

DISSEMINATION STRATEGY REPORT

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Project coordination: German Road Safety Council

Report compiled by Jacqueline Lacroix, DVR
with the support of Christine Turetschek & Christine Chaloupka-Risser,
Factum OHG
Dagmara Jankowska, ITS
Cristina Monleón & Jean François Pace, INTRAS
Sebastian Wirtz, DVR



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1. Introduction

In the context of the ERIC project, it was foreseen to develop a dissemination strategy for the use and application of the adapted CBTs. The main input for the dissemination strategy came from the international workshop held in Valencia in autumn 2009. Representatives from the following sectors participated in this workshop with the purpose to provide ideas coming from different angles:

- European Driving School Association
- Polish Driving School Association
- Publishers
- Research organisations
- ERIC partners
- Road safety experts

The use of the CBTs is manifold. In Germany, the CBTs are used in the work-related context in seminars and training courses which are directed to road safety officers in companies, to commuters, and to professional drivers.

2. Target groups

As a first step during the international workshop, there was a discussion on the target groups that can best profit from the use of the CBTs. The discussion revealed that two groups of CBT addressees have to be distinguished – the so-called transmitters, and the end users.

Transmitters

Transmitters are defined as those groups of persons who have the power of decision whether or not the CBTs shall be introduced in qualification courses, seminars, trainings, etc. Their role is that of multipliers, and therefore they play a key role in the dissemination process of the CBTs. Some of the main groups falling into this category are:

- Driving school associations
- Driving instructors and driving school owners
- Driving examiners
- Road safety trainers
- Employers in the transportation area
- Safety officers in companies
- People in leading positions, such as politicians, managers in companies etc.
- Army
- High school teachers and vocational teachers

These transmitters will decide upon the use of the CBTs and will then reach the end users who will use these programmes as learning tools for themselves.

End users

End users are those who will work with the CBTs directly, although in different surroundings. For this reason, here again we have to distinguish two types of end users:

- Professional drivers
- Private drivers

Among the professional drivers within the end users group there are the following kinds of drivers:

- Professional resp. commercial drivers
- Fleet drivers
- Employees
- Emergency service drivers
- Police
- Ambulance drivers
- Firemen
- Soldiers

The following groups of private drivers as end users who are used or interested to work with CBTs were defined:

- Any driver, commuters
- Novice drivers
- Young drivers
- Elderly drivers
- Driving schools students
- Driving offenders
- Secondary/vocational school students (at the age of obtaining a driving licence)

Depending on the type of transmitters, different types of end users and different settings for the CBT use are possible. These settings will be described later on.

3. Strategies

Out of all the transmitters mentioned before, four groups were selected to develop a detailed dissemination strategy.

3.1 Driving Instructors

Annex 2 of the Driving Licence Directive 2003/59/EC of the European Parliament and of the Council of 15 July 2003 on the initial qualification and periodic training of drivers of certain road vehicles for the carriage of goods or passengers describes in general lines the knowledge, skills and behaviour for driving a power-driven vehicle which is obtained during the driving qualification. In this directive also the minimum requirements for driving tests is described: "The member states shall take the necessary measures to ensure that applicants for driving licences possess the knowledge and skills and exhibit the behaviour required for driving a motor vehicle." The tests introduced to this effect must consist of

- A theoretical test
- A test of skills and behaviour

Against this background, the driving instructor plays a crucial role in the transfer of knowledge. In the context of the HERMES project, a package for teacher trainee communication in classrooms, in cars and on dedicated tracks has been developed. In addition to the communication procedures proposed in HERMES, modern teaching and learning material such as the CBTs on Fatigue and on Physics can also be used. The state-of-the-art report concerning the availability of CBTs as teaching and learning tools has proven that for the driver licensing systems valid particularly in Austria and Germany, there exist a lot of materials focussing on how to pass the theoretical test. These computer-supported learning tools allow the driving school students to exercise the theory questions for the driving test as often as they wish until they know the answers more or less by heart.

As the CBTs on Fatigue and on Physics pursue the objective of raising the road users' awareness towards these aspects, they can be used as a complementary element to the existing material to benefit both the driving instructors and the driving school students.

