

Impact and Process Evaluation of the Keys for Life Program

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Abstract

The *Road Aware Drivers* Program is the principal pre-driver education initiative for 15 to 20 year olds in WA. It was established to: (1) develop, implement and evaluate a school based pre-driver program (*Keys for Life*) and a related parent session (*Keys for Life* parent workshop) to encourage parental involvement in driving practice, (2) work with agencies involved in school road safety and pre-driver education to ensure messages are coordinated and shared, and to (3) provide support for road safety education in rural and remote areas. This paper presents some of the results of the evaluation of the *Keys for Life* program. It concluded that the Program has been effective in delivering road safety education in the school context and developing positive road-user attitudes and behaviours amongst students. It has also contributed to establishing a cohort of teachers with knowledge and skills in road safety education. Five challenges for the Program into the future were identified: (1) streamlining planning and implementation at the school level; (2) enhancing the involvement of agencies/organisations; (3) improving program management data; (4) updating teacher resources; and (5) increasing the uptake of parent workshops.

Keywords

Road Safety Education, Learner Drivers, Graduated Driver Training

Introduction

The *Road Aware Drivers* Program forms part of a suite of *Road Aware* Programs delivered to schools by School Drug Education and Road Aware (SDERA). SDERA is the Western Australian Government's primary drug and road safety education strategy for young people and works with schools and community to provide prevention education aimed at keeping young people safer. The *Road Aware* Program was established in January 2003 following recommendations from the Road Safety Council (RSC) that stemmed from a review of research and proven road safety practices and initiatives in schools. Specifically the *Road Aware Drivers* Program was established to:

- develop, implement and evaluate a school based pre-driver program (*Keys for Life*) and a related parent session (*Keys for Life* parent workshop) to encourage parental involvement in driving practice
- work with agencies involved in school road safety and pre-driver education to ensure messages are coordinated and shared
- provide support for road safety education in rural and remote areas to help target young males in rural areas who are at greater risk of crashing.

This paper presents some of the results of the evaluation of the *Keys for Life* program.

Keys for Life Program

Keys for Life was developed to encourage more supervised driving practice among young people and their parents and as a precursor to changes to the Western Australian Licensing system. It is the principal pre-driver education initiative for 15 to 20 year olds in the State and available free to all Government and non-Government schools. The Program aims to prepare young people for a lifetime of safer driving by:

- developing their understanding of the importance of gaining supervised driving practice

- fostering positive road-user attitudes and behaviours
- involving parents and the community in youth road safety education.

The *Keys for Life* Program is suitable for Year 10-12 students as well as young people at non-school sites and centres. It focuses on the development of positive road user attitudes, risk management strategies and encouraging driving practice (under supervision). Participating students receive free resources including a journal, driving guide, pamphlets and a road rules handbook. On completion of the Program (approximately 10 hours), teachers are authorised to conduct the Learner's Permit Theory Test (road rules test) with students at school and issue certificates which can be redeemed for a discounted Learner's Permit at any licensing centre in the State (once the student reaches the age of 16). *Keys for Life* is a Curriculum Council endorsed course and students can accrue 1 point towards their WA Certificate of Education (WACE). While the resource supports the achievement of aspects of the Health and Physical Education Learning Area Outcomes, schools can be flexible in their delivery of the pre-driver education program. For example, the Program can be integrated with other learning areas or programs, such as Vocational English, Science, or Pastoral Care programs.

SDERA conducts a compulsory professional development workshop for teachers wishing to implement the *Keys for Life* Program. Schools intending to implement *Keys for Life* can only access the *Keys for Life* resources by sending a teacher to attend the one day *Keys for Life* workshop.

Keys for Life parent workshop

The *Keys for Life* parent workshop is a free, school community-based initiative. The 1-hour interactive session for parents/carers and the learner driver promotes the importance of getting as much supervised driving practice as possible and communicates how to take the stress out of driving practice. Schools can contact the Royal Automobile Club of Western Australia (RAC) in the metropolitan area or *RoadWise* (the WA Local Government Association's Community Road Safety Program) and SDERA Regional Project Officers in regional areas to facilitate the session. Alternatively, school staff can facilitate the *Keys for Life* parent workshop after participating in the *Keys for Life* professional development workshop conducted by SDERA.

