

**Evaluation of the  
Child Safety Education Coalition  
(CSEC)**

**Final report**

**Produced for  
The Royal Society for the Prevention of Accidents**

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## Contents

Executive summary	6
List of abbreviations	17
1.0 Introduction	18
2.0 Background to the Child Safety Education Coalition (CSEC)	19
2.1 Introduction	19
2.2 CSEC's aims and objectives	19
2.3 CSEC as a membership organisation	19
2.4 CSEC's functions	20
3.0 Evaluation of CSEC	22
3.1 Introduction	22
3.2 Aims	22
3.3 Objectives	22
3.4 Methods	23
4.0 Component studies	25
4.1 Introduction	25
4.2 Literature review	25
4.2.1 Introduction	25
4.2.2 Objectives	25
4.2.3 Methods	25
4.2.4 Results	26
4.2.5 Conclusions	27
4.3 Initial process evaluation	30
4.3.1 Introduction	30
4.3.2 Methods	30
4.3.3 Results	30
4.3.4 Conclusions	35
4.4 Auditing and monitoring	36
4.4.1 Introduction	36
4.4.2 Methods	36
4.4.3 Results	36
4.4.4 Conclusions	39
4.5 Tracking development	40
4.5.1 Introduction	40
4.5.2 Formal assessment protocol	40
4.5.3 Documentary evidence	42
4.5.3.1 Performance indicators	42
4.5.3.2 CSEC membership	43
4.5.3.3 Website	43
4.5.3.4 Newsletter	46
4.5.3.5 Sharepoint Forum	46
4.5.3.6 Media and publicity	46
4.5.4 Observations	47
4.5.4.1 General meetings	47
4.5.4.2 Steering Committee meetings	47
4.5.4.3 Team meetings	48
4.5.5 Building the evidence base for effective practice	50
4.5.5.1 "High Quality Practical Safety Education": a definition	50
4.5.5.2 CSEC survey of safety education in schools	50
4.5.5.3 Resource Profiler	50

4.5.5.4 Risk Competency Frameworks	51
4.6 Analysis of critical events/activities	52
4.6.1 Introduction	52
4.6.2 Launch event	52
4.6.3 European Action on Adolescent and Injury Risk conference	52
4.6.4 Personal Social and Health Education Continuing Professional Development	53
4.6.5 New member workshops	53
4.6.6 Young People's Advisory Group	54
4.6.6.1 Background	54
4.6.6.2 Aim	54
4.6.6.3 Structure	54
4.6.6.4 Events	54
4.6.6.5 Conclusions	55
4.6.7 Projects supported by CSEC Coordinators	56
4.6.7.1 "Engaging parents, teachers & children in local road awareness training"	56
4.6.7.2 "Girlguiding UK Safety Related Badge Support"	56
4.6.7.3 "Litter Hunt"	56
4.6.7.4 "Outdoor Instructor Training Programme"	57
4.6.7.5 "Mission: Explore"	57
4.6.7.6 "Serious Gaming in Risk and Safety Education"	57
4.6.7.7 Conclusions	57
4.7 Later stage process evaluation: CSEC members' survey	58
4.7.1 Introduction	58
4.7.2 Methods	58
4.7.3 Results	58
4.7.4 Conclusions	63
4.8 Case studies	64
4.8.1 Introduction	64
4.8.2 Methods	64
4.8.3 Results	64
4.8.4 Conclusions	75
4.9 Determinants studies	76
4.9.1 Introduction	76
4.9.2 Methods	76
4.9.3 Results	76
4.9.3.1 Published studies identified from the literature review	76
4.9.3.2 Evaluations identified by CSEC members	78
4.9.4 Conclusions	80
4.10 Significant events	81
4.10.1 National Children's Bureau	81
4.10.2 General election	81
4.10.3 Early cessation of funding	81
5.0 Economic evaluation	82
5.1 Introduction	82
5.2 CSEC's costs and its activities	82
5.3 Results	82
5.4 Conclusions	83
	83

5.5 Comparative economic evaluation of five permanent experiential learning safety centres	83
6.0 International experts review	84
6.1 Introduction	84
6.2 Methods	84
6.3 Results	84
6.4 Conclusions	88
7.0 Discussion	89
7.1 Introduction	89
7.2 Objective A	95
7.3 Objective B	96
7.4 Objective C	96
7.5 Objective D	96
7.6 Objective E	97
7.7 Objective F	97
7.8 Strengths and weaknesses of the evaluation	97
8.0 Recommendations	99
8.1 Practice	99
8.2 Policy	99
8.3 Research	100
9.0 Conclusions	101
10.0 Acknowledgements	102
11.0 References	103
Appendices	105
Appendix 1 Resume of 10 Principles for effective practice	105
Appendix 2 Initial process evaluation: telephone interview topic guides	107
2.1 CSEC members	107
2.2 CSEC non- members	109
2.3 RoSPA Regional Coordinators	110
2.4 RoSPA Management/NCB Representative	112
2.5 DfE Representative	113
2.6 Young People: self completed questionnaire	115
Appendix 3 Auditing and monitoring: members' survey	117
Appendix 4 Later stage process evaluation: CSEC members' survey	119
Appendix 5 CSEC Case studies data collection form	121
Appendix 6 CSEC evaluation: Expert's report form	125

## **EXECUTIVE SUMMARY**

This report presents the evaluation of the Child Safety Education Coalition (CSEC) carried out by a team from the University of Nottingham. The evaluation used a range of methods to assess whether CSEC met evaluation objectives pre specified by The Royal Society for the Prevention of Accidents (RoSPA)/Department for Education (DfE).

### **Child Safety Education Coalition**

CSEC was set up and managed by RoSPA in partnership with the National Children's Bureau (NCB), with an award of £1.6m from the DfE granted November 2008. This was in response to a commitment made in the Government publication 'Staying Safe: Action Plan' to ensure that "more children have access to fun and practical safety education opportunities". The Coalition was charged with "improving the provision of practical safety education to give more children and young people the skills, knowledge and confidence to keep themselves safe in a range of situations and so help reduce the likelihood of injury or harm to children and young people".

### **CSEC's aim and functions**

The aim of CSEC was to "encourage and support activities which contribute to a reduction in unintended injuries to children and young people".

CSEC had six main functions:

1. auditing, mapping and targeting
2. policy and advocacy work
3. building the evidence base for effective practice
4. information sharing
5. establishing quality assurance programmes
6. coordinating a network of unintended injury prevention programmes.

### **Evaluation methods**

A variety of data collection methods was used to evaluate CSEC: telephone and face to face interviews, observations of meetings, content analysis of documents, interviews with CSEC staff, two self completed questionnaires, case studies, review of finance data and international expert review.

### **Results and discussion**

In this section we draw together and discuss the findings from the component evaluation studies in terms of the evaluation objectives.

#### **Objective A**

Evaluate the processes of CSEC.

##### **♦ Establishing CSEC**

Evaluating the process of "establishing the Coalition" includes an evaluation of both the internal processes, those that are necessary for the organisational structure and operation of a coalition, and external processes, those ensuring effective functioning of the Coalition to promote member interaction and participation.

In terms of evaluating the internal processes of CSEC good progress was made from the time the grant was awarded in November 2008.

- ♦ All the key team members had been appointed by April 2009 with the final 2 Coordinators starting in June 2009.
- ♦ Premises for CSEC had been found by March 2009.
- ♦ Contracts set up between NCB and RoSPA.
- ♦ The initial Steering Committee (SC) consisting of CSEC, RoSPA, NCB and DfE representatives confirmed Terms of Reference (ToR) and Statement of Purpose (SoP).
- ♦ Monthly team meetings were held.
- ♦ Membership and Publicity Officer recruited to the team April 2010.
- ♦ New SC comprising CSEC members met April 2010.
- ♦ Five General Meetings were held for members. The format of these evolved over time in response to member feedback. The final meeting held November 2010 was very favourably received by delegates.
- ♦ Website launched September 2009. Website visits and downloads steadily increased until end of January 2011.
- ♦ First newsletter published November 2009 with monthly newsletters from May 2010.

In terms of evaluating the external outputs, CSEC achieved the following targets:

- ♦ Launch event held April 2009
- ♦ European Action on Adolescent and Injury Risk (AdRisk) Conference
- ♦ Definition of High Quality Practical Safety Education (HQPSE)
- ♦ Development of Resource Profiler
- ♦ Risk Competency Frameworks (RCF)
- ♦ Active Young People's Advisory Group (YPAG).

### ♦ **Working with partners**

The process of working with members is multi-faceted, including elements of establishing a structure for working with members, communication, partnership working and building capacity for coalition action.

#### *Establishing a structure*

Findings from the initial process evaluation indicate that organisations that had chosen to become members were generally happy with CSEC at that early stage but were looking forward to a time when CSEC delivered tangible, practical benefits to them. They were also keen for CSEC to provide a clear focus as a national coalition. Members indicated that communications lacked clarity at times and the website, while generally good, lacked sections for specific target groups such as schools. The website was later updated.

Initially the SC was composed mainly of representatives from stakeholder organisations, that is, DfE, NCB, RoSPA and CSEC. Elections of members to the SC were held in March 2010 and the newly elected committee first met in April 2010 with three more subsequent meetings. It took time for the committee members to settle into their roles but it was clear that CSEC were keen for the SC to be fully involved in the Coalition, making key decisions and leading on the future direction of the Coalition. The newly elected SC reviewed the ToR and SoP.

### *Communication*

From discussions with the CSEC Manager using the assessment protocol, it was felt that CSEC made substantial progress in sharing information with its members. The newsletter played a key role in this and by December 2010 newsletters were produced monthly. In the second members' survey, the majority of members (67%) responded that the newsletter was either a very important or important CSEC function to them. Nearly 70% of respondents to this survey indicated that the website was either very important or important to them. Further evidence of the popularity of the website is demonstrated by the increasing number of visits and downloads from the time of its launch in September 2009.

The members' General Meetings held approximately every four months were rated as either a very important or important function by only half of responders (52%). However, these meetings provided an opportunity for members to network, to meet like minded people working in the same field and to gain new ideas from seeing what other members have done, all rated as either very important or important by 87%, 88% and 85% of respondents respectively. Of all CSEC functions rated, these were either very important or important to the greatest number of respondents. The General Meetings were a useful medium for CSEC to provide members with updates on key issues such as the election to the SC. They also facilitated face-to-face discussions between CSEC staff and members, and promoted partnership working between CSEC and member organisations. The format for the General Meetings evolved over time in response to delegate feedback. The later meetings included 10 minute discussion sessions where the topics for debate were decided by the delegates and this provoked lively discussions between members.

Members were also kept informed by e-mails sent from CSEC. At times e-mails lacked clarity and conciseness but they provided a useful vehicle particularly when a rapid response from a representative sample of Coalition members was required. One CSEC member (Lucid Communications CSEC052) designed and funded a sharepoint forum which provided members with a vehicle for communicating with each other and aimed to promote the development of special interest groups amongst the membership.

### *Partnership working*

The evaluation team found considerable evidence of good partnership work both in terms of CSEC Coordinators working with members and members working together to improve their safety education.

The evaluation found evidence of successful partnership working between CSEC Coordinators and several of its members, for example, its work with FACE (CSEC044), watersports centres (CSEC074, CSEC079, CSEC110), The Geography Collective (CSEC070) and Coventry University (CSEC114) (see sections 4.6.7 and 4.8). Indeed, in the case study of The Geography Collective (CSEC070) it was stated that involvement with CSEC in the early stage of establishing the business was very valuable and acted as a key facilitator. Furthermore 53% of responders to the members' second survey felt that individual support and advice was very important or important and 63% felt that CSEC Coordinators were either very important or important.



However, while some members clearly valued the input from CSEC into their safety education programme as evidenced from the case studies and responses to the members' second survey, this concentrated input of effort by CSEC Coordinators into some projects was viewed by others as an uneconomical use of resources. It was considered "unsustainable" and of having "little overall impact" by some members, also evidenced in responses to the members' second survey. The impact of the work with these members would vary according to the members' organisation, for example, work with FACE (CSEC044) could be rolled out to all FACE members and accordingly influence children's farm visits across England whereas work with a member on a smaller scale will impact the few hundred or so children that receive that member's safety education programme. However, experience gained by CSEC Coordinators from working with member organisations reaching both many and few children can be taken forward and used with other members, and the members themselves can disseminate good practice learnt from their collaboration with CSEC. Thus there is potential for even the smaller scale work to have impact in the long term.

Clearly CSEC Coordinators worked with members on very disparate projects who were addressing the issue of practical safety education from very different perspectives. Given time, experience gained by coordinators from this work would have been used to develop common policies.

