbcraft scheme during the 2005-2006 school year (see table 2.1). Only one RSO spent a full day each week, and no RSOs 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	16
0.5 days per week	6
1 day per week	1
More than 1 day per week	0

- 2.2.2 RSOs were given the opportunity to comment on the amount of time they spent on their scheme. Of the 17 RSOs that made some comment, ten felt that their Co-ordinators ran the scheme so well that it required little input from them. Two RSOs felt they spent time as and when it was required, and a further two reported that they used meetings to discuss the scheme. Finally, one RSO explained (for three Local Authorities) that *"I'm the line manager for 3 Kerbcraft Co-ordinators which saves some time. However, I would like to have more time for the scheme particularly at training sessions."*
- 2.2.3 The number of formal management meetings with RSOs and Co-ordinators varied (see table 2.2). Slightly more than half (13) of the RSOs reported that they held informal meetings as required, while seven RSOs held formal management meetings once a month.



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

Frequency of Management Meetings	Number of RSO
Once a week	1
Once a month	7
Less than once a month	1
Informal meetings as required	13

2.2.4 The number of times RSOs visit their Kerbcraft Co-ordinator at schools vary (see table 2.3). Only two RSOs visit more than once a term; 15 visit once a term or less, while a further five do not visit at the schools at all.

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	2
Once a term	10
Once a year	5
Not at all	5

2.2.5 Most RSOs, 18 out of 23, felt that the time they had spent on Kerbcraft during 2005-2006 had been appropriate. Of the five that felt the time had not been appropriate, four said that they would like to have spent more time at the schools, while one stated they would have liked to have given more time to the scheme in general.

2.2.6 RSOs vary in their tendency to conduct formal appraisals with their Co-ordinators. Thirteen carried out formal appraisals during the 2005-2006 school year, while ten had not.

2.2.7 Most RSOs (18) had not been required to sort out any problems for their Co-ordinators, while five had been required to sort out only one or two problems. Three of the RSOs provided details of the problem they had to sort out. These included issues relating to paid volunteers; a new recruitment management system; negotiating the start date of a course with a school; ideas for recruiting additional volunteers to complete courses, and ways to set up expense payments for volunteers.

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. Three would approach the RSO, colleagues in the department, and other Welsh Co-



ordinators, while two would approach the RSO and other Welsh Co-ordinators.

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 2005-06)

Tasks	Percentage of Time (Average across all Co-ordinators)	Min	Max
	%	%	%
Attending Kerbcraft Training Sessions in Schools	58	30	85
Administering and Managing the Scheme	15	2	35
Training Volunteers	7	2	15
Liaising with Schools	7	1	15
Recruiting Volunteers	7	2	15
Other Kerbcraft Tasks	3	0	10
Other Road Safety Tasks	5	0	10

2.2.10 A total of fifteen Co-ordinators reported that they had attended all of the children's training sessions. Of the eight who did not attend 100% of sessions, on average they had attended 70% 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 seven Co-ordinators have employed assistants to replace them at some training sessions. This compares to only one who provided this as a reason last year



Table 2.5 Percentage of Children’s Training Attended by Co-ordinators and Reasons for not Attending 100%

(for the eight authorities who do not attend 100%)

Percentage of Training Attended	Reasons for not attending 100% of children’s training sessions
30%	“The schools that I have, all the training sessions are attended through the schools my two assistants train in, I have only attended one or two sessions due to the setting up of their schools, schedules etc”
45%	“This year have appointed 2 part time child pedestrian trainers so we have been able to take on more schools”
50%	“Kerbcraft assistants do the majority of the training and I attend when I can”
75%	“In February 2006 an assistant Kerbcraft coordinator, was employed to provide Kerbcraft training. Either [the assistant co-ordinator] or I have attended every training 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”
90%	“Towards the end of this year I have started to pay assistant co-ordinator - supervisors which will allow me to extend the scheme next year”
95%	“Some sessions are only attended by the child pedestrian support officer”
95%	“Meetings, off work”

2.2.11 All Co-ordinators who provided a response to the question (21) stated that they had been able to deal with their Kerbcraft workload adequately in the time available to them over the past year. Some explained that an increased number of Kerbcraft staff has freed up their time making it easier to manage their workload this year.

“although my workload has doubled due to my assistants taking on new schools etc I have found it much easier to manage the scheme throughout as less training provides me with more free time to develop and improve the scheme in each school.”

2.2.12 Most Co-ordinator’s (17) had received some additional training during the 2005-2006 school year. Only six did not receive additional training. The additional training listed was many and varied, but can largely be summarised as follows:



- various road safety and safety in the workplace courses, including dealing with violence in the workplace;
- various courses on working with children and child safety, including first aid;
- in-house and MVA/DfT training courses;
- Welsh language courses; and
- courses in IT.

2.2.13 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, Website, and other Co-ordinators

Seminar Attendance

2.3.1 The majority of RSOs (22) did not attend any MVA/DfT Kerbcraft seminars during 2005-2006. Only one RSO reported that they had attended any training, which consisted of a 'Kerbcraft' session in Llandudno, 'Living Streets' in London, and 'Kerbcraft' and 'Crossroads' sessions in Birmingham.

2.3.2 Nine Co-ordinators attended the MVA/DfT Kerbcraft National Conference during 2005-2006. The comments provided by those that had attended were very positive. The Co-ordinators appear to find it a good way to network with one another; it provides a good opportunity to discuss topics and issues that are relevant to themselves, and to share ideas and methods, which helps to boost their moral and motivation. A few commented that they had found it very useful to learn about the way the scheme is run in other authority areas, and that it was *"interesting to find out more about research currently being carried out by DfT, improving my general road safety knowledge."*

Kerbcraft Website

2.3.3 RSOs were more likely to visit the Kerbcraft website than attend the annual conference, with 10 stating that they had accessed the website in the last year, and 13 reporting that they had not. Of those that had visited the website, most had used it for general information and to keep up to date with news and progress from other Authority areas. The only criticism was that photos take too long to download, and that there was not much information from 2006. However, there was the acknowledgement that this may increase after Authorities have had some spare time during the summer holidays.



2.3.4 Almost all Co-ordinators had used the Kerbcraft website, 19 reported that they had used the website in the last year, compared to only four who stated that they had not. Three main reasons were given for using the website, obtaining tips and resources for training, to liaise with other areas, and to obtain the latest news, procedures and guidelines. Table 2.6 details the reasons Co-ordinators had used the website in 2005-2006. (Only reasons that were mentioned by more than one Co-ordinator have been listed).

Table 2.6 Reasons Co-ordinators used Kerbcraft Website (2005-06)

Main Reasons	Number of Co-ordinators
Tips, resources and training ideas	7
Liaising with other areas	5
News, procedures and information	5
Welsh Kerbcraft Progress Report	2
Gift ideas for children and trainers	2
Contact list	2

2.3.5 Two Co-ordinators reported that they no longer use the website as often as they have in the past; one Co-ordinator felt that there was not much new information on the site, and one Co-ordinator would like to see a Welsh Kerbcraft site. Overall however, most of the Co-ordinators who had used the website had found it useful and informative.

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 2.7). During these meetings, the frequency with which they discussed the scheme varied considerably (see figure 2.1). Slightly more than half of the RSOs occasionally discussed the Kerbcraft scheme (12); six reported that they would usually discuss it; two said they would always discuss it, while one never discussed it.

