2012•2013
FACULTEIT BEDRIJFSECONOMISCHE WETENSCHAPPEN
master in de verkeerskunde: verkeersveiligheid
(Interfacultaire opleiding)

Masterproef

Evaluating the effectiveness of an educative in-sight program

Promotor :
Prof. dr. Tom BRIJS

Copromotor :
dr. Kris BRIJS

Dana Deliever

Masterproef voorgedragen tot het bekomen van de graad van master in de verkeerskunde , afstudeerrichting verkeersveiligheid

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KNOWLEDGE IN ACTION

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Preface

Dear reader, in this thesis, a study will be described where the aim is to evaluate the of the Flemish educational insight program 'Getuigen onderweg'. This master thesis is done in the context of the second master year of traffic sciences at Hasselt University, and is commissioned by the Flemish government, department mobility and public works.

In the first chapter, chapter 1, there will be given an introduction. In chapter 2 the research questions will be given. The methodology will be explained in chapter 3. The results of the study will be discussed in the next chapter. Chapter 5 and 6 will give, respectively, the conclusions and the policy recommendations. There are also seven appendices.

I would like to thank all those who contributed to the realisation of this thesis. I would like to thank traffic psychologist Helmut Paris of the department mobility and public works for this feedback. Also, I would like to thank 'VZW Rondpunt' (Astrid Rubbens, Ilse Rits, Maud Mertens, Sofie Hoenkamp Ivy Smits and Sebastiaan Kok) because of the good cooperation and to the user group 'Steunpunt' for their useful feedback. Furthermore, I would like to thank Karin van Vlierden for the administration. I would also like to thank the secondary schools which were willing to participate in this study. In particular, I want to thank the supervisors Mrs. Ariane Cuenen, dr. Kris Brijs and Prof. dr. Tom Brijs of the Transportation Research Institute for the good guidance and the realisation of this thesis.

Enjoy reading,

Dana Deliever

Summary

Because of the awareness to reduce the amount of traffic deaths and because of the attention to raise the education and sensitization of persons, there is a lot of international attention for the involvement of traffic victims in paper-and-pencil education, like for example 'Traffic informers' or 'Victim Impact Panels'. In Belgium there is the educational program 'Getuigen onderweg', based on the previous program of 'Traffic informers' in the Netherlands. The present educative insight program 'Getuigen onderweg' is called in the past 'Verkeersgetuigen'. An impact evaluation is done on the program 'Verkeersgetuigen'. However, this program was more about the reception. The current impact evaluation will be more focused on the effect of intentions and attitudes. The purpose of the project 'Getuigen onderweg' is to confront adolescents from the third grade of secondary school of each education category, without fear appeals, with testimonies from individuals who have had a traffic accident at the time of adolescence or the parents from the traffic victim. The overall aim of the project is to sensitize adolescents to accept information about safe traffic behaviour. This project also wants to make youngsters aware of risky behaviour in traffic and about the consequences of a traffic accident. The overall target of the project is to influence the traffic behaviour of adolescents by getting them thinking. In the present study, an outcome impact evaluation is carried out, in order to improve the current and future programs and to make policy recommendations.

The main research question is '**Is there an effect of the educative insight program 'Getuigen onderweg'?**. There is one sub-question, namely 'what is the short time effect of this program?'.

There is optioned for a longitudinal design because the survey will continue over a longer time period and a between-subject design, whereby different persons will get other tests and these will be compared. There is chosen for one control group, whereby youngsters fill in the questionnaire before the program and one experimental group, whereby the youngsters fill in the survey after the program. The research strategy is a quasi-experimental quantitative research strategy because this kind of strategy will compare the experimental and the control group and this will be done in a statistical analysis. The data collection method is a paper-and-pencil questionnaire. The determinants which are going to be asked in this questionnaire are attitude (23 items), subjective norm (11 items), locus of control (11 items), intentional behaviour (5 items) and behaviour (5 items), which are deducted from the theory of planned behaviour. Furthermore, background information (9 items) of the student and questions from the DSDS (10 items) will be asked. For the experimental group, the survey contains also questions about the reception of the program (22 items). The questionnaire for the teachers are related to the discussion before and after the testimonies and if they use the folder of 'en plots is alles anders'. Before the actual study can begin, a pre-test and a pilot-test were done. The pre-test implied several changes in the questionnaire. There were no problems during the pilot-test and therefore this evaluation will be included in the 'definitive' evaluation.

The distribution of the questionnaires of the ***youngsters*** between the control and experimental group is nearly equal. The division of the gender is slightly different between both groups, whereby the control group consists of more women and the experimental group comprises more men. In general there can be stated for both groups the questioned youngsters have a safe opinion. The most

unsafe opinion they have about the bicycle helmet, bicycling together and the fluorescent jacket. The youngsters have the safest opinion about the safety belt, drugs and driving, respecting the traffic rules and other road users. Despite the fact that these youngsters have an overall safe opinion there is an indication of social desirable answering, in both the control and experimental group. This means that the questioned youngsters want to ameliorate themselves and this is not good for the research. The experimental group indicated that the overall reception of the program is very good. However, a lot of questioned youngsters were shocked by the story of the traffic witness and they agreed that the story was alarming and fearful. Most questioned youngsters did not have traffic safety lessons before this session nor did they do a preliminary discussion in class. If these youngsters had a preliminary discussion, they made mostly use of the information folder 'En plots is alles anders' and the DVD. The distribution of the questionnaires of the ***teachers*** between the control and experimental group is nearly equal, just the same as the distribution of the gender. The teachers did mostly not do a preliminary discussion about traffic safety in class but they are willing to do a subsequent discussion. Most teachers are not familiar with the information package of 'En plots is alles anders'. However, if they are familiar with it, it is mostly available and they are intended to use it. The experimental group of the teachers indicated that the overall reception about the program is very good. However, the teachers indicated that the session was shocking.

There is done a MANOVA and a MANCOVA, to compare the control group with the experimental group. This is done because there want to be known if there are any significant differences before and after the session of 'Getuigen onderweg'. When there is a look at the ***MANOVA***, there is no significant difference between the control and the experimental group. The ***MANCOVA*** whereby social desirability is taken into account shows that the conditions (participation of the session) of gender, direction, year & gender, gender & direction and year & direction have become significant. Thus there can be stated when social desirability is taken into consideration, there are significant effects of the session and thus it is useful. Furthermore there is done an ANOVA and ANCOVA from the ***background variables***. As can be seen from the ANOVA, the condition for gender, age, year and direction is significant, meaning that there is a difference between the control and experimental group. The same conclusions can be made when social desirable answering (ANCOVA) is taken into account. The ANOVA from the ***reception*** indicates that the questions are mostly significant, concerning the gender. There is retrieved that women have a significant more positive reception about the session. Concerning the year, the questions are mostly not significant, meaning that the reception between youngsters from the fifth and sixth grade is nearly the same. The questions concerning the direction are equally distributed, meaning that an equal number of questions are significant and not significant. Comparing the ANOVA and the ANCOVA from the reception there can be seen that there are not many differences when social desirability is taken into consideration.

Because there are significant results of the measurement before and after the session (MANCOVA), the main policy recommendation is to continue these sessions of 'Getuigen onderweg' and to integrate them into the course package of every youngster in Flanders.

Samenvatting

Omdat er veel aandacht gaat naar de vermindering van het aantal verkeersdoden en omdat er het besef is dat het onderwijs en de sensibilisatie van personen verhoogd moet worden, is er veel internationale aandacht voor de betrokkenheid van verkeersslachtoffers in het onderwijs, zoals 'Traffic informers' of 'Victim Impact Panels'. In België bestaat er het educatief programma 'Getuigen onderweg', dat gebaseerd is op het programma 'Traffic Informers' uit Nederland. Het huidige educatieve inzicht programma 'Getuigen onderweg' werd in het verleden 'Verkeersgetuigen' genoemd. Een effectevaluatie is gedaan op het programma 'Verkeersgetuigen', hoewel het meer naar de receptie bevroeg. De huidige effectevaluatie zal meer gefocust zijn op het effect van intenties en attitudes. Het doel van het project 'Getuigen onderweg' is om jongeren van de derde graad van de secondaire school van elke onderwijsvorm te confronteren, zonder angstboodschappen, met getuigenissen van personen die een verkeersongeluk gehad hebben toen ze jong waren of met de ouders van het verkeersslachtoffer. Het project streeft ernaar om jongeren te sensibiliseren en om hun informatie te laten inwinnen over veilig verkeersgedrag. Verder wil het project jongeren op hun gevaarlijk gedrag in het verkeer en de gevolgen van het verkeersongeval wijzen. De algemene doelstelling van het project is om het verkeersgedrag van jongeren te beïnvloeden door hun aan het denken te zetten. In de huidige studie, zal een uitkomst effectevaluatie uitgevoerd worden, om de huidige en de toekomstige programma's te verbeteren en om beleidsaanbevelingen te doen.

De hoofdonderzoeksvraag is '**is er een effect van het educatief inzicht programma 'Getuigen onderweg'?'.** Er is één deelvraag, namelijk 'wat is het korte termijn effect van het programma?'.

Er is gekozen voor een longitudinale opzet omdat het onderzoek over een langer periode zal duren, en een 'between-subject' opzet, waarbij verschillende personen andere testen zullen krijgen, en deze zullen dan vergeleken worden. Er is gekozen voor één controle groep, die voor het programma de enquête invullen en één experimentele groep, waarbij de jongeren na het programma de enquête invullen. Een kwantitatief quasi-experimentele onderzoeksstrategie zal uitgevoerd worden omdat hierbij de controle en de experimentele groep vergeleken worden en dit zal gedaan worden aan de hand van een statistische analyse. Als data collectie methode is er gekozen voor een papier-en-potlood enquête. De determinanten, die afgeleid zijn uit de theorie van gepland gedrag, gaan bevraagd worden in de enquête. Deze zijn attitude (23 items), subjectieve norm (11 items), locus of control (11 items), intentioneel gedrag (5 items) en gedrag (5 items). Vervolgens, zullen er nog vragen volgen over de achtergrondinformatie (9 items) en over de DSDS (10 items). Enkel de experimentele groep zal vragen krijgen over de receptie van het programma (22 items). Er is ook een enquête voorzien voor de leerkrachten en deze is gerelateerd aan de discussie voor en na de getuigenissen en of ze het informatiepakket 'en plots is alles anders' gebruiken. Vooraleer de echte enquêtering kan beginnen, is er een 'pre-test' en een 'pilot-test' uitgevoerd. De pre-test impliceerde een paar aanpassingen in de enquête. Er zijn geen problemen ondervonden tijdens de 'pilot-test' en daardoor zal deze de definitieve evaluatie zijn.

De verdeling van de enquêtes tussen de controle en experimentele groep van de ***jongeren***, is bijna gelijk. De verdeling van het geslacht is verschillend tussen beide groepen, waarbij er in de controle

groep meer vrouwen aanwezig zijn, bevat de experimentele groep meer mannen. Algemeen kan er voor beide groepen gesteld worden dat de ondervraagde jongeren een veilige opinie hebben. De meest onveilige opinie hebben ze over de fietshelm, samen fietsen en het fluorescerend vestje. De jongeren hebben de veiligste opinie over de veiligheidsgordel, drugs en rijden, de verkeersregels respecteren en andere weggebruikers. Hoewel de jongeren een veilige mening hebben, is er het probleem van sociaal wenselijk antwoorden, zowel in de controle als in de experimentele groep. Dit betekent dat de ondervraagde jongeren zich beter voordoen dan dat ze zijn en dit is nefast voor het onderzoek. De experimentele groep duidt aan dat de algemene receptie over het programma heel goed is. Hoe dan ook, veel ondervraagde jongeren waren gechoqueerd door het verhaal van de verkeersgetuige en ze bevestigden dat het verhaal alarmerend en beangstigend is. De meeste jongeren hebben geen verkeersveiligheidslessen gehad voor de sessie en ze hadden geen voordiscussie in de klas. Als de jongeren dan toch een voordiscussie hadden, maakten ze meestal gebruik van het informatiepakket 'en plots is alles anders' en de DVD. De verdeling van de ***leerkrachten*** tussen de controle en experimentele groep is bijna gelijk, net als de distributie van het geslacht. De meeste ondervraagde leerkrachten deden geen voordiscussie over verkeersveiligheid maar ze zijn wel van plan om een nabespreking te doen. De meeste leerkrachten zijn niet bekend met het informatiepakket 'en plots is alles anders'. Maar als ze ermee vertrouwd zijn en het is beschikbaar, dan zijn ze van plan het te gebruiken. Enkel de experimentele groep van leerkrachten had een meting na de sessie over de receptie van het programma en deze receptie is positief. Ook de leerkrachten toonden aan dat de sessie schokkend was.

Er is een MANOVA en een MANCOVA uitgevoerd om de controle groep te vergelijken met de experimentele groep. Dit is gedaan omdat er geweten wil worden of er een significant verschil is tussen de sessie van 'Getuigen onderweg' voor en na de sessie. Als er naar de ***MANOVA*** gekeken wordt, kan er gezien worden dat er geen significant verschil is tussen de controle en de experimentele groep. De ***MANCOVA***, waarbij de sociale wenselijkheid in rekening is gebracht, laat zien dat de condities (deelnemen aan de sessie) voor geslacht, onderwijsvorm, jaar & geslacht, geslacht & onderwijsvorm en jaar & onderwijsvorm significant zijn geworden. Dus er kan gesteld worden dat wanneer sociale wenselijkheid in rekening wordt gebracht, er significante effecten van de sessie zijn en dat de sessie nuttig is. Vervolgens is er een ANOVA en ANCOVA van de ***achtergrond variabelen*** uitgevoerd. Uit de ANOVA blijkt dat de conditie voor geslacht, leeftijd, jaar en onderwijsvorm significant is. Dit betekent dat er een significant verschil is tussen de controle en experimentele groep. Dezelfde conclusies kunnen er gemaakt worden wanneer sociale wenselijkheid (ANCOVA) in rekening wordt gebracht. De ANOVA van de receptie toont aan dat de vragen significant zijn voor het geslacht. Hiermee wordt bedoeld dat vrouwen een positievere receptie over de sessie hebben dan mannen. De vragen met betrekking van het jaar zijn meestal niet significant. Dit betekend dat de receptie tussen jongeren van het vijfde en zesde middelbaar bijna hetzelfde zijn. De vragen waarbij gekeken wordt naar de onderwijsvorm, zijn gelijk verdeeld tussen significant en niet significant. Wanneer de ANOVA vergeleken wordt met de ANCOVA, kan er gezien worden dat er niet veel verschillen zijn tussen beide.

Omdat er significante resultaten van de meting voor en na de sessie gevonden zijn (MANCOVA), is de algemene beleidsaanbeveling gegeven om de sessies van 'Getuigen onderweg' verder te zetten en om ze te integreren in het lessenpakket van elke jongeren in Vlaanderen.

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1. Introduction

As seen on figure 1, deaths from traffic crashes occur the most when compared to other causes of death. Of all deaths, 35% accounts for deaths in traffic crashes. This is approximately 25 000 people who are killed in traffic accidents. Figure 2 shows that transportation by road, in contrast to other transport modes, is the most risky and the most costly when it comes to human lives. Nearly 48% of all fatalities happen in a car or in a taxi. Therefore, road safety is the primary concern of today. (Commission of the European Communities, 2001).

The European Union (EU) has the goal of reducing the number of deaths, killed between 2000 and 2010, on the road by half. The harmonization of penalties (for example speed limits) and the promotion of new technologies for improving the road safety (for example electronic driving license) will help the EU by doing this. (Commission of the European Communities, 2001). This can be accomplished through the three E's: education, enforcement and engineering. Education means the change of knowledge, skills and attitudes through traffic education, traffic teaching, traffic or driver training and traffic information. Enforcement accounts for logical and meaningful rules, respected by everyone, and the emotional risk of being caught. Engineering takes vehicle design, road and environment into account. (Wildervanck, 2004). Furthermore the EU wants to tackle hazardous driving by encouraging responsible driving through education and training, especially for young drivers. (Commission of the European Communities, 2001). Also Flanders has set some goals with respect to mobility and transportation. Flanders wants to realise a reduction of traffic deaths of 20% by 2015 and by 2020 a decrease of 25% of the seriously injured casualties. (Vlaanderen in actie, 2011).

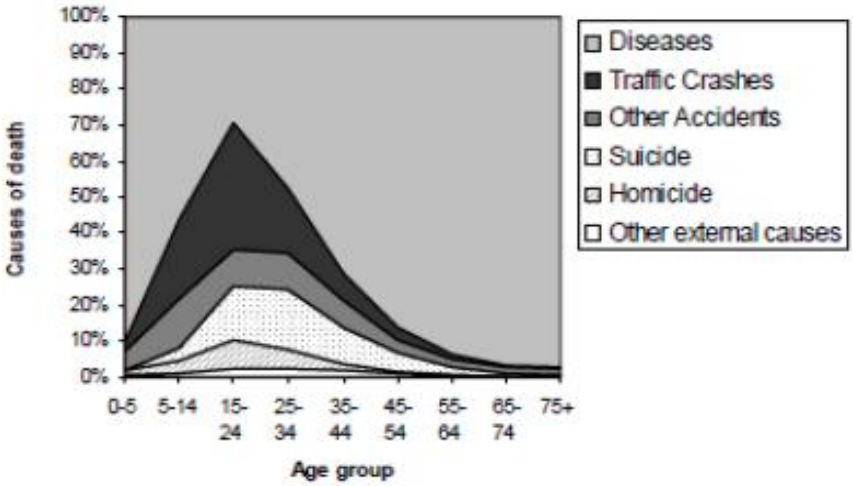

Figure 1: Distribution of causes of death in OECD countries for different age groups

(SafetyNet, 2009)

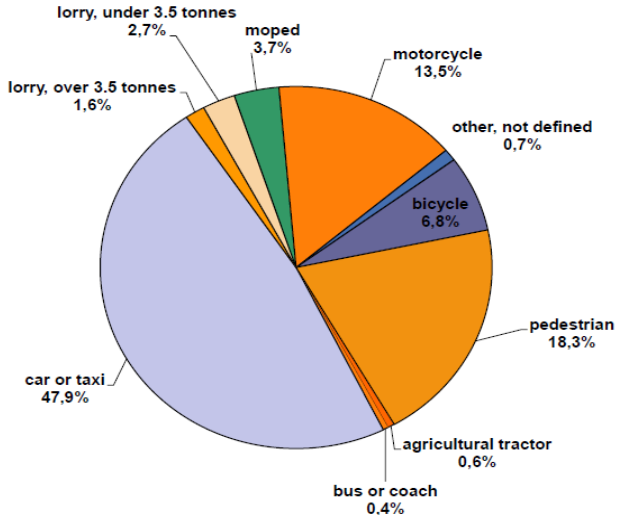

Figure 2: Distribution of fatalities by mode of transport (EU24) in 2009

(KfV, NTUA, SWOV, TRL, INTRAS-UVEG & IFSTTAR, 2011)

Because of the awareness to reduce the amount of traffic deaths and because of the attention to raise the education and sensitization of persons, there is a lot of international attention for the involvement of traffic victims in paper-and-pencil education. However the target group of these programs is not always the same. In the Netherlands, there is the program called 'Traffic informers'. The purpose of this program is that youngsters of the 5th and 6th grade will apply safe traffic behaviour, preferably on long term, because they are touched by the story, about the accident and the life before and after this accident (Feenstra, 2011 & Twisk, Vlakveld, & Commandeur, 2006). In America there are 'Victim Impact Panels' (VIP), which are community meetings once a month for a couple of hours for offenders of driving under the influence of alcohol or drugs. The victim, who had a crash when driving under influence will give a presentation and speak about the impact the crash had on his live. (Jones, Wiliszowski & Lacey, 1996). According to Soper & Baessler (2004), VIP has the most impact on chronic offenders with four or more alcohol related offences before attending the VIP. The VIP is founded by 'Mothers Against Drunk Driving' (MADD). Their mission is to stop drunk driving, support the victims of the crime and prevent underage drinking. (MADD, s.d.). Another program called 'Close to' is conducted in five European countries (the Czech Republic, Austria, Germany, Sweden and Poland). The goal of this program is to establish innovative methods in driving school education by the inclusion of peers who relate their traffic accident occurrence. This European project has three objectives:

1. Lead to a **positive change** in attitude and behaviour within the group of young beginner drivers;
2. Provide **methodological suggestions** on how to apply strategies in accident prevention;
3. Give **recommendations** to decision makers and persons involved in the implementation showing them where the potential of this approach lies.

Furthermore, 'Close to' gives European driving schools a way to discuss issues like youth specific patterns of action, additional motives, drugs prevention and individual dispositions. The program reception is positive (67 out of 69 participants would recommend this meeting to other persons). In the short and long term, there are positive effects in the way of attitude changes and changes in behaviour. (Pfeiffer et al., 2006). In Belgium there is the educational program called 'Getuigen

onderweg', based on the previous program of 'Traffic informers' in the Netherlands (Petermans & Gysen, 2006), but there will be less emphasis on the fear appeals in the present program (Twisk, Vlakveld, & Commandeur, 2006). Fear appeals exist of persuasive messages which inform the receiver that the values, which are important to the individual, are threatening. These messages are verbal or non-verbal and have the purpose to provoke fear to the receiver of the message. In this way the information causes changes in the attitudes and behaviour of the receiver. The disadvantage of fear appeals is that it can result in defensive reactions, like denial, or that it is too shocking for the individual. Without the advice of how to avert the consequences of the message of fear appeals, the possibility of negative effects is too large. (Van Vlierden, 2006). This is also stated in the extended parallel process model of Witte (1992), which is shown in figure 3. The extended parallel process model starts with extern stimuli. These stimuli lead to the processing of the message in the perceived efficacy and perceived threat. These two lead to and they are influenced by fear. The perceived efficacy and perceived threat lead to protection motivation and thus to adaptive changes or they can lead to more fear, meaning the defensive motivation and thus maladaptive changes. Therefore, the program of consideration, 'Getuigen onderweg', is not based on these fear appeals.

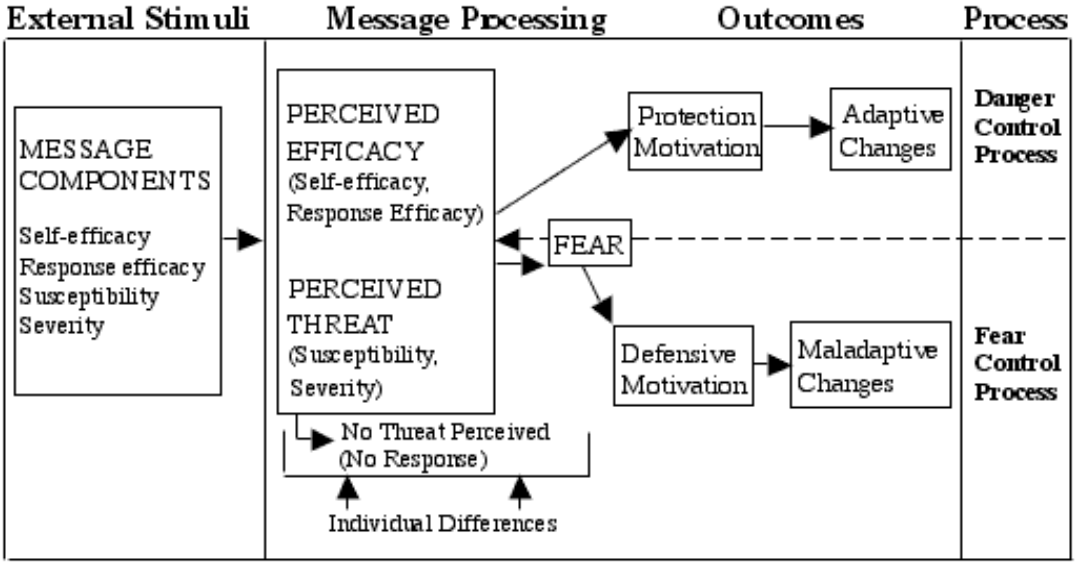

Figure 3: Extended parallel process model

(Witte, 1992)

Feenstra (2011) found that there were three significant results of the program 'Traffic Informers' but they were disappointing. The first significant result, that had a small effect size, was in the wrong direction. After receiving the program the attitudes of youngsters toward violating traffic rules became slightly more positive. The two other significant results were in the right direction. First, after participating, youngsters indicated that traffic safety was significantly higher judged. Second, youngsters judged their own risk of getting an accident slightly higher, compared to their peers. All those three results had a small or even a negligible effect which means that the significance of these results is more likely due to the amount of participants than to the effect itself. Furthermore, Feenstra (2011) found that the program was not developed systematically: the program was not based on clearly formulated theoretical principles and it was not based on available empirical evidence. It is useful to evaluate such insight programs because they are still in their infancy and there are not yet conducted much impact evaluations on these programs. Furthermore, it is necessary to know what can be improved to increase the effect of those programs in the future. The

most important motivation to do impact evaluations is 'measuring is knowing' (Delhomme, De Dobbeleer, Forward & Simoes, 2009). There must be generated knowledge about effective programs, good implementation and useful evaluation methods (Bartholomew, Parcel, Kok, & Gottlieb, 2006). Often it is not known if the undertaken initiatives reach their objectives. Especially it is mostly unclear why some initiatives have effect and others not. Thus without further required research, it is impossible to learn and to adjust where needed.