An example of successful partnership working was the development of the RCFs. A framework for First Aid was completed and representatives from member organisations were leading on similar frameworks for road traffic injury, burns and scalds, drowning and water related injury, and poisonings. The frameworks were seen to be of value to members and organisations working on those that are yet to be completed stated that this work will continue beyond the life time of CSEC to ensure their completion.

In addition, CSEC worked with Lucid Communications (CSEC052) to produce a Resource Profiler which aimed to map the strengths and weaknesses of a resource or service, thus highlighting areas for improvement or guiding the development of new resources.

The SC, comprised representatives from member organisations, brought together providers of safety education from diverse settings who were keen to work as a team to guide CSEC and to develop a joint approach to practical safety education.

#### *Building capacity for coalition action*

Building a structure and striving for successful communication and partnership working, all impact upon the capacity of the Coalition to act. A SC comprised of member organisations' representatives ensures that the Coalition's aims and objectives are in harmony with those of individual member organisations.

Members were keen for CSEC to provide a "common voice"; 78% of responders to the second members' survey considered this to be either a very important or important function of CSEC. By being affiliated together under one umbrella organisation, individual members felt their joint voice was more powerful than their individual voices.

### *Policy and advocacy work*

When members were asked if there was anything now or in the future which would help them to support their safety work, they were keen for the Coalition to raise the profile of safety education by undertaking more policy and advocacy work. By the time CSEC finished operating it was in a stronger position to undertake policy and advocacy work. Having established a secure core membership, it was timely for the Coalition to consider its future strategic aims.

#### ♦ **Involving young people**

In terms of involving young people in CSEC, much was achieved in a short time. The process of involving young people via the Young People's Advisory Group (YPAG) was temporarily arrested by the departure of the NCB as partners with CSEC. Subsequently, the development of the YPAG was successfully led by a CSEC Coordinator.

A group of students from Heartlands Academy, led by a CSEC Coordinator, organised a week of safety education events for fellow pupils and also produced a DVD providing instructions for other students on how to organize their own safety education event. YPAG members attended a residential event in August 2010 and a second event had been planned for February 2011. Feedback from the young people on the residential event indicated that this had been a very positive experience for them.

While representatives from the YPAG did not attend any SC meetings, this was an issue that was raised frequently at meetings as the SC was keen to have input from the young people into CSEC. However, their attendances at such meetings required careful planning to ensure firstly, that agenda items were of relevance to them and were something they could usefully contribute to and secondly, on a more practical level, timing of meetings was appropriate to ensure that attendance did not result in children missing school. Delegates from the YPAG participated in the AdRisk Conference.

Given the time and commitment required to build relationships with a group of children and to develop their skills to a level at which they can effectively contribute to safety education, the Coalition achieved much.

#### ♦ **Defining risk competence and high quality practical safety education (HQPSE);**

Early in the life of CSEC a definition of HQPSE was produced with input from several sources including CSEC Coordinators and RoSPA's commissioned survey of effective safety education in schools. This issue, along with risk competence, was discussed at the AdRisk Conference held November 2009. The commissioned survey on the effectiveness of safety education in schools also provided commentary on the quality of safety education.

CSEC has been instrumental in bringing together work groups to develop RCFs. In December 2009 a group met to develop a RCF for First Aid. Work groups were then formed from interested representatives of member organisations to develop similar frameworks for application to competencies required in burns and scalds, road traffic injuries, water safety and poisonings.

The Resource Profiler developed by CSEC is based on the 10 Principles of Safety Education (see Appendix 1). The Profiler aims to provide a narrative of the strengths and weaknesses of a resource or service, thus highlighting areas for improvement and subsequently raising the standard of practical safety education. The Resource Profiler was presented at General Meetings, thus ensuring dissemination of good practice to Coalition members.

The international experts were in agreement that CSEC had achieved much towards this objective.

♦ **Raising awareness of the value of practical safety education among practitioners**

Evidence of the value of practical safety education has been gathered from the case studies and from the evaluations of safety programmes identified by CSEC members. This evidence shows that practical safety education can change knowledge, behaviour and skills. The literature review supports these findings.

CSEC's modes of communication such as the website, newsletter and press releases, and the members' General Meetings and new member meetings raise awareness of the value of practical safety education among practitioners, both members and non members.

CSEC has attracted a diversity of membership evidenced by those profiled in the case studies and the initial process evaluation members' survey. Raising the profile of CSEC would also raise the awareness of the value of practical safety education. CSEC achieved this objective to some degree but further work is required.

♦ **Marketing CSEC**

Marketing of CSEC has been achieved in a number of ways. The newsletter and website market CSEC: the latter has resulted in much activity in terms of downloads. However, both the website and newsletter are more likely to be viewed by organisations that have some awareness of CSEC. CSEC appointed a Membership and Publicity Officer in April 2010 and regularly produced press releases, typically five to seven press releases per month.

Three workshops aimed at promoting CSEC to potential new members were held during 2010. These events were held in different areas of England where CSEC membership was low. The event in Poole, as an example, was attended by approximately nine potential members and resulted in three delegates taking up CSEC membership.

Further marketing of CSEC was achieved through presentations to international audiences at International Society for Child and Adolescent Injury Prevention conference and at the World Injury Conference.

♦ **Engaging with schools to ensure learning is effective and how practical safety education fits within the school curriculum;**

CSEC commissioned an independent survey to assess the effectiveness of safety education in schools. This provides a baseline of current activities and highlights areas for development.

The work of CSEC with the YPAG ensured that there was some engagement with schools. However, this was achieved only within those schools represented in the YPAG.

CSEC engaged with schools indirectly through its members, many of which are actively involved with schools and either take their safety education programme to schools or school children visit an event. From the members profiled as case studies there was evidence that member safety education programmes link to the national curriculum, for example RiskWatch (CSEC004), IMPS (CSEC015), Flashpoint (CSEC023) and PIE (CSEC045).

♦ **Increasing the availability and frequency of high quality practical safety education**

RoSPAs Risk Education Advisor produced a definition of HQPSE. This was used as the basis for the development of the Resource Profiler. In addition CSEC members have produced a RCF for First Aid and are in the process of developing four further frameworks. Use of these tools by members along with the definition of HQPSE when developing their own safety education programmes will undoubtedly increase the availability of HQPSE.

CSEC Coordinators have worked with a number of CSEC members to help them to develop their providers' safety education programme, as profiled in the case studies. As an example, CSEC Coordinators worked with providers of water sports centres to develop the Outdoor Instructor Training Programme which identified opportunities to teach young people risk awareness while taking part in water based activities. Thus CSEC has developed resources both to raise the quality of practical safety education and has worked with members to identify ways of increasing the opportunity for practical safety education. Experience gained from these activities can usefully be transferred to future CSEC work thus increasing the potential for exposure of children and young people to further HQPSE.

The international experts were of the opinion that the potential capacity for HQPSE had increased, evidenced by the increase in membership of CSEC. However, it is not known to what extent membership of CSEC has resulted in an increased engagement in safety education by members and in their capacity to provide safety education of a high quality.

♦ **Increasing opportunity for disadvantaged children and young people, disabled children, children in care**

While CSEC have not targeted disadvantaged groups *per se*, many of the safety education programmes undertaken by CSEC members have involved disadvantaged children and those with special needs. Members of the YPAG include representatives from both a school for young people with learning difficulties and a school in an area of deprivation. The international experts considered that this was a longer term objective and was an area which needed particular attention in the future.

♦ **Identifying examples of high quality practical safety education.**

Member presentations at General Meetings and reports in the CSEC newsletter have provided opportunities to showcase examples of HQPSE and to share good practice among members.

Use of the RCFs and resource profiler, based as it is on the 10 principles of HQPSE, will help to identify examples of HQPSE. In addition it can be used to improve current resources and programmes. Work by the Coordinators with members has identified examples of HQPSE, knowledge of which Coordinators can use on future projects.

This is an area of work where there is much potential to ensure safety education programmes are of the highest quality.

### **Objective B**

**Explore the ways in which risk competence is acquired and used by children and young people aged 0-18 years through involvement in practical safety education.**

Evidence of ways in which risk competence is acquired has been collected from the literature review, the case studies and from examples of CSEC work with members. From a review of published papers we found that one method that ensured children developed risk competence was by taking part in safety education programmes that provided children with a hands-on learning experience. This included learning safety education skills in road crossing, home safety and cycle skills.

The case studies and CSEC projects illustrate the diversity of risk competence skills children can learn, such as fire, electricity, general emergency, personal and farm safety through interactive learning opportunities and acting scenarios. Risk competence was also acquired through books, theatre and hands on experience. The 10 Principles of Safety Education support the use of interactive and experiential learning in realistic settings.

### **Objective C**

**Understand the impact of CSEC in increasing provision of practical safety education.**

In the original evaluation plan it was proposed that an audit of practical safety education would take place in eight regions of England, comparing four high focus regions with four similar regions. However this was not undertaken for two reasons. Firstly, the possibility of contamination meant that it would be difficult to isolate the effects of the Coalition alone in impacting the provision of practical safety education. Secondly, the proposed methodology would have undermined the work of the Coalition whereby CSEC might have artificially avoided certain regions.

An audit of practical safety education provided by CSEC members was undertaken by the evaluation team in the initial process evaluation. There were some discussions regarding the possibility of auditing local activities in one of the London boroughs but this did not progress due to competing work priorities for the individual concerned. Auditing of activities within the local area was also seen at one time as a possible role for representatives from YPAG. CSEC staff mapped national coverage of CSEC membership to identify areas of low membership and used this to focus recruitment activity.

It is difficult to state the impact of CSEC in increasing provision of practical safety education. However, given the definition of HQPSE, the development of both the RCFs and Resource profiler and the adoption of these by CSEC members, and given the networking opportunities offered by CSEC whereby members can share ideas and best practice, it can be assumed that CSEC has much potential to increase the provision of HQPSE. Work by the Coordinators with members would have helped to achieve this objective.

#### **Objective D**

**Evaluate the impact of CSEC on those determinants of unintended injury which are amenable to change through practical safety education.**

CSEC has no doubt had some impact upon those determinants of unintended injury which are amenable to change. This is evidenced by examples of CSEC work, such as that with Girlguiding UK or with the water activity members. The number of children reached annually by these projects varies considerably, some reaching a few and some reaching many thousands. However, good practice and resources gained from developing these projects can be disseminated to other projects and would, given time, have the potential to influence the safety knowledge and skills of many more children.

Another possible pathway of influence on determinants of unintended injury would be that as a result of CSEC membership, a member organisation had changed their practical safety education. This is much more difficult to assess. From the second members' survey there is evidence that members enjoyed the opportunities offered by CSEC membership to share ideas with like minded people. Sharing of ideas and good practice could lead to improvements in the practical safety education they provide. In addition, use of the definition of HQPSE and the appropriate RCF by members to develop further their work, may have an impact of determinants of unintended injury given time.

The international experts were of the opinion that it was too early in the life of a coalition to state whether CSEC had impacted determinants of unintended injury.

#### **Objective E**

**Estimate the contribution of CSEC to reducing injury outcomes for children and young people aged 0-18 years if continued long term.**

Any assessment of the contribution of CSEC to reducing unintentional injuries for children and young people is difficult. As the international experts suggested, it is a complex task to assess the effect of the Coalition in isolation on injury outcomes and "eliminate any confounders". From an examination of the previous evidence, it might be expected that CSEC has the potential to raise the capacity for HQPSE and promote good practice among its members and it could be assumed that this would, in time, reduce the number of injuries for children and young people in the long term. However, once again, the time taken to establish a coalition and for it to mature and to influence outcomes cannot be underestimated.

#### **Objective F: Economic evaluation (additional objective)**

This was planned as a 2 part evaluation objective:

1. analyse the costs of CSEC and its activities

2. undertake a comparative economic evaluation of five permanent experiential learning safety centres.

From an examination of CSEC's costs it is clear that set up and capital costs were relatively low. The greatest percentage of the budget was spent on operating costs which were mainly salaries for 10 full time members of staff. In terms of middle to long term investments, costs such as those for the evaluation, staff training and development of the online resource tool and guide could be considered as middle to long term investments which will be of benefit to the Coalition in the future.

The Evaluation Team were unable to undertake a comparative economic evaluation of five permanent experiential learning safety centres due to a lack of data from members.