Table 2.7 Frequency of Welsh RSO Meetings

Frequency of Meetings	Number of RSOs
Once a Week	0
Once a Month	10
Once a Term	10
Once a Year	2



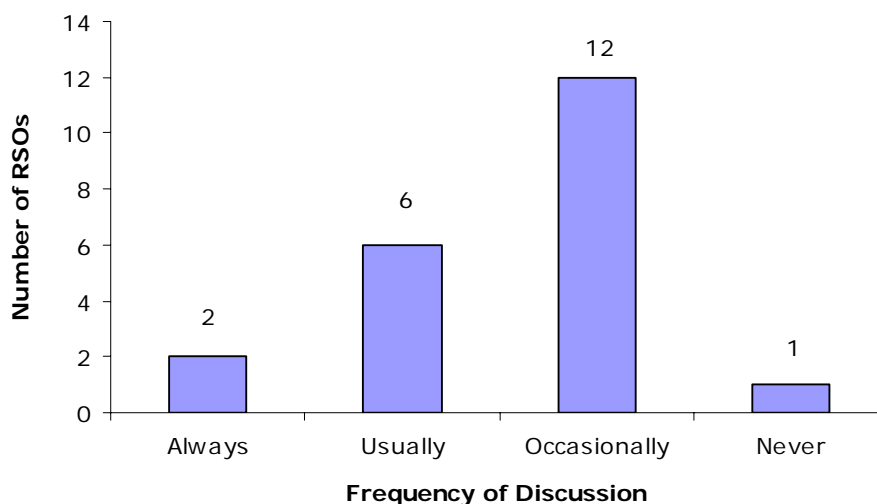


Figure 2.1 Frequency of Discussion about Kerbcraft at RSO Meetings

2.3.7 Most Co-ordinators reported that they had been in regular contact with other Welsh Kerbcraft Co-ordinators during 2005-2006. Twenty Co-ordinators considered themselves to be in regular contact with one another; while three felt they were not in regular contact (One Co-ordinator did not provide a response to this question). Only five Co-ordinators reported that they had had any contact with other Kerbcraft Co-ordinators in England and Scotland in the last year.

2.4 Other Management Issues

2.4.1 Almost all Co-ordinators (21) made some attempt to monitor their Kerbcraft scheme; only one Co-ordinator said they did not, and one did not provide a response to the question. Methods of monitoring involved weekly/continuous monitoring of each child to track his or her progress, and questionnaires for volunteers, parents and children. Table 2.8 provides a detailed breakdown of the types of monitoring used and the number of Co-ordinators who used each type.



Table 2.8 Monitoring undertaken by Co-ordinators (2005-2006)

Method of Monitoring	Number of Co-ordinators
Weekly/continuous monitoring of children (incl. Kerbcraft manual forms)	8
Volunteer questionnaires	5
Parent questionnaires	5
Teacher questionnaires	2
Pupil questionnaires	1

2.4.2 A total of ten Local Authorities had provided some other form of child pedestrian training in the past year (2005-2006). This has generally involved children ranging from nursery/playgroup age through to those aged up to eleven. Courses have included:

- pedestrian skills and road safety training with infants and juniors;
- more tailored training in schools that have identified particular problems or areas of concern, for example zebra crossings and crossroads;
- road safety education for nursery schools and playgroups; and
- an adapted training programme was delivered at a special school



3



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 2005-2006 school year. Figure 3.1 shows that a total of 18 RSOs reported being very pleased, while a further four were quite pleased. Only one RSO reported that they had a neutral feeling towards their scheme, and no RSOs were disappointed.

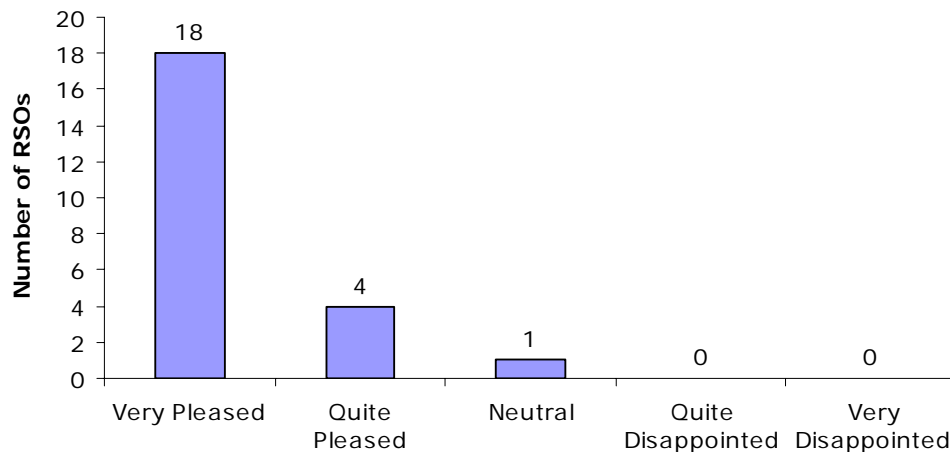


Figure 3.1 RSOs feelings about Kerbcraft (2005-06)

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; and
- due to the level of enthusiasm, competency and the trustworthy nature of their Co-ordinators.

3.1.3 Others stated that it was due to the number of children being trained and the benefits of this training for the children. In two cases, RSOs reported that the introduction of a paid Co-ordinator Assistant or a child pedestrian support officer had worked well and allowed the schemes to expand.

3.1.4 Those who were quite pleased with their schemes reported that they had encountered a lack of support from both volunteers and some schools, and that they wanted to expand the scheme to include more schools. The one RSO who had neutral feelings about their Kerbcraft scheme explained that this was due to a "change of staff".



3.1.5 Most RSOs (21) stated that their scheme had gone as they expected over the past year. Only two RSOs felt that the scheme had not gone as expected. In one authority this was due to less children being trained than the RSO would have liked as a result of the Co-ordinator being on sick leave. In another scheme it was as a result of a Co-ordinator leaving the scheme in January 2006 and not being replaced until July.

3.1.6 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 12 RSOs reported that their Co-ordinators had exceeded their expectations, while a further 10 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. Only one RSO stated that their Co-ordinator's management of the scheme fell below their expectations. This was because the Co-ordinator resigned in January 2006 and training in the schools allocated to Kerbcraft between October and December 2005 was not completed.