The present educative insight program 'Getuigen onderweg' is called in the past 'Verkeersgetuigen'. This program was conducted in Limburg in 2005 and in West-Flanders in 2009. There has already been done an impact evaluation. An impact evaluation is an evaluation which focuses on the immediate effects of the program and how well the objectives are met. (Khandker, Koolwal & Samad, 2010). Figure 4 shows the evaluation pyramid from Davis et al. (2000), like in Dragutinovic & Twisk (2006). In this evaluation pyramid there is made the distinction between seven forms of evaluation. The first and second form takes planning into account. The third and fourth form accounts for the process of implementation. The last three forms are focused on the different outcomes. At the top there is the impact evaluation, which is the highest form of evaluation and this form will be applied to 'Getuigen onderweg'.

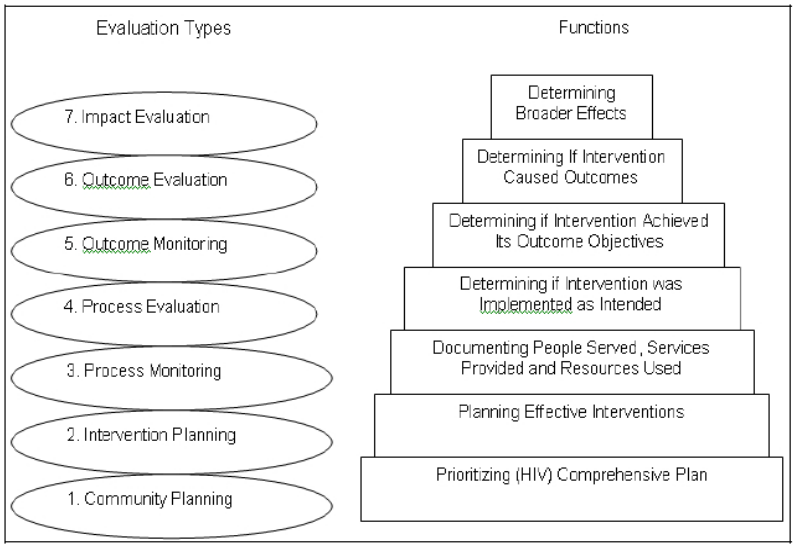

Figure 4: Evaluation pyramid

(Davis et al., 2000 like in Dragutinovic & Twisk, 2006)

The participants of the focus groups from the impact evaluation of the educative program in 2006 were very positive about the project. The youngsters found the presentations fascinating and touching. They had also a lot of respect for the traffic witnesses because they dared to tell their story in front of the class and because of the manner in which the traffic witnesses continued their life, after the accident. The directors and teachers of the school were also very satisfied. The educative insight program 'Verkeersgetuigen' completes their needs for attaining their goals. The responsible of the schools and the traffic witnesses themselves were also very favorable. The participation in the project was helpful and useful. (Petermans & Gysen, 2006). The current impact evaluation will be more focused on the effect of intentions and attitudes. The program 'Verkeersgetuigen' is changed into 'Getuigen onderweg' because of the fact that next to the traffic victims, there are also parents and family from the traffic victim who are coming to speak in front of the class. The list of participants is shown in appendix 1. There are also other things which have been changed; 'Getuigen

onderweg' is conducted in five provinces of Flanders (Limburg, West-Flanders, East-Flanders, Flemish Brabant and Antwerp) instead of the two provinces Limburg and West-Flanders, and is organized by 'Rondpunt VZW'.

'Getuigen onderweg' is a Flemish educational insight program in which traffic victims, who have had a serious accident, are involved in traffic safety education. The project has the following objectives, according to Petermans & Gysen (2006):

1. ***Sensitizing*** of young road users to accept information about traffic safety behaviour;
2. ***Awareness*** of risky behaviour in traffic, of the effects of a traffic accident on victims and their surroundings (family, friends…);
3. ***Indirect influence*** on attitude formation of youngsters with the desired effect of a positive attitude towards traffic safety behaviour.

The purpose of the project 'Getuigen onderweg' is to confront adolescents from the third grade of secondary school (fifth and sixth year) of each education category (ASO, TSO, BSO and KSO), without fear appeals, with testimonies from individuals who have had a traffic accident at the time of adolescence or the parents from the traffic victim. These traffic witnesses tell about the cause and processing of the accident, the accident itself and everything that directly and indirectly results from it, like revalidation and reintegration in the society (appendix 2). This is done in class, with a maximum of 35 youngsters per session of two hours. Some of the traffic witnesses have a buddy with them. This is because the buddy can help them before, during and after the sessions. They can help by memorizing, by pulling the wheelchair etcetera. The traffic witnesses receive training from a coach. When the traffic witness can independently make the presentation, he or she will only receive some tips during sharing moments. When the traffic witness cannot independently make the presentation, he or she will get training and guidance by a coach (for example teacher University or service center), just like the buddy. Moreover they will also get some tips during sharing moments. The sharing moments are provided by 'VZW Rondpunt' and 'VZW Trefpunt Zelfhulp'. The amount of moments or coaching is dependent on the wishes of the traffic witness. The overall aim of the project is to sensitize adolescents to accept information about safe traffic behaviour. This project also wants to make youngsters aware of risky behaviour in traffic and about the consequences of a traffic accident. The overall target of the project is to influence the traffic behaviour of adolescents by getting them thinking. The present study will evaluate the effectiveness of 'Getuigen onderweg'. An outcome impact evaluation is carried out, in order to improve the current and future programs and to make policy recommendations (Petermans & Gysen, 2006). There is also a lot of media around this educational program, like 'Radio 1' on the radio, Twitter and 'Reyers Laat' on television (appendix 3).

The target group of this program is an excellent group to target with an educative insight program because most fatalities in European countries happen with youngsters (European commission, 2012). Thus they are a well-known risk group (Scott-Parker, Hyde, Watson & King, 2012; Horwood & Fergusson, 2000; Atchley, Atwood & Boulton, 2011 and Chliaoutakis, Gnardellis & Darkou, 2000).

Figure 5 shows the distribution of road traffic fatalities in 14 European countries in the year 2005. The amount of youngsters who are killed in road accidents in 2005 was 27.8% less than the amount in 1996. The total number of fatalities fell by 25% over the same period of time.

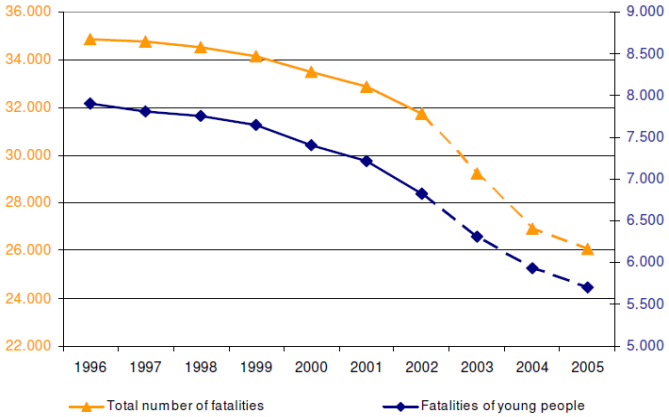

Figure 5: Distribution of road traffic fatalities in EU-14, 1996-2005

(SafetyNet, s.d.)

In figure 6 there can be seen the proportion of adolescents and youngsters in population and in traffic fatalities in 18 European countries in 2005. 21.1% of the people who were killed in road accidents in the year 2005 were youngsters who have the age from 16 to 24 years old. However this is only 11.5% of the young people from the total population.

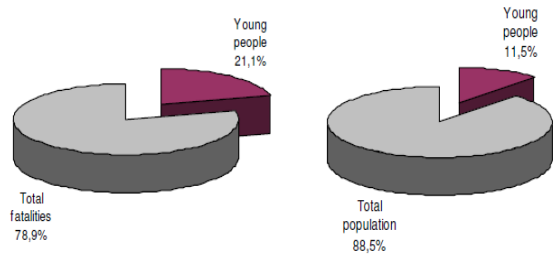

Figure 6: Proportion of young people in population and in traffic fatalities in EU-18, 2005

(SafetyNet, s.d.)

The majority of the adolescents who are killed in road accidents in the 18 European countries were drivers. This is visualized in figure 7.

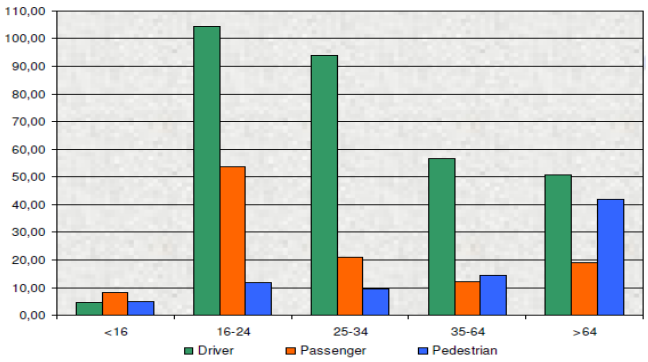

Figure 7: Fatality rate per million by age for drivers, passengers and pedestrians in EU-18, 2005

(SafetyNet, s.d.)

The next figure, figure 8 visualizes that most of the road accident fatalities of adolescents occur in rural areas and then in urban areas, not on motorways.

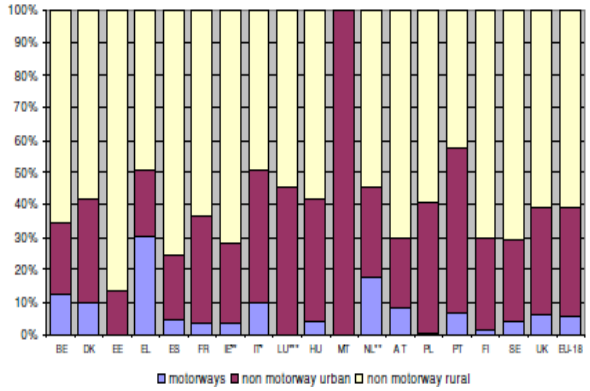

Figure 8: Distribution of fatalities amongst young people by area and road type, 2005

(SafetyNet, s.d.)

Figure 9 shows the distribution of young people fatalities by day and by time. As seen in this figure, youngsters have the most traffic accidents in the weekend and not during the week.

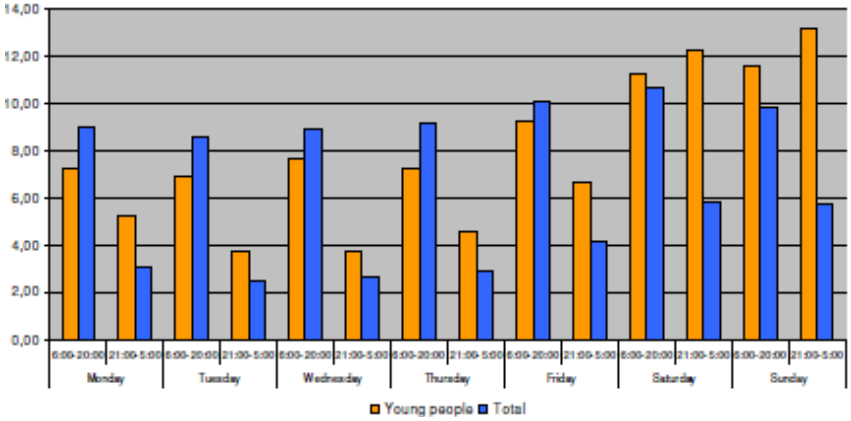

Figure 9: Fatality rates per million inhabitants, by day and time in EU-18, 2005

(SafetyNet, s.d.)

Figure 10 shows that July and August are the months where the amount of fatalities of adolescents is the highest. The lowest proportions of fatalities are between January and April.

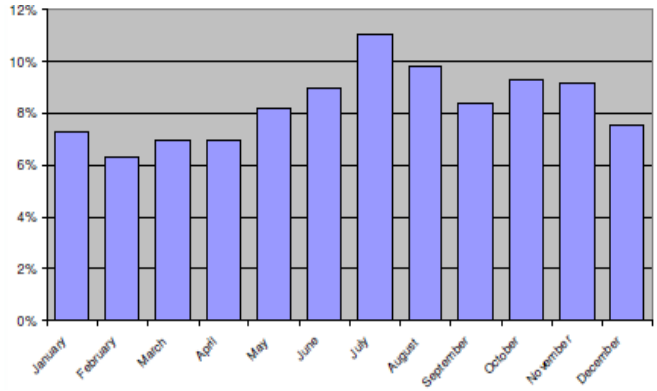

Figure 10: Distribution of fatalities amongst young people by month in EU-18, 2005

(SafetyNet, s.d.)

Next figure, figure 11, gives the amount of car drivers who are injured or killed per million vehicle kilometres distributed by age and by gender. There can be seen the traditional U-curve where young (from 18 years old) and elderly (from more than 75 years old) drivers are more at risk.

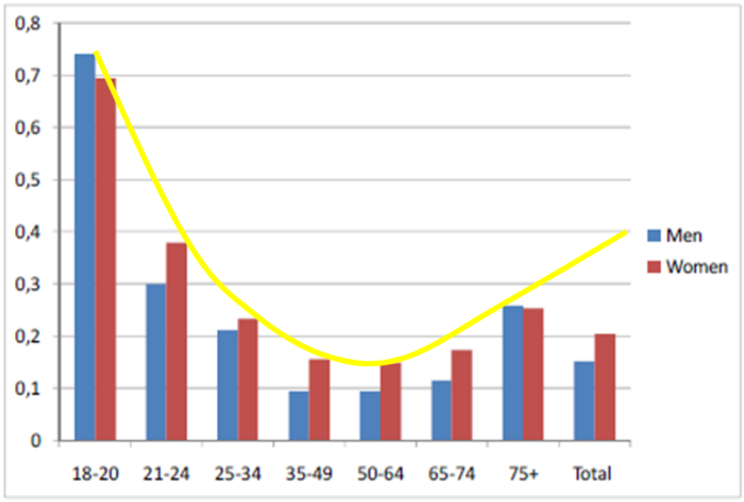

Figure 11: car drivers injured or killed per million vehicle kilometres distributed by age and gender

(Bjornskau, 2009)

From all those statistics there can be made one big conclusion. It is better to prevent –when youngsters cannot yet drive- than to intervene -during driving. Therefore pre-driver education is the solution. Pre-driver education refers to the program of instruction which intends to inform the development of attitudes and beliefs, related to driving, that is directed to youngsters who have not yet obtained their provisional driver license (Deighton & Luther, 2007). There are many different types of pre-driver interventions, like Rotary Youth Driver Awareness (RYDA), SMARTRISK UK Heroes and DeKalb. RoSPA (2012) believes that the following eight principles improve the effectiveness of the pre-driver education.

These are:

1. Incorporate into a spiral curriculum;
2. Set clear and realistic aims and objectives;
3. Be specific;
4. Be positive;
5. Focus on higher level factors rather than vehicle handling skills;
6. Refresh periodically;
7. Involve parents;
8. Evaluate.

2. Research questions

Research questions are the main questions which the research wants to answer. It is a process of asking a question or questions and then initiating a systematic procedure to obtain valid answers to that particular question. The research question determines where and what kind of research the investigator is looking for and it identifies the objectives of the study. These questions should be clear, evocative and relevant. (Baarda en De Goede, 2001).

The main research question is '**Is there an effect of the educative insight program 'Getuigen onderweg'?'**.

Furthermore, there is one sub-question, namely: 'what is the short time effect of this program?'.

3. Methodology

3.1. Design

There are two types of designs: cross sectional and longitudinal design. A cross sectional design is a research design in which different individuals are tested at a given point in time. The second design is the longitudinal design where a research design is done in which individuals are studied over a long time period with repeated measurements (Baltes, 1968). There is optioned for the longitudinal design in this thesis because the research will continue over a longer time period.

There are two sorts of research designs. The first one is the between-subject design and the second one is the within-subject design. Between-subject design means that the experimental strategy is done between persons. Thus different persons will get other tests. For example: group A gets test 1 and group B gets test 2. Then the scores from the separated groups A and B will be compared. An alternative is the within-subject design which signifies that the experimental strategy is done within persons. Different groups of persons get different tests. For example: group A gets test 1 and test 2. Therefore the researcher gets two sets of scores, both obtained from the same group (Gravetter & Forzano, 2006). The between-subject design is chosen for the evaluation of the program of 'Getuigen onderweg'.

The study design of the program of consideration is shown in figure 12. There is a control and an experimental group. An experimental group is composited with youngsters who are exposed to the program, while a control group exists of youngsters who are not exposed to the program (Brijs, Ruiter and Brijs, 2009). For the control group there is first the measurement before the session of 'Getuigen onderweg' then the program. The experimental group begins with the insight program and thereafter there is a measurement after the session on the short term conducted. There are already experiences with this kind of design (Brijs, Ruiter, & Brijs, 2009). There can be made a remark here: a true control group normally does not participate in the program. There is chosen to use this design because otherwise there would be a waiting list that augments the risk of dropouts. Therefore the solution is to offer the control group nevertheless the program and to do a measurement before the program (= baseline-post-test group). The experimental group will not be conducted in a measurement before the session but they will do one measurements after the session (= post-test-only group). (Yzer, Siero, & Buunk, 2000).

There is done a calculation for the sample size of the program of 'Getuigen onderweg'. The formula is based on three variables. The first one is the power of the test (the chance of measuring an effect) and this is 80%. The second variable is the significance level (the chance of measuring an unreal effect) which is 5%. The last variable is the absolute difference (the difference which is expected between the two groups) which accounts for 10%. The result is that there will be 310 youngsters per group per measurement. This means that there will be 310 youngsters in the control group in the before measurement and 310 youngsters in the test group in the first measurement after the session. The final data consists of 1382 observations in total, whereby 658 youngsters in the control group (before the session) and 724 youngsters in the experimental group (after the session).

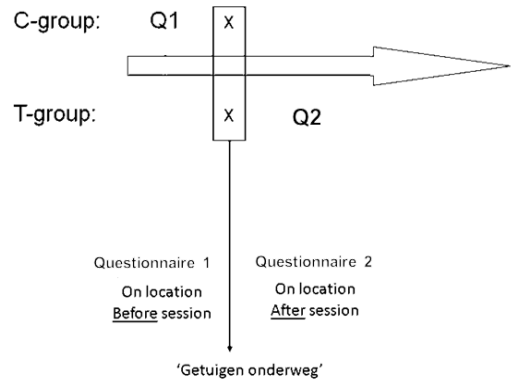

Figure 12: Study design

(Yzer et al., 2000 & Brijs et al., 2009)

The impact evaluation will be done with regard to the different types of risky driving behaviour and with respect to different transport modes, like car and bike. These different types of risk behaviour include speeding (Scott-Parker, Hyde, Watson & King, 2012), drink-driving (Horwood & Fergusson, 2000), using mobile phone while driving (Atchley, Atwood & Boulton, 2011), not using seatbelts (Chliaoutakis, Gnardellis & Darkou, 2000), not wearing bicycle helmet (Robinson, 1996), not obeying traffic rules (Mehmood, 2010), not wearing fluorescent jackets (Kwan & Mapstone, 2004), using drugs (Morland et al., 2011) and not using zebra-crossings (Zhou, Horrey & Yu, 2009). There is the remark that the majority of the youngsters not yet have their driving license. Therefore their opinion about certain behaviour when driving is important. This can be linked to the pre-driver assessment.

3.2. Strategy

A research strategy is a specific plan for conducting a study which allows the investigator to translate the conceptual hypothesis into an operational hypothesis. There are two major groups: the qualitative and the quantitative research strategy. The qualitative study methodology is an approach to study complex phenomena within their contexts, using different data sources. Qualitative research is embedded in social science and is based on the interpretative analysis of data collected in naturalistic and unconstrained settings. It seeks to why people do what they do: their knowledge, beliefs, fears, attitude etc. Thus it is no statistical method of numerical data. The second methodology is the quantitative study methodology which is a research approach that is based on the statistical analysis of the required data. The sampling happens random, meaning that the population is randomly allocated and every person in the population being studied has an equal chance of inclusion. Both kinds of researches can be done experimental, quasi-experimental and non-experimental. An experimental research is a carefully controlled study that seeks to understand the relationship of the cause and the effect by manipulating one or more independent variables, while controlling the others. There must be at least two groups, namely the experimental and the control group. The research has to be done by a random selection of the population and the goal is to find program effects. (Myers, Abell, Kolstad, & Sani, 2010). A quasi-experimental research is like an experimental research design but there is no randomization, according to Shadish, Cook and Campbell (s.d.). In contrast to the experimental research, the non-experimental research, to finish with, involves variables that are not manipulated by the researcher and there is no random assignment (Belli, 2008). Both researches can have the same methods (observation, self-reports etc.) to investigate.

The research strategy for the program of consideration, 'Getuigen onderweg', is a quasi-experimental quantitative research strategy. There is opted for this kind of strategy because a comparison of the experimental and the control group will be will be done in a statistical analysis.

3.3. Method

The data collection method which is chosen for the evaluation of the educative insight program 'Getuigen onderweg' is a paper-and-pencil questionnaire. A questionnaire is done because observations and statistics are impossible to use. Statistics about accidents are not useful because the period of evaluation is too short, because there is no prospect of explanatory variables and because of disturb variables. Observations cannot be used because they bring along some practical and logistical problems. Therefore, a questionnaire is chosen to evaluate the program of consideration. Moreover questionnaires have several advantages. An advantage is that there can be measured subjective states like attitudes, emotions, beliefs, etcetera. Therefore different questions which measure the same phenomenon or subjective state in different ways can be listed up and many data can be retrieved in a short period. A disadvantage is the risk of social desirable answering. This disadvantage means that participants have the tendency to produce answers that present themselves in the best possible manner. So they don't answer truthfully (Myers, Abell, Kolstad & Sani, 2010). In the questionnaire there are stated questions which will reveal social desirable answers. If the youngsters indicate the questions whereby they put themselves in the best possible way, then they give social desirable answers. For example if a youngster indicates that he is always calm in traffic, then he gives a social desirable answer. The questions are selected from the Social Desirability Scale (SDS) from Crowne and Marlowe (1964). There is opted for a paper-and-pencil questionnaire because the response rate of this kind of surveys is higher than the response rate of an internet survey. (Nulty, 2008).