## **Recommendations Practice**

- ♦ RoSPA have been successful in establishing a functioning coalition in a relatively short space of time. Many of the mechanisms and processes to effectively manage and run a coalition such as CSEC are now in place. Members see CSEC as offering clear benefits to them which they have not found elsewhere. RoSPA and the Department for Education should work with the membership to ensure that the positive processes, tangible outputs, professional relationships and enthusiasm that have been developed can be further harnessed to promote the safety of young people.
- ♦ CSEC is at a pivotal point in its development and in order for the Coalition to survive funding must be located. The Department for Education should consider providing a small amount of tide over funds to enable CSEC members to investigate future sources of funding.
- ♦ In the light of the evidence gathered in this report and the funding possibilities, the evaluation team recommends that the Coalition should undertake a strategic review. CSEC members should re-examine the aims, objectives and key functions of the Coalition.
- ♦ A future coalition that plans to work with young people, should throughout its life actively involve young people. However, organising a YPAG requires much dedicated time. Consideration should be given to seeking the views and involvement of young people through the individual member organisations.
- ♦ Successful outputs such as the Resource Profiler, the RCF and definition of HQPSE should be promoted more widely.
- ♦ The Principles of Safety Education are in line with both the World Health Organisations Ottawa Charter, a seminal document of public health, and with health promotion theory. The principles should be publicised widely.
- ♦ A clear marketing strategy should be developed which highlights the tangible and practical benefits of Coalition membership.

## **Policy**

- ♦ The theory and history of public health coalitions suggest that building a productive coalition takes a considerable amount of time. CSEC was established with funding for a relatively short period of time, and the funding was later reduced. Organisations setting up coalitions in the future should include in the planning stages sufficient lead-in time. This time is crucial if coalitions are expected to achieve performance targets set for the later stages.
- ♦ In relation to evaluation, timing is also a crucial consideration. At the start, evaluation should be seen as an integral part of the planning process but it is also essential to allow enough time for the evaluation to assess later stage outputs.

## **Research**

- ♦ Evaluation is integral to good public health practice. It assists with accountability, facilitates programme management and development, and can be used as a tool for learning. If CSEC is to continue, it is important that evaluation is included as a key component of the Coalition.
- ♦ Auditing and monitoring of coalition members' activities on a regular basis will allow a more precise picture of the impact of the Coalition.
- ♦ Rigorous evaluation of members' safety education programmes would raise the quality of practical safety education and could be used to identify good practice for dissemination among members. It could also be used to raise the profile of CSEC.

## **Conclusions**

This report presents the findings from the team at the University of Nottingham on the evaluation of CSEC from October 2009 to March 2011. The aim of the evaluation was to assess the effectiveness of CSEC to act as a coalition of practical safety education practitioners, and to assess the impact of it on child injury reduction.

In terms of a public health coalition CSEC has so far had a fairly short life. Despite this, the evidence that we have gathered indicates that there has been success with some objectives. For example, CSEC has attracted a relatively large and diverse membership and they have already been involved in improving current and developing new opportunities for safety education provision. In addition, the current CSEC toolbox that has been created, if promoted, will be of use in raising standards of child safety education.

CSEC has the potential in the long term to nationally raise the frequency and quality of practical safety education opportunities for children and young people and potentially to reduce injury rates. Assessing the impact of the Coalition alone in reducing child injury would be a difficult task.

This report documents and discusses the development of CSEC. The recommendations provide direction for CSEC and advice for those who wish to establish future coalitions.



## List of abbreviations

AALA	Adventurous Activities Licensing Association
AdRisk	European Action on Adolescent and Injury Risk
CAPT	Child Accident Prevention Trust
CPD	Continuing Professional Development
CSEC	Child Safety Education Coalition
CYP	Children and Young People
DfE	Department for Education*
DfT	Department for Transport
FRS	Fire and Rescue Service
HQPSE	High Quality Practical Safety Education
ISCAIP	International Society for Child and Adolescent Injury Prevention
IMPS	Injury Minimization Programme for Schools
KPI	Key Performance Indicator
KS	Key Stage
LA	Local Authorities
LASER	Learning About Safety through Experiencing Risk
NCB	National Children's Bureau
NI	National Indicator
PCT	Primary Care Trusts
PSHE	Personal Social and Health Education
PTA	Parent Teacher Association
QCDA	Qualifications and Curriculum Development Agency
RCF	Risk Competency Framework
RNLI	Royal National Lifeboat Institution
RoSPA	Royal Society for the Prevention of Accidents
SC	Steering Committee
SoP	Statement of Purpose
ToR	Terms of Reference
YPAG	Young People's Advisory Group

\*Throughout this report we have used the term Department for Education (DfE) when referring to the former Department for Children, Schools and Families (DCSF)

## **1.0 INTRODUCTION**

This report presents the evaluation of the CSEC carried out by a team from the University of Nottingham. The evaluation, which was conducted from October 2009 to March 2011 used a range of methods to assess the extent to which CSEC met evaluation objectives pre specified by RoSPA/DfE. Three internal interim reports have been produced in March, June and December 2010 which provided stakeholders with an evaluation of the initial processes and achievements of CSEC and made recommendations for changes in practice. This final report presents the findings of all component parts of the evaluation to assess whether CSEC achieved its objectives.

In this report, section 2 provides a description of CSEC, why and how it was set up, its objectives and a timeline of key events. In section 3 we define the aims and objectives of the evaluation, and provide an overview of the evaluation and the methods adopted for data collection. In section 4 we discuss the component studies and present the findings from each. We also provide details of significant events that occurred during the lifetime of CSEC which may have impacted its progress. Costs of CSEC are presented in section 5. In section 6 we present the opinions of independent international experts on CSEC's achievements. We discuss CSEC's achievements in section 7 and consider the strengths and weaknesses of the evaluation. Recommendations for practice, policy and research are presented in section 8 while section 9 provides conclusions to the report. Sections 10 and 11 present acknowledgements and references, respectively. Documents such as copies of questionnaires and telephone interview topic guides are presented in the appendices.

## **2.0 BACKGROUND TO CSEC**

### **2.1 Introduction**

The establishment of the CSEC was a commitment made in the Government publication 'Staying Safe: Action Plan' to ensure that "more children have access to fun and practical safety education opportunities". In November 2008 the former Department for Children, Schools and Families (now the DfE) awarded a grant of £1.6m to RoSPA to set up and manage the Coalition. The Coalition was charged with "improving the provision of practical safety education to give more children and young people the skills, knowledge and confidence to keep themselves safe in a range of situations.... and so help reduce the likelihood of injury or harm to children and young people". Vulnerable groups such as children from disadvantaged backgrounds who are often at the highest risk of preventable accidents were to be a key focus for CSEC.

### **2.2 CSEC's aim and objectives**

The aim of CSEC was to "encourage and support activities which contribute to a reduction in unintended injuries to children and young people".

The objectives of the Coalition were to "define, audit, develop, manage, promote and support 'high quality practical safety education' in England".

CSEC's Terms of Reference 2010 detail further objectives as to:

- ♦ define high-quality, practical safety education for children and young people
- ♦ increase the distribution, the capacity, and the take up of high-quality, practical safety education for children and young people
- ♦ increase provision of high-quality, practical safety education for hard-to-reach, disadvantaged, disabled and in-care children and young people
- ♦ research and evaluate the most effective types of practical safety education techniques
- ♦ make links with safety education in schools (Personal, Social and Health Education (PSHE)) to ensure learning objectives remain consistent.

CSEC worked to achieve its objectives in a number of ways:

- ♦ policy and advocacy work, partnership building, policy development and media work at national, regional and local levels
- ♦ building the evidence base for effective practice encouraging research and evaluation to identify what works; collecting, synthesizing and sharing effective practice; supporting new developments and innovations in line with the evidence
- ♦ information sharing, disseminating information through an email network, website, newsletters, publications, conferences and training events at national and regional levels and developing resources for schools and other organisations that work with children and young people.

### **2.3 CSEC as a membership organisation**

CSEC was a membership organisation. It was informed by its members and its Manager reported to the Coalition SC and an Executive Committee. In order to achieve its objectives it was anticipated that all member organisations would work together to:

- ♦ identify common and avoidable injuries to children and young people

- ♦ identify activities where practical safety education could be improved, extended or introduced
- ♦ provide children with opportunities to develop risk competence appropriate to their age and developmental stage, which is transferable to all aspects of their lives
- ♦ enable children and young people to have the confidence put their risk competence into practice.

CSEC was expected to evolve as it was informed by its membership and operation, however it was expected that its reduction strategy would include some of the following:

- ♦ facilitation of a coalition of 'practical safety education' advisers, providers, commissioners and consumers who have appropriate authority and experience in reducing unintended injury
- ♦ co-option and development of the necessary expert support to produce policy, strategy and tactics with which to sustain and increase opportunities for children and young people to participate in high quality practical safety education in the medium and longer term
- ♦ CSEC will audit, collate and categorise opportunities for children and young people to participate in practical injury prevention education and skill development. The information gathered will be made available through a public Coalition website.

## 2.4 CSEC's functions

The Coalition had six main functions (Table 1).

**Table 1. Six main functions of CSEC**

	<b>Functions of CSEC</b>	<b>Details</b>
<b>1</b>	<b>Auditing, mapping and targeting</b>	Research current provision and maintain a register of providers with which to inform and encourage increases in capacity and deployment of resources and initiatives.
<b>2</b>	<b>Policy and advocacy work</b>	Partnership building, policy development and media work at national, regional and local levels.
<b>3</b>	<b>Building the evidence base for effective practice</b>	Encouraging research and evaluation to identify what works; collecting, synthesizing and sharing effective practice; supporting new developments and innovations in line with the evidence in conjunction with the national injury observatory and Public Health Observatories.
<b>4</b>	<b>Information sharing</b>	Disseminating information through an email network, website.
<b>5</b>	<b>Establishing quality assurance programmes</b>	In partnership with providers, commissioners and beneficiaries develop voluntary 'accreditation/endorsement' programmes.
<b>6</b>	<b>Coordinating a network of unintended injury prevention programmes</b>	Supporting members and other organisations to take part in high quality practical safety education initiatives and intervention at national and regional local levels.

A timeline of key events for CSEC is shown in Figure 1.

**Figure 1: Timeline of key events from 2008 to 2011**

<b>2008</b>	
February	Government publishes "Staying Safe: Action Plan"
November	DCSF awards £1.6m to RoSPA and NCB for establishment of CSEC Manager appointed for CSEC
<b>2009</b>	
March	Recruitment of CSEC core team (including 6 co-ordinators and 2 administrative support staff)
April	Launch Event CSEC has 38 members CSEC publishes draft Terms of Reference and Statement of Purpose
May	Invitation to tender for external evaluation of CSEC advertised
June	All CSEC co-ordinators in post
September	CSEC website launched
October	University of Nottingham signs contract as external evaluators
<b>2010</b>	
March	University of Nottingham produces 1st internal evaluation report CSEC has 80 members
April	NCB terminates its partnership agreement with RoSPA CSEC forms newly constituted Steering Committee from elected members
June	University of Nottingham produces 2nd internal evaluation report CSEC has 101 members
September	RoSPA Deputy Chief Executive - presentation on CSEC at World Conference on Injury Prevention and Safety Promotion
November	CSEC informed that funding to cease on 31 <sup>st</sup> December, 3 months earlier than original plan
December	University of Nottingham produces 3rd internal evaluation report CSEC has 129 members CSEC funding ceases on 31 <sup>st</sup> December
<b>2011</b>	
March	University of Nottingham produces final evaluation report

## **3.0 EVALUATION OF CSEC**

### **3.1 Introduction**

Evaluation was seen as a key part of CSEC. While CSEC itself was expected to collect data as part of a review of progress, the Coalition was also charged with commissioning an independent evaluation of its work. This section presents the aims and objectives of the evaluation, most of which were pre-defined by RoSPA and DfE before the evaluation team were appointed. We also present our methods for evaluating CSEC.

### **3.2 Aims**

- ♦ To assess the effectiveness of CSEC to act as a coalition of practical safety education practitioners.
- ♦ To assess the impact of CSEC on child injury reduction.

### **3.3 Objectives**

The objectives of the evaluation were as follows:

#### Objective A

Evaluate the processes of: establishing the CSEC; working with partners; involving young people; defining risk competence and high quality practical safety education; raising awareness of the value of practical safety education among practitioners; marketing CSEC; engaging with schools to ensure learning is effective and how practical safety education fits within the school curriculum; increasing the availability and frequency of high quality practical safety education; increasing opportunity for disadvantaged children and young people, disabled children, children in care; identifying examples of high quality practical safety education.

#### Objective B

Explore the ways in which risk competence is acquired and used by children and young people aged 0-18 years through involvement in practical safety education.

#### Objective C

Understand the impact of CSEC in increasing provision of practical safety education through.

- ♦ Auditing existing provision of practical safety education in eight regions of England (four high focus regions, matched with four similar regions for comparison)
- ♦ Monitoring changes in provision over the lifetime of CSEC's initial phase (until the end of March 2011).