Focus of this paper

The following paper seeks to provide information on the effectiveness of the implementation of the *RoadAware Drivers* Program and examines the delivery/implementation of the Program in secondary schools throughout Western Australia (WA). The objectives of the evaluation of the *RoadAware Drivers* Program were to determine whether there was merit in refining:

- the way in which the *Keys for Life* program is promoted, taught and supported
- the *Keys for Life* program content
- the *Keys for Life* professional development program
- the *Keys for Life* parent workshop.

Methods

The methodology for the evaluation consisted of the following components:

- an online survey completed by teachers that attended *Keys for Life* professional development
- an online survey completed by Principals in secondary schools
- a paper-based survey completed by students that participated in the *Keys for Life* Program
- a paper-based survey completed by parents that attended a *Keys for Life* parent workshop
- school site visits (34) and stakeholder consultations
- analysis of program data reported to SDERA.

Results

Due to the number of research objectives in the evaluation, a snapshot of the major findings against the research objectives are presented. The results relating to the content and delivery of the program, its reach and its impact are presented below.

Review of program content and delivery

The structure and content of the *Keys for Life* Program are consistent with best practice principles identified in reviews of novice driver and pre-driver road safety education. Specifically, the content of the *Keys for Life* Program:

- is consistent with, and informs students about, the current Graduated Driver Training and Licensing System
- focuses primarily on attitudinal change, rather than the acquisition of driving skills. The content generates discussion, self-evaluation and the drawing of individual conclusions and strategies for safe driving
- targets road safety goals that are appropriate for the developmental period (i.e. focus on pre-driver period).
- contains a clear statement of the objectives of the program.

In addition, the *Keys for Life* Program does not include the following program elements that have been shown to be ineffective or potentially harmful:

- components that encourage students to obtain their provisional driver's licence earlier than they might otherwise
- components that set out to shock, traumatise or evoke fear (e.g. present graphic images)
- elements that inadvertently encourage more risky unsupervised driving behaviours such as carrying multiple young passengers and greater driving at night
- an emphasis on vehicle control skills because this can lead to overconfidence and risk taking for students as they believe their driving skills are stronger than they really are.

Whilst reviewing the learning resources it was noted that the materials did not contain the following content areas:

- drug driving and roadside random drug testing
- passenger protective behaviours
- material about selecting and planning safe travel options (e.g. public transport, do you need to drive?)
- discussion of the Australasian New Car Assessment Program (ANCAP) and Used Car Safety Ratings (UCSR) instead of safety features in new cars
- parent-teen driving contracts (often developed for provisional drivers, but can be adapted to the Learner's Permit in relation to supervised driving practice)
- methods of maintaining fidelity of program delivery such as a follow-up of teachers by SDERA (although provision of sample programs encourages fidelity)
- informing teachers about potentially harmful additions that they might make e.g. exposure to graphic scenes etc
- an in-built evaluation component (ideally a before and after comparison) – there is an assessment tool in the teacher resource
- the opportunity for students to complete self-evaluation forms to increase self-awareness between Program sessions.

The methods and processes of delivery of the *Keys for Life* Program include the following good practice elements:

- program components that are interactive and encourage student discussion (for example, small group work, individual tasks and large group work)
- appropriate material provided for teachers involved in delivering the program
- messages build on those delivered over the lifespan and feed into messages delivered in later life. That is, they are informed by early road safety messages (that include passenger behaviour).
- messages are delivered through interactive processes and small group discussions
- delivery by skilled individuals who can effectively manage interactive and small group discussions (e.g. school teacher who has a prior relationship with students and have undergone recent training)
- delivery by teachers rather than outside individuals who may not have current, recognised and accredited coaching and training skills (and whose pre-existing relationship with the students can assist in behaviour management)
- a structure that provides clear guidance on how to translate the program guidelines into practical lessons
- involvement of parents as participants and provision of information for them (as part of the journal exercises as well as the *Keys for Life* parent workshops)
- presentation of messages on multiple occasions over time (rather than just a one-day program).

Program reach

The reach of the *Keys for Life* program, the parent workshops and the professional development workshops were examined separately based on program data provided by SDERA.

The reach of the *Keys for Life* Program can be expressed in terms of how many schools and education centres have implemented the Program, and how many times the Program has been implemented. A total of 191 schools have implemented the *Keys for Life* Program at some point between the years 2003 and 2008. This includes 134 state schools, 23 catholic schools and 31 independent schools. A further 3 schools that implemented the Program were Independent Aboriginal Christian schools. Analysis of the data indicates that the number of schools implementing the Program has increased by 71% since the commencement of the Program in 2003. However, 163 schools (46%) have never implemented the Program.