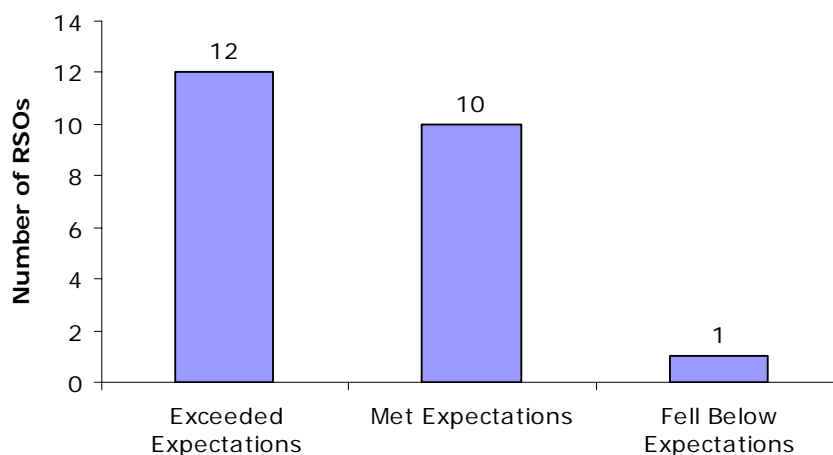


Figure 3.2 Co-ordinators Match with RSOs Expectations (2005-06)

Problems and Challenges Faced by RSOs

3.1.7 RSOs were asked about any problems and challenges they had encountered over the 2005-2006 school year. The most frequently mentioned problem was a lack of volunteers, mentioned by 11 RSOs. A lack of school support was also mentioned by four RSOs as a problem. A number of RSOs commented that the Co-ordinators were adept at solving the problems that arose with little or no input required from them.

3.1.8 RSOs listed a large number of activities that they found challenging when managing their Kerbcraft scheme during 2005-2006. Table 3.1 details those



aspects mentioned by more than one RSO. Finding ways and means to expand their schemes, time management (finding enough time to support the scheme and Co-ordinators), and the recruitment and retention of volunteers were the three activities most likely to be cited at the 'most difficult challenge' and most likely to be cited as a challenge overall.

Table 3.1 Challenging Aspects of RSO Management of Kerbcraft

Main Challenges	Most Challenging	2 nd Most Challenging	3 rd Most Challenging	Total
Finding ways and means of expanding the scheme	3	2	1	6
Time Management	2	3	1	6
Recruiting and retention of Volunteers	4	1	-	5
Management of scheme within allocated budget	4	-	-	4
Ensuring schools are supportive	1	-	3	4
Encouraging and motivating Co-ordinators	1	-	3	4
Finding appropriate training places	1	1	-	2

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

- a desire for a Welsh Kerbcraft website;
- a concern about the lack of flexibility within the scheme;

"As stated last year, I still believe that there is a need for greater flexibility in the delivery of the schemes, particularly in relation to the number of times each type of training activity has to be undertaken and the inability to count more than one activity within each training session. In view of the fact that finding appropriate junctions etc within walking distance of some schools is proving impossible, it does not seem appropriate to be unable to consider the schemes at these schools to have been completed. As far as we are concerned everything that can be done has been."

- the need for a higher profile; and

"Where the schemes operate schools acknowledge its worth. Perhaps more newsworthy interventions from AM's about financing and supporting the scheme from an education and road safety member would give it a higher profile and a boost. Emphasize importance of



out of classroom training linked to foundation phase objectives & aims."

- a lack of training for new Co-ordinators.

"Induction course should be considered by WAG for all new Kerbcraft employees. Managers have not been allowed to attend training courses and thus rely on information available."

3.1.10 Given the renewal of funds from the Welsh Assembly Government, 11 RSOs stated that they would make changes to the delivery of the Kerbcraft programme in their area. Only nine RSOs detailed the intended changes. Six of these RSOs would like to expand the scheme into new schools. Other suggested changes included attempting to involve volunteers to a greater degree, employing part time Co-ordinator assistants, and adapting the training so that special needs schools could be included in the scheme.

3.1.11 Costs of the Kerbcraft schemes had generally remained as planned. Only two RSOs reported that their scheme had incurred additional costs during 2005-2006 which had not been planned. In both cases this was because *"we give out goodie bags at presentation when training has been completed, the more we train, the more we spend on goodie bags and thank yous for the volunteers"*.

RSOs Opinion of the Scheme Nationally

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

"The good responses received, getting children trained at an early age, involvement of local people as volunteers in community training, together with the positive evaluation already in the possession of WAG make this a scheme well worth doing".

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

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

"I would like to thank the WAG for their continued support and for allowing the scheme to continue until 31st March 2008."

3.1.14 A number of RSOs commented on the benefits of practical training and the benefits to all those involved with the scheme:

"I feel that this scheme is extremely valuable teaching method, as there is no better way to learn than practical experience."



"The scheme has proved to be very beneficial to the children involved, the parents, and to the whole school community."

3.1.15 One RSO also described the link between Kerbcraft and other school policies:

"Kerbcraft is an excellent scheme that now dovetails with our school travel planning. It sits within our authority's physical activity plan and assists our schools with their healthy school objectives."

3.2 Co-ordinator's View on Kerbcraft

Co-ordinators Opinions of their Kerbcraft Scheme

3.2.1 Almost all Co-ordinators were pleased with the Kerbcraft scheme in their area over the 2005-2006 school year. Figure 3.3 shows that 15 Co-ordinators were very pleased with the Kerbcraft scheme, while another seven were quite pleased. Many Co-ordinators reported that they had successfully expanded their scheme during 2005-2006; many commented on the enthusiasm of all those involved, and another explained that they were pleased with the children's progress.

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

"XX has received many Kerbcraft training sessions and has developed great enthusiasm for each coming session. She is especially keen to ensure that she has looked both ways before crossing with an adult... She is more careful near roads and relays what she has learnt to her family, warning them of dangers and explaining what she has learnt each session."

"Child A has listened well and has understood all aspects of Kerbcraft. She has demonstrated physically what to do eg look, listen, parked cars, other pedestrians, etc."

3.2.3 A large number of impact sheets describe the increasing confidence and generally improved behaviour in the children, particularly in those children that were quiet and shy at the start of the training. This was witnessed not just by the volunteers during the training session, but in many cases, the changes have also carried through to their behaviour and confidence in the classroom.



"XX is extremely shy and has low self-esteem. She has little confidence and often will avoid answering any questions. However XX is a completely different child to the one taken out during the first few weeks of training. She is much more confident, very chatty and participated fully."

"XX's confidence has grown a lot since the start of Kerbcraft. She did not speak a word to us at the start, but since getting to know the adults a bit better she has come a long way out of her shell. Her teachers have said that they have noticed an improvement in the classroom as well."

"He has improved his ability to cross roads safely, listen and follow instructions not only with Kerbcraft, but also in the class room. He also realises his actions have consequences, so he has now improved his behaviour in school."

3.2.4 Only one Co-ordinator reported that they were quite disappointed with the scheme in their area. This was because they were "unable to meet targets as there was no co-ordinator in post for the majority of the academic year".

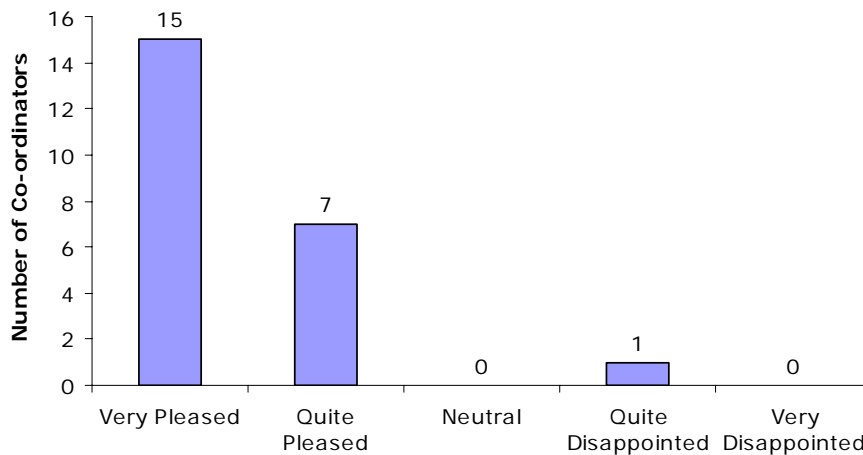


Figure 3.3 Co-ordinators Feelings about Kerbcraft (2005-06)

3.2.5 Approximately two thirds of the Co-ordinators (15) found that they had been able to implement the Kerbcraft training as it is in the Kerbcraft manual during 2005-2006. Seven Co-ordinators said they had not been able to adhere exactly to the manual in all of their schools. Two 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.