#### Objective D

Evaluate the impact of CSEC on those determinants of unintended injury which are amenable to change through practical safety education.

#### Objective E

Estimate the contribution of CSEC to reducing injury outcomes for children and young people aged 0-18 years if continued long term.

The evaluation team suggested an additional objective.

### Objective F

Analyse the costs of CSEC and its activities and undertake a comparative economic evaluation of five permanent experiential learning safety centres.

### **3.4 Methods**

Our evaluation methods have been guided by principles outlined by the World Health Organisation:

- ♦ participation;
- ♦ capacity building;
- ♦ multiple methods.

Participation enriches the perspectives, and increases the chances that conclusions are accepted and recommendations are acted upon. We believe that evaluation is for learning and both the process and outcomes should be used to enhance the ability of members of CSEC, both as individuals and groups to address important public health issues. We also believe that credible evidence strengthens evaluation results and the recommendations that follow from them. We recognise that all types of data have strengths and limitations, and the credibility of an evaluation design can be enhanced by using multiple procedures for gathering, analyzing and interpreting data. Both qualitative and quantitative information will be used to yield evidence that is of comprehensive and practical use to CSEC members. As the Coalition was in the process of being set up when the evaluation commenced, it was essential that the evaluation was flexible enough to adapt to this.

A range of evaluation methods was used to capture the complexities of the Coalition. Data was collected using a variety of methods. These methods included observational studies, telephone interviews, self-completion questionnaires, content analysis of documents and case studies. Both quantitative and qualitative data was collected as appropriate. Figure 2 shows the range of component studies that were used to evaluate CSEC's achievements of its objectives. Further details of the methods used for each study, along with the relevant findings, can be found in section 4.

**Figure 2. Evaluation of CSEC: objectives and component studies**

<b>Objective</b>	<b>Component study</b>
Evidence from: component study	
<b>A. Evaluate the processes</b> Evidence from: 1,2,3,4,5,6	<b>1. Literature review</b>
	<b>2. Initial process evaluation</b>
<b>B. Explore risk competence</b> Evidence from: 1,5,6	<b>3. Tracking development</b>
	<b>4. Analysis of key events/activities</b>
<b>C. Impact on provision</b> Evidence from: 1,5,6,7	<b>5. Later stage process evaluation</b>
	<b>6. Case Studies</b>
<b>D. Impact on determinants</b> Evidence from: 1,5,6,8	<b>7. Auditing and monitoring</b>
	<b>8. Determinants studies</b>
<b>E. Long term effect</b> Evidence from: 1,5,6,9,10	<b>9. Experts within the Team - review</b>
	<b>10. International experts review</b>
<b>F. Economic evaluation</b> Evidence from: 6, 7, 11	<b>11. Cost description and comparative evaluation</b>



## **4.0 COMPONENT STUDIES**

### **4.1 Introduction**

In this section we present the methods, findings and conclusions from each of the component parts of the evaluation (Figure 2). At the end of the chapter we briefly discuss unexpected significant events.

### **4.2 Literature review**

#### **4.2.1 Introduction**

The aim of the literature review was to search for evidence of the impact of safety education on injury rates. The results will update and build upon an earlier review by McWhirter (2008) "A review of safety education: principles for effective practice" (see Appendix 1). Specifically we looked for evidence linking safety education for children and young people in schools, centres and other settings with changes in knowledge, skills, attitudes, and reductions in injury. We reviewed literature published in English in the last two years, that is, post McWhirter's (2008) review, and focused on unintentional injury. We considered the relevance of the ten principles to the studies identified from the database search.

(A full account of the literature review is available from the evaluation team.)

#### **4.2.2 Objectives**

The objectives of this review were to:

1. identify evidence of the impact of safety education offered to children and young people in schools, safety centres and other settings on unintentional injury rates
2. identify evidence of the impact of safety education for unintentional injuries offered to children and young people on change in knowledge, behaviour, risk, skills
3. identify examples of good practice of unintentional injury safety education provision for children and young people in schools, centres and other settings
4. identify examples of good practice of evaluation of unintentional injury safety education provision for children and young people in schools, centres and other settings.

#### **4.2.3 Methods**

For this review we were interested in studies involving:

- ♦ children and young people aged 18 years and under
- ♦ any intervention where safety education for unintentional injuries is delivered to children and young people and the education is evaluated
- ♦ programmes delivered in schools, safety centres and other settings
- ♦ a primary outcome of a change in unintentional injury rates
- ♦ secondary outcomes of a change in knowledge, behaviour, attitude, risk and skills for unintentional injuries.

We searched a range of databases from 1<sup>st</sup> January 2008 onwards including Medline, British Education Index, the Cochrane library and HarborView Injury Prevention and Research Center. In addition, as part of the members' survey (see section 4.4), we asked members for details of unpublished evaluations of their own or other relevant work.

#### 4.2.4 Results

A total of 495 titles were found from the initial database search. Following a scan of titles and abstracts and then a more detailed assessment of 76 papers considered potentially relevant, a total of 12 papers were included in the review.

#### Summary of 12 papers according to objectives

Table 2 gives a summary of the 12 papers identified from the search of databases.

**Table 2. Summary of papers included in the literature review**

<b>Objective 1: Impact of safety education on unintentional injury rates</b>		
No papers		
<b>Objective 2: Impact of safety education on change in knowledge, behaviour, risks, skills</b>		
Blake <i>et al.</i> (2008)	Canada	Evaluation of the Bikes, Blades and Boards programme, importance of wearing a helmet and to wear it correctly
Hotz <i>et al.</i> (2009a)	US	Developing and evaluating The WalkSafe Program, a school based pedestrian injury prevention programme
Kennedy and Chen (2009)	US	Decreasing children's risk taking behaviours by changing their media related behaviour
Oxley <i>et al.</i> (2008)	Australia	Teaching road crossing skills and strategies
Bart <i>et al.</i> (2008)	Israel	Training children to cross the street safely using a virtual reality environment
Collard <i>et al.</i> (2010)	Netherlands	To investigate the effects of "iPlay" on risk behaviour and neuromotor fitness
Schooley and Kelly (2008)	US	Responses of children who visited the Home Hazard Recognition Station, Ohio, USA.
<b>Objective 3: Examples of good practice of safety education provision</b>		
Collard <i>et al.</i> (2009)	Netherlands	Development and testing of iPlay, a school based physical activity injury prevention programme
Gaines and Vitale (2009)	US	Use of focus groups with teenagers and adults to evaluate posters designed as resources for physicians and teachers to use when providing guidance to adolescent drivers
Burgus <i>et al.</i> (2009)	US	Use of all terrain vehicles and need for training
Kimberlee (2008)	UK	Development of Streets Ahead on Safety project aimed to improve road safety and quality of life in Birmingham
Hotz <i>et al.</i> (2009b)	US	An overview of paediatric pedestrian injury and prevention strategies
<b>Objective 4: Examples of good practice of evaluation of safety education provision</b>		
Same papers as for objective 2		

### Summary of evaluations identified by members

Table 3 gives a summary of examples of relevant evaluations identified from members' responses to the initial survey (see section 4.4).

**Table 3. Summary of evaluations identified by members' survey**

<b>Objective 1</b>
<b>Impact of safety education on unintentional injury rates</b>
No evaluations
<b>Objective 2</b>
<b>Impact of safety education on change in knowledge, behaviour, risks, skills</b>
and
<b>Objective 3</b>
<b>Examples of good practice of safety education provision</b>
Crucial Crew Bury 2009 Annual Report
Crucial Crew Stockport 2009 Annual Report
South Yorkshire Police Crucial Crew 2008-2009 Close out report
Warning Zone Evaluation 2008/2009
DangerPoint Research Project 2008 University of Chester
Street Heat 2 Final Evaluation Report Ariel Trust
<b>Objective 4</b>
<b>Examples of good practice of evaluation of safety education provision</b>
Crucial Crew Bury 2009 Annual Report

#### 4.2.5 Conclusions

The 12 papers that met the inclusion criteria and were included in the review cover a range of topics including home safety and use of all terrain vehicles (ATVs). Pedestrian safety was the most commonly addressed topic. While the majority of papers described the effect of an intervention on reducing injuries, several described the development of an injury prevention programme and one provided an overview of pedestrian injury prevention programmes.

In terms of the objectives, no papers provided evidence of the impact of safety education on injury rates (Objective 1). Seven papers provided evidence of the impact of safety education on knowledge, behaviour, risk and skills (Objective 2). The results from these papers show that safety education does increase children's safety knowledge (Blake *et al.*, 2008; Hotz *et al.*, 2009a). In terms of pedestrian safety training younger children show a greater increase in knowledge post training than older children (Hotz *et al.*, 2009a). Two studies found that safety education changed children's behaviour with children receiving training more likely to demonstrate safe home-based and pedestrian behaviours than children not receiving training (Kennedy and Chen, 2009; Bart *et al.*, 2008). However, Collard *et al.* (2010) found that increased knowledge as a result of training did not always translate into a change in behaviour and while a programme of safety education increased participation in home based safety practices it did not change personal risk taking behaviour in children (Kennedy and Chen, 2009).

Several papers provide examples of good practice in terms of safety education provision (Objective 3). Schooley and Kelly (2008) uses a realistic setting, a Home Hazard Station, to provide safety education (see McWhirter's (2008) 10 guiding principles of effective safety education (Appendix 1): principle 6). Kimberlee (2008) describes work which entails active approaches to learning (principle 2) whereby children analyse and photograph their usual walk to school route.

In terms of evaluation of safety education (Objective 4), studies frequently reported this as a change in knowledge (Hotz *et al.*, 2009a; Kennedy and Chen, 2009; Collard *et al.*, 2010) or self-reported behaviours (Collard *et al.*, 2010), assessed using questionnaires. Assessing observed behaviour in a real situation post education is likely to more accurately reflect children's behaviour and two studies used this method: Blake *et al.* (2008) asked children to demonstrate correct wearing of helmet while Bart *et al.* (2008) required children to demonstrate road crossing skills in a real road environment.

The relevance of the 10 principles for effective safety education to studies was considered. The importance of involving children in real decisions to keep them safe (principle 3) is illustrated in Kimberlee's (2008) work where it is clear that children identified risks to themselves that other partnerships had not identified. Similarly when choosing posters to provide guidance to young drivers, young people made a different choice to adults as to which would be the most effective (Gaines and Vitale, 2009). By surveying adolescent users of ATVs, Burgus *et al.*, (2008) was able to assess the learning needs of young people and identify issues requiring attention in future training (principle 4). Thus the views of young people are essential for a successful safety education intervention. The need to work with multiple agencies (Kimberlee, 2008; Hotz *et al.*, 2009a) (principle 7) and adoption of a wider school (Collard *et al.*, 2010) or community approach (Kimberlee, 2008) to provide safety education were seen as approaches which were likely to increase the effectiveness of safety education (principle 1).

We also examined a number of unpublished reports evaluating safety education identified by members. None of the reports assessed the effect of safety education on injury rates. All the reports described an evaluation of a safety education initiative either in terms of change of knowledge or behaviour or in terms of satisfaction with the education experience.

Questionnaires were the most commonly used method for assessing change in knowledge. Crucial Crew Bury adopted an active and realistic approach to safety education (principles 2 and 6) by encouraging children to perform a home safety assessment with their parents. The Street Heat project demonstrated that the provision of safety education can look beyond the PSHE curriculum (principle 5) and can be successfully taught within the mainstream curriculum. The importance and success of partnership working (principle 7) is ably demonstrated by Crucial Crew Stockport.

In conclusion, this review has identified a range of papers and reports which provide evidence both of the impact of safety education on a change in knowledge, behaviour, risks and skills and of good practice in terms of evaluation. Several papers describing the development of safety education programmes provided examples of good practice in terms of education provision.

No papers provided evidence of the impact of safety education on injuries. McWhirter's (2008) principles of effective safety education had been adopted by some study programmes with much success.

## 4.3 Initial process evaluation

### 4.3.1 Introduction

Process evaluation was conducted throughout the evaluation time period. It paid particular attention to three dimensions which were considered to be important:

1. **Reach:** does CSEC reach the target population?
2. **Integrity:** is CSEC implemented as planned?
3. **Acceptability:** is CSEC acceptable to the target population?

An initial process evaluation aimed to assess the process and progress made in establishing and delivering CSEC according to the view of members, non members, stakeholders and others involved with CSEC.