Program data indicates that in 2008, a total of 99 schools implemented the *Keys for Life* Program. This equates to a program reach of approximately 28% of the total number of schools that could possibly implement the Program in WA (this assumes a total population of 354 schools). It should be noted however that a school does not necessarily deliver *Keys for Life* to the entire student cohort (i.e. all Year 10 students) and may implement the Program in only one class, however, a majority of schools in the Evaluation delivered the Program to an entire student cohort, (i.e. all Year 10 students).

Approximately 54% of schools that implemented *Keys for Life* are from metropolitan Education Districts (Canning, Fremantle-Peel, Swan and West Coast). The Mid West and Midlands Education Districts had the highest number of schools implementing the Program between 2003 and 2008 amongst regional locations, with 41 and 26 schools respectively.

The number of *Keys for Life* courses run by teachers and the number of teachers implementing *Keys for Life* per year was calculated based on the number of course registers returned to SDERA. SDERA has advised that it is estimated the data is 80% accurate and is reflective of the schools that returned a course register. Between 2003 and 2008, a total of 950 teachers have implemented the Program and 1,565 courses have been delivered by teachers. The total number of courses run by teachers has increased 85% from the commencement of *Keys for Life* in 2003 to 2008. The number of teachers implementing *Keys for Life* has risen 86% between the years 2003 and 2008.

A total of 29,330 students participated in the *Keys for Life* Program between 2003 and 2008, based on the number of course registers returned to SDERA. Between 2003 and 2008, an average of 67 students participated in *Keys for Life* in each of the 438 schools/organisations that implemented the Program. In 2008, approximately 34% of the total number of Year 10 students at government schools participated in

the *Keys for Life* Program. In contrast to this, 19.2% of the total number of students at non-government schools participated in *Keys for Life*. The regional Education Districts of Pilbara and Goldfields had the highest proportion of total students that participated in *Keys for Life* (52% and 49% respectively). In the metropolitan area the Education Districts of West Coast and Fremantle-Peel had the highest proportion of total students that participated in *Keys for Life* (31% and 27% respectively). The Swan and Kimberley Education Districts had the lowest proportion of students participating in *Keys for Life* relative to the total number of students in Year 10 (13% and 16% respectively).

Online surveys of Principals and teachers identified a range of barriers to implementing the *Keys for Life* Program which are summarised in Table 1.

Table 1: Barriers identified by Principals and teachers to the delivery of K4L.

Type of barrier	Description of barrier
Limited time	Limited time available for Health and Physical Education in Year 10.
Competing programs	Competing programs, including other SDERA programs.
Resources	In schools that were less well-resourced (or where the Health and Physical Education section is less well-resourced), the cost and time of photocopying and laminating materials could be problematic.
Staff time pressure	No time to read resources and prepare classes. The amount of time taken up with paperwork towards the end of the course, including writing out certificates. This is particularly relevant at the end of the year when there are a lot of other time pressures on teachers.
Parents pay for driving lessons	In some Independent schools, there is a perception that parents will be willing to pay for driver training and therefore this does not have to be provided by the school (this reflects a lack of understanding of the different aims of driver training and the <i>Keys for Life</i> Program).
Crowded curriculum	No room in school timetable.
Limited support	No support from Principal or other teachers.
Staff turnover	Teacher/s attending professional development or implementing the Program moved or left the school.
Student resources	Student resources not relevant for students at my school.

The Evaluation identified that relatively few number of schools delivered a *Keys for Life* parent workshop in comparison with the total number of schools implementing the *Keys for Life* Program. Over the period 2003-2008, 148 *Keys for Life* parent workshops were delivered by RAC in the metropolitan area to a total of 7,738 participants. Of the 148 workshops, 45 were delivered at the RAC Head Office whilst 103 were conducted at schools. In 2008 the RAC delivered 19 parent workshops in the 56 metropolitan schools that implemented the Program. This means approximately 34% of schools that implemented the Program in the metropolitan area organised a parent workshop. The Evaluation has not been able to readily verify regional workshop statistics.