Challenges faced by Co-ordinators

3.2.6 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 16 Co-ordinators mentioned this as one of the three most challenging elements of their job, with nine of these stating it was the 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 seven Co-ordinators reporting this as one of the three most challenging aspects of their job.

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	9	5	2	16
Issues with schools, eg expansion, timetabling, maintaining their support, etc	2	2	3	7
Including children with special needs	1	2	1	4
Weather	1	-	3	4
Motivating the children	-	2	2	4
Paperwork	-	3	1	4
Finishing training on time	2	1	-	3
New to the role	2	-	1	3
Lack of training sites	1	1	1	3
Taking on paid assistants	2	-	-	2
Evaluating volunteers and training	2	-	-	2
Time Management	-	1	1	2



Positive and Negative Aspects of the Co-ordinator Position

3.2.7 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 as the most enjoyable aspect; a total of 13 Co-ordinators felt this was most enjoyable.

"The children this year have been so keen to learn and I have seen such a difference in them after just a few sessions. It's very rewarding."

"Working with some amazing children, seeing the changes in their behaviour and knowledge week after week."

3.2.8 A further eleven Co-ordinators reported that the relationship they had built up with the other individuals involved with the scheme, eg the volunteers, the schools, the Road Safety Department, etc, was the most enjoyable element of the scheme. A few Co-ordinators also remarked that they enjoyed receiving the positive feedback from parents and the school regarding the children's behaviour and their increased awareness of road safety. The challenge of expanding the scheme and setting up the training in schools new to the scheme were also mentioned by a number of Co-ordinators as the most enjoyable aspect of their job.

3.2.9 Seven different aspects of the Co-ordinators job were described as being the least enjoyable elements. The aspect that was mentioned most often was the difficulties in recruiting and maintaining volunteers. This was mentioned by seven Co-ordinators. Other aspects that were mentioned as the least enjoyable elements of the job included:

- paperwork (mentioned by two Co-ordinators);
- the cancellation/postponement of training sessions due to other school activities, often with little or no advance notification (mentioned by two Co-ordinators);
- the weather (mentioned by three Co-ordinators);
- the repetitive nature of the job (mentioned by two Co-ordinators);
- the frustration at being unable to expand the scheme (mentioned by two Co-ordinators); and
- the travelling involved (mentioned by one Co-ordinator).



Co-ordinators' Opinions of Kerbcraft Generally

- 3.2.10 Overall, the Co-ordinators were very supportive of and positive towards the Kerbcraft scheme. They had largely enjoyed running the scheme during the 2005-2006 school year, felt that the scheme was very valuable, and found it rewarding to be involved.

"In general the scheme has been beneficial and rewarding to all concerned. The scheme has been welcomed by teachers, children and parents and has been a worthwhile programme."

- 3.2.11 Many felt rewarded through working with the children, by both the number of children that had taken part during 2005-2006, and by the enthusiasm of the children and their growing awareness of road safety.

"Expanding the scheme by 50% (ten schools taking part initially and now 15) has been very successful. Instead of 300, we can now proudly boast over 400 pupils who have done Kerbcraft this school year."

"It is a pleasure to see their awareness of road safety evolve over the year, their concentration and enthusiasm has been excellent. It has been a pleasure for the volunteers to be able to help in their children's education and they feel that it has been a fulfilling experience for them."

- 3.2.12 The introduction of paid trainers and assistants in some Local Authorities appears to have been a valuable addition to these schemes. They have boosted and renewed the Co-ordinators' enthusiasm and motivation, and freed up their time to expand and improve the scheme.

"My enthusiasm has been renewed this year since the paid trainers have started running their schools. It feels that we are part of a team."

"I feel more of a co-ordinator with the assistants, and I am very pleased how well the training has developed. Also being able to train more children is a great advantage."

- 3.2.13 In addition, a few Co-ordinators mentioned that they would like to grow and expand the scheme, or adapt the existing programme to better meet the needs of the schools.





4 Kerbcraft Training

4.1 School Involvement

4.1.1 During the school year 2005-2006, a total of 225 schools in Wales received Kerbcraft training through Local Authority Co-ordinators. Across the 23 schemes (operating in 22 Local Authorities), an average of 11 schools took part, with a minimum of two schools and a maximum of 18 schools in any individual scheme. A full breakdown of the number of schools in each given Local Authority can be found in Appendix A, Table 4.

4.1.2 Approximately 30% (68 schools) of the 225 participating schools were new to the Kerbcraft scheme in 2005-2006. Across the 23 schemes, on average three schools were new to the scheme. Some schemes had no new schools taking part during 2005-2006, while two Local Authorities had nine new schools taking part.

4.1.3 Unsuccessful attempts to involve schools were made in ten Local Authorities. In total, 15 schools were invited to take part but did not subsequently become involved with the scheme. The main explanations for not participating were:

- a lack of parental support/lack of volunteers; and
- the school not being supportive of the scheme, or unable to be flexible enough/accommodate the time-tabling of the Kerbcraft scheme.

4.1.4 In total, 59 Welsh medium schools participated in the Kerbcraft scheme across 14 Local Authorities in 2005-2006, with an average of three Welsh medium schools per scheme. However, this average hides a wide variety range, with nine schemes having no Welsh medium schools, and one scheme having 13 Welsh medium schools involved. Further, 37 schools received training in Welsh across just eight schemes during 2005-2006, with an average of 1.7 schools trained in Welsh per scheme. Again, this average hides a wide range, from 14 schemes that provided no training in Welsh to one scheme that provided training in Welsh to 13 schools.

4.1.5 Twelve Co-ordinators reported that their schools provided adequate facilities for coffee and a chat after roadside training sessions. The remaining eleven stated that they tried as far as possible. For those Co-ordinators who stated that the schools try, they explained that while some schools were very accommodating, others had limited space, or the volunteers either did not have time or felt uncomfortable using the staff room for discussions after the sessions.

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 with both categories of staff during the 2005-2006 school year. Further, all 23 Co-ordinators who provided a response, stated that school staff had been



generally been welcoming and encouraging towards volunteers and their involvement in school activities.