### 4.3.2 Methods

For the initial process evaluation we sought the views of groups with potentially different expectations of CSEC. Firstly, we aimed to conduct semi-structured telephone interviews with a sample of individuals who:

- ♦ attended the launch event in April 2009 and joined CSEC
- ♦ attended the launch event and did not join CSEC
- ♦ were invited to the launch event and did not go and did not join CSEC
- ♦ were not invited to the launch and joined CSEC

CSEC member and non member respondents were selected to be representative of a spread of organisational interests and geographical areas. We sought their opinions on the launch event, reasons for deciding whether to become a CSEC member and anticipated benefits of CSEC membership. They were asked about CSEC's achievements and possible improvements. Those that had not joined the Coalition, were asked "Why?", and if there was anything that could be changed to encourage them to join.

Telephone interviews were also conducted with the CSEC manager, representatives from the regional Coordinators and from the following stakeholder organisations: the host agencies (RoSPA and NCB) and the commissioning agency (DfE). The aim of the telephone interviews was to investigate participant's knowledge and views of the "inward work" (processes that build, nurture and maintain the coalition), and "outward work" (outputs). We also planned to run a focus group with the YPAG to seek their views. However, this was not possible within the timescale for the initial process evaluation so views were sought from this group using a self completed questionnaire administered on behalf of the research team by the CSEC Co-ordinator. Copies of the interview schedules and questionnaire are provided at Appendix 2.

Qualitative data analysis was conducted, taking the principles from the framework approach described by Ritchie and Spencer (1994). Recurrent themes were identified from interview transcripts. Information was summarised within themes and supported by the inclusion of quotes to illustrate these. The findings from this sample of interviews may not necessarily reflect those of the wider group, but were intended to provide an indication of progress and to inform future stages of the evaluation.

### 4.3.3 Results

A total of 16 telephone interviews were undertaken by the research team between January and March 2010. Seven representatives from the YPAG completed a questionnaire.

Table 4 below summarises the participant profile.

**Table 4. Profile of participants of the initial process evaluation**

<b>Participant group</b>	<b><i>Total size of group</i></b>	<b><i>Numbers contacted</i></b>	<b><i>Number of interviews conducted</i></b>
<b><i>Members</i></b>	74	17	8
<b><i>Non-members</i></b>	22	10	2
<b><i>CSEC Co-ordinators</i></b>	6	3	3
<b><i>Young people's representative*</i></b>			7
<b><i>Stakeholders</i></b>	3	3	3
<b>Total number of interviews conducted</b>			23

\*Responded by self-completion questionnaire administered on behalf of the evaluation team.

The findings are reported in two sections: section A relates to the nature of the participant group while section B relates to specific topics.

## **Section A: CSEC members, non-members, co-ordinators, young people representatives**

### **i) CSEC Members (n=8)**

#### *CSEC launch event*

Five of the respondents had been members since CSEC first began. Four of those interviewed had attended the launch event in April 2009. One respondent spoke very highly of the event and reported that the purpose of the day had been explained clearly. Some comments relating to the launch indicated that there had been tensions between different groups.

#### *Reasons for becoming a CSEC member*

The influences on taking up membership ranged between respondents. Raising the profile/visibility of injury prevention was mentioned by three respondents. The opportunity to network played a part for two respondents. Also mentioned were making relevant links, providing support with a specific project and exerting an influence through lobbying. Two respondents mentioned that they had previous involvement with the Learning About Safety through Experiencing Risk (LASER) project which had influenced their decision to join CSEC. The involvement of RoSPA had been influential in a further two cases. There appeared to be lack of awareness that NCB were partners, with three respondents indicating that they were unaware of this association and one questioning what the role of this organisation would be.

#### *Foreseen benefits of CSEC membership*

Practical support and networking was identified as the main benefit of membership to-date (mentioned by three respondents). Working on specific joint projects was mentioned by two respondents and the national profile and marketing their own activities was identified by one respondent. Three

respondents indicated that as yet they had not received any benefit from membership of CSEC.

#### *Communication*

Respondents indicated that the main method of correspondence between themselves and CSEC was via email, initiated in the main by the Coalition. Opinion was divided as to whether the frequency of communication was appropriate. While one respondent felt that communications were too frequent and were more than necessary, another respondent felt that the lack of communication suggested that they were not reaching him.

#### *Influence of CSEC membership on work*

Members reported little interaction with other CSEC members outside the main meeting forums. Where this did take place it was generally through pre-existing relationships. Three respondents felt that CSEC had not influenced the work of their organisation to-date. Two felt that it had, one indicating that it had given them a very different perspective on what they deliver, the other stating that they think more about the content and about linking their work to other initiatives. Seven of the eight respondents had attended CSEC meetings/seminars (other than the launch event). Feedback from one respondent on the AdRisk Conference was that it was "excellent".

#### *Recommending CSEC to others*

Members were asked if they would recommend membership to another organisation to which four responded "yes". Two responded that it would depend on the requirements of that organisation: one considered the role of his own organisation to be networking and that others he worked with could access the Coalition through his own membership. One respondent was unsure at the time of interview.

### **ii) CSEC Non-members (n=2)**

Contact was made with ten organisations which had chosen not to take up membership of CSEC. Responses were received from representatives from two of these, with whom interviews took place.

#### *CSEC launch event*

Both respondents had attended the CSEC launch event, about which neither was positive.

*"Disappointing" and "Just another meeting – not inspired".*

#### *Reasons for not becoming a CSEC member*

Both respondents indicated that their decision not to take up membership related to the perception that the Coalition offered no benefit or gain for their organisation.

#### *Funding of CSEC*

One respondent was very negative about the way in which CSEC funds were being used, feeling that the Government contribution in effect reduced the possibility of local schemes obtaining funding for safety initiatives. The same respondent was critical of the amount of money provided to CSEC and the observation that this appeared to be spent on salaries, meetings and



conferences rather than offering direct help to safety programmes. Her preference would have been for practical outcomes, better support for local initiatives and capacity-building which she did not consider CSEC to be addressing.

#### *Other issues*

There was scepticism from one respondent with regard to obtaining accreditation for her programme having already been through this process as part of the DfE initiative "Learning outside the Classroom". The same respondent indicated a sense of having been exploited previously for her knowledge and expertise and expressed a reluctance to participate in that way again. Subsequent to the interviews, both organisations have now taken up membership of CSEC.

#### **iii) CSEC Co-ordinators (n=3)**

The brief history provided by each respondent indicated a range of experience gained in a variety of sectors. The common threads between all three respondents were a high level of enthusiasm for the work and evidence of practical skills gained in working with communities/young people. All three respondents spoke of the value of meeting as part of a peer-support network and of being able to share ideas with their colleagues. Appreciation was voiced for the support offered by the CSEC administration team.

#### **iv) Young People's Advisory Group representatives (n=7)**

The young people reported having considerable involvement in safety work with CSEC. When asked about the best thing about their work, the opportunity to take part in trips and visits as part of the group featured highly. There was an appreciation of gaining experience and being part of a team. All seven respondents thought that safety was an important topic for young people, with an understanding shown of the consequences of injury.

*"Teenagers like to show off and experiment, need to know the dangers".*

*"Very important – young people are our future leaders of tomorrow, important for all to be safe".*

The responses suggested that the safety work in which the young people had been involved may have affected their own practices in a positive way.

*"Take more care while crossing the road – understand how easy it is to die".*

The impact of the work also appeared to have had a positive effect on the self-esteem of some of the young people.

*"I know I can be a good leader if I work hard at it".*

*"Really enjoying it, working with team, gaining useful experience especially while being a leader".*

Ideas for delivering safety messages to their peer group included employing creative techniques, for example, cinema/TV advert, video; through physical activities and by taking students out of school to encourage them to learn about safety in the wider environment.

## **Section B: Specific topics**

### **i) Communication**

General comments elicited from members indicated that some of the written communication received from CSEC was lengthy, complex and lacked clarity. It was felt that this could be improved by focusing more on the aims and activities of CSEC, with an emphasis on tangible outcomes. Feedback for the CSEC website was positive in relation to the appearance and ease of use. However, there were some uncertainties as to the relevance for specific target groups, for example, there did not appear to be a section for schools. Suggestions for improvement included designing an area for CSEC members and extending the publication section so that it becomes more representative of the whole membership.

### **ii) CSEC identity**

Some confusion was apparent regarding the identity of CSEC and how this relates to the LASER project (also run by RoSPA) and to the work of the Child Accident Prevention Trust (CAPT). Taken in conjunction with some of the comments from members regarding uncertainty as to the partners involved, it may be appropriate for CSEC to clarify partnership arrangements and make explicit the role of each. There was discordance as to whether CSEC was meeting expectations in terms of raising the injury profile and co-ordinating activities within the injury community.

[CSEC are] *"Pulling initiatives together to one common goal, sharing best practice, raising awareness"*.

[We are] *"trying to raise our own profile as nothing is happening through CSEC"*.

### **iii) Meetings**

The consensus amongst those involved was that the steering group meetings, whilst democratic, tended to be lengthy.

### **iv) CSEC six main functions**

In general respondents felt that these were appropriate and reflected the key areas that should be prioritised by CSEC. One member comment was received suggesting that the current functions may be too wide ranging and should be made more specific, another questioned how all the separate initiatives would be brought together. Comments from stakeholders indicated that progress in relation to the six functions was perceived to have been slow.

### **v) Involvement of young people**

The intention to interact with young people on managing risk was perceived as a strength of the Coalition but respondents across several categories expressed some frustration that this had not progressed as well as had been hoped. Project work was reported to be well received and supported by local communities and injury prevention professionals, but the involvement of young people at steering group level had not been achieved. There was appreciation from several respondents of the time taken to establish networks and the hope expressed that this element may become a greater priority as the Coalition moves into its second year.

#### **vi) Stakeholder relationship**

The relationship between key stakeholders has not been an easy one. Respondents differ in their ways of working and in the culture of their organisations. This has sometimes resulted in differing expectations and frustration amongst the parties involved. The project has a fixed time frame and a requirement to deliver on a pre-identified set of Key Performance Indicators (KPIs). The lack of flexibility within these has resulted in occasions where one partner is criticised for failure to meet the KPIs and feels unfairly judged as achievements outside of these are not acknowledged. Conversely, for the other partner agencies, it can appear that little or no progress has been made leading to uncertainty as to the effectiveness of the Coalition. The continued role of one of the partner agencies has been under discussion over a period of several weeks. At the time of the interviews a change in responsibilities was planned so as to continue the three-way partnership between the main stakeholders.

#### **vii) Future direction of CSEC**

Having taken some time to become established and build up a body of membership, there are now indications from members that they are looking to CSEC to provide a clear focus as a national coalition. While individual member expectations may vary, there is a common expectation around achieving tangible outcomes and delivering on a practical level. Where members have invested time and resources into assisting with Coalition projects, they are now seeking a return on this and the concept of "value for money" was a recurring theme. There was a sense from members that the timing for this initiative is right and that CSEC were positioned to make a real difference in moving injury prevention up the national agenda.

#### **4.3.4 Conclusions**

The interviews with key representatives involved in CSEC took place just under one year after the project was launched. Early indications were that members saw the benefit of networking and the support provided by the Coalition but were less clear about the overall purpose of the Coalition and how it might benefit them directly. Member expectations for the following 12 months centred around more focused, tangible outcomes with a practical application. Work was progressing well at a local level, the challenge for the Coalition was to build upon this success and develop a strategic, co-ordinated programme with which to raise its profile nationally.

More clarity was needed with respect to the roles and responsibilities of the three key stakeholder organisations. Shared goals and expectations within this partnership were crucial to the future achievements of the Coalition. Direct engagement of young people was seen as an asset to the Coalition and was identified as an area for development.

## **4.4 Auditing and monitoring: members' survey of the provision of practical safety education**

### **4.4.1 Introduction**

In this evaluation we were keen to establish a baseline picture of CSEC membership in terms of provision of practical safety education. We aimed to collect data such as geographical coverage, safety education topics taught and methods adopted to deliver safety education.

### **4.4.2 Methods**

To audit the provision of practical safety education by CSEC members, a 2 page questionnaire was designed by the evaluation team and mailed to all 92 members (correct membership at time of posting) in February 2010. Two reminders were posted to non responders in March and April. A copy of the survey is presented in Appendix 3.

### **4.4.3 Results**

We received replies from 62 members. However, four replies were received from two organisations, representing a response from 60 members and a response rate of 65%.

The 60 respondents represent a diverse membership in terms of their core activity. Activities include:

- ♦ makers and/or providers of safety education equipment
- ♦ creators of safety education material including written and DVDs
- ♦ utility distribution
- ♦ providers of child safety education events and experiential learning
- ♦ providers of sports and leisure activities
- ♦ theatre groups.

These activities are provided by Local Authorities (LAs), NHS, fire and rescue services, privately owned companies, national and local charities and national associations.