With the aim to inform driving instructors about the existence of this material, the following approach is proposed in order to get in touch with this group of transmitters:

- Participation in conferences and meetings in the field of:
 - Driver licensing
 - Road safety education
 - Road safety rehabilitation
 - Road safety in general

During meetings and by using and enhancing personal contacts, the CBTs can also be presented to a multitude of interested persons. The following contacts are therefore proposed:

- Meetings organized and held by International Driving School Organisations, such as EFA and others
- Meetings organized and held by National Driving School Federations
- Presentations given at instructor training centres

Beside these personal contacts and presenting CBTs and their acceptance analysis at conferences, the provision of written information is seen as a useful communication approach. Articles on the ERIC project and its results as well as a description of the CBTs shall be published in

- National magazines published by driving school associations
- Driving school and training magazines
- Transport magazines
- Web pages of federations resp. associations of driving schools

With this communication approach it is possible to reach a wide target audience and to have a direct access to these transmitters. Attending conferences and meetings provide a wide range of opportunities to present the programmes and even allow the programmes to be tested by the transmitters themselves. This self-experience is an important step towards reducing the fear of driving instructors to be replaced by technology. Once they have realized that the CBTs are a teaching tool that supports them in the transfer of knowledge, they would recommend this material to others, while informing other transmitters about their experience.

Driving school trainers or teachers interact directly with the students who want to obtain the licence. At the driving schools, they can use the CBTs not only during classes, but also promote the use and the purchase of these learning tools to their students. Provided driving schools are equipped with PCs, selected contents of the CBTs can be worked on individually. By purchasing the CBTs, new drivers can check their knowledge after passing the driver's test while already driving a vehicle on their own.

Next steps

To promote the use of the CBTs in the driving instruction context, the following steps are foreseen at the level of the ERIC project partner countries:

- Getting in touch with national driving school associations
- Looking for their support to inform about the product through their magazines and websites
- Promoting the CBTs at driving school conferences on international and national levels
- Getting in touch with driving instructor academies

3.2 Training providers of further/advanced training

In addition to the driver licensing training courses, a lot of advanced and further driver trainings are offered in most of the European countries. Post-licence training varies considerably in popularity from one country to another. Fleet driver training accounts for the vast majority of it, although a market does exist for novice drivers and individuals wishing to take part on a purely voluntary basis (particularly in Germany).

The following providers pursue different objectives with their courses:

- Advanced driving schools: They offer driver safety trainings mainly for car, truck and motorcycle drivers and focus on road safety aspects rather than improving only manoeuvring skills. In these driving centres, further trainings for professional drivers are also offered.
- Automobile clubs: They offer road safety trainings on training premises of their own for their members (car and/or motorcycle drivers).
- Automobile companies: They offer trainings mainly with the purpose to make drivers familiar with a new car or a new vehicle model that comes into the market. These trainings focus on manoeuvring skills.

- Work accident prevention insurers: They promote attending driver training courses to reduce the accident rate of commuters and professional drivers.
- Industry: Big enterprises support their employees' attendance of driver training courses to reduce road accident risks.
- Oil companies: As they own big fleets and transport dangerous goods, they have an inherent interest in the prevention of road accidents, therefore they support and organise safety training courses and seminars.
- Technical inspection organisations: In Germany for example, TÜV and Dekra offer advanced and further training courses for private car drivers as well as for professional drivers.

The *Advanced*¹ study of post-licence driver and rider training co-financed by the European Commission describes and analyses voluntary, post-licence training and makes a series of recommendations on how to improve such training. All these courses, seminars and trainings offered by the above mentioned providers deal with the topic of physics of driving and to some extent with the topic of fatigue. Here, the use and the dissemination of the CBTs as a supporting tool for the different training measures can be very helpful.

For this reason, it is absolutely essential to provide detailed information on the CBTs to these training providers. The positive results of the acceptance analysis conducted in the context of the ERIC project gives useful information for this purpose. The CBTs can be used in the training context in the classroom and can also be offered for purchase to the course participants to enable them to refresh the knowledge gained through the training.

CBT demo versions should be presented to the training providers. Furthermore, user agreements should be discussed and formulated with the training providers in which copy and user rights as well as the possibilities to customize the products adding “user” logos are taken into account.