The barriers to holding a parent workshop identified include the following:

- time constraints and the amount of parent involvement in other school programs
- a belief that very few parents will attend based on experience with other parent events or past experience with *Keys for Life* parent workshops
- a belief that those parents who do attend will be the parents of the high-achieving, non-risk-taking students for whom there is unlikely to be a road safety benefit
- teachers who are involved with *Keys for Life* are often Health and PE teachers who are very busy with after school sports and so don't have time for additional out-of-hours activities
- some schools are unaware of the assistance that they will receive from RAC etc and so feel that it would be too hard to organise and facilitate the evening themselves.

In relation to factors that enable schools to hold a parent workshop, the enablers included the following:

- teachers who are committed to the Program and give up their own time to organise a guest speaker, venue, and refreshments and stay after school on the night of the workshop
- teachers who receive strong support from the Principal and HPE department
- the workshop is viewed by the community as an important event (more prevalent in communities that have been affected by road fatalities)
- good attendance by parents at previous information nights organised by the school
- positive experiences from organising a previous workshop
- a large number of RSVP slips returned from parents indicating their intention to attend.

Approximately 75% of the teachers that have attended *Keys for Life* professional development are teachers in DET schools. It is noted that the number of teachers in Catholic schools attending professional development is 180, which is nearly double the amount of teachers in Independent schools. Of particular interest is the high number of teachers attending professional development in 2005.

The following factors were identified as barriers to teacher attendance at a professional development workshop:

- shortage of relief teachers
- lack of relief staff available to assist and staffing shortages
- professional development bans in some state school Districts resulting from shortage of relief teachers (understood these bans have been lifted)
- lack of teacher interest
- teachers were unaware of workshops in their district
- professional development times clashed with other school commitments
- workload and capacity to attend
- professional development not a priority
- senior staff not giving support

Impact

This section summarises the pass rates for *Keys for Life*, the extent to which the program contributed to learner licensing and the self-reported effects on young driver attitudes and intentions.

Analysis of the course register data obtained from SDERA indicates that between 2003 and 2008, 23,712 students passed the learner permit theory test out of 29,330 students that participated in the Program. This represents a pass rate of 81%. According to the DoT database, in 2008 a total of 3,084 students used their *Keys for Life* certificate to obtain their learner permit. Table 2 shows that approximately 16% of all learner permits issued in 2008 were issued to students that had completed the *Keys for Life* Program.

Of the total number of 16 year old students that obtained their learner permit in 2008, 22% participated in the *Keys for Life* Program. In contrast to this, only 4.6% of all 17 year old students that obtained their

learner permit in 2008 had participated in *Keys for Life*. The low number of 17 year old students that presented a certificate at a licensing centre is reflective of the majority of schools delivering the Program to Year 10 students (who are generally 15 years of age).

Table 2: Students using their K4L certificate to obtain their learner permit in 2008.

Age	Students using K4L certificate	Learner's permits issued without K4L certificate	Total learner's permits issued
16	2,781	9,863	12,644
17	303	6,237	6,540
Total	3,084	16,100	19,184

Source: DoT - TRELIS

It is difficult to determine the long term impact of the *Keys for Life* Program on student attitudes, however, survey results suggest that participating in the Program has had a positive impact on student attitudes towards safer driving and the importance of gaining experience on the road through the accumulation of supervised driving hours. Table 3 shows that students' perceptions of the *Keys for Life* Program were generally highly favourable. The analysis did not reveal substantial or statistically significant differences among subgroups, such as gender, school year, or the size of the school.

Although students indicated that they had learnt about safe driving (a key objective of the Program), a number of students commented that the Program assisted them with learning the road rules which is not considered to be a key objective of the program. This may mean that some students see the Program as a method of obtaining their learner permit and do not necessarily make the association with the priority objective which is increasing the awareness of safer driving amongst young road users.

A total of 99 out of 105 students that responded to the survey question indicated that they strongly agreed or agreed with the statement; "I believe increasing the number of hours of supervised driving practice enhances the safety of a younger driver". Students commented that more hours of supervised driving helped develop their experience and confidence for driving in a number of different scenarios. In addition to the comments above, more than 90% of students indicated that they intended to undertake more than the required 25 hours of supervised driving and 90% intended to do up to 120 hours of supervised driving. There is no discernible difference between survey data of males and females relating to the number of supervised driving hours students intended to achieve.