Of the 60 responders, 43 run special events to teach children about safety. Of these 28 run events at least once a month, 13 approximately four to six times a year and two run events about once a year.

Of the 17 who do not run events to teach children about safety, many provide safety education indirectly, for example, they may provide teachers with classroom resources for teaching safety, or create DVDs and provide training for key groups of people, or they provide safety education as part of their regular activities.

The map (Figure 3) illustrates the geographical coverage provided by responding members. Twenty-one responders provide England wide coverage.

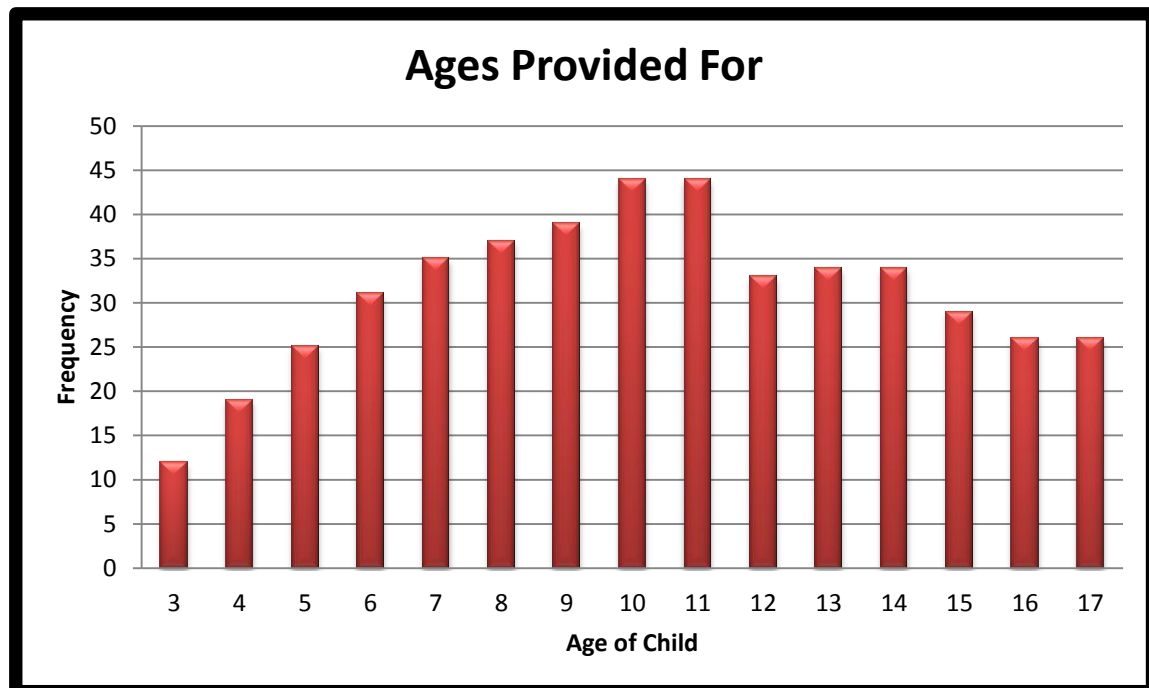
**Figure 3. Map of England showing location of respondents to CSEC member survey, March 2010**



Members provide safety education for children aged 3 to 17 years; children aged 10 and 11 are most likely to receive safety education (Figure 4).

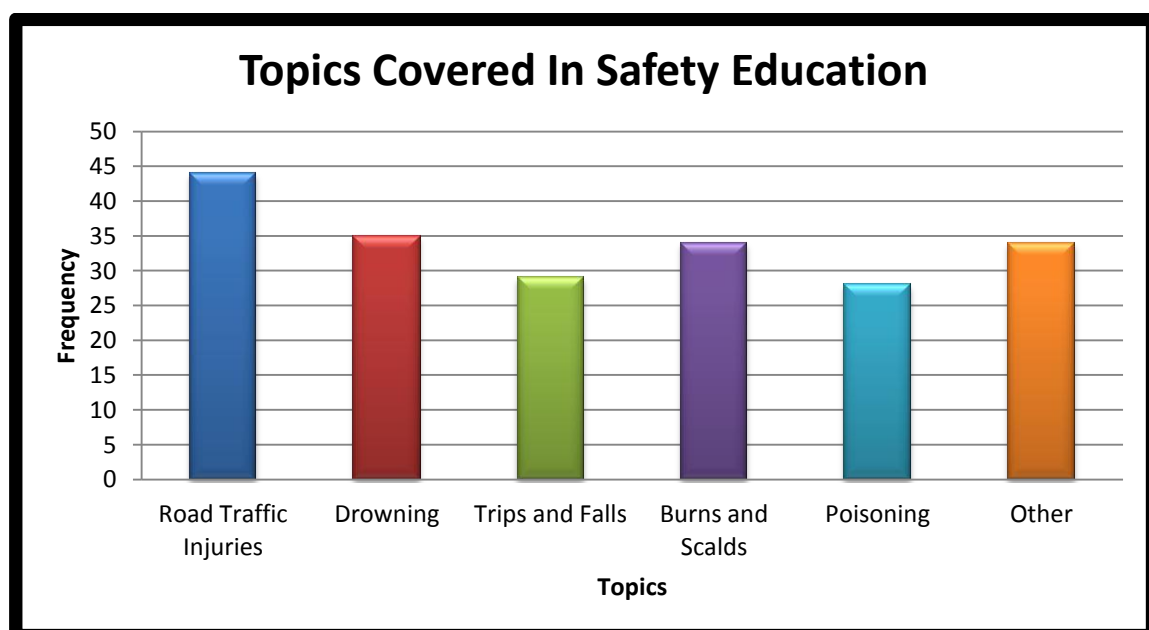
Thirty members (50%) provide safety education to particular groups of children and these include children with special needs, young carers, hearing and visually impaired children, children with learning difficulties, high risk groups such as young offenders, physically impaired, ethnic minorities, children at risk of exclusion, those deemed “hard to reach” and those in secure units.

**Figure 4. Member survey: target age group for safety education**



Education around road traffic injuries is the topic most often covered in safety education (42/60, 70%) (Figure 5). Education on drowning (33/60, 55%) and burns and scalds (32/60, 53%) was less frequently provided with education on poisonings (26/60, 43%) and trips and falls (27/60, 45%) least often provided.

**Figure 5. Member survey: topics covered in safety education**



Thirty two members stated that they provided education on other topics. Those members giving further details responded that they provided education on fire safety, dog safety, electric shocks, strangers and drugs.

The number of children receiving safety education per month from the responders varies enormously from approximately 10 a month for organisations providing safety education to a particular group of children to several thousand per month for national organisations. Clearly those companies and associations providing educational material and training resources are unable to enumerate the number of children to who they provided safety education. However, they typically quote tens of thousands of either resource packs sent out to schools/teachers or hits to a website.

The activities that members use to teach child safety education include PowerPoint presentations, talks, interactive scenarios, theatrical presentations, websites and hospital visits. Some members provide safety education as part of their usual leisure and sports activities.

Over half the responders (n=48, 80%) evaluate their education; the majority of respondents (n=33, 55%) use a questionnaire. Other methods of evaluation include: observation (n=25, 42%), teacher feedback (n=17, 28%), a letter writing experience for the children (n=14, 23%) and child quizzes (n=10, 17%).

#### **4.4.4 Conclusions**

Sixty CSEC members returned a completed survey, representing a response rate of 65%. The results show that many members provide education on the five key topics of safety education to children aged from 3 to 17 years old. Half the members provide safety education to particular groups of children such as those that are "hard to reach" or have special needs. The results also indicate that while responding members shared an interest in child safety education, their core activities in terms of child safety education represent a diverse range of ventures. This is clearly a strength of CSEC and illustrates the range of processes available for providing safety education.

## **4.5 Tracking development**

### **4.5.1 Introduction**

As the Coalition matured, so the range and number of activities in which it played a role increased. In order to track the development of these, several methods were employed and data was collected from a variety of sources. The intention of this multi-layered process was to build a comprehensive picture of CSEC which fairly and accurately reflects progress made in relation to its core business.

The monitoring methods used included:

- ♦ a formal assessment protocol
- ♦ examination of documentary evidence including:
  - performance indicators
  - CSEC membership
  - website
  - newsletter
  - SharePoint forum
  - media and publicity
- ♦ observations of General, SC and team meetings. Field notes taken at these events provide rich contextual information with regard to key issues, networking and participation
- ♦ observation of activities and resources such as the definition of HQPSE, the survey of safety education in schools, the Resource profile and the RCFs.

A good working relationship was established between CSEC staff and the evaluation team which allowed formal and informal discussion of issues to take place as and when required.

### **4.5.2 Formal assessment protocol**

In order to ensure a comprehensive and documented understanding of the development of CSEC an assessment protocol was completed at regular intervals during the evaluation period. A reporting form modified from Evans (1994) was used. It provided an opportunity to review progress in a more structured way and to reflect on achievements in the intervening period between assessments.

The assessment protocol examined the six main functions of CSEC and following discussion of each function, a grading relating to level of achievement was assigned and agreed by both parties. Levels of achievement were considered during a face to face interview between the CSEC Manager and a member of the evaluation team. Discrepancies were discussed until agreement was achieved. It is important to note that as the Coalition developed the importance of some of the functions changed.

It was planned that the assessment protocol would be completed on four occasions but due to the early termination of CSEC, the protocol was completed on only three occasions.

Grading used a five-point scale as follows:

- 1= No progress
- 2= Work has commenced
- 3= Partly achieved



4= Substantial progress  
5= Fully achieved

A summary of the three assessments is presented in Table 5.

**Table 5. Agreed grades for achievement of CSEC's main functions**

Main functions	Level of achievement (1-5)		
	Assessment	bAssessment	Assessment
	November 2009	May 2010	November 2010
1. Auditing, mapping and targeting	2	3	3
2. Policy and advocacy work	3	2 – Policy* 4 – Advocacy	3
3. Building the evidence base for effective practice	2	4	4
4. Information sharing	4	4	4
5. Establishing quality assurance programmes	2	3	4
6. Coordinating a network of unintended injury prevention programmes	2 (assigned by CSEC manager)  4 (assigned by member of evaluation team)	3	4

\*For the second meeting it was decided to separate these two categories to distinguish progress made in each.

### Summary

- ♦ Substantial progress was made in four of six functions.
- ♦ Level of achievement improved with each assessment.

### 4.5.3 Documentary evidence

#### 4.5.3.1 Performance Objectives

The 2010-2011 Business Plan included a list of performance objectives (Table 6) with an evaluation of CSECs progress and performance for each objective.

**Table 6. Performance Indicators**

<b>Performance Objective</b>	<b>Criteria</b>	<b>Condition</b>	<b>Comment</b>
Increase CSEC's Membership	>120	March 2011	Achieved
Members elected to Steering Committee	>8	April 2010	Achieved
General Meeting schedule ratified		April 2010	Achieved
Newsletters	x 4	February 2011	Achieved
Recruit Membership and PR Officer		April 2010	Achieved
New work streams	x 20	November 2010	Achieved
Partnership Agreements	x 10	September 2010	Partly achieved
Workshop/training programme/schedule	x 3	November 2010	Achieved.
School/PTA campaign (PSHE opportunities)	x 4	November 2010	Not achieved
LA campaign (NIs links)	x 4	December 2010	Not achieved
CSEC CYP network established		July 2010	Achieved
CYP on Steering Committee		August 2010	Not achieved
Analysis of 2009/10 survey data and interim evaluation reports		February 2011	Not achieved
Electronic version of the CSEC Resource Profiler		June 2010	Achieved
Membership and activities profile/map/audit/showcase	X 3	February 2011	Achieved
Risk Competence Framework published and updated		February 2011	Partly achieved (not published)
Library of CSEC 'coincidental learning' resources	X 100	February 2011	Partly achieved
CSEC assessment and evaluation resources	X 25	February 2011	Achieved
Developing quality assurance framework		February 2011	Not achieved
Public presentations – promoting CSEC			Partly achieved
Revised 2010 SoP/ToR		May 2010	Achieved
CSEC HQPSE policy and strategy published		February 2011	Achieved
CSEC unintended injury reduction policy and strategy published		February 2011	Not achieved

In addition the 2009-2010 Business Plan listed other indicators of performance:

- ♦ the number of delegates at seminars
- ♦ evaluation of feedback from attendees, including young people, at events
- ♦ number of visits to and downloads from the CSEC website
- ♦ interim reports from the independent evaluator
- ♦ records of media promotion and interviews.

These will be taken into consideration when evaluating the success of CSEC in achieving its aims.