¹ CIECA (2002)

3.3 Safety Officers/Labour risk prevention officers

The next group of transmitters selected for a more detailed dissemination strategy are those who are responsible for the health and safety at work, mainly

- Insurers in charge of labour risk prevention
- Safety officers within the companies

In accordance with the Framework Directive 89/391/EEC, employers shall evaluate the risks to the safety and health of workers taking into account the nature of the activities of the enterprise and/or establishment. Subsequent to this evaluation the employer must implement the resulting preventive and protection measures, in particular the training needs required for the situation. In the PRAISE² project coordinated by the European Transport Safety Council and co-financed by the EU Commission, the Thematic Report 2 focuses on driver training in the work context. This Thematic Report looks at risk assessment as a basis for training. It also presents the business case behind training at the workplace, and what makes a safe fleet, presenting how training should target the different levels of driver behaviour according to the GDE (Goals for Driver Education) Matrix. One way of trying to make behavioural changes more permanent is to make training more self-controlled, self-activated, student-centred. This means that, instead of traditional teacher-centred teaching methods, it should use coaching type methods to support learning. Against this background, the CBTs “Physics” and “Fatigue” are tools that can support the teaching and learning experience.

Insurers in the field of work related health and safety have a growing interest in the prevention of road accidents which occur to employees who work in the insured companies, since the rehabilitation and pension costs are huge. Therefore they support prevention activities in the form of seminars, trainings, workshops etc. They should be informed about the existence of these CBTs and the possibilities of their application at workplaces.

² ETSC (2010)

Safety Officers in companies are directly involved in the work related prevention activities. They undergo a specific qualification and training schedule to become a safety officer. In this qualification, road safety should be a compulsory part of the syllabus. In Germany for example, each company must have a qualified safety officer (of which there are more than 520,000) who has to attend seminars and carry out examinations organized by the statutory social accident insurance institutions. Unfortunately, however, the hours dedicated to road safety have been reduced over the years, and the module is not part of the final examination to become a safety officer. This means that it depends mainly on the interest of the safety officer. Sometimes a Berufsgenossenschaft (Statutory insurance), which observes that too many commuting accidents occur in a company, encourages them to improve or enlarge their road accident prevention activities.

Insurers and in a second step safety officers in (larger) companies should be informed about the existence of the CBTs. The advantages of a CBT-supported training should be presented, and the awareness towards the prevention of road accidents at workplace level should be raised in general. So, for instance, the CBTs can be offered to the employees on an intranet level or given as an incentive. The following options can help the safety officer to integrate the use of the CBTs in a workplace road safety prevention activity to reach the employee:

- Integrate CBTs into their WHP (workplace health promotion) programmes of the company
- Include the use of CBTs in seminars / training programmes
- Select chapters from CBTs for teaching/learning sequences
- Give a "Certificate" at the end of a training (official legal certificate)
- Use their information channels (magazines, websites, newsletters)

The next steps towards the integration of these learning/teaching tools in a work related context are therefore:

- Integration of road safety into the qualification programme of safety officers as a compulsory unit.

- Ensuring road safety officers that CBTs will support their work, not replace them.
- Present the CBTs to labour insurers for their integration into prevention activities
- Highlight the general importance of work-related road safety with the aim to reduce harm and costs

3.4 People in leading positions

For a successful dissemination of the CBTs, the support of powerful decision makers would be an asset. The following list enumerates the main stakeholders which have a link to road accident prevention policies and activities:

- Ministries of Transport
- Ministries of Education
- Ministries of Labour
- Associations, organizations dealing with road safety

To get in contact with these main decision makers, the following communication approach is proposed:

- Provide information (relevant content and attractive layout)
- Prepare demonstration of programmes
- Deal with interest groups
- Deal with research institutes/experts

