



**Economic and Social  
Council**

Distr.  
GENERAL

ECE/TRANS/WP.1/2007/3  
7 September 2007

Original: ENGLISH

---

**ECONOMIC COMMISSION FOR EUROPE**

**INLAND TRANSPORT COMMITTEE**

Working Party on Road Traffic Safety

Fifty-third session  
Geneva, 19-22 November 2007  
Item 3 (h) of the provisional agenda

**REVISION OF THE CONSOLIDATED RESOLUTION  
ON ROAD TRAFFIC (R.E.1)**

**Annex 8**

**INSTRUCTION OF CHILDREN IN SAFE ROAD BEHAVIOUR**

**Note by the secretariat**

At its 52<sup>nd</sup> session, the Working Party invited the European Federation of Road Traffic Victims (FEVR) to submit a proposal for the revision of Annex 8 of R.E.1 (ECE/TRANS/WP.1/110, para.15).

The proposal by FEVR appears below.

## **Revision of R.E.1** **Annex 8**

### **INSTRUCTION OF CHILDREN IN SAFE ROAD BEHAVIOUR**

#### **ADDITIONAL RECOMMENDATIONS**

*(See paragraph 2.1.3)*

*(Proposals submitted by FEVR)*

#### **I. CONTEXT**

**Results of recent research<sup>1</sup> make it obvious that motorized road traffic has a profound impact on the development of children. In extreme cases, motorized road traffic impedes the development of the very abilities required to handle dangers on the road safely.**

This knowledge leads to important conclusions regarding road safety education:

- (a) To be effective, road safety education always has to respect both aspects - the development of the child and the environment. Improvements in the environment, i.e. traffic calming measures in residential areas and the creation of neighbourhoods that are considerably relieved of /substantially free of traffic and safe (Living Streets, Home Zones) are crucial prerequisites for children's healthy development of motor skills and adequate independence. Therefore, road traffic education requires first of all the provision of a conducive and safe neighbourhood. Measures to achieve this cannot be left to parents, but require the collaboration of authorities with parents.**
- (b) The area of road traffic management is undergoing rapid development. New measures are constantly being introduced to channel the increasing flood of daily traffic through city districts and villages, as well as to provide sufficient parking areas for motor vehicles. New kinds of roads are being introduced.<sup>2</sup> The ongoing changes increase the demands, particularly on children and parents, who are continually confronted by new requirements. Even professional road traffic educators are overstretched.**
- (c) Road traffic education with younger children has to be carried out in situ/at the location.<sup>3</sup> Professionals and parents must accompany children to where they live and are growing up. Through instructions and measures in the area of road**

---

<sup>1</sup> For references see ECE/TRANS/WP.1/2006/10/Rev.1.

<sup>2</sup> Examples: The speed limit of 30km/h is being used recently not only on roads in residential zones, but in order to increase the flow of traffic, also on some main roads; zebra crossings are being abolished where speed limits are introduced. More and more roundabouts are replacing conventional crossings, while there is no proper attempt to educate children to behave safely as pedestrians or cyclists in this situation.

<sup>3</sup> Training at zebra crossings makes little sense if they are being constantly abolished in traffic calming areas. It becomes more important to enable children to judge different situations and to set limits – for example - play is possible until this point and no further. It is also important to instruct them in how to behave amongst parked vehicles.

**traffic (including vehicles), they need to take care to ensure that the increase of the children's ability to enlarge their range and radius of autonomous operation is gradual, and without deadly consequences.**

## II. RECOMMENDATIONS

### A. Professional qualifications and training of instructors

1. Teachers and other experts (e.g. police officers) giving road safety instruction in schools **should** have preferably a pedagogical training equivalent to that required for other subjects on the school curriculum, backed by practical experience.
2. Governments and other bodies, including non-governmental organizations, involved in road safety work (e.g. local authorities) **should** try to take steps to ensure an adequate supply of teachers with suitable up-to date training in traffic education.
3. Manuals, workbooks and other teaching aids shall be culturally sensitive and be available for use by lecturers and children. They **should** be reviewed from time to time and take account of research into their effectiveness, and changes in traffic conditions.