#### **4.5.3.2 CSEC membership**

CSEC membership from October 2009 to December 2010 is illustrated in Figure 6.

**Figure 6. CSEC membership over time**



The number of CSEC members has continued to grow steadily reaching 129 by end of December 2010.

#### **4.5.3.3 Website**

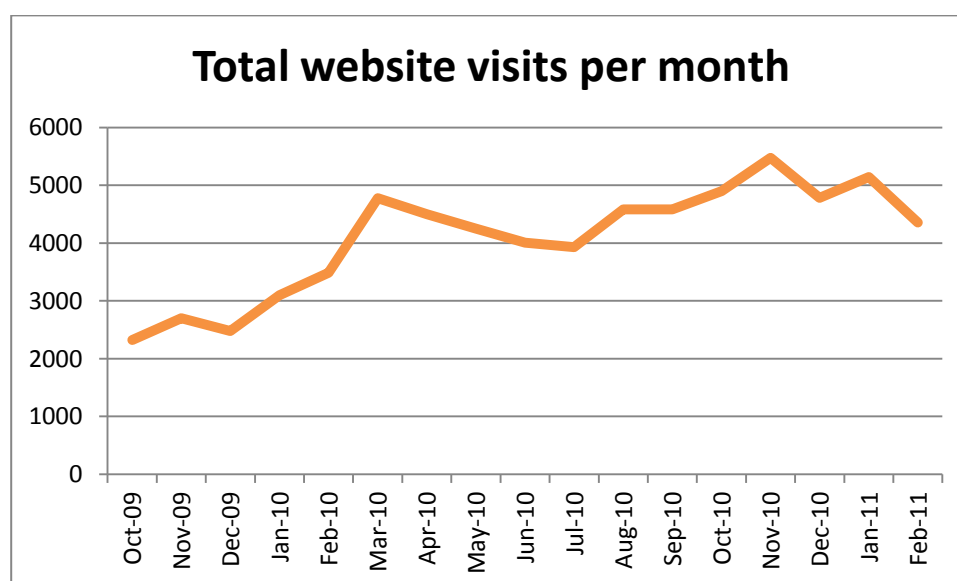
The CSEC website was launched in September 2009. It is a comprehensive site offering sections on:

- ♦ CSEC toolbox
- ♦ children and safety education
- ♦ schools and safety education
- ♦ groups, clubs and safety education
- ♦ me and safety education
- ♦ news, events and projects providing links to newsletters and minutes of meetings
- ♦ external links.

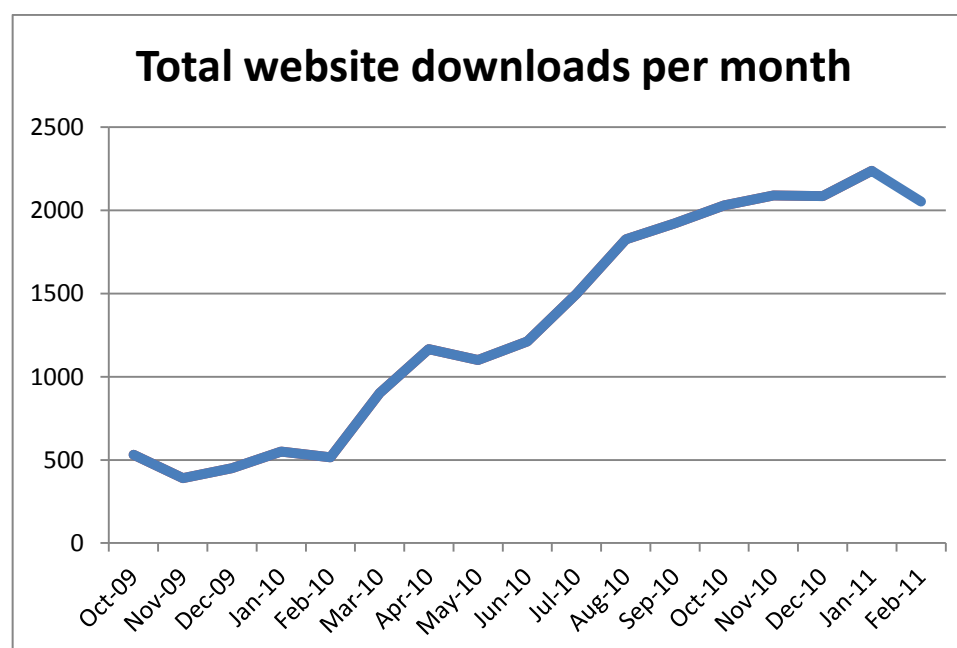
In addition there are sections on road traffic injuries, drowning, poisonings, burns and scalds, and trips and falls. Each of these sections provide epidemiological information and links to further sections on what is being done, what can be done, real life stories and external links. The CSEC logo is clearly displayed.

Below are some data on website usage. Figure 7 shows the number of website visits per month and Figure 8 shows the number of downloads per month.

**Figure 7. Total number of monthly visits to CSEC website**

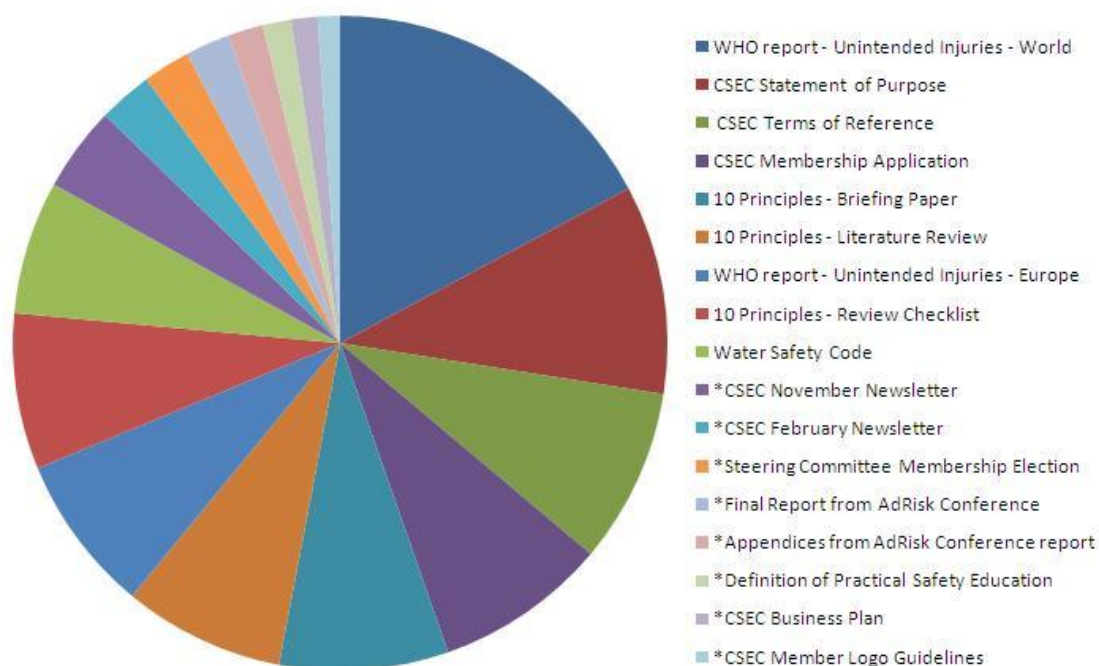


**Figure 8. Total number of monthly downloads from CSEC website**



The pie chart below (Figure 9) shows the documents most frequently downloaded from the website. They are listed in order from the most to the least number of downloads for the seven month period from October 2009 to April 2010. The pie chart was extracted from a paper presented at the SC meeting June 2010 entitled "CSEC website use since its launch on 28<sup>th</sup> September 2009".

**Figure 9. Items downloaded from CSEC Website**



\*These downloads only became available from February / March 2010

## Summary

This data shows that visits to the CSEC website steadily increased up to October 2010. Monthly downloads continued to increase until February 2011. While this increase in website usage may be a reflection of the growth in membership, it is unlikely to be due to members' activity only but may also reflect an increase in awareness and interest of CSEC by non-members.

#### **4.5.3.4 Newsletters**

CSEC produced newsletters in November 2009 and February 2010 and then monthly from May to November 2010. Copies of the newsletters are available to download from the CSEC website. The newsletters are produced in an A4, four-sided, glossy format. The CSEC logo is clearly displayed. The newsletters report key CSEC events and projects run by CSEC members, key CSEC diary dates and details on how to become a CSEC member. There are plenty of photographs. Members could choose to receive either a printed or electronic version. As of September 2010 CSEC were printing 350 copies of the newsletters for distribution with a further 100 mailed as a PDF.

The CSEC newsletters are an excellent tool for promoting the role of CSEC and for showcasing examples of CSEC's work. They also provide a useful medium for furthering good practice. The later newsletters look professional and appealing and provide a very positive message about the role of CSEC.

#### **4.5.3.5 SharePoint forum**

A SharePoint forum designed by Lucid Communications Ltd (CSEC052) was piloted by the SC. Further development work was planned. This facility has potential to assist in member exchanges and to provide a forum for special interest groups amongst the wider membership.

#### **4.5.3.6 Media and publicity**

A Membership and Publicity Officer for CSEC was appointed in April 2010. This officer was responsible for developing the newsletter. In addition CSEC regularly produced press releases, typically five to seven per month. Further publicity for CSEC came from a presentation by a CSEC Coordinator to the International Society for Child and Adolescent Injury Prevention (ISCAIP) conference held in September 2010. The Coordinator along with Richard Kimberlee, University of the West of England (CSEC077) and Jenny Coombs from Birmingham City Council (CSEC080) presented their Birmingham road safety project. In addition RoSPA made a presentation on CSEC at the World Conference on Injury Prevention and Safety Promotion held in London in September 2010.

#### **4.5.4 Observations**

Members of the evaluation team have attended a variety of CSEC meetings as part of the evaluation process, including:

- ♦ General meeting
- ♦ SC meetings
- ♦ CSEC team meetings

Detailed field notes taken at these provide rich contextual information with regard to key issues, networking and participation. Our evaluations of the meetings are based on:

- ♦ observations and discussions with attendees at event
- ♦ assessing the organisation before, during and after the event
- ♦ feedback from attendees evaluation forms (where available)
- ♦ assessing materials presented for the meeting.

We present a summary of each meeting type attended and key CSEC outputs discussed at these meetings and make some recommendations.

##### **4.5.4.1 General meetings**

CSEC held five General Meetings. These meetings offered CSEC members a chance to meet with other members and for the dissemination of information by the CSEC team. Two meetings occurred prior to the start of the evaluation (July 2009 and November 2009). Three meetings were attended by a member of the evaluation team: March 2010, July 2010 and November 2010.

##### **Summary**

- ♦ The format for the General Meetings evolved in response to member feedback. Later meetings offered members the opportunity to attend a choice of parallel workshops led by CSEC members and Coordinators.
- ♦ Workshops provided opportunities for members to showcase their work and for the exchange of ideas between members.
- ♦ An “open space” forum where delegates suggested topics for 10 minute group discussions were popular and provided the opportunity for CSEC members to dictate the content of part of the meeting. Much interaction between members was observed and this continued during the breaks.
- ♦ Meetings were attended by approximately 20 to 30 CSEC members.
- ♦ General Meetings provided excellent networking opportunities.
- ♦ Much discussion and participation by members was observed during meetings.
- ♦ Generally venues were very good in terms of location and accessibility.
- ♦ Presentations such as those showcasing the Resource Profiler promoted the dissemination of good practice amongst CSEC members.
- ♦ General Meetings provided a useful forum for discussion of elections to the SC and for encouraging current members to promote CSEC to others.
- ♦ Feedback from the November Coalition General Meeting was very positive and this was seen as the most successful general meeting.

##### **4.5.4.2 Steering Committee meetings**

Five SC meetings were held in 2010, all attended by a member of the evaluation team. A summary of the content of the meetings is presented below.