The Theory of Planned Behaviour (TPB) is often used in international sources like for example: 'Foolsspeed' campaign (Stead & Eadie, 2007) and the Swedish bicycle helmet wearing campaign (Forward & Kazemi, 2009), as well as in national sources like for example: 'Zeppe en Zikki' (Vlaamse stichting verkeerskunde, s.d.) and the seat-belt campaign (Brijs & Daniels & Brijs, 2008). Therefore TPB is used to set up most of the questions of the survey. This theory is made by Ajzen Icek in 1991 (figure 13). It is a motivational model, which predicts behaviours at a single point in time. This kind of model identifies the variables which underlie health-related decisions and assess their ability to predict behaviour. (Armitage & Conner, 2000). The TPB states that actual behavior is directly influenced by intentions, also called the motivation to do the behaviour. The intention is influenced by three items, namely: the attitude towards behaviour, the subjective norm and the perceived behavioural control. The attitude towards the behaviour is an individual's evaluation of the particular behaviour. This can be valued positive or negative. Attitudes are influenced by behavioural beliefs which are the individuals' beliefs about the consequences of certain behaviour. The subjective norm is an individual's expectation of important significant others and is influenced by normative beliefs. There is implicit and explicit subjective norm. The implicit norm is derived from the behaviour and the explicit one refers to the direct feedback of significant others (Paris & Van den Broucke, 2008). The perceived behavioural control, also called PBC, (which can also influence behavior directly) is an individual's ease or difficulty to control or perform the behaviour and is influenced by the control beliefs. (Ajzen, 1991). The PBC is related to self-efficacy, which deals with the ease or difficulty of performing certain behaviour, in specific circumstances (Bandura, 1977), whereby the individual has the confidence that he or she can perform it if the individual wants to do so, and therefore it is linked

to the locus of control (Kraft et al., 2005). The Locus of Control (LoC) refers to the extent to which persons believe that they can control life events which affect them. Some persons feel personally responsible for the things which happen to them. These individuals are called internals. Others feel that their outcomes in life are determined by forces beyond their control, such as fate or chance. These persons are referred to as externals (Findley & Cooper, 1983). Self-efficacy and the locus of control differ from each other in the way that self-efficacy is in specific circumstances and the locus of control in general life events.

The determinants which are going to be questioned in the survey of 'Getuigen onderweg' are behaviour, intention, attitude, subjective norm (implicit and explicit) and locus of control (internal and external). Furthermore background information of the youngster and the reception of the program, meaning how the youngsters experienced the testimony and their feelings, will also be asked. This reception will only be asked in the post-measurements.

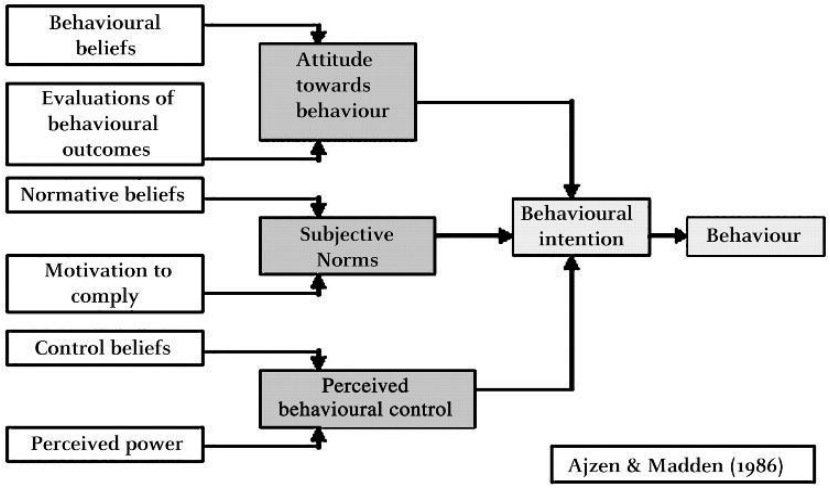

Figure 13: Theory of planned behaviour

(Ajzen & Madden, 1986)

In total there are four kinds of questionnaires: a pre-measurement questionnaire for youngsters and for teachers and a post-measurement in the short term for youngsters and teachers. The paper-and-pencil questionnaires are divided in several parts. The first section includes the background variables (9 items). The next part is about traffic safety (20 items). The third part contains questions about others in traffic (10 items). The following section is about the own behaviour in traffic (20 items). In this part the five concepts of the theory of planned behaviour, namely attitude (positive/negative attitude with respect to (un)safe traffic behaviour), subjective norm (implicit and explicit subjective norm with respect to safe traffic behaviour), locus of control (internal locus of control with respect to safe traffic behaviour and external locus of control with respect to unsafe traffic behaviour), intentions and behaviour are integrated in the questions. The fifth section contains questions from the DSDS (10 items). The sixth and last part is about the program reception (12 items). All parts, except the first part, are questioned by a five-point Likert scale (totally agree- totally not agree). The pre-measurement questionnaire for youngsters counts 69 items in total. The pre-measurement questionnaire for teachers counts 19 items. The post-measurement in the short term for youngsters counts 81 items and for teachers 39 items. The questionnaire will last approximately 15 minutes. In contrast to the questionnaire of the youngsters, the questionnaires of the teachers do not include

questions about the determinants. The questions for the teachers are related to the discussion before and after the testimonies and if they use the folder of 'en plots is alles anders'. This is an information-map with a DVD, which confronts the youngsters with victims of a traffic accident and with a manual for teachers and the inclusion of the materials for the youngsters. The questionnaires can be retrieved in appendix 7. The questionnaires have been established through a literature research and through the conversations with the traffic psychologist Helmut Paris of the Flemish government.

Before the actual study can begin, a pre-test (appendix 5) and a pilot-test (appendix 6) are done. The pre-test, is a survey in which the youngsters of the third grade secondary school fill in their answers and tell afterwards what has to be improved or what has to be stated different in the survey (see appendix 7.1). This implied several changes in the questionnaire: the study year became a closed question with two options (5^{th} or 6^{th} of secondary school), the addition of 'cross only one choice' to the question about the transport mode, questions about bike/moped became bike and driving was specified into riding the bike or driving the car. The pilot-test is the actual survey, which has been adapted to the recommendations of the pre-test, to look if everything goes well. There were no problems during this pilot-test and therefore this evaluation will be included in the 'definitive' evaluation. The actual evaluation is started in November 2012 and it will last until April 2013. There will be several questioners, including the author of this thesis. In total there were seven questioners. There were three questioners in Limburg, two in Antwerp, two in East Flanders, two in West Flanders and one in Flemish Brabant. There has to be noticed that some of them went to different provinces for the questioning.

3.4. Analysis

For doing the analysis the data is put in SPSS which is a statistical program. The survey will be conducted in two parts. The first part is an explanatory analysis, whereby the descriptives or/and frequencies will be given. These are run for the questions of the youngsters, the session itself and the teachers. There will also be looked at the Cronbach's alpha for the internal consistency. The second part is the analysis of variance. The analysis of the variance (ANOVA) is a statistical analysis which is used to analyze the differences between group means. It uses the variance between variables when testing the significance of the mean differences. In this case there wants to be known whether or not the means of the control group are equal to those of the experimental group. Firstly there will be done a multivariate analysis of the variance (MANOVA) because of the fact that there are multiple dependent variables (attitude, subjective norm, locus of control, intentions and behaviour). The MANOVA works just the same as the ANOVA with one independent variable, also called fixed factor, a factor which can be controlled and has an influence on the dependent variables. Next there will be conducted a MANCOVA (multivariate analysis of the covariance), which allows for multiple independent variables, also called covariates. Covariates are variables which are not part of the main experiment and are not easy to control but they have influence on the dependent variables. All the covariates will be centered. This is done through the following calculation: covariate_c = covariate - average of covariate. Both covariates and factors are independent variables. However they differ in the way that when there is made use of a covariate, this covariate will be controlled before the effect of the fixed factors will be calculated. This way the first variance, which is caused by the covariate, will be elected from the dependent variable and further on there will be looked how much of the variance will be explained by the fixed factor with respect to the dependent variable. The MANOVA and MANCOVA will be conducted with respect to the target variables. The MANCOVA is like the

ANCOVA (analysis of covariance) but in the multivariate case. Furthermore there will be conducted two different univariate ANOVAs. One ANOVA is done with respect to the background variables, with condition, and the other one with respect to the reception, without condition. The former will disclose the retrieved information of the questioned youngsters (mean age, gender etc.) and will show the significance of it. The latter wants to reveal the acknowledgement from the session of 'Getuigen onderweg' and the associated significance and is the same as an independent samples t-test. There is opted for an univariate ANOVA because the ANOVA can compare more than two groups. (Field, 2009).

There has to be noticed that in this thesis there is done a MANOVA (condition and variables are fixed factors) and a MANCOVA (condition and variables are fixed factors and DSDS is the covariate). These analyses of the variance will be run without controlling for social desirability (MANOVA) and while controlling for social desirability (MANCOVA). This is done because there wants to be known if the social desirability has an influence on the survey. However, these two analyses are opted instead of two MANCOVAS (MANCOVA 1: condition is fixed factor and variables are covariates and MANCOVA 2: condition is fixed factor and variables and DSDS are covariates) because these variables are not continue, but nominal.

4. Results

Because of the fact that the survey consists of questions about safety (items 1-5 (APV), 16-20 (ANO), 22-23 (ANO), 24-28 and 32 (implicit subjective norm), 29-31 and 33-34 (explicit subjective norm), 35-37 (internal locus of control), 46-50 (intentional behaviour) and 51-55 (behaviour)) and unsafety (items 6- 10 (ANV), 11-15 and 21 (APO), and 38-45 (external locus of control)), the data had to be recoded. After doing this recoding, when a question scores low, this will indicate a safe opinion and when a question scores high, it will indicate an unsafe opinion. The answers of the respondents of the graduate school is left out of the sample because of the fact that there has to be known if there is an effect on youngsters of the 5^{th} and 6^{th} grade and therefore the age of the respondents of the graduate school is too high.

4.1. Descriptives

4.1.1. Youngsters

First of all there has to be noticed that the distribution between the control and the experimental group is nearly equal (respectively 47.6% and 52.4%), when looking at the ***background variables***. The division of the gender is slightly different between both groups, whereby the control group consists of more women (men: 44.4% and women: 55.6%) and the experimental group comprises more men (men: 52.3% and women: 47.7%). The average age is nearly the same between both groups (CG: 16.99 years and EG: 16.77 years). Most surveys were conducted in West-Flanders for both groups (CG: 36.6% and EG: 36.5%). However there is a big difference between the control and the experimental group with respect to the grades. There are more measurements before the session done in the sixth grade (CG: 51.7%), which in contrast to the experimental group, whereby there are more surveys conducted in the fifth grade (EG: 70.5). Of all the different directions TSO is most questioned one (CG: 36.4% and EG: 43.0%). In both groups most youngsters come to school by bus, tram or train (CG: 44.92% and EG: 45.5) and by bicycle (CG: 33.4% and EG: 32.8%). In both the control and experimental group, the number youngsters who not yet have their driving license is nearly equal (CG: 63.9% and 67.7%). The same accounts for the number of youngsters who have never had a penalty (CG: 95.1% and EG: 94.6%) and an accident (CG: 61.0% and EG: 62.5%). However if youngsters of the control or experimental group were involved in an accident there was mostly only material damage and this number is nearly equal for both groups (CG: 28.7% and EG: 24.2%). If youngsters were involved in accidents the number of serious injuries and deaths is higher in the experimental group (CG: 1.5% and 0.3% and EG: 2.3% and 1.5%).

In table 1 the descriptives of the ***items*** of both conditions can be seen separately. As can be retrieved from this table, whereby the control group (CG) is split up from the experimental group (EG), the questioned youngsters in both groups have an overall safe opinion about traffic safety. The same conclusions can be made with respect to which items are the most safe and most unsafe. If both groups are compared with each other, based on the unsafe opinions, then there can be seen that the most mean scores of the experimental group are lower than the mean scores of the control group (items 6, 12, 15, 24, 31, 32, 38, 40, 42, 44, 46 and 51), indicating safety and a positive effect of the session of 'Getuigen onderweg'. These items have to do with the bicycle helmet, music and bicycling, bicycling side by side, the fluorescent jacket, texting and bicycling, drinking and bicycling, blaming the

other person and crossing the street. Two items about speeding by car are augmented, when comparing the control group with the experimental group (items 14 and 39). However these augmentations are very low. The same accounts for the safe opinions; most safe opinions became more positive, when comparing the control group with the experimental group (items: 1, 2, 3, 4, 5, 7, 8, 9, 10, 13, 17, 20, 23, 25, 27, 30, 34, 35, 36, 37, 49, 52 and 53).

Table 1: Descriptives items of split up version

Item	Item name	Mean score		Standard deviation	
		CG	EG	CG	EG
1	APV 1	1.77	1.74	0.944	0.897
2	APV 2	2.01	1.98	0.929	0.899
3	APV 3	2.40	2.39	1.032	1.089
4	APV 4	1.71	1.66	0.864	0.814
5	APV 5	1.77	1.76	0.860	0.837
6	ANV 1	4.02	3.93	1.052	1.078
7	ANV 2	2.00	1.97	1.144	1.128
8	ANV 3	2.78	2.56	1.200	1.180
9	ANV 4	2.24	2.16	1.160	1.145
10	ANV5	2.54	2.45	1.178	1.182
11	APO 1	2.05	2.10	1.239	1.292
12	APO 2	3.65	3.53	1.170	1.186
13	APO 3	2.72	2.70	1.261	1.241
14	APO 4	3.17	3.18	1.294	1.235
15	APO5	4.36	4.28	0.825	0.815
16	ANO 1	1.57	1.65	1.000	1.078
17	ANO 2	1.81	1.77	0.949	0.972
18	ANO 3	1.60	1.61	0.859	0.931
19	ANO 4	1.25	1.27	0.642	0.747
20	ANO 5	2.18	2.05	1.033	0.973
21	APO 6	2.75	2.84	1.307	1.317
22	ANO 6	1.71	1.71	0.839	0.851
23	ANO 7	1.30	1.28	0.616	0.610
24	ISN 1	4.65	4.57	0.796	0.911
25	ISN 2	2.84	2.78	0.935	0.908
26	ISN 3	2.47	2.55	0.992	1.051
27	ISN 4	1.59	1.56	0.721	0.706
28	ISN 5	1.68	1.68	0.772	0.764
29	ESN 1	1.73	1.76	1.002	1.025
30	ESN 2	2.34	2.33	1.029	1.061
31	ESN 3	4.22	4.08	1.014	1.087
32	ISN 6	3.46	3.38	1.111	1.159
33	ESN 4	1.28	1.28	0.635	0.650
34	ESN 5	2.71	2.64	1.277	1.274
35	ILOC 1	2.11	2.02	0.911	0.891
36	ILOC 2	2.02	1.99	0.849	0.879
37	ILOC 3	1.90	1.85	1.030	0.955
38	ELOC 1	3.67	3.60	1.441	1.408
39	ELOC 2	3.51	3.59	1.229	1.186
40	ELOC 3	3.50	3.43	1.060	1.047

41	ELOC 4	2.91	2.92	1.408	1.355
42	ELOC 5	3.21	3.18	1.411	1.341
43	ELOC 6	2.41	2.53	1.387	1.358
44	ELOC 7	4.15	4.04	1.230	1.220
45	ELOC 8	2.48	2.51	1.400	1.363
46	GI 1	4.14	3.93	1.117	1.145
47	GI 2	1.70	1.73	0.810	0.836
48	GI 3	1.61	1.63	0.692	0.741
49	GI 4	2.12	2.11	1.004	1.041
50	GI 5	1.35	1.43	0.658	0.806
51	G 1	4.30	4.19	1.062	1.101
52	G 2	1.77	1.74	0.776	0.757
53	G 3	1.71	1.69	0.772	0.712
54	G 4	2.02	2.03	0.950	0.927
55	G 5	1.37	1.46	0.730	0.839

In table 2 the mean scores of the ***determinants*** of the control and the experimental group are shown. As can be seen from the table, the youngsters have an overall positive opinion about traffic safety. If the control group is compared with the experimental group there can be seen that every number of the control group has decreased, meaning that the youngsters correspond to safety.

Table 2: Descriptives determinants of split up version

Determinant	Items	Number of items	Mean score	
			CG	EG
Attitude	1-23	23	2.32	2.29
Subjective norm	24-34	11	2.63	2.60
Locus of control	35-45	11	2.90	2.88
Behavioural intention	46-50	5	2.18	2.17
Behaviour	51-55	5	2.23	2.22

If there is a look at the ***driver social desirability scale*** there can be seen in table 3 that each item in both groups scores average under the 3, meaning that the questioned youngsters answer in a social desirable way. These average scores are nearly equal for the control group and the experimental group. This indicates no remarkably difference between both groups with respect to social desirable answering. Furthermore the mean of the ten questions of DSDS - this variable will be further used - is 2.4356 with a standard deviation of 0.63199. This overall mean indicates that there is answered in a social desirable way and this is not good.

Table 3: Driver social desirability scale of split up version

Number of question	Number of DSDS	Mean score	
		CG	EG
56	1	2.65	2.71
57	2	2.57	2.58
58	3	2.30	2.26
59	4	2.06	2.13
60	5	2.18	2.16
61	6	2.63	2.58
62	7	2.45	2.53
63	8	2.34	2.45
64	9	2.66	2.64
65	10	2.49	2.48

Only the experimental group (724 participants) had a measurement after the session. This measurement is about the reception of the ***session of 'Getuigen onderweg'*** itself. Most questioned youngsters thought the story of the traffic witness was credible (84.2%), useful (69.9%), interesting (73.1%), important (64.8%) and informative (66.0%). A lot of questioned youngsters were shocked by the story of the traffic witness (50.6%) and they agreed that the story was alarming (32.4%) and fearful (29.7%). However, most of the youngsters have the same level of agreement as disagreement that the session was more enriching than shocking (31.4%). The youngsters liked the initiative of 'Getuigen onderweg' (59.5%) and traffic witness (69.8%), who was good understandable (53.9%). Mostly the traffic witness was accompanied by a buddy (82.3%). The buddy added value to the session (85.5%) and was not a disturbing factor (93.9%). Nearly all questioned youngsters would recommend this session to others (90.6%). Most youngsters did not have traffic safety lessons before this session (62.6%) nor did they do a preliminary discussion (71.7%). If the questioned youngsters had a preliminary discussion, they made mostly use of the information folder 'En plots is alles anders' (57.8%) and they found it useful (82.7%). They made use of the DVD 'En plots is alles anders' if the youngsters had a preliminary discussion (62.7%) and this DVD was useful (87.7%).

To know if the different items have a good internal consistency, the Cronbach's alpha is used. This is an indicator to determine if multiple items may be captured by one overall reliability coefficient. The Cronbach's alpha has a range from 0 to 1, whereby a Cronbach's alpha of 0.65 and more indicates a sufficient level of internal consistency. (Brijs, Ruiter, & Brijs, 2009). In other words, a Cronbach's alpha bigger than 0.65 ensures that the answers of the youngsters are made in a stable manner. As can be seen from table 4, the Cronbach's alpha scores good, indicating that the youngsters answer in a stable manner, except by behaviour (0.581). There is opted to go further with the overall determinants (attitude, subjective norm, locus of control, internal behaviour and behaviour), indicated in bold, because they score better than the underlying determinants.

Table 4: Cronbach's alpha of entire sample

Determinant	Items	Cronbach's Alpha
Attitude	**1-23**	**0.785**
APV	1-5	0.615
ANV	6-10	0.644
APO	11-15 + 21	0.678
ANO	16-20 + 22-23	0.649
ANO + ANV	16-20 + 22-23 + 6-10	0.695
APO + APV	11-15 + 21 + 1-5	0.670
Subjective norm	**24-34**	**0.660**
Implicit subjective norm	24-28 +32	0.483
Explicit subjective norm	29-31 + 33-34	0.524
Locus of control	**35-45**	**0.701**
Intern locus of control	35-37	0.591
Extern locus of control	38-45	0.693
Intentional behaviour	**46-50**	**0.644**
Behaviour	**51-55**	**0.581**
DSDS	**56-65**	**0.759**

4.1.2. Teachers

Also the ***teachers*** filled in a questionnaire with background information, attention for traffic safety and the reception about the session. In total 92 teachers, whereby 45 teachers are in the control group and 47 are in the experimental group, participated the survey. Most teachers were females in both groups (CG: 62.8% and EG: 61.7%) and the average age difference between the control group and the experimental is nearly 3 years (CG: 38.14 years and EG: 41.11 years). The testimony is part of the general education project in the control group (CG: 11.1%), whereas it is part of the traffic education in the experimental group (EG: 8.5%). In both groups the questioned teachers generally had lessons about traffic safety (CG: 59.5% and EG: 76.7%) and these resulted in a science week or license at school for the control group (CG: 4.4% and 4.4%) and in a traffic week for the experimental group (6.4%). However the schools will do a project about traffic safety this year (CG: 66.7% and EG: 65.7%) and they are planning to do a traffic week in both groups and EHBO in the experimental group (CG: 4.4% and EG: 4.3% and 4.3%). In both groups the teachers did not do a preliminary discussion about traffic safety with the youngsters (CG: 54.5% and EG: 69.8%). However they are willing to do a subsequent discussion (CG: 86.7% and EG: 77.8%). Teachers are not familiar with the information package of 'En plots is alles anders' (CG: 67.4% and EG: 72.7%). If they are familiar with it, it is mostly available (CG: 64.3% and EG: 72.7%) and they are intended to use it (CG: 90% and EG: 81.8%) in both the control and experimental group. Moreover teachers indicated the usefulness (CG and EG: 100%), its ease to use (CG: 100% and EG: 90.9%) and the added value (CG and EG: 100%) of the information. If they are familiar with the package, teachers already used it (CG: 66.7% and EG: 63.6%). The information package fits into general courses in the control group (CG: 4.4%) and into general courses with religion in the experimental group (EG: 4.3%) whereby it accounts for two hours in both groups (CG: 6.7% and EG: 12.8%). All teachers have the opinion that this package is suitable for youngsters of the third grade secondary school (CG and EG: 100%).

4.2. Analysis of the variance

First there will be conducted the MANOVA and MANCOVA with respect to the target variables. Next there will be done two ANOVAS namely the ANOVA with respect to the background variables and the ANOVA with respect to the reception. There has to be remarked that when there is written about condition, this actually means the participation in the session 'Getuigen onderweg'.

4.2.1. MANOVA with target variables

There is done an ANOVA, which is an analysis without covariates whereby the fixed factor, also called the independent variable, is ***only the condition*** (control and experimental group) and the determinants attitude, subjective norm, locus of control, intentions and behaviour are the dependent variables. There is no significant multivariate effect of the condition (p>0.05). This means that there is no significant difference between the averages of the determinants and it indicates that there is no effect between the control and the experimental group of the session.

There are done some other MANOVAS without covariates whereby all the coupling determinants the dependent variables are and the condition the fixed factor is together with gender or year or direction. The variable province is not taken into the calculations because it has a skewed distribution. Also KSO is left out of the calculations because there were few youngsters and the distribution is skewed.

4.2.1.1. Gender

The first MANOVA is the one whereby ***the condition and the gender*** (women and men) fixed factors are. There is no significant multivariate effect of the condition (p>0.05). The variable gender (F(5,1351)=39.880,p=0.000) is significant and therefore there is looked at the tests of between-subjects effects, which indicate that all determinants attitude (F(1,1355)=162.427,p=0.000), subjective norm (F(1,1355)=18.730,p=0.000), locus of control (F(1,1355)=90.452,p=0.000), intention (F(1,1355)=92.667,p=0.000) and (F(1,1355)=25.291,p=0.000) behaviour are significant. There can be stated that the averages are not the same and that there is an effect of the session 'Getuigen onderweg' on all determinants. When there is a look at table 5 there can be retrieved that the estimated marginal means of women are lower than the estimated marginal means of men. This indicates that women have a more safe opinion, indicating safety, than men and therefore, men have a less safe opinion, indicating unsafety, than women.

Table 5: MANOVA gender: estimated marginal means of gender

Gender	Women	Men
Attitude	2.162	2.446
Subjective norm	2.563	2.670
Locus of control	2.739	3.043
Intention	2.032	2.328
Behaviour	2.156	2.300

The interaction between those two variables, condition and gender, is not significant (p>0.05), meaning that the averages are the same there is no effect of the session.