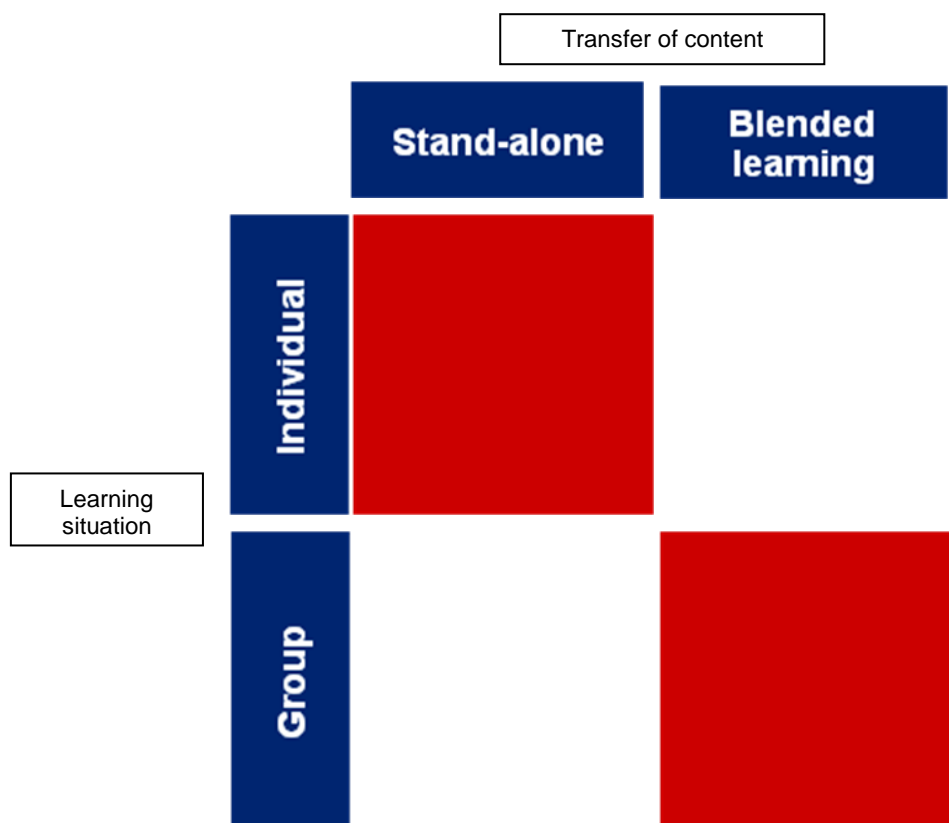
The advantages of using CBTs as a possibility to inform and educate large groups should be explained and presented. It is not easy to reach decision makers, therefore it would be necessary to find relevant contact persons and hand them out the recommendations and results of the ERIC project. Some good practice examples of the use of the CBTs as a learning/teaching tool shall illustrate its usefulness. Decision makers could then encourage and promote the

use of the CBTs through recommendations or regulations for certain types of compulsory training measures.

4. Options for use

As regards the learning situation of CBT users, we have to differentiate two categories, namely learning individually and learning in groups. Furthermore, concerning the way how the content is transmitted, this can be done by applying only one method or by combining methods in a blended learning approach. A blended learning approach can combine face-to-face instruction with computer-supported instruction.

Against this background, there are mainly four options for the use of the CBTS:



Graph: Learning context for CBTs

a) *Individual and stand-alone*: Here the user is working with a CBT on his/her own, and he/she uses exclusively this CBT.

b) *Group and stand alone*: Here the user is working with a CBT on his/her own but has the opportunity to exchange his/her experience with other users in the group. He/she can exchange his/her experiences on understanding the contents, on specific contents, on the results and on handling of CBT.

c) *Individual and blended learning*: Here the user is working with the CBT on his/her own. In addition, the topics he has to learn (e.g. physics of driving) are transmitted in different ways (for example with practical driving training units or by reading specific literature).

d) *Group and blended learning*: The user can interact in a group and furthermore learn through different methods: The use of the CBT supports for instance practical training units, group discussions and self-learning phases.

Depending on the target group of the CBTs, the learning settings have to be tailored to ensure the best effect. The group and blended learning approach has the best effect on learning processes, but CBTs offer in general the great opportunity to transmit contents in an easy-going way to individuals who don't have the possibility to assist group classes for learning.

Generally speaking, there are two options for accessing the content of a computer based learning programme: In one case the programme is stored on a local platform on a CD or DVD or saved/installed on a personal computer after its download from a CD or DVD. The other option is installing the computer based learning programme on a web server, either for public access or in the context of learning management systems (LMS) via intranet solutions.

The advantage of a CBT option is that big data volumes are easily processed (e.g. videos). The independence from the internet is given and the product is concrete and palpable. Furthermore, it is easy to distribute up to a certain

quantity of units. At least, there are no operational costs, but only purchase and access costs, for instance for licence fees for user rights.

On the contrary, web based solutions present the advantage that they are easy to update. Furthermore, additional internet functions can be integrated into the learning scenario (e.g. forums, chats, mails, tutorials, exercises). The access is worldwide and therefore, learning programmes are easy to disseminate. The access procedure itself can be designed in different ways: for example public access for demo versions, or restricted access by obtaining a password and paying user fees.

