

Evaluation of Keys for Life Pre-driver Education

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Abstract

Keys for Life is a School Drug Education and Road Aware (SDERA) initiative embedded in Western Australia's Licensing and School Graduation systems. A 2015 evaluation revealed over 60% of secondary schools are consistently implementing the 10-lesson program. Teachers, parents, students and stakeholders responded positively on a range of measures about program efficacy and about engaging in more than the legislated supervised driving hours. The program provides a best practice model by including, evidence-based curriculum, professional learning, assessment, parent initiatives and connections to Government policies.

Background

In 2015 SDERA commissioned Metrix Consulting to conduct an impact evaluation of the *Keys for Life* (K4L) pre-driver program to compare results with a 2008 evaluation, improve program uptake and meet funding requirements. The purpose was to determine how SDERA can make it easier for schools to engage with and deliver road safety education, with the intended outcome being to increase school and student participation, identify barriers to uptake and measure knowledge and intentions. The K4L program (described in part in figure 1) includes professional learning; support material and a policy framework to help schools implement and assess a 10-lesson road safety program and tailor it to local and student needs; student assessment; and a parent component. It is underpinned by the Health Promoting School framework and research about best practice in road safety education; and connected to the WA Curriculum and Licensing systems.

The evaluation aimed to measure and understand the number of schools implementing the program (2004 to 2015), how the program can be improved for schools and teachers to implement; and the impact of the program on student and parent knowledge and intentions about supervised driving.

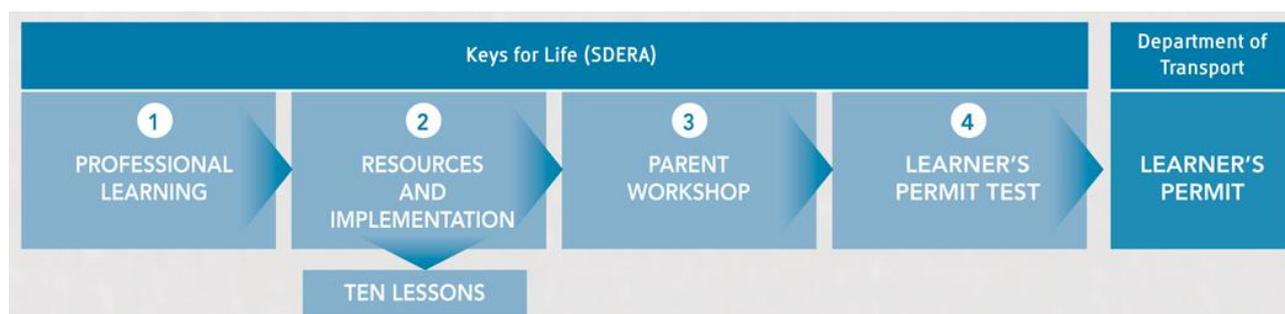


Figure 1. Keys for Life Implementation Model

Methodology

Participating teachers, parents and students were surveyed about knowledge, intentions and perceptions; principals, stakeholders and SDERA consultants were consulted about program optimisation; and 12-year implementation data was analysed. The feedback from parents and students also included measures about intended supervised driving hours.

Results

Overall the evaluation reflected positively on a range of measures including learning materials, student and parent knowledge and intentions about supervised driving, and the model of consultancy support. There was a reported high intention (80%) among lapsed and non-engaged schools to deliver the program; a very high intention (96%) among engaged schools to continue to deliver the program; a high level of road safety knowledge among teachers following professional learning; a high level of intention (84 to 89%) among students and parents regarding an increased commitment to extensive supervised driving for learner drivers; a high level of satisfaction with the program, resources, professional learning and its benefits; and a high level of satisfaction with service providers collaborating to offer complementary activities leading to a coordinated and best practice approach to road safety education in participating schools.

While 97% of teachers recommend the program highly and over 60% of schools implement annually, the greatest challenges are to engage more parents; sustain and increase school implementation; and regularly refine the learning materials and management information system.

Conclusions

The evaluation aimed to measure school and student participation in the Keys for Life program as well as a shift in student and parent knowledge and intentions relating to extensive driving practice and driving risks. The evaluation also aimed to measure the impact of various enablers and barriers effecting the uptake of the program in schools

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