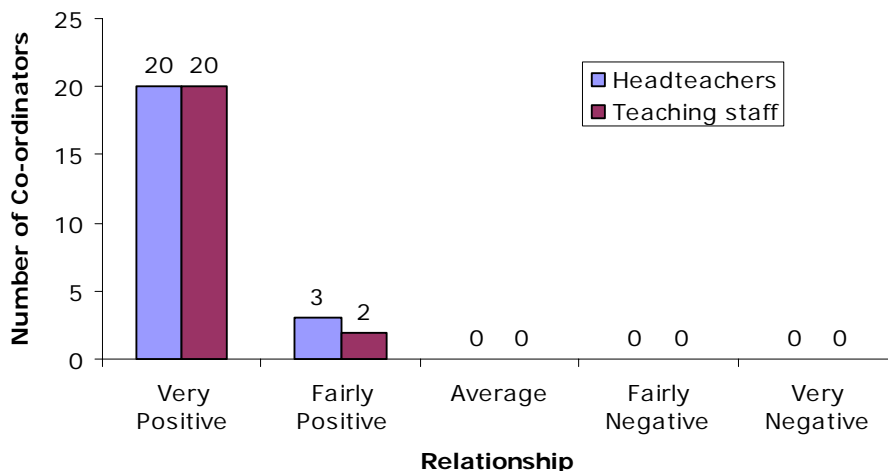


Figure 4.1 Co-ordinators Relationships with School Staff (2005-06)

4.1.7 A total of 16 Co-ordinators reported that they had encountered timetabling problems or issues during the 2005-2006 school year. The main time-tabling problems or issues were:

- trying to work around the various school activities including holidays, in-service days, school trips and concerts, etc (six Co-ordinators mentioned this as a problem/issue);
- clashes between Kerbcraft days/times and other lessons (five Co-ordinators reported this as a problem/issue); and
- trying to schedule a start date with a school (two Co-ordinators mentioned this).

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 2005-2006 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 (2005-06)

	Total Across ALL Schemes	Average	Min	Max
Volunteers who trained children	891	39	2	92
New Volunteers	585	25	0	46
Volunteers trained by Co-ordinator	732	33	0	64

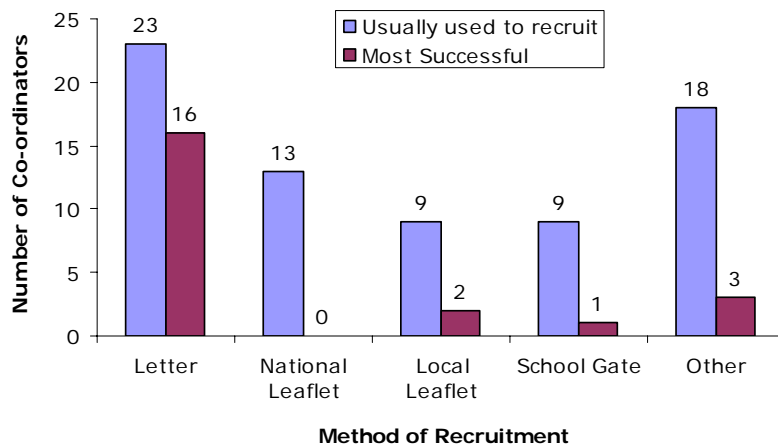
4.2.2 A total of 891 volunteers trained children in Kerbcraft skills across Wales during the 2005-2006 school year. This is an average of 39 volunteers per scheme, and an average of four volunteers per school. The number of volunteers for individual schemes varied significantly, from only two through to 92.

4.2.3 Two thirds (66%) of the volunteers were new to the scheme in 2005-2006. On average, there were 25 new volunteers per scheme, with one scheme having no new volunteers, through to one scheme that had 46 new volunteers.

4.2.4 In total, 732 volunteers were provided with new or additional training by the Kerbcraft Co-ordinators in Wales during the 2005-2006 school year. On average, 33 volunteers were trained in each scheme. As 55 volunteers who were trained did not go on to train children, 677 (76%) of the 891 volunteers who trained children had, themselves, been provided with new or additional training.

4.3 Volunteer Recruitment

4.3.1 Various methods were used by Co-ordinators in Wales to recruit volunteers during 2005-2006. Figure 4.2 illustrates the popularity of using different methods to recruit volunteers and which methods the Co-ordinators considered to be most effective.

**Figure 4.2 Methods of Volunteer Recruitment (2005-06)**

4.3.2 The most popular method used to recruit volunteers was to send a letter to parents. All Co-ordinators used this strategy. This was also considered by most of the Co-ordinators (16) to be the most effective method of recruitment. The next most popular way to recruit volunteers was using national leaflets, yet none 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:

- attending school events, for example parents evening (six Co-ordinators used this method);
- word of mouth (four Co-ordinators used this method);
- help from/organised by head teacher or class teachers (four Co-ordinators used this method);
- posters in the school and in other public buildings such as libraries and supermarkets (two Co-ordinators used this method); and
- advertising and keeping parents up to date with the Kerbcraft scheme via school magazines and newsletters (two Co-ordinators used this method).

4.3.3 Of the three Co-ordinators that reported their 'other' methods to be the most effective, two had enlisted the assistance of the school staff in recruitment of volunteers and one reported that word of mouth and an existing volunteer pyramid was the most successful method of recruitment.

4.3.4 Despite the various methods used for recruitment, most Co-ordinators (18) 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 ten Co-ordinators reporting that they had encountered this problem during 2005-2006. Other difficulties, mentioned by more than one Co-ordinator, included other work commitments for parents and other volunteers (six Co-ordinators); volunteers becoming pregnant and a lack of childcare for potential volunteers (four Co-ordinators); lack of support or encouragement from the school (four Co-ordinators), and cultural and language barriers (two Co-ordinators).

4.3.5 Almost all Co-ordinators (21 out of 22), 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 (eleven Co-ordinators reported this made recruitment easy); the retention of volunteers from year to year, and these returning volunteers encouraging others to participate (ten reported this made recruitment easy); enthusiastic support from head teachers and teachers (nine reported that this made recruitment easy); and



areas where mothers did not work or grandparents were available to volunteer during the day (three reported that this made recruitment easy).

- 4.3.6 Only nine Co-ordinators said that they had recruited volunteers from outside the school community/scheme area during 2005-2006. Various sources outside the school community area were reported, including two Co-ordinators who had recruited local School Crossing Patrol Officers, and two schemes where the Co-ordinator had recruited their own or other volunteers' friends and family members. Other places individual Co-ordinators had recruited volunteers from included the police, a local Volunteer Association, advertising in the local supermarkets, cafes, tourist information offices, county hall notice boards, the local libraries, and coffee mornings.

Volunteer Training

- 4.3.7 Co-ordinators ran a variety of training sessions for their volunteers during the 2005-2006 school year. Almost all Co-ordinators (21) provided a mix in the type of training sessions available. A total of six Co-ordinators provided both group sessions and on the job training; two Co-ordinators provided group sessions and roadside training, and thirteen Co-ordinators provided a mix of individual sessions; group sessions and on the job training for volunteers. Only one Co-ordinator provided group sessions only (note, two Co-ordinators provided no response).
- 4.3.8 In general, most Co-ordinators had provided their volunteers with the opportunity to practice at the roadside before working with the children. Eighteen Co-ordinators stated that they had provided their volunteers with this opportunity; two reported that they had not, and three Co-ordinators provided no response.
- 4.3.9 Most Co-ordinators (20 out of 22 who provided a response) found that only a few parents expressed an interest in volunteering for the 2005-2006 Kerbcraft schemes but then dropped out before the volunteer training sessions. In addition, 55 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 2.5 volunteers per scheme, with some schemes not losing any volunteers once they had been trained, and others losing as many as nine. Reasons given for the loss of volunteers included volunteers gaining paid employment, a change in shifts, or starting college (reported by 11 Co-ordinators); a lack of confidence or commitment by Co-ordinators (reported by eight Co-ordinators); health reasons (reported by five Co-ordinators); problems over child care (four Co-ordinators reported this); and days/times clashing with other commitments (reported by three Co-ordinators).
- 4.3.10 Approximately half of the Co-ordinators (12) reported that none of their volunteers worked in more than one school, and a further nine Co-ordinators reported that only a few of their volunteers worked in more than one school



during the 2005-2006 school year. Only one Co-ordinator stated that about half of their volunteers worked in more than one school.