4.2.1.2. Year

The next MANOVA is done whereby ***the condition and the year*** (fifth and sixth grade) are fixed factors. There is no significant multivariate effect of the condition (p>0.05). The year (F(5,1346)=6.745,p=0.000) is significant, as can be seen from the output. The test of between-subjects effects shows that only attitude (F(1,1350)=12.064,p=0.001) and the locus of control (F(1,1350)=13.964,p=0.000) are significant. Therefore the averages are not the same and that there is an effect of the session between the fifth and sixth grade on attitude and locus of control. There can be retrieved from table 6 that the estimated marginal means of youngsters of the sixth grade are lower than those of youngsters of the fifth grade. This means that youngsters of the sixth grade have a more positive opinion with respect to attitude and locus of control, indicating safety, than youngsters of the fifth grade.

Table 6: MANOVA year: estimated marginal means of year

Year	Fifth grade	Sixth grade
Attitude	2.333	2.248
Locus of control	2.937	2.809

The interaction between condition and year are not significant (p>0.05) and therefore the averages are the same and there is no effect of the session 'Getuigen onderweg'.

4.2.1.3. Direction

A MANOVA, whereby ***the condition and the direction*** (ASO, BSO and TSO) are the only fixed variables, is done. There is no significant multivariate effect of the condition (p>0.05). When there is a look at the direction (F(10,2552)=6.431,p=0.000) there can be seen that this variable is significant. There can be seen that this variable is significant for attitude (F(2,1279)=11.841,p=0.000), intentions (F(2,1279)=4.359,p=0.013) and behaviour (F(2,1279)=5.821,p=0.003). This indicates that there is an effect of the session on attitude, intentions and behaviour. Looking at table 7 the estimated marginal means of youngsters who follow ASO, BSO and TSO is given. There can be retrieved that youngsters who follow ASO have a more positive opinion with respect to attitude, intention and behaviour, indicating safety, than youngsters who follow BSO and TSO.

Table 7: MANOVA direction: estimated marginal means of direction

Direction	ASO	BSO	TSO
Attitude	2.216	2.365	2.301
Intension	2.104	2.223	2.179
Behaviour	2.157	2.280	2.245

There is made a pairwise comparison which refers to the fact that variables in pairs are compared to see which specific means are different (Field, 2009). Table 8 shows the determinants and the directions which are significant. There can be seen that ASO and BSO have the biggest significant mean difference, with respect to attitude, intention and behaviour.

Table 8: MANOVA direction: pairwise comparison

Dependent variable	Direction	Direction	Mean difference	P-value
Attitude	ASO	BSO	-0.149	0.000
		TSO	-0.085	0.003
	BSO	ASO	0.149	0.000
		TSO	0.064	0.029
	TSO	ASO	0.085	0.028
		BSO	-0.064	0.029
Intention	ASO	BSO	-0.119	0.004
		TSO	-0.075	0.046
	BSO	ASO	0.119	0.004
	TSO	ASO	0.075	0.046
Behaviour	ASO	BSO	-0.123	0.001
		TSO	-0.088	0.011
	BSO	ASO	0.123	0.001
	TSO	ASO	0.088	0.011

The interaction between condition and direction (F(10,2552)=2.770,p=0.002) is significant. There can be seen that attitude (F(2,1279)=8.425,p=0.000) and intention (F(2,1279)=8.227,p=0.000) are significant at a level of 0.05, which results in an effect on the session of these determinants. Table 9 shows that the youngsters who follow ASO and BSO have a more positive attitude and intention, which indicates safety, when comparing the control group (CG) with the experimental group (EG). Youngsters who follow TSO have a less positive attitude and intention after the session.

Table 9: MANOVA direction: estimated marginal means of direction and condition

Direction	ASO		BSO		TSO	
Condition	**CG**	**EG**	**CG**	**EG**	**CG**	**EG**
Attitude	2.293	2.138	2.396	2.334	2.264	2.338
Intention	2.193	2.015	2.243	2.204	2.116	2.242

4.2.1.4. Year & gender

This MANOVA is conducted whereby ***the condition, year and gender*** are the fixed variables. There is no significant multivariate effect of the condition (p>0.05). The variable gender (F(5,1340)=35.775,p=0.000) is significant. All the determinants attitude (F(1,1344)=144.544,p=0.000), subjective norm (F(1,1344)=18.812,p=0.000), locus of control (F(1,1344)=84.513,p=0.000), intention (F(1,1344)=86.266,p=0.000) and behaviour (F(1,1344)=22.634,p=0.000) are significant for this variable. This means that there is an effect of the session. When there is a look at table 10 there can be retrieved that the estimated marginal means of women is lower than the estimated marginal means of men, indicating that women have a more safe opinion than men.

Table 10: MANOVA year & gender: estimated marginal means of gender

Gender	Women	Men
Attitude	2.156	2.435
Subjective norm	2.558	2.671
Locus of control	2.726	3.032
Intention	2.028	2.324
Behaviour	2.153	2.294

Also the variable year (F(5,1340)=6.165,p=0.000) is significant. Locus of control (F(1,1344)=11.479,p=0.001) and attitude (F(1,1344)=9.456,p=0.002) are significant for this variable. This indicates that there is an effect of the session of 'Getuigen onderweg'. If there is a look at table 11 then there can be seen that youngsters of the sixth grade have a more positive opinion with respect to attitude and locus of control, indicating safety, than youngsters of the fifth grade.

Table 11: MANOVA year & gender: estimated marginal means of year

Year	Fifth grade	Sixth grade
Attitude	2.331	2.260
Locus of control	2.936	2.823

None of the interactions are significant (p>0.05).

4.2.1.5. Gender & direction

This MANOVA is conducted whereby ***the condition, gender and direction*** are the fixed factors. There is no significant multivariate effect of the condition (p>0.05). The variable gender (F(5,1267)=35.142,p=0.000) is significant. For this variable attitude (F(1,1271)=145.262,p=0.000), subjective norm (F(1,1271)=13.760,p=0.000), locus of control (F(1,1271)=79.994,p=0.000), intention (F(1,1271)=72.901,p=0.000) and behaviour (F(1,1271)=20.578,p=0.000) are significant. This means that there is an effect of the session. Table 12 shows that the estimated marginal means of women is lower than the estimated marginal means of men, indicating that women have a more safe opinion than men.

Table 12: MANOVA gender & direction: estimated marginal means of gender

Gender	Women	Men
Attitude	2.158	2.437
Subjective norm	2.564	2.660
Locus of control	2.737	3.036
Intention	2.036	2.306
Behaviour	2.159	2.294

Also direction (F(10,2536)=6.527,p=0.000) is significant. Attitude (F(2,1271)=13.022,p=0.000), intentions (F(2,1271)=5.010,p=0.007) and behaviour (F(2,1271)=7.037,p=0.001) are significant. This indicates that there is an effect of the session. If there is a look at table 13 then there can be seen that the youngsters who follow ASO have a more positive opinion with respect to attitude, intention and behaviour, indicating safety, than the youngsters of the direction BSO and TSO.

Table 13: MANOVA gender & direction: estimated marginal means of direction

Direction	ASO	BSO	TSO
Attitude	2.225	2.376	2.291
Intension	2.109	2.237	2.168
Behaviour	2.151	2.290	2.239

Because the variable direction is overall significant, there is done a pairwise comparison. Table 14 shows the determinants and the directions which are significant. There can be seen that ASO and BSO have the biggest significant mean difference, with respect to attitude, intention and behaviour.

Table 14: MANOVA gender & direction: pairwise comparison

Dependent variable	Direction	Direction	Mean difference	P-value
Attitude	ASO	BSO	-0.152	0.000
		TSO	-0.067	0.014
	BSO	ASO	0.152	0.000
		TSO	0.085	0.003
	TSO	ASO	0.067	0.014
		BSO	-0.085	0.003
Intention	ASO	BSO	-0.129	0.002
	BSO	ASO	0.129	0.002
Behaviour	ASO	BSO	-0.140	0.000
		TSO	-0.088	0.012
	BSO	ASO	0.140	0.000
	TSO	ASO	0.088	0.012

One of the interactions is significant, namely the interaction between gender and direction ($F(10,2536)=1.984, p=0.035$). For this interaction the following determinants are significant: locus of control ($F(2,1271)=6.259, p=0.002$) and behaviour ($F(2,1271)=3.776, p=0.023$), meaning that there is an effect of this interaction on the session of 'Getuigen onderweg'. If there is a look at table 15 then there can be seen that the youngsters who follow ASO and are men have a more positive opinion about locus of control, indicating safety. Women who follow TSO have the most positive opinion, indicating safety, with respect to locus of control. Furthermore women have a more positive opinion with respect to behaviour, indicating safety, than men. Women and men have the most positive opinion, indicating safety, with respect to behaviour, when they follow the direction ASO.

Table 15: MANOVA gender & direction: estimated marginal means of direction and gender

Direction	ASO		BSO		TSO	
Gender	**Women**	**Men**	**Women**	**Men**	**Women**	**Men**
Locus of control	2.848	2.979	2.682	3.090	2.680	3.040
Behaviour	2.141	2.160	2.191	2.390	2.145	2.332

4.2.1.6. Year & direction

This MANOVA is conducted whereby ***the condition, year and direction*** are the fixed variables. There is no significant multivariate effect of the condition (p>0.05). The variable direction (F(10,2530)=6.566,p=0.000) is significant. The determinants attitude (F(2,1268)=14.266,p=0.000), intention (F(2,1268)=6.987,p=0.001) and behaviour (F(2,1268)=8.013,p=0.000) are significant. This means that there is an effect of the session. When there is a look at table 16 there can be retrieved that the estimated marginal means of youngsters who follow ASO is lower than the estimated marginal means of youngsters who follow BSO and TSO, indicating that youngsters who follow ASO have a more safe opinion with respect to attitude, intention and behaviour, indicating safety, than youngsters who follow BSO and TSO.

Table 16: MANOVA year & direction: estimated marginal means of direction

	ASO	BSO	TSO
Attitude	2.200	2.371	2.307
Intention	2.083	2.239	2.184
Behaviour	2.144	2.294	2.254

Because the variable direction is significant there is done a pairwise comparison. Table 17 shows the determinants and the directions which are significant. There can be seen that ASO and BSO have the biggest significant mean difference, with respect to attitude, intention and behaviour.

Table 17: MANOVA year & direction: pairwise comparison

Dependent variable	Direction	Direction	Mean difference	P-value
Attitude	ASO	BSO	-0.170	0.000
		TSO	-0.106	0.000
	BSO	ASO	0.170	0.000
		TSO	0.064	0.043
	TSO	ASO	0.106	0.000
		BSO	-0.064	0.043
Intention	ASO	BSO	-0.156	0.000
		TSO	-0.101	0.009
	BSO	ASO	0.156	0.000
	TSO	ASO	0.101	0.009
Behaviour	ASO	BSO	-0.150	0.000
		TSO	-0.110	0.002
	BSO	ASO	0.150	0.000
	TSO	ASO	0.110	0.002

Also the variable year (F(5,1264)=5.782,p=0.000) is significant. Locus of control (F(1,1268)=7.262,p=0.007) and attitude (F(1,1268)=7.199,p=0.007) are significant. This indicates that there is an effect of the session of 'Getuigen onderweg'. Table 18 shows that the estimated marginal means of youngsters of the sixth grade are lower than those of youngsters of the fifth grade This indicates that youngsters of the sixth grade have a more positive opinion with respect to attitude and locus of control, indicating safety, than youngsters of the fifth grade.

Table 18: MANOVA year & direction: estimated marginal means of year

	Fifth grade	Sixth grade
Attitude	2.327	2.258
Locus of control	2.925	2.827

Two of the interactions are significant. For the first interaction of condition and direction (F(10,2530)=2.987,p=0.001) the determinants attitude (F(2,1268)=7.946,p=0.000), intention (F(2,1268)=8.559,p=0.000) and behaviour (F(2,1268)=3.930,p=0.020) are significant. This means that there is an effect of the session. Table 19 shows that that youngsters who follow ASO have a more positive attitude, intention and behaviour, which indicates safety, after the session. Youngsters who follow BSO and TSO have a more negative opinion, indicating unsafety, after the session.

Table 19: MANOVA year & direction: estimated marginal means of direction and condition

Direction	**ASO**		**BSO**		**TSO**	
Condition	**CG**	**EG**	**CG**	**EG**	**CG**	**EG**
Attitude	2.283	2.118	2.397	2.345	2.272	2.341
Intention	2.169	1.997	2.196	2.282	2.116	2.252
Behaviour	2.192	2.096	2.243	2.344	2.217	2.290

For the second interaction of direction and year (F(10,2530)=3.523,p=0.000) the determinants subjective norm (F(2,1268)=3.848,p=0.022), locus of control (F(2,1268)=3.475,p=0.031), intention (F(2,1268)=15.274,p=0.000) and behaviour (F(2,1268)=7.258,p=0.001) are significant. This means that there is an effect of the session of the session 'Getuigen onderweg'. When there is a look at table 20 there can be retrieved that youngsters who follow ASO and in the sixth grade of secondary school have a more positive opinion, with respect to subjective norm, locus of control, intention and behaviour, indicating safety, than youngsters of the fifth grade. Comparing youngsters of the sixth grade there can be seen that youngsters from ASO have the most positive opinion, indicating safety. Comparing youngsters of the fifth grade there can be retrieved that youngsters from BSO have a more positive opinion, which indicates safety.

Table 20: MANOVA year & direction: estimated marginal means of direction and year

Direction	**ASO**		**BSO**		**TSO**	
Year	**Fifth grade**	**Sixth grade**	**Fifth grade**	**Sixth grade**	**Fifth grade**	**Sixth grade**
Subjective norm	2.619	2.552	2.541	2.668	2.650	2.664
Locus of control	2.992	2.779	2.867	2.898	2.916	2.805
Intention	2.176	1.989	2.093	2.385	2.171	2.197
Behaviour	2.195	2.093	2.196	2.391	2.266	2.241

4.2.2. Background variables

There is done an univariate ANOVA from the background variables, whereby the ***question from the questionnaire is the dependent variable and the condition is the fixed factor***. When there is a look at the first question, concerning the gender there can be seen that the condition ($F(1,1376)=8.508, p=0.004$) is significant. There can be stated that the averages between the control and the experimental group are not the same and that there are more females in the control group. When there is a look at the next question, concerning the age (open question) there can be seen that the condition ($F(1,1376)=8.644, p=0.003$) is significant. Therefore the age of youngsters in the control group is a little bit higher. When there is a look at the third question, concerning the year there can be stated that the condition ($F(1,1371)=73.955, p=0.000$) is significant. Therefore the averages of the year between the control and the experimental group are not the same and that there were more youngsters from the sixth grade in the control group. When there is a look at the next question, concerning the direction there can be stated that the condition ($F(1,1300)=7.208, p=0.007$) is significant. There can be seen that in the control group there were more questionnaires in schools with direction ASO. When there is a look at the next questions, concerning transportation mode (by foot, bicycle, moped, car or bus/tram/train), driver license (no, provisionally or definitive driver license), penalty (never, one time, several times) and traffic accident (never, one time, several times) there can be stated that the condition has no univariate effect ($p>0.05$). Thus all these averages between the control and experimental group are nearly the same. Table 21 shows an overview.

Table 21: ANOVA background variables

Question	F	P	M (SD) CG	M (SD) EG
Gender	8.508	0.004	1.556 (0.019)	1.477 (0.019)
Age	8.644	0.003	16.913 (0.035)	16.769 (0.034)
Year	73.955	0.000	1.517 (0.019)	1.295 (0.018)
Direction	7.208	0.007	2.761 (0.071)	3.025 (0.068)
Transport mode	0.014	p>0.05	/	/
Driver license	1.432	p>0.05	/	/
Penalty	0.004	p>0.05	/	/
Traffic accident	0.807	p>0.05	/	/

4.2.3. Reception

4.2.3.1. Gender

There is done an univariate ANOVA from the reception, whereby the ***question from the questionnaire is the dependent variable and the gender is the fixed factor***. This can be seen in table 22. When there is a look at the questions 1 until 8, 10 until 12, 14 until 19 and 22 there can be retrieved that there is a univariate effect of gender. This means that the averages between men and women are not the same. This indicates for questions 1 until 8, 10 until 12, 14, 16 and 22 that females are more in favour of this question than men. For questions 15, 17, 18 and 19 men are more in favour of this question than females. For questions 9, 13, 20 and 21, there is no significant univariate effect of gender. This indicates that the averages between men and women are nearly the same.

Table 22: ANOVA reception gender

Question	F	P	M (SD) Male	M (SD) Female
I believe the story of the traffic witness was credible (1)	25.698	0.000	1.294 (0.028)	1.098 (0.026)
I believe the story of the traffic witness was useful (2)	44.475	0.000	1.561 (0.037)	1.223 (0.035)
I believe the story of the traffic witness was interesting (3)	30.617	0.000	1.510 (0.038)	1.220 (0.036)
I believe the story of the traffic witness was important (4)	32.097	0.000	1.622 (0.040)	1.312 (0.037)
I believe the story of the traffic witness was informative (5)	30.725	0.000	1.578 (0.039)	1.283 (0.036)
I believe the story of the traffic witness was shocking (6)	35.484	0.000	1.911 (0.048)	1.519 (0.045)
I believe the story of the traffic witness was alarming (7)	8.325	0.004	2.493 (0.061)	2.253 (0.057)
I believe the story of the traffic witness was frightening (8)	19.821	0.000	2.671 (0.065)	2.277 (0.060)
I believe the testimony was more shocking than instructive (9)	0.056	p>0.05	/	/
I believe the initiative 'Getuigen onderweg' is very good (10)	28.737	0.000	1.736 (0.045)	1.404 (0.042)
I believe the traffic witness was very good (11)	24.685	0.000	1.529 (0.038)	1.270 (0.036)
I believe the traffic witness was clear and good audible (12)	4.955	0.026	1.771 (0.052)	1.613 (0.048)
Was there a buddy? (13)	1.204	p>0.05	/	/
Was this buddy a value added? (14)	3.919	0.048	1.173 (0.022)	1.112 (0.021)
Was this buddy a disturbing factor? (15)	13.426	0.000	1.902 (0.015)	1.977 (0.014)
Would you recommend the initiative 'Getuigen onderweg' to others? (16)	31.533	0.000	1.161 (0.017)	1.033 (0.016)
Prior to this testimony, did you do something around traffic and traffic safety at school this year? (17)	4.975	0.026	1.580 (0.028)	1.667 (0.027)
Prior to this testimony, did you do a preliminary discussion at school? (18)	19.903	,0.000	1.632 (0.026)	1.792 (0.024)
Is there made use of the information map 'en plots is alles anders' during the preliminary discussion? (19)	5.799	0.017	1.346 (0.048)	1.529 (0.059)
If there is made use of the information map 'en plots is alles anders' during the preliminary discussion, do you believe it was useful? (20)	3.824	p>0.05	/	/
Is there made use of the DVD 'en plots is alles anders' during the preliminary discussion? (21)	1.720	p>0.05	/	/
If there is made use of the DVD 'en plots is alles anders' during the preliminary discussion, do you believe it was useful? (22)	8.198	0.005	1.188 (0.039)	1.000 (0.053)

4.2.3.2. Year

The next ANOVA from the reception, whereby the ***question from the questionnaire is the dependent variable and the year is the fixed factor***, is done. The results can be retrieved in table 23. When there is a look at the questions 10 until 14, 16 until 18 and 21 there can be retrieved that there is a univariate effect of year. This means that the averages between the fifth and sixth grade are not the same. This indicates for questions 10 until 14, 16 and 17 that females are more in favour of this question than men. For questions 18 and 21 men are more in favour of this question than females. For questions 1 until 9, 15, 19, 20 and 22, there is no significant univariate effect of gender. This indicates that the averages between men and women are nearly the same.

Table 23: ANOVA reception year

Question	F	P	M (SD) 5th	M (SD) 6th
I believe the story of the traffic witness was credible (1)	0.020	p>0.05	/	/
I believe the story of the traffic witness was useful (2)	1.214	p>0.05	/	/
I believe the story of the traffic witness was interesting (3)	1.913	p>0.05	/	/
I believe the story of the traffic witness was important (4)	1.795	p>0.05	/	/
I believe the story of the traffic witness was informative (5)	1.273	p>0.05	/	/
I believe the story of the traffic witness was shocking (6)	2.089	p>0.05	/	/
I believe the story of the traffic witness was alarming (7)	1.968	p>0.05	/	/
I believe the story of the traffic witness was frightening (8)	0.613	p>0.05	/	/
I believe the testimony was more shocking than instructive (9)	0.495	p>0.05	/	/
I believe the initiative 'Getuigen onderweg' is very good (10)	5.451	0.020	1.610 (0.038)	1.453 (0.055)
I believe the traffic witness was very good (11)	8.471	0.004	1.443 (0.032)	1.279 (0.046)
I believe the traffic witness was clear and good audible (12)	9.629	0.002	1.757 (0.043)	1.525 (0.061)
Was there a buddy? (13)	6.592	0.010	1.206 (0.019)	1.123 (0.027)
Was this buddy a value added? (14)	17.761	0.000	1.191 (0.019)	1.056 (0.026)
Was this buddy a disturbing factor? (15)	0.134	p>0.05	/	/
Would you recommend the initiative 'Getuigen onderweg' to others? (16)	15.194	0.000	1.126 (0.014)	1.030 (0.020)
Prior to this testimony, did you do something around traffic and traffic safety at school this year? (17)	13.120	0.000	1.674 (0.024)	1.525 (0.034)
Prior to this testimony, did you do a preliminary discussion at school? (18)	4.143	0.042	1.694 (0.022)	1.722 (0.032)

Is there made use of the information map 'en plots is alles anders' during the preliminary discussion? (19)	0.032	p>0.05	/	/
If there is made use of the information map 'en plots is alles anders' during the preliminary discussion, do you believe it was useful? (20)	0.212	p>0.05	/	/
Is there made use of the DVD 'en plots is alles anders' during the preliminary discussion? (21)	5.770	0.017	1.322 (0.044)	1.522 (0.071)
If there is made use of the DVD 'en plots is alles anders' during the preliminary discussion, do you believe it was useful? (22)	2.686	p>0.05	/	/

4.2.3.3. Direction

The last univariate ANOVA from the reception has the ***question from the questionnaire as the dependent variable and the direction as the fixed factor.*** The results can be seen in table 24. Looking at the questions 1 until 3, 8, 9, 12, 13 and 15 until 18, there can be retrieved that there is a univariate effect of direction. This means that the averages between ASO, BSO and TSO are not the same. This indicates for questions 1 until 3 and 16 that youngsters who follow ASO are more in favour of this question than youngsters from BSO or TSO. For questions 8, 9, 12, 15, 17 and 18, there can be retrieved that youngsters from BSO are more in favour of this question than youngsters from ASO or TSO. Question 13 shows that youngsters from TSO are more in favour of this question than youngsters who follow ASO or BSO. For questions 4 until 7, 10, 11, 14 and 19 until 22, there is no significant univariate effect of gender. This indicates that the averages between men and women are nearly the same.