The Parent survey found that 99% of parents strongly agreed or agreed with the statement "Having attended the workshop, I now feel more confident in assisting a learner driver with supervised driving practice". Parents felt the information provided during the workshop enhanced their knowledge on driving issues and gave them the reassurance that they could assist their son or daughter in learning how to drive. As a result of attending the workshop parents generally believe increasing the number of hours of supervised driving practice enhances the safety of a learner driver; 97% strongly agreed or agreed. Parents identified the link between an increase in driving confidence/experience and increased hours participating in supervised driving. Approximately 43% of parents stated that they intended to achieve between 100-120 hours of supervised driving with their learner driver. A total of 19 parent responses (approximately 20%) indicated they would intend on achieving 120+ hours.

Overall, parents believed the involvement of parents/carers/students in the *Keys for Life* parent workshop and the knowledge obtained during this workshop makes a strong contribution to improving road safety outcomes. However, a number of teachers commented that it was difficult to obtain parent support and interest for the workshops. Teachers were of the view that the parents they need to come do not attend. In this regard, teachers said the workshop was often 'preaching to the converted'.

Table 3: Impact of the *Keys for Life* Program on student attitudes.

	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Total
The <i>Keys for Life</i> Program has made me aware of why getting a lot of driving experience is important for developing my driving skills and my safety	111 (98.2%)	2 (1.8%)	113
The <i>Keys for Life</i> Program has made me more aware of how to drive more safely	109 (97.3%)	3 (2.7%)	112
After doing the <i>Keys for Life</i> Program I intend to make safer decisions, as a driver and passenger	109 (96.5%)	4 (3.5%)	113
After doing the <i>Keys for Life</i> Program I intend to become a more careful driver on the road	108 (95.6%)	5 (4.4%)	113
I think that students who take the <i>Keys for Life</i> Program will have more positive attitudes towards driving safely than those who do not	107 (94.7%)	6 (5.3%)	113
The <i>Keys for Life</i> Program made me think about the risks other drivers currently face	106 (94.6%)	6 (5.4%)	112
After doing the <i>Keys for Life</i> Program I intend to do more than 25 hours of supervised driving practice for my log book	106 (93.8%)	7 (6.2%)	113
After doing the <i>Keys for Life</i> Program I intend to do up to 120 hours of supervised driving practice (during learner phase 1 and 2)	101 (90.2%)	11 (9.8%)	112
Total responded to this question:		113	95.7%
	Total:	118	100%

Issues and Challenges

In acknowledging the strengths and success factors of the Program, the evaluation has identified five key areas that are issues/challenges for the *Road Aware Drivers* Program in the future. It is acknowledged that some of the program elements which were previously identified as program strengths have also been identified as areas that may have some level of issues/challenges. The barriers identified in the following section provide valuable insight into opportunities that may enhance or facilitate the 'take-up' of the Program across a greater number of schools in WA.

(1) Streamlining planning and implementation at the school level

There are a number of barriers to implementing the Program that are faced by schools/teachers. A recurrent theme identified during consultation was the limited time available for teachers to implement initiatives such as the *Keys for Life* Program. Therefore, a number of teachers sought assistance in streamlining the planning and implementation phases of the Program. The 'crowded curriculum' also means the *Keys for Life* Program often competes with other initiatives such as drug education, morality/ethics, and health education.

Principals indicated that schools are inundated with flyers and brochures on a wide variety of programs/initiatives, including health programs that compete with *Keys for Life*. In this regard, Principals consulted were of the view that a face-to-face meeting is a more effective approach to marketing a program such as *Keys for Life*.

Of particular interest are the views of some Principals, who indicated that the priorities afforded to health/life skills programs and initiatives will change from year to year and be influenced by events that have recently occurred at the school. For example, one year a school may focus on initiatives/programs relating to drug education, whilst in another year it could focus on road safety as a result of a road incident arising at the school or involving a student.

Whilst the current teacher resources offer flexibility in regards to tailoring the implementation of the Program, there was a recurrent view from a number of teachers that a more simplified resource which included lesson plans that cover each of the main content areas in the Program would be beneficial. In addition to tailoring *Keys for Life* by identifying current activities that work well for particular groups, there may be merit in developing new activities or approaches that are less reliant on language skills as some teachers noted that students of lower academic ability or with low literacy levels found completing the *Keys for Life* Journal to be more difficult.

Stakeholders indicated that the initial implementation of the Program was a process that took many hours due to schools preparing the materials for the students. This involved photocopying and laminating materials for a range of activities. In schools that were less well-resourced (or where the HPE department was less well-resourced), the cost and time of photocopying and laminating materials was problematic.