Co-ordinators Relationship with Volunteers

4.3.11 Overall, Co-ordinators reported having positive relationships with their volunteers. A total of 20 Co-ordinators described their relationships as very positive overall, while two other Co-ordinator described the relationships as fairly positive overall. No Co-ordinator felt that they had an average or a negative relationship with their volunteers. One Co-ordinator did not provide a response.

4.4 Children Trained

4.4.1 In total, 8102 children received some Kerbcraft training in Wales during the 2005-2006 school year. This is an average of 352 children per scheme with a minimum of 25 children maximum of 621 children receiving training in any individual scheme. The low number of 25 in one scheme was as a result of no Co-ordinator being in post for most of the academic year.

4.4.2 Almost all (94%) of the children who were selected for training during 2005-2006 actually went on to receive some training. Only 542 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 10 out of the 14 Local Authorities where targeted children received no training. Other reasons given by more than one Co-ordinators were: children had left the school (three Co-ordinators); lack of volunteers or a delay in replacing a Co-ordinator (three Co-ordinators), and problems in accommodating children with special needs (three Co-ordinators).

Core Skills

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

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

4.4.4 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 Sessions Taught by Skill (2005-06)

	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	8,087	351	8%	92%	4.5
Parked Cars	7,821	340	18%	82%	3.8
Junctions	7,628	332	15%	85%	4.5

Safe Places Training

- 4.4.5 In total, 8087 children received some training in Safe Places. This is all but eight of the children who had received some training. An average of 351 children per scheme received training in this skill.
- 4.4.6 The recommended number of training sessions for Safe Places is four to six. On average, children received 4.5 sessions of Safe Places during the 2005-2006 school year. The majority of the children (92%) received between four and six training sessions in Safe Places, with only 8% receiving between one and three sessions.
- 4.4.7 In cases where children had received less than four training sessions Co-ordinators were asked to provide the most common reasons. In most instances absenteeism (including holidays) was the reason provided (seven Co-ordinators mentioned this). Children moving and leaving the school, or joining the school after the training had started was also mentioned by four Co-ordinators.

Parked Car Training

- 4.4.8 A total of 7821 children received Parked Car training, an average of 340 children per Local Authority. This is only 3% less than the number of children who received Safe Places training.
- 4.4.9 The recommended number of training sessions for Parked Cars is four. However, over all 23 schemes, the average number of training sessions was 3.8 training sessions in this skill. Overall, 82% of children received four to six training sessions, while 18% received one to three sessions in Parked Cars. The main reasons provided for children receiving less than four Parked Car training sessions included:



- holidays, absences and other school activities (mentioned by eight Co-ordinators);
- the skill could be taught successfully in three sessions in some schools (mentioned by four Co-ordinators);
- children had left the school before training in this skill was complete (mentioned by three Co-ordinators); and
- the training in this skill had not been completed at the time the Co-ordinators filled in the questionnaire (mentioned by two Co-ordinators).

Junctions Training

4.4.10 Slightly fewer children received training in Junctions than the other two skills. A total of 7628 children were trained in Junctions during the 2005-2006 school year, with an average of 332 children trained per scheme. This is 6% less than the number of children who received Safe Places training, and 2.5% less than the number of children who received Parked Cars training.

4.4.11 The recommended number of training sessions in Junctions is four to six. Over all 23 schemes, the average number of Junction training sessions was 4.5 during the last year. Again, most children (85%) received between the recommended four and six sessions, while the remaining 15% received between one and three sessions.

4.4.12 Given that this is the final skill to be taught, the reduction in the number of children receiving any training and the increase in the percentage of children receiving between one and three sessions is perhaps to be expected. The main reasons provided for children receiving less than four Junction training sessions included:

- holidays, absence and other school activities (mentioned by seven Co-ordinators);
- children left the school before training was completed (mentioned by four Co-ordinators);
- the training in this skill was not completed before the end of the 2005-2006 school year (mentioned by three Co-ordinators);
- a lack of suitable training sites near the school (mentioned by two Co-ordinators); and
- the loss of volunteers during the year (mentioned by two Co-ordinators).



Adult/Child Training Ratios

4.4.13 Co-ordinators are provided with recommended adult/child training ratios for each skill:

- Safe Places ratio 1:3;
- Parked Cars ratio 1:2; and
- Junctions ratio 1:3.

4.4.14 Most Co-ordinators stated that they kept to these ratios. A total of 18 Co-ordinators reported that they adhered to the recommended ratios. Of the five who did not, four Co-ordinators kept the ratios the same across all three skills of these. Three of these used ratios of 1:2 for all skills because they felt it was safer, while one used 1:3 for all skills as "the volunteers find it no harder to train three as they do to train two children". The other Co-ordinator adhered to the recommended ratio for Safe Places and Parked Cars, but used a 1:2 ratio for Junctions. They did not provide an explanation as to why they preferred this.



5



5 Summary, Conclusions and Recommendations

5.1 Overview

5.1.1 This is the second consecutive year in which the Welsh Assembly Government has commissioned MVA Consultancy to monitor the Kerbcraft schemes which are operating throughout the country. The results this year broadly show a very similar picture to the previous academic year. Schemes are continuing to operate well throughout the country, with enthusiastic Road Safety Officers, motivated Co-ordinators, large numbers of volunteers involved and high numbers of children developing their road safety skills.

5.2 Number trained

5.2.1 In the 2005-2006 school year:

- Kerbcraft training has taken place in 225 schools;
- 8102 children have received training; and
- 891 volunteers have been involved in training children.

5.2.2 Whilst the number of schools taking place this year is very similar to the 2004-05 academic year (3 less schools were involved in 2006), and the number of volunteers who have trained children is almost the same (22 fewer volunteers in 2006), the number of children trained has increased by almost 10% (789 children). This is despite very low numbers of children being trained in one scheme where there was no Co-ordinator in post for most of the academic year. The increase in children trained is largely due to a move towards paid trainers/assistants who have worked with Co-ordinators in at least eight of the Local Authorities this year.

5.2.3 Despite little change in the overall number of schools involved in Kerbcraft this academic year, there has been a significant increase in the number of Welsh medium schools receiving training (from 41 in 2005, to 59 in 2006) and in the number of authorities in which there are Welsh medium schools participating (from 12 in 2005, to 14 in 2006).