### B. Tuition

4. Up-to-date pedagogical methods, incorporating practical training, technical aids, such as table top models, audio-visual resources, books, videos, posters and computer simulations etc., **should** be available for road safety instruction. From a teaching point of view, the active participation of pupils is vital if training is to succeed.
5. The system of road safety instruction for children **should** be on a step-by-step basis, depending on their age, their capabilities, the local environment and their means of moving about. In this instruction, the importance of the role of the environment, which has a great influence on the behaviour of children, **should** not be neglected.
6. Instruction shall begin with pre-school aged children. It is necessary to encourage parents to ~~take personal responsibility for instructing contribute to the instruction of their children~~, starting before they start schools and continuing throughout their development, ~~ensuring that they are capable of independent travel before they allow them to travel unaccompanied~~. Parents should be given the knowledge necessary for them to participate in their children's road safety development.
7. The child, on attaining school age and then adolescence, **should** successively be familiarized, as appropriate, with the problems related to the use of a bicycle, moped and motorcycle, and those related to the driving of a car. Children **should** also be familiarized with the safe use of means of public transport. Towards this end the responsible authorities should make every effort to provide regular and safe transportation of pupils to school and back home, **in the broad sense including safely designed ways respecting vulnerable road users.**
8. As this systematic education culminates in driving instruction (see **paragraph 2.1.1.2 3.1.**), the adequate knowledge built up at various school levels shall lead to a high quality of driving instruction. To this end, recognized driving instructors, the traffic police or other road

safety specialists may be usefully asked to assist teachers in organizing courses on road safety and training in schools.

9. In order to illustrate theoretical instructions in practice, it is recommended that pupils should be made to carry out exercises both out of traffic and in real traffic, preferably with low and successively higher traffic volumes. Theoretical training should be accompanied as far as possible by suitable practical instruction given in close collaboration with traffic police or other road safety specialists.

### C. Programme

10. Children are naturally curious and are therefore also interested in everything that happens on the road. Preferably, simple explanations of situations on roads should commence early and be repeated again and again, in an environment that is safe and free from anxiety or fear. Even if children are able to comprehend traffic situations cognitively to some degree, this does not mean that they will act accordingly in concrete situations. Fear or other spontaneous feelings, or the often observed deep interest of children in their immediate surroundings (the cat at the roadside may cause all other things around to be ignored) will often lead to a failure to act correctly. These typical behaviour patterns for children are the crucial reason why children must not be held responsible for any apparent misconduct in traffic situations. While keeping this in mind, children from pre-school age through to adolescence need to have a minimum instruction in how to behave safely in traffic. This involves developing pedestrian, cycling and driving skills as well as knowledge, understanding and positive attitudes to road safety. Instruction needs to be developmental, starting off with simple traffic situations and developing into an understanding of more complex road safety situations. In the following guidelines for a minimum programme of road safety instruction, it is assumed that earlier training will be built upon and reinforced at every age.

#### (i) Pre-school children (aged up to 5)

11. Instruction to children in this age group shall introduce them gradually to the road environment and traffic, as both pedestrians and passengers. Children of this age should always be accompanied by an adult when out in traffic.

11.1. Children should gradually be guided to develop the knowledge and understanding of arts of the road e.g. pavement, kerb, crossings and what traffic is, i.e. movement of cars, lorries and other vehicles.

~~11.2. Children should be taught how to accompany adults safely, i.e. stay close to adults, hold hands, to use pedestrian facilities correctly, etc.~~

Children should be continuously exposed to the need to fit and use child restraint devices including safety belts in vehicles where they are available and other safety equipment, as appropriate, e.g. cycle helmets, fluorescent jackets (**but avoiding the misuse of children as a media tool**). The role of parents in this duty is vital. Many of these measures tend to be in strong conflict with children's quest for independence, leading to equally strong internal and external conflicts with parents or persons in authority.<sup>4</sup>

~~11.4. Children may begin to learn the basic mechanical skills of cycling but parents should supervise this training away from traffic.~~

11.3 Children should understand that they should not play close to traffic.<sup>5</sup>

(ii) **Small children (aged 5-10)**

12. Again instruction of children needs to be progressive, gradually building up skills and knowledge of traffic and how to behave safely in traffic. Children should first be taught how to move about in traffic as pedestrians and **how to behave as** passengers. Children of this age should, if possible, be mostly accompanied by an adult when out in crowded traffic. Training needs to be developed according to the children's level of development and the risks they face. Basic cycling skills should first be taught off road and once mastered, supervised training on roads with low traffic volumes can commence. Children should be introduced to more complex and difficult traffic situations progressively. The following are the minimum that should be taught to children in this age group:

12.1. ~~Children should know~~ the main traffic rules and ~~understand as well as~~ the meaning of traffic signs and signals that affect their safety **should be explained to children**.