Table 24: ANOVA reception direction

Question	**F**	**P**	**M (SD) ASO**	**M (SD) BSO**	**M (SD) TSO**
I believe the story of the traffic witness was credible (1)	7.400	0.001	1.080 (0.035)	1.234 (0.042)	1.249 (0.031)
I believe the story of the traffic witness was useful (2)	3.403	0.034	1.289 (0.047)	1.406 (0.057)	1.451 (0.042)
I believe the story of the traffic witness was interesting (3)	3.461	0.032	1.269 (0.048)	1.343 (0.058)	1.437 (0.043)
I believe the story of the traffic witness was important (4)	0.645	p>0.05	/	/	/
I believe the story of the traffic witness was informative (5)	2.065	p>0.05	/	/	/
I believe the story of the traffic witness was shocking (6)	1.928	p>0.05	/	/	/
I believe the story of the traffic witness was alarming (7)	2.084	p>0.05	/	/	/

I believe the story of the traffic witness was frightening (8)	3.253	0.039	2.532 (0.079)	2.243 (0.096)	2.510 (0.070)
I believe the testimony was more shocking than instructive (9)	8.644	0.000	3.293 (0.083)	2.752 (0.100)	3.096 (0.074)
I believe the initiative 'Getuigen onderweg' is very good (10)	2.678	p>0.05	/	/	/
I believe the traffic witness was very good (11)	1.684	p>0.05	/	/	/
I believe the traffic witness was clear and good audible (12)	3.217	0.041	1.741 (0.063)	1.529 (0.077)	1.758 (0.056)
Was there a buddy? (13)	12.382	0.000	1.286	1.190	1.106
Was this buddy a value added? (14)	0.631	>0.05	/	/	/
Was this buddy a disturbing factor? (15)	4.926	0.008	1.972	1.879	1.947
Would you recommend the initiative 'Getuigen onderweg' to others? (16)	4.289	0.014	1.046 (0.021)	1.128 (0.025)	1.116 (0.018)
Prior to this testimony, did you do something around traffic and traffic safety at school this year? (17)	4.481	0.012	1.657 (0.034)	1.511 (0.042)	1.653 (0.030)
Prior to this testimony, did you do a preliminary discussion at school? (18)	15.898	0.000	1.863 (0.031)	1.626 (0.038)	1.660 (0.028)
Is there made use of the information map 'en plots is alles anders' during the preliminary discussion? (19)	0.519	>0.05	/	/	/
If there is made use of the information map 'en plots is alles anders' during the preliminary discussion, do you believe it was useful? (20)	1.087	>0.05	/	/	/
Is there made use of the DVD 'en plots is alles anders' during the preliminary discussion? (21)	1.794	>0.05	/	/	/
If there is made use of the DVD 'en plots is alles anders' during the preliminary discussion, do you believe it was useful? (22)	0.607	>0.05	/	/	/

4.3. Analysis of the variance while controlling social desirability

The analysis of the variance is done again. However, this time there is taken control of the social desirability. The DSDS will be the covariate.

4.3.1. MANCOVA with target variables

There is done an MANCOVA, which is an analysis without covariates, whereby the fixed factor is ***only the condition*** (control and experimental group) and the determinants attitude, subjective norm, locus of control, intentions and behaviour are the dependent variables. There is no significant multivariate effect of the condition (p>0.05). This means that there is no significant difference between the averages of the determinants. This indicates that there is no effect of the session 'Getuigen onderweg' between the control and the experimental group on attitude, subjective norm, locus of control, intention and behaviour. DSDS (F(5,1289)=160.761,p=0.000) is significant. All the determinants attitude (F(1,1293)=218.360,p=0.000), subjective norm (F(1,1293)=314.533,p=0.000), locus of control (F(1,1293)=333.605,p=0.000), intentions (F(1,1293)=420.825,p=0.000) and behaviour (F(1,1293)=601.957,p=0.000) are significant. This means that there is a significant difference between the averages and therefore there is an effect of the session.

4.3.1.1. Gender

The next MANCOVA is the one whereby ***the condition and the gender*** fixed factors are. There is a significant multivariate effect of the condition (F(5,1284)=2.461,p=0.031). Attitude (F(1,1288)=9.651,p=0.002), subjective norm (F(1,1288)=6.279,p=0.012) and intention (F(1,1288)=4.276,p=0.039) are significant for the condition. This means that there is a significant difference between the averages of both groups and therefore there is an effect of the session. When there is a look at table 25 there can be retrieved that the estimated marginal means of the experimental group are lower than the estimated marginal means of the control group. This indicates that youngsters from the experimental group have a more safe opinion, indicating safety, than youngsters from the control group.

Table 25: MANCOVA gender: estimated marginal means of condition

Condition	CG	EG
Attitude	2.330	2.266
Subjective norm	2.645	2.588
Intention	2.207	2.152

DSDS (F(5,1284)=171.551,p=0.000) is significant. All the determinants attitude (F(1,1288)=251.118,p=0.000), subjective norm (F(1,1288)=320.723,p=0.000), locus of control (F(1,1288)=364.535,p=0.000), intentions (F(1,1288)=457.198,p=0.000) and behaviour (F(1,1288)=612.980,p=0.000) are significant. This means that there is a significant difference between the averages and therefore there is an effect of the session. Also gender (F(5,1284)=46.014,p=0.000) is significant and there is seen that all determinants attitude (F(1,1288)=186.055,p=0.000), subjective norm (F(1,1288)=20.371,p=0.000), locus of control (F(1,1288)=113.222,p=0.000), intentions (F(1,1288)=112.771,p=0.000) and behaviour (F(1,1288)=30.050,p=0.000) are significant. There can be stated that the averages are not the same and that there is an effect of the session 'Getuigen onderweg' on all determinants. When there is a look at table 26 there can be retrieved that the estimated marginal means of women are lower than the estimated marginal means of men. This

indicates that women have a more safe opinion, indicating safety, than men and therefore men have a less safe opinion, indicating unsafety, than women.

Table 26: MANCOVA gender: estimated marginal means of gender

Gender	Women	Men
Attitude	2.156	2.440
Subjective norm	2.565	2.668
Locus of control	2.734	3.042
Intention	2.036	2.322
Behaviour	2.161	2.292

The interaction between those two variables, condition and gender, is not significant (p>0.05), meaning that the averages are the same there is no effect of the session.

4.3.1.2. Year

The next MANCOVA is done whereby ***the condition and the year*** are fixed factors. There is no significant multivariate effect of the condition (p>0.05). DSDS (F(5,1279)=154.591,p=0.000) is significant. All the determinants attitude (F(1,1283)=202.426,p=0.000), subjective norm (F(1,1283)=300.216,p=0.000), locus of control (F(1,1283)=315.865,p=0.000), intentions (F(1,1283)=403.980,p=0.000) and behaviour (F(1,1283)=577.939,p=0.000) are significant. This means that there is a significant difference between the averages and therefore there is an effect of the session. The year (F(5,1279)=6.441,p=0.000) is significant, as can be seen from the output. Only attitude (F(1,1283)=8.397,p=0.004) and the locus of control (F(1,1283)=11.674,p=0.001) are significant. Therefore, the averages are not the same and that there is an effect of the session. There can be retrieved from table 27 that the estimated marginal means of youngsters of the sixth grade are lower than those of youngsters of the fifth grade. This means that youngsters of the sixth grade have a more positive opinion with respect to attitude and locus of control, indicating safety, than youngsters of the fifth grade.

Table 27: MANCOVA year: estimated marginal means of year

Year	Fifth grade	Sixth grade
Attitude	2.319	2.252
Locus of control	2.923	2.816

The interaction between condition and year are not significant (p>0.05) and therefore the averages are the same and there is no effect of the session 'Getuigen onderweg'.

4.3.1.3. Direction

A MANCOVA, whereby ***the condition and the direction*** are the only fixed variables, is done. There is a significant multivariate effect of the condition (F(5,1216)=2.658,p=0.021). Attitude (F(1,1220)=8.335,p=0.004), subjective norm (F(1,1220)=8.589,p=0.003) and intentions (F(1,1220)=4.548,p=0.033) are significant for the condition. This means that there is a significant difference between the averages of both groups and therefore there is an effect of the session. When there is a look at table 28 there can be retrieved that the estimated marginal means of the experimental group are lower than the estimated marginal means of the control group. This indicates

that youngsters from the experimental group have a more safe opinion, indicating safety, than youngsters from the control group.

Table 28: MANCOVA direction: estimated marginal means of condition

Condition	CG	EG
Attitude	2.322	2.257
Subjective norm	2.646	2.578
Intension	2.197	2.137

DSDS (F(5,1216)=155.001,p=0.000) is significant. All the determinants attitude (F(1,1220)=231.166,p=0.000), subjective norm (F(1,1220)=304.750,p=0.000), locus of control (F(1,1220)=320.468,p=0.000), intentions (F(1,1220)=416.771,p=0.000) and behaviour (F(1,1220)=582.054,p=0.000) are significant. This means that there is a significant difference between the averages and therefore there is an effect of the session. When there is a look at the direction (F(10,2434)=8.532,p=0.000) there can be seen that this variable is significant. There can be retrieved that this variable is significant for attitude (F(2,1220)=22.987,p=0.000), subjective norm (F(2,1220)=4.637,p=0.010),, intentions (F(2,1220)=15.382,p=0.000) and behaviour (F(2,1220)=19.189,p=0.000). This indicates that there is an effect of the session on attitude, intentions and behaviour. Looking at table 29, the estimated marginal means of youngsters who follow ASO, BSO and TSO is given. There can be retrieved that youngsters who follow ASO have a more positive opinion with respect to attitude, subjective norm, intentions and behaviour, indicating safety, than youngsters who follow BSO and TSO.

Table 29: MANCOVA direction: estimated marginal means of direction

Direction	ASO	BSO	TSO
Attitude	2.190	2.384	2.296
Subjective norm	2.564	2.626	2.646
Intension	2.063	2.263	2.175
Behaviour	2.121	2.313	2.241

Because the variable direction is significant, there is done a pairwise comparison. Table 30 shows the determinants and the directions which are significant. There can be seen that ASO and BSO have the biggest significant mean difference, with respect to attitude, subjective norm, intention and behaviour.

Table 30: MANCOVA direction: pairwise comparison

Dependent variable	Direction	Direction	Mean difference	P-value
Attitude	ASO	BSO	-0.194	0.000
		TSO	-0.106	0.000
	BSO	ASO	0.194	0.000
		TSO	0.088	0.001
	TSO	ASO	0.106	0.000
		BSO	-0.088	0.001
Subjective norm	ASO	BSO	-0.062	0.039
		TSO	-0.082	0.003
	BSO	ASO	0.062	0.039
	TSO	ASO	0.082	0.003
Intention	ASO	BSO	-0.199	0.000
		TSO	-0.112	0.033
	BSO	ASO	0.199	0.000
		TSO	0.087	0.011
	TSO	ASO	0.112	0.001
		BSO	-0.087	0.011
Behaviour	ASO	BSO	-0.192	0.000
		TSO	-0.120	0.000
	BSO	ASO	0.192	0.000
		TSO	0.072	0.016
	TSO	ASO	0.120	0.000
		BSO	-0.072	0.016

The interaction between condition and direction ($F(10,2434)=3.000, p=0.001$) is significant. There can be seen that attitude ($F(2,1220)=9.165, p=0.000$), intentions ($F(2,1220)=10.498, p=0.000$) and behaviour ($F(2,1220)=4.555, p=0.011$) are significant at a level of 0.05, which results in an effect on the session of these determinants. The estimated marginal means from table 31 show that the youngsters who follow ASO have a more positive attitude, which indicates safety, after the session, when comparing the control group (CG) with the experimental group (EG). Youngsters who follow TSO have a less positive attitude after the session. The same conclusions are true for intentions and behaviour.

Table 31: MANCOVA direction: estimated marginal means of direction and condition

Direction	**ASO**		**BSO**		**TSO**	
Condition	**CG**	**EG**	**CG**	**EG**	**CG**	**EG**
Attitude	2.257	2.122	2.446	2.322	2.264	2.328
Intention	2.140	1.987	2.333	2.192	2.119	2.232
Behaviour	2.151	2.091	2.356	2.270	2.203	2.279

4.3.1.4. Year and gender

This MANCOVA is conducted whereby ***the condition, year and gender*** are the fixed variables. There is a significant multivariate effect of the condition ($F(5,1273)=2.745, p=0.018$). Attitude ($F(1,1277)=11.452, p=0.001$), subjective norm ($F(1,1277)=4.750, p=0.029$) and locus of control ($F(1,1277)=6.018, p=0.014$) are significant for the condition. This means that there is a significant difference between the averages of both groups and therefore there is an effect of the session. When there is a look at table 32 there can be retrieved that the estimated marginal means of the experimental group are lower than the estimated marginal means of the control group. This indicates that youngsters from the experimental group have a more safe opinion, indicating safety, than youngsters from the control group.

Table 32: MANCOVA year & gender: estimated marginal means of condition

Condition	CG	EG
Attitude	2.327	2.253
Subjective norm	2.639	2.587
Locus of control	2.913	2.838

The variable gender ($F(5,1273)=39.562, p=0.000$) is significant. All the determinants attitude ($F(1,1277)=157.512, p=0.000$), subjective norm ($F(1,1277)=17.453, p=0.000$), locus of control ($F(1,1277)=97.889, p=0.000$), intention ($F(1,1277)=98.445, p=0.000$) and behaviour ($F(1,1277)=23.264, p=0.000$) are significant for the variable gender. This means that there is an effect of the session. When there is a look at table 33 there can be retrieved that the estimated marginal means of women is lower than the estimated marginal means of men, indicating that women have a more safe opinion than men.

Table 33: MANCOVA year & gender: estimated marginal means of gender

Gender	Women	Men
Attitude	2.154	2.426
Subjective norm	2.563	2.663
Locus of control	2.726	3.025
Intention	2.036	2.313
Behaviour	2.160	2.280

Also the variable year ($F(5,1273)=5.887, p=0.000$) is significant. Locus of control ($F(1,1277)=8.793, p=0.003$), intention ($F(1,1277)=4.635, p=0.032$) and attitude ($F(1,1277)=5.513, p=0.019$) are significant. This indicates that there is an effect of the session of 'Getuigen onderweg'. If there is a look at table 34 then there can be seen that youngsters of the sixth grade have a more positive opinion with respect to attitude and locus of control, indicating safety, than youngsters of the fifth grade. However, youngsters of the fifth grade have a more positive opinion, indicating safety, with respect to intention than youngsters of the sixth grade.

Table 34: MANCOVA year & gender: estimated marginal means of year

Year	Fifth grade	Sixth grade
Attitude	2.316	2.265
Locus of control	2.921	2.831
Intention	2.144	2.205

DSDS (F(5,1273)=166.365,p=0.000) is significant. All the determinants attitude (F(1,1277)=235.918,p=0.000), subjective norm (F(1,1277)=306.673,p=0.000), locus of control (F(1,1277)=345.425,p=0.000), intentions (F(1,1277)=443.635,p=0.000) and behaviour (F(1,1277)=594.840,p=0.000) are significant. This means that there is a significant difference between the averages and therefore there is an effect of the session.

None of the interactions are significant (p>0.05).

4.3.1.5. Gender and direction

This MANCOVA is conducted whereby ***the condition, gender and direction*** are the fixed factors. There is a significant multivariate effect of the condition (F(5,1208)=4.113,p=0.001). Attitude (F(1,1212)=14.552,p=0.000), subjective norm (F(1,1212)=10.584,p=0.001), locus of control (F(1,1212)=7.615,p=0.006) and intention (F(1,1212)=9.163,p=0.003) are significant for the condition. This means that there is a significant difference between the averages of both groups and therefore there is an effect of the session. When there is a look at table 35 there can be retrieved that the estimated marginal means of the experimental group are lower than the estimated marginal means of the control group. This indicates that youngsters from the experimental group have a more safe opinion, indicating safety, than youngsters from the control group.

Table 35: MANCOVA gender and direction: estimated marginal means of condition

Condition	CG	EG
Attitude	2.334	2.253
Subjective norm	2.650	2.572
Locus of control	2.927	2.843
Intention	2.212	2.129

The variable gender (F(5,1208)=40.730,p=0.000) is significant. The determinants attitude (F(1,1212)=167.412,p=0.000), subjective norm (F(1,1212)=14.737,p=0.000), locus of control (F(1,1212)=97.472,p=0.000), intention (F(1,1212)=92.688,p=0.000) and behaviour (F(1,1212)=25.324,p=0.000) are significant. This means that there is an effect of the session. When there is a look at table 36 there can be seen that the estimated marginal means of women is lower than the estimated marginal means of men, indicating that women have a more safe opinion than men.

Table 36: MANCOVA gender & direction: estimated marginal means of gender

Gender	Women	Men
Attitude	2.156	2.432
Subjective norm	2.565	2.656
Locus of control	2.736	3.035
Intention	2.038	2.303
Behaviour	2.163	2.287

For direction (F(10,2418)=9.107,p=0.000), which is significant, attitude (F(2,1212)=25.001,p=0.000), subjective norm (F(2,1212)=4.537,p=0.011), intentions (F(2,1212)=17.346,p=0.000) and behaviour (F(2,1212)=21.800,p=0.000) are significant. This indicates that there is an effect of the session of 'Getuigen onderweg'. If there is a look at table 37 then there can be seen that the youngsters who follow ASO have a more positive opinion with respect to attitude, intentions and behaviour, indicating safety, than the youngsters of the direction BSO and TSO.

Table 37: MANCOVA gender & direction: estimated marginal means of direction

Direction	ASO	BSO	TSO
Attitude	2.201	2.395	2.286
Subjective norm	2.562	2.628	2.643
Intension	2.069	2.278	2.165
Behaviour	2.116	2.323	2.236

There is done a pairwise comparison because the variable direction is significant. Table 38 shows the determinants and the directions which are significant. There can be seen that ASO and BSO have the biggest significant mean difference, with respect to attitude, subjective norm, intention and behaviour.

Table 38: MANCOVA gender & direction: pairwise comparison

Dependent variable	Direction	Direction	Mean difference	P-value
Attitude	ASO	BSO	-0.194	0.000
		TSO	-0.085	0.001
	BSO	ASO	0.194	0.000
		TSO	0.109	0.000
	TSO	ASO	0.085	0.001
		BSO	-0.109	0.000
Subjective norm	ASO	BSO	-0.067	0.029
		TSO	-0.081	0.004
	BSO	ASO	0.067	0.029
	TSO	ASO	0.081	0.004
Intention	ASO	BSO	-0.209	0.000
		TSO	-0.095	0.003
	BSO	ASO	0.209	0.000
		TSO	0.113	0.001
	TSO	ASO	0.095	0.003
		BSO	-0.113	0.001
Behaviour	ASO	BSO	-0.207	0.000
		TSO	-0.120	0.000
	BSO	ASO	0.207	0.000
		TSO	0.087	0.004
	TSO	ASO	0.120	0.000
		BSO	-0.087	0.004

DSDS (F(5,1208)=166.759,p=0.000) is significant. All the determinants attitude (F(1,1212)=266.027,p=0.000), subjective norm (F(1,1212)=311.735,p=0.000), locus of control (F(1,1212)=348.186,p=0.000), intentions (F(1,1212)=447.648,p=0.000) and behaviour (F(1,1212)=593.236,p=0.000) are significant. This means that there is a significant difference between the averages and therefore there is an effect of the session.

Two of the interactions are significant. The first one is the interaction between condition and direction (F(10,2418)=2.202,p=0.015). For this interaction the three following determinants are significant: attitude (F(2,1212)=5.939,p=0.003) intention (F(2,1212)=8.104,p=0.000) and behaviour (F(2,1212)=4.094,p=0.017), meaning that there is an effect of this interaction on the session of 'Getuigen onderweg'. If there is a look at table 39 then there can be seen that youngsters who follow ASO and BSO have a more positive attitude, which indicates safety, after the session, when comparing the control group with the experimental group. Youngsters who follow TSO have a less positive attitude after the session. The same conclusions are true for intentions and behaviour.

Table 39: MANCOVA gender & direction: estimated marginal means of condition and direction

Direction	ASO		BSO		TSO	
Condition	**CG**	**EG**	**CG**	**EG**	**CG**	**EG**
Attitude	2.256	2.145	2.469	2.320	2.278	2.294
Intention	2.139	1.999	2.365	2.190	2.132	2.197
Behaviour	2.151	2.080	2.377	2.269	2.211	2.262

The second interaction which is significant is the interaction between gender and direction (F(10,2418)=2.006,p=0.029). For this interaction the following determinants are significant: locus of control (F(2,1212)=6.598,p=0.001) and behaviour (F(2,1212)=4.119,p=0.016), meaning that there is an effect of this interaction on the session of 'Getuigen onderweg'. If there is a look at table 40 then there can be seen that the youngsters who follow ASO and are men have a more positive opinion about locus of control, indicating safety, than men who follow BSO or TSO. Women who follow TSO have the most positive opinion, indicating safety, with respect to locus of control. Furthermore women have a more positive opinion with respect to behaviour and locus of control, indicating safety, than men. Women and men have the most positive opinion, indicating safety, with respect to behaviour, when they follow the direction ASO.

Table 40: MANCOVA gender & direction: estimated marginal means of direction and gender

Direction	**ASO**		**BSO**		**TSO**	
Gender	**Women**	**Men**	**Women**	**Men**	**Women**	**Men**
Locus of control	2.809	2.952	2.717	3.119	2.680	3.034
Behaviour	2.104	2.128	2.230	2.416	2.155	2.318

4.3.1.6. Year and direction

This MANCOVA is conducted whereby ***the condition, year and direction*** are the fixed variables. There is a significant multivariate effect of the condition (F(5,1205)=2.944,p=0.012). Attitude (F(1,1209)=9.892,p=0.002), subjective norm (F(1,1209)=6.382,p=0.012) and locus of control (F(1,1209)=4.805,p=0.029) are significant for the condition. This means that there is a significant difference between the averages of both groups and therefore there is an effect of the session. When there is a look at table 41 there can be retrieved that the estimated marginal means of the experimental group are lower than the estimated marginal means of the control group. This indicates that youngsters from the experimental group have a more safe opinion, indicating safety, than youngsters from the control group.

Table 41: MANCOVA year and direction: estimated marginal means of condition

Condition	**CG**	**EG**
Attitude	2.328	2.253
Subjective norm	2.647	2.584
Locus of control	2.912	2.839

The variable direction (F(10,2412)=8.297,p=0.000) is significant. The determinants attitude (F(2,1209)=23.217,p=0.000), subjective norm (F(2,1209)=4.620,p=0.010), intention (F(2,1209)=15.587,p=0.000) and behaviour (F(2,1209)=17.292,p=0.000) are significant. This means that there is an effect of the session. When there is a look at table 42 there can be retrieved that the estimated marginal means of youngsters who follow ASO is lower than the estimated marginal means of youngsters who follow BSO and TSO, indicating that youngsters who follow ASO have a more safe opinion with respect to attitude, subjective norm, intentions and behaviour, indicating safety, than youngsters who follow BSO and TSO.

Table 42: MANCOVA year & direction: estimated marginal means of direction

Direction	ASO	BSO	TSO
Attitude	2.183	2.389	2.300
Subjective norm	2.568	2.622	2.655
Intention	2.057	2.267	2.178
Behaviour	2.124	2.314	2.247

Because the variable direction is significant, there is done a pairwise comparison. Table 43 shows the determinants and the directions which are significant. There can be seen that ASO and BSO have the biggest significant mean difference, with respect to attitude, subjective norm, intention and behaviour.

Table 43: MANCOVA year & direction: pairwise comparison

Dependent variable	Direction	Direction	Mean difference	P-value
Attitude	ASO	BSO	-0.205	0.000
		TSO	-0.117	0.000
	BSO	ASO	0.205	0.000
		TSO	0.088	0.003
	TSO	ASO	0.117	0.000
		BSO	-0.088	0.003
Subjective norm	ASO	TSO	-0.087	0.003
	TSO	ASO	0.087	0.003
Intention	ASO	BSO	-0.210	0.000
		TSO	-0.121	0.000
	BSO	ASO	0.210	0.000
		TSO	0.089	0.017
	TSO	ASO	0.121	0.000
		BSO	-0.089	0.017
Behaviour	ASO	BSO	-0.190	0.000
		TSO	-0.123	0.000
	BSO	ASO	0.190	0.000
		TSO	0.067	0.040
	TSO	ASO	0.123	0.000
		BSO	-0.067	0.040

Also year ($F(5,1205)=5.776, p=0.000$) is significant. Locus of control ($F(1,1209)=7.127, p=0.008$), intention ($F(1,1209)=4.230, p=0.040$) and attitude ($F(1,1209)=6.137, p=0.013$) are significant. This indicates that there is an effect of the session of 'Getuigen onderweg'. If there is a look at table 44 then there can be seen that the estimated marginal means of the questioned youngsters of the sixth grade are lower than those of the questioned youngsters of the fifth grade, indicating that the questioned youngsters of the sixth grade have a more positive opinion with respect to attitude and locus of control, indicating safety, than youngsters of the fifth grade. However, youngsters of the fifth grade score lower when it comes to intention.