5.3 Paid Co-ordinator Assistants/Trainers

5.3.1 The most notable change to the Kerbcraft scheme in Wales this year has been an increase in the number of authorities employing additional people to assist the Kerbcraft Co-ordinator with training. For the eight schemes who specified that they had additional paid trainers/supervisors/assistants, 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 and as boosting and renewing their enthusiasm and motivation. In addition, the number of children trained in each of these authorities was much higher this academic year than in the previous year. These schemes trained 1023 more children this year than last, an average of 128 more per authority, and an average increase of 40%.



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. The eight who did not attend all training sessions attended an average of 70% of sessions over the year. Seven gave their reason as using paid assistants, compared to only one in the previous year.

5.4 Support for the scheme

5.4.1 The monitoring of the Welsh Kerbcraft scheme during 2005-2006 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 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 but one considered their Co-ordinator had exceeded or matched their expectations.
- All but one 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.
- Training has not only been beneficial for the children's road safety, but it has also been advantageous for the volunteers, a number of whom reportedly grew in confidence, and a few were reported to have found permanent paid employment.

5.4.2 Comparing this year's results to last year shows some subtle changes in RSOs' 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 (7 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 (10 in 2006 compared to 7 in 2005);
- slightly fewer were required to sort out problems for their Co-ordinator (16 in 2006 compared to 18 in 2005);



- time management is less likely to be one of the three most challenging aspects of managing Kerbcraft for RSOs in 2006 (6 RSOs in 2006 compared to 11 in 2005);
- there has been a move from formal monthly management meetings (12 in 2005 and 7 in 2006) to informal meetings as required (8 in 2005 and 13 in 2006); and
- more RSOs said Kerbcraft had exceeded their expectations in 2006 (15) than in 2005 (12).

5.5 Suggestions and recommendations

5.5.1 The 2005-2006 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 to 16 in 2006, it still remains the biggest problem faced by Co-ordinators. It is also a problem for RSOs, with five RSOs citing this issue as among their top three challenges. 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.

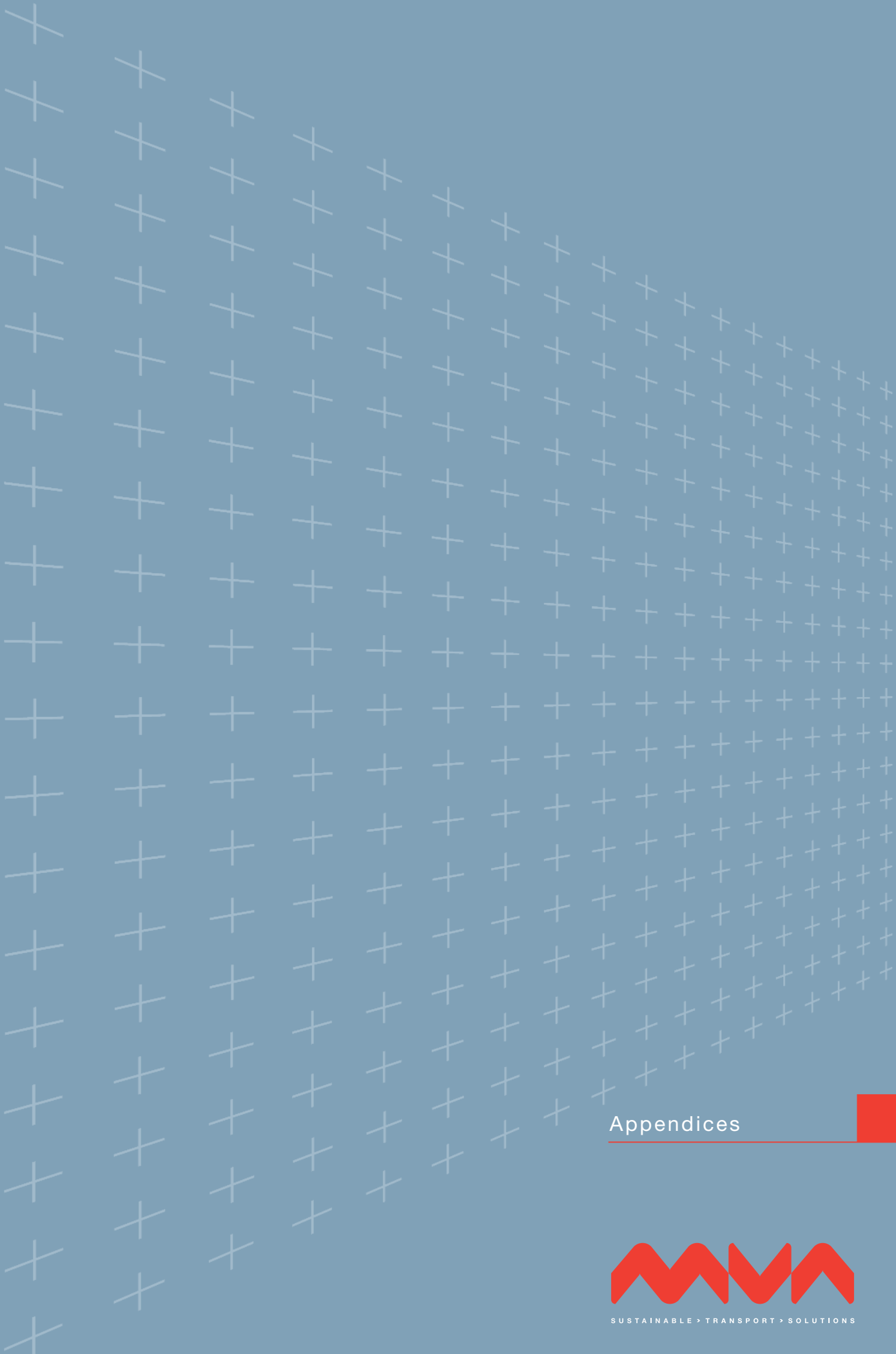
5.5.3 Many issues related to the schools themselves were mentioned by Co-ordinators as presenting a challenge. Issues related to expansion, timetabling and maintaining support were more likely to be one of the top three challenges faced by both RSOs and Coordinators in 2006 (7 RSOs and 5 Coordinators) compared to 2005 (3 RSOs and 4 Co-ordinators). These issues, and associated recommendations include, the following.

- **Expansion of the scheme to include more schools.** Finding ways and means of expanding the scheme is more likely to be one of the three most challenging aspects of Kerbcraft for RSOs in 2006 (6 RSOs) than it was in 2005 (3 RSOs). Some 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 two reasons that fifteen Co-ordinators said they were unable to adhere to Kerbcraft exactly as it is in the manual. (The other reason given was the physical environment around the school necessitating some adaptation to the teaching of Kerbcraft). 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. 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 both the DfT Kerbcraft website and the DfT Kerbcraft National Conference more inclusive of Welsh Co-ordinators’ needs and issues. Alternatively they would welcome a Welsh Kerbcraft website and Conference. This is also reflected in the reduction in the number of Co-ordinators attending the DfT Kerbcraft National Conference in Birmingham (from 13 in 2005, to 9 in 2006), and the fact that fewer RSOs visited the Kerbcraft website this year (10) than last (13). A section on the website could be developed for Welsh schemes, and a Welsh Kerbcraft Conference could be provided. 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 are due to cease, is still evident, this concern has been expressed less in 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.