12.2. ~~Children should be able to identify~~ the road environment **should be explained to children** as a place that presents risks, ~~they should understand disclosing~~ the sources of those risks, i.e. e.g. moving vehicles **or particular dangerous spots**.

12.3. ~~Children should understand~~ the various parts of the road environment and ~~how to use them~~ their proper use **should be explained to children**, i.e. ~~what a pavements is and how to use it~~ their usage, and how, if at all, to use the side of the road if no pavement exists. **In the latter case, infrastructure measures or improvements are highly necessary.**

12.4. ~~Children should understand~~ the importance of being seen **should be explained to children** and ~~develop~~ positive attitudes towards road safety equipment such as fluorescent jackets/strips and cycle helmets should be **fostered**.

12.5. ~~Children should develop their ability to evaluate traffic and make judgements about when it is safe to cross the road.~~

~~12.6. Child cyclists should know basic cycle maintenance to ensure bicycles are safe to ride. Basic cycling skills should be mastered before children are allowed to ride in traffic. An~~

<sup>4</sup> It is questionable whether this recommendation should be considered a subject to be decided by the UNECE, or whether it should be discussed and decided at national levels, preferably under the guidance of UNICEF.

<sup>5</sup> In recently introduced traffic zones called "Meeting zones", children play close to traffic, but the danger of traffic is strictly limited.

~~appropriate cycle training should be undertaken before children cycle in traffic. Parents should ensure that children cycle in traffic conditions appropriate to their abilities.~~

**(iii) Older children (aged 10-15)**

13. Children of this age group tend to travel more independently and many use bicycles, and in some countries are also allowed to use mopeds as legal means of transport. School children must therefore be motivated to become disciplined road users and to understand the various risks that they run themselves and create for others. Children in this age group will be looking forward to becoming riders and drivers. In addition, they are developing attitudes and are sensitive to peer pressure and should therefore be imbued with positive attitudes towards road safety and their responsibilities as pedestrians, riders and drivers. Instruction to these children should build on earlier education and cover the following areas:

13.1 ~~Children should have~~ Both knowledge and ~~understanding meaning~~ of different traffic environments and road users **should be explained to children**, as well as the need for cooperation among all road user groups.

13.2 ~~Children must know and understand~~ Traffic rules, signs and signals and their use in practice **have to be taught to children**.

13.3 Children should ~~have knowledge and understanding be taught~~ of how vehicles work and ~~and the~~ appreciation of the importance of maintenance, e.g. brakes, lights, seat belts, etc. **should be fostered**.

13.4. ~~Children should know the~~ Circumstances under which behaviour of road users may be a danger to them **should be explained to children**. ~~and understand~~ **The understanding of** the consequences of that behaviour, e.g. speeding, drunk driving, driving too close to vehicles, not looking, etc. **should be fostered**. ~~They~~ **Children** should also be given strategies for avoiding risk taking behaviour, often encouraged in peer group situations. Principles of defensive driving on bicycles and mopeds should be incorporated in the curriculum.

**(iv) Young people (aged 15 and over)**

14. The highest (accident) **injury** rate is found in this age group. **An increased risk-taking behaviour and resistance to overly strong restrictions are part of normal development among children of this age, as well as other age groups. These behavioural norms cannot be invalidated by road traffic or road traffic education. Therefore the following apply also here: Traffic calming measures, strictly controlled speed limits in built-up-areas and vehicles with the least potential for danger need to be part of the pivotal preconditions for the healthy growth of children and, more generally, for an environment without severe road crashes. Nevertheless, it is therefore increasingly necessary to arouse a sense of responsibility in this age group and thus prepare them to become disciplined road users, such as car drivers and motorcyclists.** Building on earlier development of road safety skills, knowledge and attitudes, instruction to this group should cover the following:

14.1 Young people should know and understand their personal and legal responsibilities to themselves and other road users.

14.2 Young people should have an opportunity to develop technical driving skills while giving

due consideration to the negative effects of risk taking. Defensive driving should be the underlying principle of instruction.

14.3 It may be necessary to further encourage positive attitudes to safe behaviour and the use of safety equipment amongst this age group and how to develop skills against negative peer pressure.

~~14.4. Young people in this group are often called upon to accompany younger children. Young people should be made aware of their moral (if not legal) obligation to assist smaller children and to protect them against hazards on the road. Where this is necessary, adults should ensure that young people are capable of behaving safely on the particular route, being aware of any risks, and also that they are aware of the behaviour required by themselves and their companions to be safe road users.~~

- - - - -