Table 44: MANCOVA year & direction: estimated marginal means of year

Year	Fifth grade	Sixth grade
Attitude	2.320	2.261
Locus of control	2.920	2.831
Intention	2.136	2.198

DSDS (F(5,1205)=148.127,p=0.000) is significant. All the determinants attitude (F(1,1209)=221.847,p=0.000), subjective norm (F(1,1209)=296.169,p=0.000), locus of control (F(1,1209)=305.897,p=0.000), intentions (F(1,1209)=385.020,p=0.000) and behaviour (F(1,1209)=559.227,p=0.000) are significant. This means that there is a significant difference between the averages and therefore there is an effect of the session.

Furthermore, the interaction between condition and direction (F(10,2412)=2.696,p=0.003) is significant. The determinants attitude (F(2,1209)=8.610,p=0.000), intention (F(2,1209)=8.126,p=0.000) and behaviour (F(2,1209)=3.768,p=0.023) are significant. This means that there is an effect of the session. When there is a look at table 45 there can be retrieved that that the youngsters who follow ASO have a more positive attitude, intention and behaviour, which indicates safety, after the session. Youngsters who follow BSO and TSO have a more negative opinion, indicating unsafety, after the session.

Table 45: MANCOVA year & direction: estimated marginal means of direction and condition

Direction	ASO		BSO		TSO	
Condition	**CG**	**EG**	**CG**	**EG**	**CG**	**EG**
Attitude	2.256	2.110	2.457	2.320	2.272	2.329
Intention	2.132	1.981	2.291	2.243	2.117	2.238
Behaviour	2.161	2.087	2.335	2.293	2.206	2.228

For the interaction of direction and year (F(10,2412)=2.329,p=0.010), which is significant, the determinant intention (F(2,1209)=6.615,p=0.001) is significant. This means that there is an effect of the session. When there is a look at table 46 there can be retrieved that youngsters who follow ASO and in the sixth grade of secondary school have a more positive intention, indicating safety, than youngsters of the fifth grade.

Table 46: MANCOVA year & direction: estimated marginal means of direction and year

Direction	ASO		BSO		TSO	
Year	**Fifth grade**	**Sixth grade**	**Fifth grade**	**Sixth grade**	**Fifth grade**	**Sixth grade**
Intention	2.086	2.028	2.157	2.376	2.166	2.190

For the interaction of condition, year and direction (F(10,2412)=1.869,p=0.045) whereby the multivariate effect showed to be significant there are no significant effects on the determinants (univariate effect) (p>0.05).

4.3.2. Background variables

There is done an ANCOVA from the background variables, while controlling social desirability, whereby the ***question from the questionnaire is the dependent variable, the condition is the fixed factor and DSDS is the covariate.*** Table 47 shows an overview. Comparing with the results in which social desirable answering is not taken into consideration these values are nearly the same.

Table 47: ANCOVA background variables

Question	F	P	M (SD) CG	M (SD) EG
Gender	5.853	0.016	1.551 (0.020)	1.484 (0.019)
Age	7.462	0.006	16.917 (0.036)	16.779 (0.035)
Year	68.770	0.000	1.519	1.299
Direction	8.062	0.005	2.745	3.032
Transport mode	0.000	p>0.05	/	/
Driver license	0.538	p>0.05	/	/
Penalty	0.388	p>0.05	/	/
Traffic accident	1.419	p>0.05	/	/

4.3.3. Reception

4.3.3.1. Gender

There is done an ANCOVA from the reception, whereby the ***question from the questionnaire is the dependent variable, the gender is the fixed factor*** and DSDS is controlled. The outcomes are nearly the same as when social desirable answering is not taken into account (table 22). There were only two questions (14 and 17) which changed from significant to not significant. When there is a look at the fourteenth question (Was this buddy a value added?), there can be stated that the gender (p>0.05) is not significant. There can be concluded that the averages between men and women are nearly the same. Looking at the seventeenth question (Prior to this testimony, did you do something around traffic and traffic safety at school this year?), there can be stated that the gender (p>0.05) is not significant. Thus the averages between men and women are nearly the same.

4.3.3.2. Year

The next ANCOVA from the reception, whereby the ***question from the questionnaire is the dependent variable, the year is the fixed factor***, is done. The results are nearly the same as when social desirable answering is not taken into account (table 23). There is only one question (18) which changed from significant to not significant. When there is a look at the eighteenth question (Prior to this testimony, did you do a preliminary discussion at school?), there can be stated that the year (p>0.05) is not significant. Thus the averages between the fifth and the sixth grade are nearly the same.

4.3.3.3. Direction

The last ANCOVA from the reception has the ***question from the questionnaire as the dependent variable, the direction as the fixed factor.*** The results are nearly the same as when social desirable answering is not taken into account (table 24). The only question which changed from significant to not significant is question 10. Looking at this question (I believe the initiative 'Getuigen onderweg' is very good) and direction there can be retrieved that there is an univariate effect of direction ($F(1,557)=3.085, p=0.047$). Thus the averages between ASO, BSO and TSO are not the same and therefore there can be retrieved that youngsters who follow ASO are most in favour of this question.

4.4. Comparison MANOVA and MANCOVA

Table 48 gives an overview of the comparison between the MANOVA and MANCOVA. As can be retrieved from this table most variables have the same significance. However, when the significance differs between both analyses, this is indicated in bold. There can be stated that when social desirability is controlled (MANCOVA), the variable condition is more significant and therefore there is a positive effect of the session of 'Getuigen onderweg'.

Table 48: Comparison MANOVA and MANCOVA

Name	Variable	MANOVA	MANCOVA
Condition	**Condition**	n.s.	n.s.
	DSDS	/	sig.
Gender	**Condition**	**n.s.**	**sig.**
	Gender	sig.	sig.
	Condition & gender	n.s.	n.s.
	DSDS	/	sig.
Year	**Condition**	n.s.	n.s.
	Year	sig.	sig.
	Condition & year	n.s.	n.s.
	DSDS	/	sig.
Direction	**Condition**	**n.s.**	**sig.**
	Direction	sig.	sig.
	DSDS	/	sig.
	Condition & direction	/	sig.
Year & gender	**Condition**	**n.s.**	**sig.**
	Year	sig.	sig.
	Gender	sig.	sig.
	Gender & year	n.s.	n.s.
	Condition & gender	n.s.	n.s.
	Condition & year	n.s.	n.s.
	DSDS	/	sig.
Gender & direction	**Condition**	**n.s.**	**sig.**
	Gender	sig.	sig.
	Direction	sig.	sig.
	DSDS	/	sig.
	Gender & direction	sig.	/
	Condition & direction	/	sig.
	Condition & gender	/	sig.
Year & direction	**Condition**	**n.s.**	**sig.**
	Direction	sig.	sig.
	Year	sig.	sig.
	DSDS	/	sig.
	Condition & direction	sig.	sig.
	Condition & year	n.s.	n.s.
	Direction & year	sig.	sig.

4.5. Comparison ANOVA and ANCOVA

4.5.1. Background variables

As can be seen in table 49, there are no significant differences between the ANOVA and ANCOVA. This indicates that social desirability has little or no influence on these results.

Table 49: Comparison ANOVA and ANCOVA: Background variables

Question	ANOVA	ANCOVA
Gender	sig.	sig.
Age	sig.	sig.
Year	sig.	sig.
Direction	sig.	sig.
Transport mode	n.s.	n.s.
Driver license	n.s.	n.s.
Penalty	n.s.	n.s.
Traffic accident	n.s.	n.s.

4.5.2. Reception

As can be retrieved from table 50, there are little differences between ANOVA and ANCOVA. However some questions (10, 14, 17 and 18) are significantly influenced by social desirable answering. These results are indicated in bold.

Table 50: Comparison ANOVA and ANCOVA: Reception

	ANOVA			ANCOVA		
Number	Gender	Year	Direction	Gender	Year	Direction
1	sig.	n.s.	sig.	sig.	n.s.	sig.
2	sig.	n.s.	sig.	sig.	n.s.	sig.
3	sig.	n.s.	sig.	sig.	n.s.	sig.
4	sig.	n.s.	n.s.	sig.	n.s.	n.s.
5	sig.	n.s.	n.s.	sig.	n.s.	n.s.
6	sig.	n.s.	n.s.	sig.	n.s.	n.s.
7	sig.	n.s.	n.s.	sig.	n.s.	n.s.
8	sig.	n.s.	sig.	sig.	n.s.	sig.
9	n.s.	n.s.	sig.	n.s.	n.s.	sig.
10	sig.	sig.	**n.s.**	sig.	sig.	**sig.**
11	sig.	sig.	n.s.	sig.	sig.	n.s.
12	sig.	sig.	sig.	sig.	sig.	sig.
13	n.s.	sig.	sig.	n.s.	sig.	sig.
14	**sig.**	sig.	n.s.	**n.s.**	sig.	n.s.
15	sig.	n.s.	sig.	sig.	n.s.	sig.
16	sig.	sig.	sig.	sig.	sig.	sig.
17	**sig.**	sig.	sig.	**n.s.**	sig.	sig.
18	sig.	**sig.**	sig.	sig.	**n.s.**	sig.
19	sig.	n.s.	n.s.	sig.	n.s.	n.s.
20	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
21	n.s.	sig.	n.s.	n.s.	sig.	n.s.
22	sig.	n.s.	n.s.	sig.	n.s.	n.s.

5. Conclusions and discussion

When comparing the control group with the experimental group, there are not many differences concerning the background variables. There has to be noticed that the control group consists of more women whereas the experimental group contains more men. Furthermore there has to be remarked that there are more measurements done in the control group with respect to the sixth grade, which in contrast to the experimental group, whereby there are more surveys conducted in the fifth grade. Finally if youngsters were involved in accidents the number of serious injuries and deaths is higher in the experimental group than in the control group. All those remarks have to be taken into consideration. In both the control and experimental group, the questioned youngsters have an overall safe opinion about traffic safety. When comparing both groups with each other, based on the unsafe opinions, then there can be seen that the scores of the experimental group are lower than the scores of the control group, indicating that the opinion of the youngsters has become more positive. The same is true for the safe opinions, which have become more positive after the session. In both the control and the experimental group there is answered in a social desirable way. There were no remarkable aspects retrieved when comparing the control group of the teachers with the experimental group of the teachers.

The questioned youngsters and teachers judge that the program of 'Getuigen onderweg' is credible, useful, interesting, important and informative. Remarkably a lot of youngsters were shocked by the story of the traffic witness and they agreed that the story was alarming and fearful. These are aspects from fear appeals, which are not meant to be when following the sessions of 'Getuigen onderweg'. This feeling of fear has the possibility of negative effects. However these fear appeals can be a little minimized by the fact that most of the youngsters have the same level of agreement as disagreement that the session was more enriching than shocking and by the fact that not all results showed to be significant. Also the teachers indicated that the session was shocking, just as the youngsters did. They did not valuate it as alarming nor as frightening. Moreover teachers did not judge that the session was more shocking than enriching. This weakens the fact of fear appeals. Also the fact that not all results showed to be significant lowers this. A traffic witness made nevertheless use of fear appeals by means of the following video on YouTube: http://www.youtube.com/watch?v=Z2mf8DtWWd8. This has to be avoided. Furthermore there can be retrieved that if teachers are familiar with the information package 'en plots is alles anders' and it is available, they will use it and they are in favor of it. However a lot of teachers are not familiar with this package. This is a stumbling block and has to be improved. In general, there can be said that the survey is a success but there has to be kept in mind that there is social desirable answering of the questioned youngsters and that there is fear appeals.

Table 51 gives an overview of the MANOVA. When the variable is significant, it is indicated with 'sig.', when it is not, then 'n.s.' will be used. There is no multivariate effect of the condition. When there is one fixed factor, gender, year and direction are significant. When the gender is significant, this shows that women have a significant more positive attitude, subjective norm, locus of control, intentions and behaviour than men have. When gender is significant this means that youngsters from the sixth grade significantly have a more positive opinion, indicating safety, about attitude and locus of control

than youngsters from the fifth grade. Furthermore, when direction is significant, this indicates that youngsters who follow ASO have a significant more positive opinion, indicating safety, about attitude, intentions and behaviour than youngsters who follow BSO and TSO. Because the interaction between direction and condition is significant there can be seen that youngsters who follow the direction ASO and BSO have a more positive attitude and intention after the session. Remarkably youngsters who follow TSO have a less positive attitude and intentions after the session. The MANOVA year & gender shows that women have a more safe opinion than men and that the youngsters of the sixth grade have a more positive opinion, indicating safety. Looking at the MANOVA gender & direction, there can be made the same conclusions with respect to gender and for direction there can be retrieved that youngsters who follow ASO have a more positive opinion. The interaction between gender and direction is significant, indicating that youngsters who follow ASO and are men have a more positive opinion about locus of control, indicating safety. Women who follow TSO have the most positive opinion, indicating safety, with respect to locus of control. Furthermore women have a more positive opinion with respect to behaviour, indicating safety, than men. Women and men have the most positive opinion, indicating safety, with respect to behaviour, when they follow the direction ASO. Lasts analysis with respect to the MANOVA year and direction shows the same statements can be made for year and direction. The interaction between condition and direction is significant. This indicates that the youngsters who follow ASO have a more positive attitude, intention and behaviour, which indicates safety, after the session. Youngsters who follow BSO and TSO have a more negative opinion, indicating unsafety, after the session. Also the interaction between direction and year is significant, meaning that youngsters who follow ASO and are in the sixth grade of secondary school have a more positive opinion, with respect to subjective norm, locus of control, intention and behaviour, indicating safety, than youngsters of the fifth grade. Comparing youngsters of the sixth grade from different directions there can be seen that youngsters from ASO have the most positive opinion, indicating safety. Comparing youngsters of the fifth grade from different directions there can be retrieved that youngsters from BSO have a more positive opinion about safety. The overall conclusion of the MANOVA is that there is no significant difference between the control and the experimental group.

Table 51: Overview MANOVA

Analysis	Condition	Variable 1	Variable 2	Interaction
Condition	n.s.	/	/	/
Gender	n.s.	sig.	/	n.s.
Year	n.s.	sig.	/	n.s.
Direction	n.s.	sig.	/	sig.
Year & gender	n.s.	sig.	sig.	n.s.
Gender & direction	n.s.	sig.	sig.	sig. for gender & direction
Year & direction	n.s.	sig.	sig.	sig. for condition & direction sig. for direction & year

Table 52 gives the overview of the MANCOVA whereby social desirability is taken into account. As there can be seen in the table, the conditions of gender, direction, year & gender, gender & direction and year & direction have become significant. Thus there can be stated that when social desirability is taken into consideration, the experimental group has a significant safer opinion about traffic safety and therefore there is a significant effect of the session of 'Getuigen onderweg'.

Table 52: Overview MANCOVA

Analysis	Condition	Variable 1	Variable 2	DSDS	Interaction
Condition	n.s.	/	/	sig.	/
Gender	**sig.**	sig.	/	sig.	n.s.
Year	n.s.	sig.	/	sig.	n.s.
Direction	**sig.**	sig.	/	sig.	sig.
Year & gender	**sig.**	sig.	sig.	sig.	n.s.
Gender & direction	**sig.**	sig.	sig.	sig.	sig. for condition & direction sig. for condition & gender
Year & direction	**sig**.	sig.	sig.	sig.	sig. for condition & direction sig. for direction & year

Table 53 gives an overview of the significance of the AN(C)OVA from the background variables. As can be seen in the table, the condition is significant for gender, age, year and direction. This means that there is a difference between the control and experimental group, concerning these variables. The same conclusions can be made when social desirable answering (ANCOVA) is taken into account.

Table 53: Overview AN(C)OVA background variables

Number question	Question	Condition
1	Gender	sig.
2	Age	sig.
3	Year	sig.
4	Direction	sig.
5	Transportation mode	n.s.
6	Driver license	n.s.
7	Penalty	n.s.
8	Traffic accident	n.s.

The last table, table 54, gives an overview of the significance of the AN(C)OVA from reception. There can be seen that the questions concerning gender are mostly significant, except for question 9, 13, 20 and 21. There is retrieved that women have a more positive opinion, indicating safety and this seems to be significant for these questions (except 9, 13, 20 and 21). Furthermore the questions concerning the year mostly are not significant except for 10, 11, 12, 13, 14, 16, 17, 18 and 21. For the questions where year is significant, there can be stated that youngsters from the fifth and sixth grade have another opinion, for the questions 10, 11, 12, 13, 14, 16 and 17 youngsters of the sixth grade have a significant more positive opinion, indicating safety and for the questions 18 and 21 youngsters of the fifth grade have a significant positive opinion, indicating safety. Direction has 11 questions which are significant (1, 2, 3, 8, 9, 12, 13, 15, 16, 17 and 18) and 11 questions which are not significant (4, 5, 6, 7, 10, 11, 14, 19, 20, 21 and 22). For the questions where direction is significant, there can be stated that youngsters from different directions have another opinions. Youngsters who follow ASO have a significant positive opinion, indicating safety, with respect to questions 1, 2, 3 and 16. Youngsters who follow BSO have a significant positive opinion, indicating safety, concerning the

questions 8, 9, 12, 15, 17 and 18. Youngsters from TSO have a significant positive opinion, indicating safety, with respect to question 13. When social desirable answering is taken into account, there are only 4 significant differences. These differences are indicated in bold and are for social desirable answering the opposite of what is written in the table (n.s. → sig. and sig. → n.s.).

Table 54: Overview AN(C)OVA reception gender or year or direction

Number question	Question	Gender	Year	Direction
1	I believe the story of the traffic witness was credible	sig.	n.s.	sig.
2	I believe the story of the traffic witness was useful	sig.	n.s.	sig.
3	I believe the story of the traffic witness was interesting	sig.	n.s.	sig.
4	I believe the story of the traffic witness was important	sig.	n.s.	n.s.
5	I believe the story of the traffic witness was informative	sig.	n.s.	n.s.
6	I believe the story of the traffic witness was shocking	sig.	n.s.	n.s.
7	I believe the story of the traffic witness was alarming	sig.	n.s.	n.s.
8	I believe the story of the traffic witness was frightening	sig.	n.s.	sig.
9	I believe the testimony was more shocking than instructive	n.s.	n.s.	sig.
10	I believe the initiative 'Getuigen onderweg' is very good	sig.	sig.	**n.s.**
11	I believe the traffic witness was very good	sig.	sig.	n.s.
12	I believe the traffic witness was clear and good audible	sig.	sig.	sig.
13	Was there a buddy?	n.s.	sig.	sig.
14	Was this buddy a value added?	**sig.**	sig.	n.s.
15	Was this buddy a disturbing factor?	sig.	n.s.	sig.
16	Would you recommend the initiative 'Getuigen onderweg' to others?	sig.	sig.	sig.
17	Prior to this testimony, did you do something around traffic and traffic safety at school this year?	**sig.**	sig.	sig.
18	Prior to this testimony, did you do a preliminary discussion at school?	sig.	**sig.**	sig.
19	Is there made use of the information map 'en plots is alles anders' during the preliminary discussion?	sig.	n.s.	n.s.
20	If there is made use of the information map 'en plots is alles anders' during the preliminary discussion, do you believe it was useful?	n.s.	n.s.	n.s.
21	Is there made use of the DVD 'en plots is alles anders' during the preliminary discussion?	n.s.	sig.	n.s.
22	If there is made use of the DVD 'en plots is alles anders' during the preliminary discussion, do you believe it was useful?	sig.	n.s.	n.s.

6. Policy recommendations

This research is set up in order to improve current and future programs and to make policy recommendations. These will be given.

6.1. General recommendations

The first general recommendation, which can be given, is that each traffic witness should be accompanied by a buddy. The buddies seem to be very useful for the witnesses and the audience because buddies help with transportation, talking, drinking etcetera. Moreover, the buddy knows the traffic witness best and therefore the buddy can anticipate when the witness feels unwell for example.

Another general advice is to compose a team of experts or the actual team to be assisted by experts, behind the program of “Getuigen onderweg”. It is important that this program is underpinned by good expertise, knowledge and experience.

6.2. Content recommendations

The current program is evaluated by a paper-and-pencil questionnaire, whereby the experimental group, both youngsters and teachers, had to give their reception and opinion about the session of ‘Getuigen onderweg’. This session is judged by the questioned youngsters and teachers as very credible, useful, interesting, important and informative. Teachers think that the contribution of the traffic witness is useful for the traffic safety at school. Moreover both youngsters and teachers would recommend this program to others. When comparing the control group with the experimental group, based on the unsafe opinions, then there can be retrieved that the scores of the experimental group are lower than the scores of the control group, indicating that the opinion of the youngsters has become more positive, indicating more safety. The same also accounts for the safe opinions, which have become more positive after the session, indicating safety. The results of the MANCOVA whereby social desirable answering is taken into account show that these effects are significant and thus the sessions of ‘Getuigen onderweg’ have a positive effect on the youngsters. Therefore, there is recommended to continue these sessions of ‘Getuigen onderweg’. These sessions should be an integrated part of the general road safety policy and policy makers should integrate the sessions of ‘Getuigen onderweg’ into the curriculum or course package of every student in Flanders. In best case they can organize a traffic week in every school in Flanders.

Although fear appeals are mostly not significant and occasionally significant in both the ANOVA and ANCOVA, the advice should be given that fear appeals have to be less stressed during the sessions. Check the presentation of the traffic witness better in the way that fear will not be evoked by movies or commercials in which persons die or get serious injured in a traffic accident.

Because of the fact that the questioned youngsters have the most unsafe opinion about the bicycle helmet and the fluorescent jacket, the recommendation is given to the government to do campaigns about these topics. This can be done for example by distributing folders in school, billboards or posters. Also designers of bicycle helmets and fluorescent jackets can improve their designs by making them more modern and cool.

A lot of teachers are not familiar with the information package ‘en plots is alles anders’. The advice is given to make teachers more familiar with this package so they can use it. This can be done through more visibility in schools (for example campaigns, posters or folders about the information package) and good communication from the direction to the teachers about the usage of this package.

6.3. Practical recommendations

The practical recommendations refer to questions like ‘what can there be done better when evaluating an educational insight program?’ or ‘what is there learned for doing programs in the future?’ etcetera.

Firstly this paper does only include a short term survey about how youngsters feel just before and just after the session about traffic safety. It is important to do also a survey on the long term. This has to be done for knowing if there is a long term effect and which one this is. If the survey has a significant long term effect (while social desirability is controlled or not), this would ameliorate the program even more. However, when there is no significant long term effect, this means not that there is no effect. It is just not significant.

It is maybe interesting to give the traffic witness self in the future a questionnaire for knowing the traffic witness’ reception about the program and this or her recommendations for improvement.

When evaluating an educational insight program like “Getuigen onderweg” it is important to know that the respondents mostly answer in a social desirable way. It is the trick to use a scale based on the Social Desirability Scale (SDS) from Crowne and Marlowe to know if and how the respondents give social desirable answers. Because these social desirable answers can influence the results, as seen in this paper, they should be controlled when doing the analyses.

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Appendix

Appendix 1: Review of the witnesses

This table shows an overview of the traffic witnesses. Unfortunately not all data and information has been obtained. These data are indicated with “n.o.”.