5. Dissemination in the ERIC project partner countries

5.1 Austria

Newsletter

The ERIC project will be disseminated via the Infar Newsletter, where the project will be introduced. The results of the project as well as the content of the CBTs "fatigue" and "physics of driving" will be described.

Seminars

There will be further communication with bus companies in order to provide seminars with regard to the issues of "fatigue" and "physics of driving" where the CBTs will be implemented as a basic tool.

Publisher

An Austrian publisher of driving school learning materials is already interested in selling the CBTs in Austria. Further communication will take place in order to settle the deal.

Training centres

It is planned to communicate with training centres in order to provide training packages, including both CBTs.

Army

There will be further communication with the military forces about the possibility to implement the CBTs in trainings tailored for the specific needs of this user group.

5.2 Poland

For many years now, ITS has established good contacts with different institutions on both local and national levels which deal with road safety. In case of Poland the ERIC project CBT programmes would be disseminated to the following units:

- Public institutions such as vocational schools, police, army, institutions which examine driving instructors
- Driving schools under the patronage of ITS for their own development
- Transportation companies and driving centres providing further training for professional drivers for their self-development
- Institutions running own fleets for road safety training purposes
- Politicians / members of Parliament / members of Parliament Transport Committee
- Regional Road Traffic Centres providing training to driving instructors and examiners, and conducting examinations for drivers

5.3 Spain

Identifying users

There is a wide variety of potential users interested in these CBTs. These include:

Insurance companies:

MAPFRE
Línea Directa
Mutua Madrileña
RACC/RACE

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| Professional drivers: | SAMU |
| | Transmonti |
| | EMT |
| | Metro Valencia |
| | TMB |
| Technical experts in labour risk prevention: | Randstad |
| | Grupo Raga |
| | Prevenpyme |
| | Prevensis |
| Driving training community | Gala |
| | Jordà |
| | Gascó Oliag |
| | Autoescuela Universitaria |
| | AVAE |

In this sense, three kinds of strategies could be made up to design the very best way to increase the level of success of spreading the product.

Dissemination for Awareness

Creating such an awareness of our project's work will help the "word of mouth" type dissemination and help to build an identity and profile within the target groups (academic forums, articles, promotional distributions, etc). Awareness may foster interest in greater understanding that may in turn provide the basis for action.

Dissemination for Understanding

There will be a number of groups/audiences that it will be needed to be targeted directly with the dissemination.

It will be important, therefore, that these groups/audiences have a deeper understanding of our project's work (organizational interventions, networking, identification of user's needs, etc).

Dissemination for Action

“Action” refers to a change of practice resulting from the adoption of the products (the CBTs) offered by our project. The groups/audiences will need to be equipped with the right skills, knowledge and understanding of our work in order to have a suitable adaptation of the CBTs to these possible users.

5.4 Germany

Publications

The results of the ERIC project will be published in DVR’s publications such as the DVR Report and the Newsletter for the member organisations, the Newsletter for the work related road accident prevention and on the Website. The use and the benefits of the CBTs will be presented and recommended again. It is foreseen to publish the results and the recommendations also in relevant member organisation publications.

Seminars

DVR will continue using the CBTs during the self learning phases of seminars. These kinds of seminars which include practical training, training on a simulator, theoretical group training and self learning phases experience an increasing interest, so that it is expected to reach more participants.

Companies

In the context of DVR’s advice to companies and organisations, the CBTs will be presented and offered as free of charge demo versions. The benefits of the use of the CBTs shall be presented to specific target groups based on the results of the acceptance analysis.

Driving schools

In the context of driving licence training, the use of modern learning tools is increasing. The CBTs can be a valuable support for the learning sessions in the classroom as well as for the students learning on their own. Selected driving schools and driving teachers will be informed about the CBTs. In a first step, DVR

will contact the certified driving school trainers belonging to the “SWU Training” (Sicher, wirtschaftlich und umweltschonendes Fahren: safe, economically and environmentally driving training). A dissemination through the driving trainer academies will be established further.

Safety training

The CBTs will be introduced in the qualification of the safety driving trainers.

Academies of the Statutory Accident Insurers

DVR will analyse whether the CBTs are already installed in the PCs of the Academies of the Accident Insurers. Otherwise, an installation will be offered to provide the employees with the programmes and the possibilities to use them.

Members

The CBTs shall be offered to those DVR members which are implementing the qualification and further training of professional drivers, such as DEKRA or TÜV.

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