Appendices



SUSTAINABLE > TRANSPORT > SOLUTIONS

Appendix A
Tables 1 to 4

Table 1 Additional Training Courses Provided Co-ordinators by Local Authority (2005 – 2006)

Authority	Co-ordinator Training Courses
Blaenau Gwent County Borough Council	-
Bridgend County Borough Council	Introduction to Microsoft Excel; Risk assessment for road safety practitioners (1 day course) - TMS Consultancy; School travel plans and safer routes to school (2 day course) - TMS Consultancy; Road safety engineering accident investigation and prevention (2 week course) - TMS consultancy/RoSPA; and Child protection awareness programme - NSPCC
Caerphilly County Borough Council (1)	-
Caerphilly County Borough Council (2)	-
Cardiff	Managers handling course
Carmarthenshire County Council	-
City and County of Swansea	Managing challenging behaviour; Working with children; Beacon Authority ie child pedestrian training provision.
Conway County Borough Council	Kerbcraft refresher course; advanced powerpoint
Cyngor Sir Ceredigion	Kerbcraft refresher day
Cyngor Sir Ynys Mon	-
Denbighshire County Council	Phase two road safety training
Flintshire County Council	-
Gwynedd Council	Child restraints safety training
Merthyr Tydfil County Borough Council	Child protection course
Monmouthshire	Road Safety wales seminar; Red Cross First Aid at work
Neath Port Talbot County Borough Council	Customer care/telephone skills; manual handling; violence and aggression; assertiveness; IOSH working safely
Newport City Council	Road Safety Wales seminar; Red Cross First Aid at work
Pembrokeshire County Council	Welsh classes
Powys County Council	Dealing with violence in the workplace; working on the highway; and Kerbcraft seminar
Rhondda Cymom Taff County Borough Council	-
Torfaen County Borough Council	Road Safety Wales seminar; Red Cross First Aid at work
Vale of Glamorgan	First Aid; project management; harassment and bullying; absence management discipline and grievance; recruitment and selection; rospa child car seat training.
Wrexham County Borough Council	Kerbcraft refresher course



Table 2 Number of Volunteers by Local Authority (2005-2006)

	Volunteers who trained children 2005-2006	Volunteers new to the scheme	Volunteers trained in 2005-2006
Blaenau Gwent County Borough Council	13	1	13
Bridgend County Borough Council	64	46	64
Caerphilly County Borough Council (1)	27	20	27
Caerphilly County Borough Council (2)	36	24	31
Cardiff	47	35	52
Carmarthenshire County Council	51	46	46
City and County of Swansea	51	34	60
Conway County Borough Council	43	32	43
Cyngor Sir Ceredigion	38	20	36
Cyngor Sir Ynys Mon	39	30	30
Denbighshire County Council	29	11	29
Flintshire County Council	43	34	34
Gwynedd Council	30	25	30
Merthyr Tydfil County Borough Council	18	10	8
Monmouthshire	23	18	20
Neath Port Talbot County Borough Council	40	30	43
Newport City Council	41	26	41
Pembrokeshire County Council	52	29	52
Powys County Council	28	22	22
Rhondda Cymon Taff County Borough Council	2	0	0
Torfaen County Borough Council	41	29	-
Vale of Glamorgan	43	25	43
Wrexham County Borough Council	92	38	8
Total	891	585	732
Mean	38.7	25.4	33.3
Minimum	2	0	0
Maximum	92	46	64



Table 3 Number of Children Trained in Each Skill by Local Authority (2005-2006)

Authority	Safe Place Training	Parked Car Training	Junction Training
Blaenau Gwent County Borough Council	260	234	207
Bridgend County Borough Council	592	592	592
Caerphilly County Borough Council (1)	528	522	519
Caerphilly County Borough Council (2)	386	385	385
Cardiff	382	382	382
Carmarthenshire County Council	382	382	382
City and County of Swansea	375	367	264
Conway County Borough Council	377	377	377
Cyngor Sir Ceredigion	275	275	275
Cyngor Sir Ynys Mon	182	155	155
Denbighshire County Council	308	308	308
Flintshire County Council	299	295	297
Gwynedd Council	259	259	259
Merthyr Tydfil County Borough Council	181	181	181
Monmouthshire	344	343	343
Neath Port Talbot County Borough Council	367	331	314
Newport City Council	434	334	289
Pembrokeshire County Council	427	434	434
Powys County Council	252	252	252
Rhondda Cymon Taff County Borough Council	25	25	25
Torfaen County Borough Council	381	381	381
Vale of Glamorgan	450	386	386
Wrexham County Borough Council	621	621	621
Total	8087	7821	7628
Mean	351.6	340.0	331.7
Minimum	25	25	25
Maximum	621	621	621



Table 4 Number of Schools Involved with Kerbcraft by Local Authority (2005 – 2006)

Authority	Total Schools	New Schools (2005-06)
Blaenau Gwent County Borough Council	9	1
Bridgend County Borough Council	17	5
Caerphilly County Borough Council (1)	13	4
Caerphilly County Borough Council (2)	12	3
Cardiff	11	1
Carmarthenshire County Council	14	9
City and County of Swansea	7	2
Conway County Borough Council	9	0
Cyngor Sir Ceredigion	11	0
Cyngor Sir Ynys Mon	13	5
Denbighshire County Council	8	1
Flintshire County Council	14	0
Gwynedd Council	10	9
Merthyr Tydfil County Borough Council	7	1
Monmouthshire	8	1
Neath Port Talbot County Borough Council	15	7
Newport City Council	10	3
Pembrokeshire County Council	15	5
Powys County Council	7	2
Rhondda Cymon Taff County Borough Council	2	0
Torfaen County Borough Council	13	4
Vale of Glamorgan	12	5
Wrexham County Borough Council	18	0
Total	255	68
Mean	11.1	3.0
Minimum	2	0
Maximum	18	9



Appendix B

Questionnaires



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 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 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 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:



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Kerbcraft Child Development Impact Sheet

INSTRUCTIONS

In addition to formal monitoring tools such as the Co-ordinator and RSO Questionnaires, it is important to gather information from key people within the school context about the impact of Kerbcraft on individual pupils. This could include teachers, teaching assistants and/or parents of children involved. It will provide an invaluable record of any observations about the impact of Kerbcraft on children's road safety skills and of wider aspects of development such as the ability to listen or follow instructions. The form could be adapted to record the impact of engagement in the scheme for volunteers.

The impact sheets can be distributed widely to parents and school staff or can be given out individually as comments about the scheme are made. It will be important to collate them around key themes such as:

- evidence of application of road safety skills
- evidence of improved concentration
- evidence of improved speaking and listening skills
- evidence of improved self esteem, etc.

It is recognised that it would be inappropriate to make formal deductions about the direct causal relationship between Kerbcraft training and improvements within a wider educational context. It is important, however, to collect evidence of related improvements in these areas and to highlight, as a result, the contribution that Kerbcraft can make to broaden aspects of child development.

- Please distribute copies of the impact sheet to school staff and volunteers for them to record any observed evidence of Kerbcraft's impact on children's behaviour. Ask for copies to be returned to you.
- Please note that *YOU* can also record any incidences of a positive impact which *YOU* have observed during training. You may also wish to record any positive impact that parents of trained children have noticed and might bring to your attention.
- Please make copies of any completed impact sheets for your own records and return the originals to Meryl James at the Welsh Assembly Government.