Type witness	Name	Age	Consequence accident	Circumstance accident	Buddy
Victim	L.				No
Parent	E.	60 – 70	Deceased son of 10 years	Son on bicycle in contact with car with excessive speed	No
Victim	M.	60	Wheelchair		Yes
Victim	R.	50	Wheelchair	Passenger car with friends	No
Victim	K.	35	Brain injury	Crossing the street without making use of zebra crossing, in contact with car	
Parent	G.	70	Deceased son of 10 years	Son on bicycle in contact with car with excessive speed	No
Victim	R.	50	Wheelchair	Passenger car	Yes
Victim	Lennert	n.o.	n.o.	n.o.	n.o.
Parent	Mother of Dennis	n.o.	n.o.	n.o.	n.o.
Parent	Parent of Jamie	n.o.	n.o.	n.o.	n.o.
Victim	David	n.o.	n.o.	n.o.	n.o.
Relative	Vincent	n.o.	n.o.	n.o.	n.o.
Victim	Annelien	n.o.	n.o.	n.o.	n.o.
Victim	Andy	n.o.	n.o.	n.o.	n.o.
Victim	Bjorn	n.o.	n.o.	n.o.	n.o.
Victim	Johan	n.o.	n.o.	n.o.	n.o.
Victim	Dries	n.o.	n.o.	n.o.	n.o.
Victim	Geert	n.o.	n.o.	n.o.	n.o.

Appendix 2: Report first session 'Getuigen onderweg'

On Tuesday 19th of June 2012, Mrs. Ariane Cuenen and Dana Deliever went to the session of 'Getuigen onderweg' given by Lennert 'Lenny' Motmans. He was companied by his buddy Kenny. He is a very vivant and joyful person who loves to live his life, even now.

First Lennert told his story. He is born in 1992 and lives in Houthalen. His hobbies before the accident were tennis and snowboarding, and his big passions were horses, computers and music. He followed Latin at the third year of secondary school. At the Spring break he went on ski holidays by school. On the 24th of February 2007 he came home from these holidays and visited his niece Ruth. At 10 o'clock in the evening he went home by bike. That's when the accident happened. After the accident happened, they transported him to the Sint-Fransiscus hospital in Heusden where he had an emergency surgery where the doctors were forced to remove his milt. Thereafter, they brought him, being in coma, to the emergency department of the UZ Leuven where they determine that he has paraplegics (= paralysis from the nipple line) and multiple brain lesions. The doctors gave up hope. He was on the intensive care in this hospital. When he awoke from his coma, he had to learn everything again. Doctors questioned if it would work out. In April 2007 he was brought to the children department of the hospital where he got a lot of therapy. In Mai 2007 he went to the rehabilitation "Pulderbos" in Antwerp. There he got kine, ergo and logo. He had no vacations and although the most important persons in his life visited him, he felt locked up and wanted to go home. In June 2009 he was, finally, allowed to go home. He is wheelchair-bound and has brain lesions, one hand which functions, he has a slower tempo, his memory is not the same as previously, his speech is slower and he has to rely on third parties. Therefore, his home and the car are adapted. On the first of September 2009 he was going back to school, learning multimedia. But it wouldn't work out. So he followed computer classes in evening education. His big dream is to have more independence. At this moment, he enjoys life. He goes sporting, like tennis and fitness, and goes to festivals.

After Lennert did his story, there was room for questions. Lennert didn't tell how the accident happened and therefore this question was asked. At the night of the accident, he wanted to cross the street with his bike. There were standing vehicles parked and he couldn't see enough. He judged that there were no cars coming so he crossed the street. While he was crossing the street he got hit by a car.

Although it was a sad story, it was a very nice testimony because there was a lot of laughter, more than I expected.

Appendix 3: Media

Getuigen onderweg

Reyers Laat. Retrieved on 28th November 2012 on

<<http://www.canvas.be/programmas/reyers-laat/server1-6f0aa84f%3A13b4690700d%3A-78c2>>

Twitter. Retrieved on 28th November 2012 on
<<https://twitter.com/crevits/status/273669396268978176>>

De Standaard. Retrieved on 28th November 2012 on
<<http://www.letteren.be/krant/tekst/index.aspx?oDay=29&oMonth=11&oYear=2012&articleid=DMF20121128_00385245 >>

Radio 1. Retrieved on 28th November 2012 on
<<http://www.radio1.be/programmas/vandaag/getuigen-onderweg>>

Verkeersgetuigen

De Standaard. Retrieved on 5th April 2013 on

<< http://www.standaard.be/artikel/detail.aspx?artikelid=DMF20121128_00384454>>

Appendix 4: Time scheme

Tasks	Date
Case study	January – June 2012
Draft version questionnaire	August 2012
Pre-test	September 2012
Pilot-test	October 2012
Plan of approach	26th of October 2012
Survey	November 2012
Master thesis seminar	25 February 2013
Measurement 1	October 2012- March 2013
Data input	February-March 2013
Analysis	April 2013
Concept version	26th of April 2013
Measurement 2	December 2012 - May 2013
Registration form	17th of May 2013
Report processing	June 2013
Hand in thesis	3th of June 2013
Thesis defence	1-3 July 2013

Appendix 5: Pre-test

Before conducting the effective surveys, a pre-test has to be done. This pre-test is a survey in which the youngsters of the third grade fill in their answers and afterwards tell what has to be improved or what has to be stated different in the survey. In this pre-test, no teachers have filled in the questionnaire and there is only done a survey before the session and not after the session. Thereafter, the effective survey has to be adjusted, based on the results of this pre-test.

The pre-test is done in two schools. The first school is 'Kindsheid Jesu' in Hasselt in the province of Limburg. In this school, youngsters follow ASO or KSO. Two classes, in total 39 youngsters, of each direction filled in the pre-test on the 4th of October 2012.

The second school is Sint-Jozefinstituut in Geel in the province of Antwerp. Here, the youngsters follow TSO and BSO. One class of BSO and two classes of TSO, in total 46 youngsters, have participated in the pre-test on the 9th of October. Both schools approximately had the same remarks:

- The same questions;
- Moped and bike has to be queried alone;
- No car;
- Question 10: Fill in or not?;
- Too much questions;
- Riding too fast (ex. question 35) → which transport mode?;
- Response scale sometimes difficult.

All youngsters filled in the survey in approximately 15 minutes.

The pre-test implied several changes in the questionnaire: the study year became a closed question with two options (5th or 6th of secondary school), the addition of 'cross only one choice' to the question about the transport mode, questions about bike/moped became bike and driving was specified into riding the bike or driving the car.

Appendix 6: Pilot-test

Before conducting the effective surveys, a pilot-test has to be done. A pilot-test is a survey on a small scale, in order to evaluate the overall aim of the effective survey, like for example the time … If there are no problems with filling in the questionnaires during this test then this pilot-test becomes the effective survey. In this pilot-test, both teachers and youngsters have filled in the questionnaire before (control group) or after (experimental group) the session of 'Getuigen onderweg' where a traffic witness or left family came testify.

The pilot-test is done in two schools, one in the province of Antwerp and one in the province of West-Flanders. The last one is done by an extern pollster. At the school in Antwerp (Sint Ursula Instituut), youngsters follow ASO, BSO or TSO. 297 youngsters filled in the questionnaire on three different days namely, the 22th, 23th and 26th of October 2012. The youngsters in the school in West-Flanders (Klein seminarie) follow ASO. 22 youngsters filled in the questionnaire on one day, 25th of October. All youngsters filled in the survey in approximately 15 minutes. The classes had no important remarks and thus, the pilot-test was good enough to go in practice for the effective survey.

Appendix 7: Questionnaires

1. Questionnaire pre-test

Hallo!

Dit is een korte vragenlijst die gaat over jouw mening over “veilig verkeersgedrag”. Probeer de vragen zo eerlijk mogelijk te beantwoorden. Er zijn geen goede of foute antwoorden, wij zijn geïnteresseerd in jouw persoonlijke mening! Geef bij alle vragen steeds slechts 1 antwoord.

Al je gegevens en antwoorden worden anoniem en vertrouwelijk verwerkt.

Vul hier de eerste twee letters van je voornaam in: Bijvoorbeeld: Bart _B A		
Vul hier de eerste twee letters van de voornaam van je moeder in: Bijvoorbeeld: Sophie _S O		
Vul hier je geboortedag en –maand in:	[DD]	[MM]

Alvast hartelijk bedankt dat je wilt meewerken aan het onderzoek!

I. Achtergrondinformatie

1) Geslacht

- ○ Man
- ○ Vrouw

2) Leeftijd: ____ jaar

3) School:

4) Studiejaar:

5) Studierichting:

6) Naar school ga ik meestal:

- ○ Te voet
- ○ Met de fiets
- ○ Met de bromfiets
- ○ Met de auto
- ○ Met de bus, tram of trein

7) Rijbewijs:

- ○ Ik heb geen rijbewijs
- ○ Ik heb een voorlopig rijbewijs
- ○ Ik heb een definitief rijbewijs

8) Verkeersboete:

- ○ Ik heb nog nooit een verkeersboete gekregen
- ○ Ik heb al één keer een verkeersboete gekregen
- ○ Ik heb al meerdere keren een verkeersboete gekregen

9) Verkeersongeval:

- ○ Ik ben nog nooit betrokken geweest bij een verkeersongeval
- ○ Ik ben al één keer betrokken geweest bij een verkeersongeval
- ○ Ik ben al meerdere keren betrokken geweest bij een verkeersongeval

10) Indien je al eens betrokken bent geweest bij een verkeersongeval, welke schade was hierbij? (Let op: je mag bij deze vraag meerdere bolletjes zwart kleuren).

- ○ Geen schade
- ○ Blikschade
- ○ Lichtgewonden
- ○ Zwaargewonden
- ○ Doden

II. Wat vind jij van verkeersveiligheid?

Hieronder vind je enkele uitspraken. Maak het bolletje zwart dat het beste overeenkomt met jouw mening.

	A Helemaal mee eens	B Eerder mee eens	C Evenveel mee eens als niet mee eens	D Eerder niet mee eens	E Helemaal niet mee eens
1) Een (brom-)fietshelm kan ernstige verwondingen voorkomen.	○	○	○	○	○
2) Als ik me houd aan verkeersregels voel ik me veiliger.	○	○	○	○	○
3) Als je bij het oversteken gebruik maakt van een zebrapad, heb je minder snel een ongeval.	○	○	○	○	○
4) Als je een fluorescerend vestje draagt, merken anderen je sneller op.	○	○	○	○	○
5) Als ik voldoende afstand houd tijdens het (brom-)fietsen, kan ik beter reageren op onverwachte gebeurtenissen.	○	○	○	○	○

6) Een (brom-)fietshelm dragen ziet er belachelijk uit.	○	○	○	○	○
7) De veiligheidsgordel vind ik nogal vervelend.	○	○	○	○	○

	A Helemaal mee eens	B Eerder mee eens	C Evenveel mee eens als niet mee eens	D Eerder niet mee eens	E Helemaal niet mee eens
8) Steeds opletten voor anderen in het verkeer is vermoeiend.	○	○	○	○	○
9) Altijd de verkeersregels respecteren is saai.	○	○	○	○	○
10) Door een (brom-)fietshelm zie ik het verkeer rondom mij minder goed.	○	○	○	○	○
11) Gewoon de straat oversteken zonder te kijken gaat vlotter.	○	○	○	○	○
12) Muziek beluisteren tijdens het (brom-) fietsen is best aangenaam.	○	○	○	○	○
13) Snel rijden geeft een kick.	○	○	○	○	○
14) Snel rijden zorgt ervoor dat je vroeger op je bestemming geraakt.	○	○	○	○	○
15) Naast elkaar (brom-)fietsen is leuker dan achter elkaar.	○	○	○	○	○
16) Rijden onder invloed van alcohol is dom.	○	○	○	○	○
17) Als je een GSM gebruikt tijdens het rijden, ben je minder aandachtig.	○	○	○	○	○
18) Door het rood licht rijden is onverantwoord.	○	○	○	○	○
19) Rijden onder invloed van drugs is levensgevaarlijk.	○	○	○	○	○

20) Geen voorrang geven is egoïstisch.	○	○	○	○	○
21) Mijn vrienden dragen meestal een helm tijdens het (brom-)fietsen.	○	○	○	○	○

	A Helemaal mee eens	B Eerder mee eens	C Evenveel mee eens als niet mee eens	D Eerder niet mee eens	E Helemaal niet mee eens
22) De meeste weggebruikers houden zich aan de verkeersregels.	○	○	○	○	○
23) Mijn leeftijdsgenoten rijden meestal niet gevaarlijk of agressief.	○	○	○	○	○
24) Ik vind dat je altijd rekening moet houden met andere weggebruikers.	○	○	○	○	○
25) In het verkeer moet je geduld kunnen hebben met anderen.	○	○	○	○	○
26) Mijn vrienden vinden dat je niet onder invloed van alcohol mag rijden.	○	○	○	○	○
27) De meeste mensen die ik ken vinden dat je gebruik moet maken van het zebrapad om over te steken.	○	○	○	○	○
28) De meeste leeftijdsgenoten vinden dat je een fluorescerend vestje moet dragen op de fiets.	○	○	○	○	○
29) De meeste weggebruikers sms'en niet tijdens het rijden.	○	○	○	○	○
30) Mijn ouders vinden het goed dat ik de veiligheidsgordel draag.	○	○	○	○	○
31) Ik vind het helemaal niet moeilijk om rekening te houden met andere weggebruikers.	○	○	○	○	○
32) Ik kan mij aan de verkeersregels houden, ook als alle andere weggebruikers dit niet	○	○	○	○	○

doen.					
33) Veilig rijden is een kwestie van karakter. Wie ervoor kiest, kan het.	○	○	○	○	○

	A Helemaal mee eens	B Eerder mee eens	C Evenveel mee eens als niet mee eens	D Eerder niet mee eens	E Helemaal niet mee eens
34) Als ik met mijn vrienden op stap ga, drink ik graag een pintje, ook al moet ik nog rijden.	○	○	○	○	○
35) Als ik gehaast ben, gebeurt het wel eens dat ik te snel rijd.	○	○	○	○	○
36) Als ik plots hard moet remmen, is dit meestal de schuld van iemand anders.	○	○	○	○	○
37) Als ik op een kruispunt geen andere auto's zie, dan rijd ik bij oranje gewoon door.	○	○	○	○	○
38) Als alle anderen voetgangers oversteken bij een rood licht, blijf ik niet als enige staan.	○	○	○	○	○
39) Als ik naar de winkel om de hoek ga, vind ik een veiligheidsgordel niet nodig.	○	○	○	○	○
40) Als ik met mijn vrienden wegga, zet ik liever geen (brom-)fietshelm op.	○	○	○	○	○
41) Ik ben van plan om in de toekomst mijn helm op te zetten als ik (brom-)fiets.	○	○	○	○	○
42) Ik ben van plan om me in de toekomst aan de verkeersregels te houden.	○	○	○	○	○
43) Ik ben van plan om in de toekomst rekening te houden met andere weggebruikers.	○	○	○	○	○
44) Ik ben van plan om in de toekomst niet sneller te rijden dan toegestaan.	○	○	○	○	○

	A Helemaal mee eens	B Eerder mee eens	C Evenveel mee eens als niet mee eens	D Eerder niet mee eens	E Helemaal niet mee eens
45) Ik ben van plan om in de toekomst mijn veiligheidsgordel te dragen.	○	○	○	○	○
46) Op de (brom-)fiets zet ik meestal mijn helm op.	○	○	○	○	○
47) Ik houd me meestal wel aan de verkeersregels.	○	○	○	○	○
48) In het verkeer houd ik meestal rekening met andere weggebruikers.	○	○	○	○	○
49) Ik rijd meestal niet sneller dan toegestaan.	○	○	○	○	○
50) Ik draag meestal mijn veiligheidsgordel.	○	○	○	○	○
51) Ik heb nog nooit heel snel willen rijden.	○	○	○	○	○
52) Ik ben nog nooit door een verkeerslicht gereden als het net op rood is gesprongen.	○	○	○	○	○
53) Ik respecteer altijd de verkeersregels, zelfs als het risico klein is dat ik betrapt wordt.	○	○	○	○	○
54) Ik houd altijd voldoende afstand van iemand die voor mij rijdt.	○	○	○	○	○
55) Als er geen politiecontrole meer zou zijn, zou ik nog altijd de snelheidslimieten respecteren.	○	○	○	○	○
56) Ik weet altijd wat ik moet doen in verkeerssituaties.	○	○	○	○	○
57) Ik heb nooit spijt van mijn beslissingen in het verkeer.	○	○	○	○	○

	A	B	C	D	E

	Helemaal mee eens	Eerder mee eens	Evenveel mee eens als niet mee eens	Eerder niet mee eens	Helemaal niet mee eens
58) Het interesseert mij niet wat andere bestuurders over mij denken.	○	○	○	○	○
59) Ik ben altijd zeker over hoe ik moet reageren in verkeerssituaties.	○	○	○	○	○
60) Ik blijf altijd kalm in het verkeer.	○	○	○	○	○

Bedankt voor je medewerking!

2. Contact letter

Beste leerling,

Door deze vragenlijst in te vullen, neem je deel aan het evaluatieonderzoek van het programma ‘Getuigen onderweg’. Alvast bedankt hiervoor.

Dit evaluatieonderzoek bestaat uit twee luiken. Het eerste luik bestaat uit het invullen van een vragenlijst. Voor het tweede luik van dit onderzoek zouden we over 2 maanden graag terug contact met je opnemen om opnieuw een gelijkaardige vragenlijst in te vullen. Daarom hebben we de volgende contactgegevens nodig:

Naam: ……..

Telefoonnummer of gsm nummer: ……..

E-mailadres: ……..

Jouw persoonlijke gegevens zullen enkel gebruikt worden in het kader van dit onderzoek om nadien terug contact met je te kunnen opnemen.

Door deel te nemen aan het evaluatieonderzoek, maak je kans op leuke prijzen zoals een GPS toestel en filmtickets.

Alvast hartelijk dank voor je medewerking!

3. Questionnaire before session

Hallo!

Wij willen graag jouw mening over “veilig verkeersgedrag” weten. Daarom hebben wij de vragenlijst die voor je ligt voorbereid. **De vragenlijst werd afgedrukt op de voor- en achterzijde van elk blad.** Wij zouden het echt appreciëren als je de vragen zo eerlijk mogelijk wilt beantwoorden. **Er zijn geen goede of foute antwoorden, wij zijn gewoon geïnteresseerd in jouw persoonlijke mening!** Geef bij alle vragen telkens slechts 1 antwoord. Als je niet zeker bent van je antwoord, kies dan gewoon voor het antwoord dat het dichtste bij jouw mening ligt.

Het is vanzelfsprekend dat al je gegevens en antwoorden anoniem en vertrouwelijk verwerkt worden. Om een correcte verwerking van de gegevens te kunnen garanderen, werken wij met onderstaande code. We vragen je daarom om eerst even deze code in te vullen voordat je begint met de vragenlijst.

Vul hier de eerste twee letters van je voornaam in: Bijvoorbeeld: Bart _B A		
Vul hier de eerste twee letters van de voornaam van je moeder in: Bijvoorbeeld: Sophie _S O		
Vul hier je geboortedag en –maand in:	[DD]	[MM]

Alvast hartelijk bedankt dat je wilt meewerken aan het onderzoek!

I. Achtergrondinformatie

1) Geslacht

- ○ Man
- ○ Vrouw

2) Leeftijd: ____ jaar

3) School:

4) Studiejaar:

- ○ 5e
- ○ 6e

5) Studierichting:

6) Naar school ga ik meestal: (Slechts 1 bolletje zwart kleuren)

- ○ Te voet
- ○ Met de fiets
- ○ Met de bromfiets
- ○ Met de auto
- ○ Met de bus, tram of trein

7) Rijbewijs:

- ○ Ik heb geen rijbewijs
- ○ Ik heb een voorlopig rijbewijs
- ○ Ik heb een definitief rijbewijs

8) Verkeersboete:

- ○ Ik heb nog nooit een verkeersboete gekregen

- ○ Ik heb al één keer een verkeersboete gekregen
- ○ Ik heb al meerdere keren een verkeersboete gekregen

9) Verkeersongeval:

- ○ Ik ben nog nooit betrokken geweest bij een verkeersongeval
- ○ Ik ben al één keer betrokken geweest bij een verkeersongeval
- ○ Ik ben al meerdere keren betrokken geweest bij een verkeersongeval

10) Indien je al eens betrokken bent geweest bij een verkeersongeval, welke schade was hierbij? (Je mag bij deze vraag meerdere bolletjes zwart kleuren).

- ○ Geen schade
- ○ Blikschade
- ○ Lichtgewonden
- ○ Zwaargewonden
- ○ Doden

II. Je mening over verkeersveiligheid?

Hieronder vind je enkele uitspraken. Maak het bolletje zwart dat het beste overeenkomt met jouw mening.

	A Helemaal mee eens	B Eerder mee eens	C Evenveel mee eens als niet mee eens	D Eerder niet mee eens	E Helemaal niet mee eens
1) Een fietshelm kan ernstige verwondingen voorkomen.	○	○	○	○	○
2) Als ik me houd aan verkeersregels voel ik me veiliger.	○	○	○	○	○
3) Als je bij het oversteken gebruik maakt van een zebrapad, heb je minder snel een verkeersongeval.	○	○	○	○	○
4) Als je een fluorescerend vestje draagt,	○	○	○	○	○

merken anderen je sneller op.					
5) Als ik voldoende afstand houd tijdens het fietsen, kan ik beter reageren op onverwachte gebeurtenissen.	○	○	○	○	○

	A Helemaal mee eens	B Eerder mee eens	C Evenveel mee eens als niet mee eens	D Eerder niet mee eens	E Helemaal niet mee eens
6) Een fietshelm dragen ziet er belachelijk uit.	○	○	○	○	○
7) De veiligheidsgordel vind ik nogal vervelend.	○	○	○	○	○
8) Steeds opletten voor anderen in het verkeer is vermoeiend.	○	○	○	○	○
9) Altijd de verkeersregels respecteren is saai.	○	○	○	○	○
10) Door een fietshelm zie je het verkeer rondom minder goed.	○	○	○	○	○
11) Gewoon de straat oversteken zonder te kijken gaat vlotter.	○	○	○	○	○
12) Muziek beluisteren tijdens het fietsen is best rustgevend.	○	○	○	○	○
13) Snel autorijden lijkt me best spannend.	○	○	○	○	○
14) Snel rijden zorgt ervoor dat je vroeger op je bestemming geraakt.	○	○	○	○	○
15) Naast elkaar fietsen is leuker dan achter elkaar.	○	○	○	○	○
16) Alcohol in het verkeer is dom.	○	○	○	○	○
17) Als je telefoneert het fietsen, ben je minder aandachtig.	○	○	○	○	○
18) Door het rood licht fietsen is	○	○	○	○	○

onverantwoord.					
19) Meerijden met iemand onder invloed van drugs is gevaarlijk.	○	○	○	○	○
20) Geen voorrang geven is egoïstisch.	○	○	○	○	○

	A Helemaal mee eens	B Eerder mee eens	C Evenveel mee eens als niet mee eens	D Eerder niet mee eens	E Helemaal niet mee eens
21) Snel fietsen geeft een kick.	○	○	○	○	○
22) Als je telefoneert tijdens het autorijden, reageer je trager.	○	○	○	○	○
23) Met de auto door het rood licht rijden is levensgevaarlijk.	○	○	○	○	○
24) Mijn vrienden dragen meestal een helm tijdens het fietsen.	○	○	○	○	○
25) De meeste weggebruikers houden zich aan de verkeersregels.	○	○	○	○	○
26) Mijn leeftijdsgenoten fietsen meestal niet gevaarlijk of agressief.	○	○	○	○	○
27) Ik vind dat je altijd rekening moet houden met andere weggebruikers.	○	○	○	○	○
28) In het verkeer moet je geduld kunnen hebben met anderen.	○	○	○	○	○
29) Mijn vrienden vinden dat je onder invloed van alcohol niet mag autorijden.	○	○	○	○	○
30) De meeste mensen die ik ken vinden dat je gebruik moet maken van het zebrapad om over te steken.	○	○	○	○	○
31) De meeste leeftijdsgenoten vinden dat je een fluorescerend vestje moet dragen op de	○	○	○	○	○

fiets.					
32) De meeste mensen sms'en niet tijdens het fietsen.	○	○	○	○	○
33) Mijn ouders vinden het goed dat ik de veiligheidsgordel draag.	○	○	○	○	○