A number of stakeholders suggested that the *Keys for Life* Program needed to target high profile groups that have links to road safety. In this regard, the Program should explore further opportunities to promote the initiatives of the Program to local governments, Rotary Clubs, parent organisations, and road safety groups that have the ability to foster a greater awareness of the *Keys for Life* Program amongst those members of the community that can assist in furthering the Program reach.

(2) Enhancing the involvement of agencies/organisations

A key success factor for the *Road Aware Drivers* Program is its ability to operate within a coordinated environment in which each of the key agencies clearly understands their role and contribution. In this respect, a framework is required to ensure an appropriate level of accountability. The Evaluation is of the view that the effectiveness of the *Keys for Life* Program is likely to be enhanced if the Program is delivered as a component within a continuum of road safety initiatives. As an example, linkages of the Program with other initiatives such as the *Keys2Drive* Program should be explored.

(3) Improving program management data

Consultation identified that the ability to extract accurate data on program reach is somewhat limited due to the current data collection mechanisms applied by the *Road Aware Drivers* Program. In this regard, there is benefit in developing appropriate tools and methods of data collection for the *Road Aware Drivers* Program which can assist in accurately calculating the reach of the Program at any given time. The Evaluation also sees merit in developing a performance framework for the *Road Aware Drivers* which would monitor/assess the Program's implementation/reach. This would enable funding agencies to measure the outputs/outcomes delivered by the Program in an ongoing way.

(4) Updating teacher resources

Approximately 67% of teachers said the teacher resource content needs to be 'updated' to enhance the adaptability and applicability of the materials to specific school contexts/environments. A number of schools noted that students were often critical of audiovisual materials that appeared to be 'dated', and that regular updating of audiovisual material would be beneficial. In particular, 'Ben's Road Movie' was mentioned by schools as starting to 'show its age'. Comments were made that students do not relate to dated footage and are more likely to become disengaged.

Furthermore, a number of teachers indicated that there is a need to have a better mechanism for updating material in the journal and the provision of up-to-date and selected relevant statistics to teachers.

Currently, many of the updates are provided via email to the *Keys for Life* coordinator (at schools), which is problematic, if the coordinator does not disseminate this information to all staff. The website could also provide a range of website hyperlinks to appropriate road safety websites. Some schools deliver much of their curriculum online and value the interactivity and self-paced learning that can be incorporated. A number of schools commented that the current version of *Keys for Life* represents an 'old-fashioned' approach to pedagogy and more online/computer based materials should be explored. It should be acknowledged however that some teachers in the State school system said that they did not have ready access to computer labs for students and therefore the current presentation which is largely paper-based was preferred.

In addition to the above, some schools (mainly from the non-government sector) showed interest in students completing the Learner's Permit Test online which would enable student test results to be uploaded onto the *Keys for Life* website/database. Upon successful completion of the online test by the student, teachers administering *Keys for Life* theory test would then be able to print out student certificates. This method could potentially replace the paper-based methods which were considered by the teacher to be time consuming (i.e. writing out certificates).

(5) Increasing the uptake of parent workshops

The Evaluation has identified that there has been a relatively low number of schools delivering a *Keys for Life* parent workshop in comparison with the total number of schools implementing the *Keys for Life* Program. Teachers and parents generally held the view that the delivery of *Keys for Life* parent workshops played an important role in furthering the objectives of the *Keys for Life* Program. Accordingly, there is merit in identifying further strategies and approaches that will assist in increasing the:

- number of schools organising workshops
- number of parents attending parent workshops
- proportion of parent workshops relative to the total number of schools that implement the *Keys for Life* Program.

Conclusions

The *Keys for Life* Program has been an effective vehicle for delivering road safety education in the school context and developing positive road-user attitudes and behaviours amongst students. The Program has also contributed to establishing a cohort of teachers with knowledge and skills in road safety education. The content, methods and processes of delivery of the *Keys for Life* Program include many best practice elements and largely avoid many aspects that have proven counterproductive in the past.

The Program has achieved success in a number of its stated objectives. Commentary sourced through survey responses, and stakeholder consultation suggests that the *Keys for Life* Program was successful in:

- providing teachers with a conceptual framework for approaching road safety education
- providing teachers with strategies that assisted in developing students' understanding of the importance of obtaining supervised driving practice
- increasing student awareness of safe road use.

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