	A Helemaal mee eens	B Eerder mee eens	C Evenveel mee eens als niet mee eens	D Eerder niet mee eens	E Helemaal niet mee eens
34) Volgens mijn vrienden is fietsen onder invloed van alcohol dom.	○	○	○	○	○
35) Ik vind het helemaal niet moeilijk om rekening te houden met andere weggebruikers.	○	○	○	○	○
36) Ik kan mij aan de verkeersregels houden, ook als alle andere weggebruikers dit niet doen.	○	○	○	○	○
37) Veilig rijden is een kwestie van karakter. Wie ervoor kiest, kan het.	○	○	○	○	○
38) Als ik op stap ga drink ik een pintje, ook al moet ik nog fietsen.	○	○	○	○	○
39) Als ik gehaast ben, gebeurt het wel eens dat ik te snel rijd.	○	○	○	○	○
40) Als ik plots hard moet remmen, is dit meestal de schuld van iemand anders.	○	○	○	○	○
41) Als ik op een kruispunt geen ander verkeer zie, dan rijd ik bij oranje gewoon door.	○	○	○	○	○
42) Als alle andere voetgangers oversteken bij een rood licht, blijf ik niet als enige staan.	○	○	○	○	○
43) Als ik naar de winkel om de hoek ga, vind ik een veiligheidsgordel niet nodig.	○	○	○	○	○
44) Als ik met mijn vrienden wegga, zet ik liever geen fietshelm op.	○	○	○	○	○

45) Als ik met de auto op stap ga kan een pintje of twee geen kwaad.	○	○	○	○	○
46) Ik ben van plan om in de toekomst mijn helm op te zetten als ik fiets.	○	○	○	○	○

	A Helemaal mee eens	B Eerder mee eens	C Evenveel mee eens als niet mee eens	D Eerder niet mee eens	E Helemaal niet mee eens
47) Ik ben van plan om me in de toekomst aan de verkeersregels te houden.	○	○	○	○	○
48) Ik ben van plan om in de toekomst rekening te houden met andere weggebruikers.	○	○	○	○	○
49) Ik ben van plan om in de toekomst niet sneller te rijden dan toegestaan.	○	○	○	○	○
50) Ik ben van plan om in de toekomst mijn veiligheidsgordel te dragen.	○	○	○	○	○
51) Op de fiets zet ik meestal mijn helm op.	○	○	○	○	○
52) Ik houd me meestal wel aan de verkeersregels.	○	○	○	○	○
53) In het verkeer houd ik meestal rekening met andere weggebruikers.	○	○	○	○	○
54) Ik rijd meestal niet sneller dan toegestaan.	○	○	○	○	○
55) Ik draag meestal mijn veiligheidsgordel.	○	○	○	○	○
56) Ik heb nog nooit heel snel willen rijden.	○	○	○	○	○
57) Ik ben nog nooit door een verkeerslicht gereden als het net op rood is gesprongen.	○	○	○	○	○
58) Ik respecteer altijd de verkeersregels, zelfs als het risico klein is dat ik betrapt wordt.	○	○	○	○	○

59) Ik houd altijd voldoende afstand van iemand die voor mij rijdt.	○	○	○	○	○

	A Helemaal mee eens	B Eerder mee eens	C Evenveel mee eens als niet mee eens	D Eerder niet mee eens	E Helemaal niet mee eens
60) Als er geen politiecontrole meer zou zijn, zou ik nog altijd de snelheidslimieten respecteren.	○	○	○	○	○
61) Ik weet altijd wat ik moet doen in verkeerssituaties.	○	○	○	○	○
62) Ik heb nooit spijt van mijn beslissingen in het verkeer.	○	○	○	○	○
63) Het interesseert mij niet wat andere bestuurders over mij denken.	○	○	○	○	○
64) Ik ben altijd zeker over hoe ik moet reageren in verkeerssituaties.	○	○	○	○	○
65) Ik blijf altijd kalm in het verkeer.	○	○	○	○	○

Bedankt voor je medewerking!

4. Questionnaire before session for teachers

Beste leerkracht,

De vragen die wij u hieronder voorleggen, kaderen binnen een evaluatiestudie van het programma ‘Getuigen onderweg’. Zou u zo vriendelijk willen zijn om deze vragen even te beantwoorden? Uw gegevens zullen anoniem verwerkt worden.

Alvast bedankt voor uw medewerking!

I. Achtergrondinformatie

1. Geslacht:

- ○ Man
- ○ Vrouw

2. Leeftijd: ……

3. In het kader van welke vak(ken) kadert deze getuigenis:
……

II. Aandacht voor verkeer en verkeersveiligheid

	Ja	Nee
1. Heeft u/uw school dit schooljaar reeds gewerkt rondom verkeer en verkeersveiligheid?	○	○
2. Indien u/uw school reeds gewerkt heeft rondom verkeer en verkeersveiligheid, wat heeft u/uw school gedaan? …… ……		
3. Gaat u/uw school dit schooljaar nog werken rondom verkeer en verkeersveiligheid?	○	○
4.Indien u/uw school nog gaat werken rondom verkeer en verkeersveiligheid, wat bent u/uw school van plan om te doen? …… ……		
5. Heeft u voorafgaand aan de sessie van Getuigen onderweg een voorbespreking rondom verkeer en verkeersveiligheid gedaan met de leerlingen?	○	○
6. Bent u van plan om volgend op de sessie van Getuigen onderweg een nabespreking rondom verkeer en verkeersveiligheid te doen met de leerlingen?	○	○
7. Bent u bekend met het informatiepakket '…en plots is alles anders'?	○	○
8. Indien u bekend bent met dit pakket, beschikt u over dit pakket?	○	○
9. Indien u bekend bent met dit pakket, bent u van plan om dit pakket te gebruiken?	○	○
10. Indien u bekend bent met dit pakket, vindt u dit pakket nuttig?	○	○

	Ja	Nee
11. Indien u bekend bent met dit pakket, vindt u dit pakket gebruiksvriendelijk?	○	○
12. Indien u bekend bent met dit pakket, bent u overtuigd van de meerwaarde van dit pakket?	○	○
13. Indien u bekend bent met dit pakket, heeft u al reeds gebruik gemaakt van dit pakket?	○	○
14. Indien u reeds gebruik gemaakt heeft van dit pakket, in het kader van welk€ vak(ken) was dit dan? …… ……		
15. Indien u reeds gebruik gemaakt heeft van dit pakket, hoeveel lestijd heeft u hier ongeveer aan besteed? …… ……		
16. Bent u van mening dat dit pakket geschikt is voor leerlingen van de 3e graad secundair onderwijs?	○	○

Bedankt voor uw medewerking!

5. Questionnaire after session

Hallo!

Wij willen graag jouw mening over “veilig verkeersgedrag” kennen. Daarom hebben wij de vragenlijst die voor je ligt voorbereid. **De vragenlijst werd afgedrukt op de voor- en achterzijde van elk blad.** Wij zouden het echt appreciëren als je de vragen zo eerlijk mogelijk wilt beantwoorden. **Er zijn geen goede of foute antwoorden, wij zijn gewoon geïnteresseerd in jouw persoonlijke mening!** Geef bij alle vragen telkens slechts 1 antwoord. Als je niet zeker bent van je antwoord, kies dan gewoon voor het antwoord dat het dichtste bij jouw mening ligt.

Het is vanzelfsprekend dat al je gegevens en antwoorden anoniem en vertrouwelijk verwerkt worden. Om een correcte verwerking van de gegevens te kunnen garanderen, werken wij met onderstaande code. We vragen je daarom om eerst even deze code in te vullen voordat je begint met de vragenlijst.

Vul hier de eerste twee letters van je voornaam in: Bijvoorbeeld: Bart _B A		
Vul hier de eerste twee letters van de voornaam van je moeder in: Bijvoorbeeld: Sophie _S O		
Vul hier je geboortedag en –maand in:	[DD]	[MM]

Alvast hartelijk bedankt dat je wilt meewerken aan het onderzoek!

I. Achtergrondinformatie

1) Geslacht

- ○ Man
- ○ Vrouw

2) Leeftijd: ____ jaar

3) School:

4) Studiejaar:

- ○ 5e
- ○ 6e

5) Studierichting:

6) Naar school ga ik meestal: (Slechts 1 bolletje zwart kleuren)

- ○ Te voet
- ○ Met de fiets
- ○ Met de bromfiets
- ○ Met de auto
- ○ Met de bus, tram of trein

7) Rijbewijs:

- ○ Ik heb geen rijbewijs
- ○ Ik heb een voorlopig rijbewijs
- ○ Ik heb een definitief rijbewijs

8) Verkeersboete:

- ○ Ik heb nog nooit een verkeersboete gekregen
- ○ Ik heb al één keer een verkeersboete gekregen
- ○ Ik heb al meerdere keren een verkeersboete gekregen

9) Verkeersongeval:

- ○ Ik ben nog nooit betrokken geweest bij een verkeersongeval
- ○ Ik ben al één keer betrokken geweest bij een verkeersongeval
- ○ Ik ben al meerdere keren betrokken geweest bij een verkeersongeval

10) Indien je al eens betrokken bent geweest bij een verkeersongeval, welke <u>schade</u> was hierbij? (Je mag bij deze vraag meerdere bolletjes zwart kleuren).

- ○ Geen schade
- ○ Blikschade
- ○ Lichtgewonden
- ○ Zwaargewonden
- ○ Doden

II. Je mening over verkeersveiligheid?

Hieronder vind je enkele uitspraken. Maak het bolletje zwart dat het beste overeenkomt met jouw mening.

	A Helemaal mee eens	B Eerder mee eens	C Evenveel mee eens als niet mee eens	D Eerder niet mee eens	E Helemaal niet mee eens
1) Een fietshelm kan ernstige verwondingen voorkomen.	○	○	○	○	○
2) Als ik me houd aan verkeersregels voel ik me veiliger.	○	○	○	○	○
3) Als je bij het oversteken gebruik maakt van een zebrapad, heb je minder snel een verkeersongeval.	○	○	○	○	○
4) Als je een fluorescerend vestje draagt, merken anderen je sneller op.	○	○	○	○	○

	A Helemaal mee eens	B Eerder mee eens	C Evenveel mee eens als niet mee eens	D Eerder niet mee eens	E Helemaal niet mee eens
5) Als ik voldoende afstand houd tijdens het fietsen, kan ik beter reageren op onverwachte gebeurtenissen.	○	○	○	○	○
6) Een fietshelm dragen ziet er belachelijk uit.	○	○	○	○	○
7) De veiligheidsgordel vind ik nogal vervelend.	○	○	○	○	○
8) Steeds opletten voor anderen in het verkeer is vermoeiend.	○	○	○	○	○
9) Altijd de verkeersregels respecteren is saai.	○	○	○	○	○
10) Door een fietshelm zie je het verkeer rondom minder goed.	○	○	○	○	○
11) Gewoon de straat oversteken zonder te kijken gaat vlotter.	○	○	○	○	○
12) Muziek beluisteren tijdens het fietsen is best rustgevend.	○	○	○	○	○
13) Snel autorijden lijkt me best spannend.	○	○	○	○	○
14) Snel rijden zorgt ervoor dat je vroeger op je bestemming geraakt.	○	○	○	○	○
15) Naast elkaar fietsen is leuker dan achter elkaar.	○	○	○	○	○
16) Alcohol in het verkeer is dom.	○	○	○	○	○
17) Als je telefoneert het fietsen, ben je minder aandachtig.	○	○	○	○	○
18) Door het rood licht fietsen is onverantwoord.	○	○	○	○	○
19) Meerijden met iemand onder invloed van drugs is gevaarlijk.	○	○	○	○	○

	A Helemaal mee eens	B Eerder mee eens	C Evenveel mee eens als niet mee eens	D Eerder niet mee eens	E Helemaal niet mee eens
20) Geen voorrang geven is egoïstisch.	○	○	○	○	○
21) Snel fietsen geeft een kick.	○	○	○	○	○
22) Als je telefoneert tijdens het autorijden, reageer je trager.	○	○	○	○	○
23) Met de auto door het rood licht rijden is levensgevaarlijk.	○	○	○	○	○
24) Mijn vrienden dragen meestal een helm tijdens het fietsen.	○	○	○	○	○
25) De meeste weggebruikers houden zich aan de verkeersregels.	○	○	○	○	○
26) Mijn leeftijdsgenoten fietsen meestal niet gevaarlijk of agressief.	○	○	○	○	○
27) Ik vind dat je altijd rekening moet houden met andere weggebruikers.	○	○	○	○	○
28) In het verkeer moet je geduld kunnen hebben met anderen.	○	○	○	○	○
29) Mijn vrienden vinden dat je onder invloed van alcohol niet mag autorijden.	○	○	○	○	○
30) De meeste mensen die ik ken vinden dat je gebruik moet maken van het zebrapad om over te steken.	○	○	○	○	○
31) De meeste leeftijdsgenoten vinden dat je een fluorescerend vestje moet dragen op de fiets.	○	○	○	○	○
32) De meeste mensen sms'en niet tijdens het fietsen.	○	○	○	○	○

	A Helemaal mee eens	B Eerder mee eens	C Evenveel mee eens als niet mee eens	D Eerder niet mee eens	E Helemaal niet mee eens
33) Mijn ouders vinden het goed dat ik de veiligheidsgordel draag.	○	○	○	○	○
34) Volgens mijn vrienden is fietsen onder invloed van alcohol dom.	○	○	○	○	○
35) Ik vind het helemaal niet moeilijk om rekening te houden met andere weggebruikers.	○	○	○	○	○
36) Ik kan mij aan de verkeersregels houden, ook als alle andere weggebruikers dit niet doen.	○	○	○	○	○
37) Veilig rijden is een kwestie van karakter. Wie ervoor kiest, kan het.	○	○	○	○	○
38) Als ik op stap ga drink ik een pintje, ook al moet ik nog fietsen.	○	○	○	○	○
39) Als ik gehaast ben, gebeurt het wel eens dat ik te snel rijd.	○	○	○	○	○
40) Als ik plots hard moet remmen, is dit meestal de schuld van iemand anders.	○	○	○	○	○
41) Als ik op een kruispunt geen ander verkeer zie, dan rijd ik bij oranje gewoon door.	○	○	○	○	○
42) Als alle andere voetgangers oversteken bij een rood licht, blijf ik niet als enige staan.	○	○	○	○	○
43) Als ik naar de winkel om de hoek ga, vind ik een veiligheidsgordel niet nodig.	○	○	○	○	○
44) Als ik met mijn vrienden wegga, zet ik liever geen fietshelm op.	○	○	○	○	○
45) Als ik met de auto op stap ga kan een pintje of twee geen kwaad.	○	○	○	○	○

	A Helemaal mee eens	B Eerder mee eens	C Evenveel mee eens als niet mee eens	D Eerder niet mee eens	E Helemaal niet mee eens
46) Ik ben van plan om in de toekomst mijn helm op te zetten als ik fiets.	○	○	○	○	○
47) Ik ben van plan om me in de toekomst aan de verkeersregels te houden.	○	○	○	○	○
48) Ik ben van plan om in de toekomst rekening te houden met andere weggebruikers.	○	○	○	○	○
49) Ik ben van plan om in de toekomst niet sneller te rijden dan toegestaan.	○	○	○	○	○
50) Ik ben van plan om in de toekomst mijn veiligheidsgordel te dragen.	○	○	○	○	○
51) Op de fiets zet ik meestal mijn helm op.	○	○	○	○	○
52) Ik houd me meestal wel aan de verkeersregels.	○	○	○	○	○
53) In het verkeer houd ik meestal rekening met andere weggebruikers.	○	○	○	○	○
54) Ik rijd meestal niet sneller dan toegestaan.	○	○	○	○	○
55) Ik draag meestal mijn veiligheidsgordel.	○	○	○	○	○
56) Ik heb nog nooit heel snel willen rijden.	○	○	○	○	○
57) Ik ben nog nooit door een verkeerslicht gereden als het net op rood is gesprongen.	○	○	○	○	○
58) Ik respecteer altijd de verkeersregels, zelfs als het risico klein is dat ik betrapt wordt.	○	○	○	○	○
59) Ik houd altijd voldoende afstand van iemand die voor mij rijdt.	○	○	○	○	○

	A Helemaal mee eens	B Eerder mee eens	C Evenveel mee eens als niet mee eens	D Eerder niet mee eens	E Helemaal niet mee eens
60) Als er geen politiecontrole meer zou zijn, zou ik nog altijd de snelheidslimieten respecteren.	○	○	○	○	○
61) Ik weet altijd wat ik moet doen in verkeerssituaties.	○	○	○	○	○
62) Ik heb nooit spijt van mijn beslissingen in het verkeer.	○	○	○	○	○
63) Het interesseert mij niet wat andere bestuurders over mij denken.	○	○	○	○	○
64) Ik ben altijd zeker over hoe ik moet reageren in verkeerssituaties.	○	○	○	○	○
65) Ik blijf altijd kalm in het verkeer.	○	○	○	○	○

III. 'Getuigen onderweg'

	A Helemaal mee eens	B Mee eens	C Evenveel mee eens als niet mee eens	D Niet mee eens	E Helemaal niet mee eens
1) Ik vond het verhaal van de getuige geloofwaardig.	○	○	○	○	○
2) Ik vond het verhaal van de getuige nuttig.	○	○	○	○	○
3) Ik vond het verhaal van de getuige interessant.	○	○	○	○	○
4) Ik vond het verhaal van de getuige belangrijk.	○	○	○	○	○

5) Ik vond het verhaal van de getuige informatief.	○	○	○	○	○
6) Ik vond het verhaal van de getuige schokkend.	○	○	○	○	○
7) Ik vond het verhaal van de getuige onrustwekkend.	○	○	○	○	○
8) Ik vond het verhaal van de getuige beangstigend.	○	○	○	○	○
9) Ik vond deze getuigenis eerder schokkend dan leerrijk.	○	○	○	○	○
10) Ik vond het initiatief 'Getuigen onderweg' zeer goed.	○	○	○	○	○
11) Ik vond de getuige zeer goed.	○	○	○	○	○
12) Ik vond de getuige duidelijk en goed verstaanbaar.	○	○	○	○	○

	Ja	Nee
13) Was er een buddy (dit is de persoon die de getuige vergezeld) aanwezig?	○	○
14) Was deze buddy een meerwaarde?	○	○
15) Was deze buddy een storende factor?	○	○
16) Zou je het initiatief 'Getuigen onderweg' aan anderen aanraden?	○	○
17) Heb je voorafgaand aan deze getuigenis dit jaar op school gewerkt rondom verkeer en verkeersveiligheid?	○	○
18) Heb je voorafgaand aan deze getuigenis een voorbespreking op school gedaan?	○	○
19) Is er tijdens deze voorbespreking gebruik gemaakt van de informatiemap '…en plots is alles anders'?	○	○
20) Indien je de informatiemap '…en plots is alles anders' tijdens de voorbespreking hebt gebruikt, vond je ze dan nuttig?	○	○

21) Is er tijdens deze voorbespreking gebruik gemaakt van de dvd '…en plots is alles anders'?	○	○
22) Indien je de dvd '…en plots is alles anders' tijdens de voorbespreking hebt gezien, vond je die dan nuttig?	○	○

Bedankt voor je medewerking!

6. Questionnaire after session for teachers

Beste leerkracht,

De vragen die wij u hieronder voorleggen, kaderen binnen een evaluatiestudie van het programma ‘Getuigen onderweg’. Zou u zo vriendelijk willen zijn om deze vragen even te beantwoorden? Uw gegevens zullen anoniem verwerkt worden.

Alvast bedankt voor uw medewerking!

I. Achtergrondinformatie

1. Geslacht:

- ○ Man
- ○ Vrouw

2. Leeftijd: ……

3. In het kader van welk(e) vak(ken) kadert deze getuigenis:
……

II. 'Getuigen onderweg'

	Ja	Nee
1. Ik heb al eerder een verkeersslachtoffer aan het werk gezien in een klas.	○	○
2. Vond u het verhaal van de getuige geloofwaardig?	○	○
3. Vond u het verhaal van de getuige nuttig?	○	○
4. Vond u het verhaal van de getuige interessant?	○	○
5. Vond u het verhaal van de getuige informatief?	○	○
6. Vond u het verhaal van de getuige schokkend?	○	○
7. Vond u het verhaal van de getuige onrustwekkend?	○	○
8. Vond u het verhaal van de getuige beangstigend?	○	○
9. Ik vond deze getuigenis eerder schokkend dan leerrijk.	○	○
10. Vond u het initiatief 'Getuigen onderweg' goed?	○	○
11. Vond u de getuige goed?	○	○
12. Kon de getuige zich voldoende verstaanbaar maken?	○	○
	Ja	**Nee**
13. Was er een buddy (dit is de persoon die de getuige vergezeld) aanwezig?	○	○

14. Was deze buddy een meerwaarde?	○	○
15. Was deze buddy een storende factor?	○	○
16. Zou u het initiatief 'Getuigen onderweg' aan anderen aanraden?	○	○
17. Door de inbreng van de getuige werd de impact van een verkeersongeval op het leven van slachtoffers voldoende duidelijk.	○	○
18. Het verhaal van de getuige was voldoende aangepast aan het doelpubliek (leerlingen van de derde graad secundair onderwijs).	○	○
19. De leerlingen werden op het einde van de getuigenis gestimuleerd tot het stellen van vragen.	○	○
20. De inbreng van de getuige was nuttig voor het behandelen van het thema 'verkeersveiligheid' in de school.	○	○

III. Aandacht voor verkeer en verkeersveiligheid

	Ja	Nee
1. Heeft u/uw school dit schooljaar reeds gewerkt rondom verkeer en verkeersveiligheid?	○	○
2. Indien u/uw school reeds gewerkt heeft rondom verkeer en verkeersveiligheid, wat heeft u/uw school gedaan? …… ……..		
3.Gaat u/uw school dit schooljaar nog werken rondom verkeer en verkeersveiligheid?	○	○
4. Indien u/uw school nog gaat werken rondom verkeer en verkeersveiligheid, wat bent u/uw school van plan om te doen? …… …….		

	Ja	Nee
5. Heeft u voorafgaand aan de sessie van Getuigen onderweg een voorbespreking rondom verkeer en verkeersveiligheid gedaan met de leerlingen?	○	○
6. Bent u van plan om volgend op de sessie van Getuigen onderweg een nabespreking rondom verkeer en verkeersveiligheid te doen met de leerlingen?	○	○
7. Bent u bekend met het informatiepakket '…en plots is alles anders'?	○	○
8. Indien u bekend bent met dit pakket, beschikt u over dit pakket?	○	○
9. Indien u bekend bent met dit pakket, bent u van plan om dit pakket te gebruiken?	○	○
10. Indien u bekend bent met dit pakket, vindt u dit pakket nuttig?	○	○
11. Indien u bekend bent met dit pakket, vindt u dit pakket gebruiksvriendelijk?	○	○
12. Indien u bekend bent met dit pakket, bent u overtuigd van de meerwaarde van dit pakket?	○	○
13. Indien u bekend bent met dit pakket, heeft u al reeds gebruik gemaakt van dit pakket?	○	○
14. Indien u reeds gebruik gemaakt heeft van dit pakket, in het kader van welk(e) vak(ken) was dit dan? …… ……		
15. Indien u reeds gebruik gemaakt heeft van dit pakket, hoeveel lestijd heeft u hier ongeveer aan besteed? …… ……		
16. Bent u van mening dat dit pakket geschikt is voor leerlingen van de 3e graad secundair onderwijs?	○	○

Bedankt voor uw medewerking!

Auteursrechtelijke overeenkomst

Ik/wij verlenen het wereldwijde auteursrecht voor de ingediende eindverhandeling:
Evaluating the effectiveness of an educative in-sight program

Richting: **master in de verkeerskunde-verkeersveiligheid**
Jaar: **2013**

in alle mogelijke mediaformaten, - bestaande en in de toekomst te ontwikkelen - , aan de Universiteit Hasselt.

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Voor akkoord,

Deliever, Dana

Datum: **31/05/2013**