## Summary

- ✦ Earlier SC meetings provided a useful forum for bringing together partners, such as DfE and NCB.
- ✦ Valuable decisions were made, for example, the need to elect SC members from the Coalition membership.
- ✦ Meetings provided an opportunity to showcase work of CSEC, for example, RCF and PSHE Continuing Professional Development (CPD).
- ✦ The meeting held April 2010 was the first meeting of the newly constituted SC and the members brought with them a wealth of experience from diverse child safety education perspectives.
- ✦ SC discussion was democratic with all members participating. It was clear that members of the SC were prepared to take the lead on agenda issues.
- ✦ The original Terms of Reference were reviewed by the SC and some revisions were made.
- ✦ Statement of purpose will be reviewed on a yearly basis.
- ✦ Committee expressed the opinion that they needed to define their role so they can appropriately support the CSEC Project Manager and represent CSEC members.
- ✦ Discussion on how CSEC resources can be used to promote and benefit CSEC.
- ✦ Discussion on whether the SC should choose which projects Coordinators should focus on in the future.
- ✦ An online forum for CSEC member communication and exchange of ideas was set up.
- ✦ SC discussed sustainability of CSEC and funding post 2011.
- ✦ SC considered the future direction and role of CSEC and whether it needs to expand its remit beyond children and young people. SC members voicing clearly the direction they think CSEC should take.
- ✦ It was suggested that it is important for CSEC to be able to demonstrate its benefits.
- ✦ There was some anger expressed from the SC at the early withdrawal of funding for CSEC. The committee felt they had committed much time and energy to CSEC. There was much discussion on a possible successor to CSEC.

### 4.5.4.3 Team meetings

Team meetings were held monthly. A member of the evaluation attended one team meeting.

Within the team meeting attended the following issues were discussed:

- ✦ CSEC Coordinators discussed examples of their work:
  - Coordinators were planning to deliver training sessions to more experienced outdoor education instructors in Norfolk in the autumn who will in turn instruct less experienced: a cascade effect.
  - Coordinators were assisting Royal Yachting Association and the British Canoeing Union to re-write their training programmes.
  - A Coordinator was involved with a project to reduce burns in a burns unit at a Woolwich hospital.
  - A CSEC Coordinator was working with Volunteer Police Cadets at Barnet who have been doing a safety presentation project with 14 to 18 year olds focussing on road safety, slips and falls, poisoning and burns and scalds. Three of the cadets were in the YPAG.



- A CSEC Coordinator was organizing Child Safety Training sessions at children's centres involving 20 delegates from PCT, voluntary organisations, LAs and, outreach and parent support workers.
- A Coordinator is attending a meeting of the London Home and Water Safety Council which includes Thames Water, Police Launch Service, Port of London Authority and British Water Authority. This represents a useful networking opportunity and the Coordinator was keen to encourage membership to CSEC.
- ◆ CSEC were asked by DfE to provide comment on Adventurous Activities Licensing Association (AALA). Staff were able to respond promptly to this request by electronically canvassing the opinions of CSEC members. It was felt that these opportunities highlight the expertise within CSEC.
- ◆ The aim is to develop centres of excellence. CSEC staff have limited time so the aim is to input time and effort into centres of excellence which can then spread CSEC's influence wider.
- ◆ A Coordinator developed a "logic model for CSEC projects" which documents the aims of the project, assumptions, external factors, short, medium, or long term outcomes/impacts, inputs, staff time, costs, activities, participation, tools used in the project and any press releases. It is a useful tool for documenting projects more precisely and in a standardized form.

### **Summary**

- ◆ Team meetings provided an opportunity for the whole CSEC team to come together and update colleagues on current projects.
- ◆ Coordinators were geographically dispersed: team meetings provided a valuable opportunity for the exchange of ideas and for developing team spirit.
- ◆ The tool for documenting projects should be used to document all work undertaken by CSEC Coordinators.
- ◆ A formal process should be adopted to ensure that experience and examples of good practice and lessons learned from projects undertaken by Coordinators are used in future projects.

#### **4.5.5 Building the evidence base for effective practice**

CSEC produced several examples of work which aimed to build the evidence base for effective practice. These are considered in turn.

##### **4.5.5.1 “High Quality Practical Safety Education”: a definition**

One of the objectives of the Coalition was to define “high quality practical safety education” for children and young people. The Risk Education Advisor for RoSPA led on this exploring a suitable definition using CSEC members, CSEC co-ordinators, and other CSEC staff. In addition it was debated at the CSEC/AdRisk Conference (see 4.6.3). The definition considered RoSPA’s PSHE review of “Safety Education: Principles for effective practice 2008” and “Staying Safe Priority Review on Accident prevention in Children and Young People”.

As a result in March 2010 a definition of HQPSE was produced:

“High quality practical safety education” can be recognised because it has clear aims and objectives which:

- help children and young people develop risk competence appropriate for their age and developmental stage
- use active, interactive and experiential learning in a variety of challenging but controlled environments
- develop injury prevention knowledge, skills, perceptions and attitudes
- encourages and supports reflection on the attitudes
- is quality assured against evidence based standards
- encourages personal responsibility for keeping themselves (and others) safe
- is part of a wider strategy to prevent unintentional injury.

Further details can be found at the CSEC website.

##### **4.5.5.2 CSEC survey of safety education in schools**

Part of the CSEC remit was to commission an independent study to explore the effectiveness of safety education in primary and secondary schools. A total of 11 schools were visited, five primary and six secondary. In brief the data were collected thus; “lessons were observed, documentation was scrutinised and discussions were held with school leaders, governors, teachers, pupils and parents. Parents’ views were also accessed by use of questionnaires.”

In conclusion, the survey describes general models of practice of providing safety education and makes five recommendations for improvement. (A full copy of the report, entitled “Learning to adopt safe practices: A survey for the CSEC January 2010” is available from the CSEC website.)

##### **4.5.5.3 Resource Profiler**

CSEC developed the Resource Profiler which aims to provide a narrative of the strengths and weaknesses of a resource or service, thus highlighting areas for improvement. The profiler is based on the 10 Principles of Safety Education (see Appendix 1) and aims to increase an organisation’s knowledge of the key factors that make up HQPSE for children and young people. The profiler consists of four sections: structure (technical content), learning context (Principles of Safety Education), learning style and learning situation. It can be used to evaluate existing services and resources or can be used as a tool to guide the development of novel ones. Young people in focus groups were involved in the development of the tool.

Staffordshire Fire and Rescue Service (FRS) (CSEC073) have used the Resource Profiler (RP) to revise the FRS resource "Operation Good Guy" for firework safety. This resulted in an increase in the hands-on experience for young people (KS3) and their assessment and evaluation using the write and draw technique. It is currently being trialled. It should also be noted that CSEC offered workshops to member organisations to support the use of the resource profiler.

#### **4.5.5.4 Risk Competency Frameworks**

A RCF for first aid was developed by a closed members work group including representatives from IMPS (CSEC015), St John's Ambulance (CSEC032) and British Red Cross. The group met in December 2009 with the aim of populating the framework with what they would reasonably expect a child could do at each of the Key Stages 1, 2, 3 and 4 in terms of first aid. The framework is split into 5 areas: assessment, keeping safe, gets help, action and treatment. Recommendations were linked with the Qualifications and Curriculum Development Agency (QCDA) PHSE curriculum reform draft recommendation paper. The framework needs to be reviewed by educationalists to determine how this can be met within the current curriculum activities. It is foreseen that all organisations can judge their activities/projects against this framework. As the framework specifies what a child should be doing at a particular age, it provides guidance on what each project should be doing to meet these milestones. The framework is outcome focussed so it specifies what projects need to aim for but also gives them flexibility as to how they are going to achieve these outcomes.

Work groups are now developing similar frameworks for application to competencies required in burns and scalds, road traffic injuries, water safety and poisonings.

## **4.6 Analysis of key events and activities**

### **4.6.1 Introduction**

A number of key events and activities took place during the life time of CSEC, including:

- ✦ CSEC launch event
- ✦ AdRisk Conference
- ✦ PSHE CPD
- ✦ New member workshops
- ✦ YPAG
- ✦ Projects supported by CSEC Coordinators

### **4.6.2 Launch event**

While the grant for CSEC was awarded in November 2008, a launch event was held April 2009 at Safeside Education Centre, Birmingham. (An earlier launch event planned for February had to be cancelled due to severe weather.) This event was held to introduce CSEC and inform potential members of its aims and objectives. Invites were issued to approximately 75 delegates. The event was well organised and offered plenty of opportunity for discussion.

### **4.6.3 European Action on Adolescent and Injury Risk (AdRisk) Conference**

In November 2009 CSEC held a two day conference in conjunction with AdRisk exploring successful approaches for risk and safety education and risk competence development. The event was attended by 20 delegates from AdRisk and 21 from CSEC. The format consisted of a number of speakers and workshop sessions with the following objectives:

- ✦ to review good practice in involving young people in injury prevention
- ✦ to explore the definition of risk competence for all age groups, but especially 15-24 year olds
- ✦ to define HQPSE.

It is important to note that a group of young people working in collaboration with one of the CSEC co-ordinators was present and took an active role in the workshops as well as making a presentation to the delegates on their work.

Evaluation forms were issued to delegates and of the 26 respondents, all reported that the seminar either met or fully met its objectives and many (n=21) reported that it met or fully met their expectations. Qualitative information also provided very positive comments although some delegates expressed the opinion that there was much information to digest in a short time and time for reflection would have been useful. Delegates enjoyed hearing the experiences of presenters from other countries. Delegates enjoyed the input from the YPAG, stating that it "focussed candidates on the issues of young people".

### **Summary**

- ✦ The event provided an opportunity to raise the profile of CSEC.
- ✦ Those present were able to explore some of the key founding principles and to contribute to areas of debate – for example in defining risk competence and HQPSE.

- ♦ The event provided an opportunity to stimulate partnership working and develop networks.
- ♦ The active involvement of young people was welcomed by participants and should be encouraged at future events.

#### **4.6.4 Personal Social and Health Education Continuing Professional Development**

Five safety education practitioners took part in CPD training which enabled them to develop their safety education work according to best practice in PSHE education. The training was led by RoSPA's Risk Education Adviser, and funded by CSEC. Injury prevention is an important element within the PSHE education curriculum. Safety and risk education helps children and young people learn how to lead active lives while keeping themselves and others safe.

The training which took 12 months to complete comprised group discussions, practical activities and one-to-one support. Participants produced portfolios, which included evidence of observed sessions and were independently assessed. Participants felt the training had given them the opportunity to reflect on their current practice and to consider how to improve it, and encouraged them to make links with other organisations. The benefits of the training are expected to reach beyond the trainees as they themselves now have the potential to influence how other practitioners work. The participants have now achieved a nationally-recognised qualification in PSHE education; the qualification is validated by Roehampton University

The next training course started in September 2010. CSEC was supporting this training as part of its aim to improve the quality of practical safety education.

#### **4.6.5 New Member workshops**

Mapping of geographical location of CSEC members allowed CSEC to identify areas within England with low CSEC membership and in response arranged new member workshops aimed at raising awareness of CSEC and providing information to potential members. Three new member workshops were held in Bristol (July 2010), Poole (October 2010) and Bodmin (October 2010). A new member workshop planned for Norfolk was cancelled due to the early end of CSEC. A member from the evaluation team attended the new member workshop held at Poole.

#### **Summary of Poole meeting**

- ♦ Event held at one of CSEC's member's site
- ♦ 15 present including 4 CSEC team members.
- ♦ Mix of attendees including delegates from a farm, road safety and a Fire Service charity
- ♦ Delegates could choose to hear from a selection of 12 CSEC projects to learn more about CSEC's work.

The New Members meeting held in Poole was considered a success. As a result of the event, the hosts, RNLI, have accessed organisations that they had not had access to before and direct membership of CSEC increased as a result of the event. The workshop in Bodmin resulted in no direct new members.

#### **4.6.6 Young People's Advisory Group**

##### **4.6.6.1 Background**

The development of the YPAG was initially the primary role of the NCB. However, after the departure of NCB as a partner from CSEC in April 2010 the responsibility for the development of the YPAG was devolved to CSEC. One of the CSEC Coordinators was appointed Manager for the YPAG.

##### **4.6.6.2 Aim**

The purpose of the CSEC YPAG was stated as:

'to ensure that the representative views of children and young people are integral to all aspects of CSEC policy, strategy and delivery. The development of a prominent forum and a means through which its voice can be heard will provide DfE and the CSEC community more widely (including schools, LAs, community groups and parents), with first-hand knowledge of children and young peoples' views on child safety education issues, strategies, effective practice and desired outcomes'.

It was envisaged that representatives from the YPAG would attend the SC meetings to influence CSEC policy, strategy and delivery, and through the CSEC YPAG Network take more responsibility for their safety and the safety of others.

##### **4.6.6.3 Structure**

It was planned that CSEC's YPAG would comprise 15 to 20 young people, aged 12 to 15 years from across England. The group would be "trained and supported to enable its members to contribute to the development and embedding of children and young peoples' voices nationally, regionally and locally as an integral part of CSEC policy and strategy. Training offered will include basic research skills, media and communications, and facilitation. National meetings will be scheduled to ensure the Young People's Advisory Group are able to effectively contribute to the CSEC SC meetings."

It was anticipated that members of the YPAG would "develop their leadership skills and undertake local and national projects focusing on specific area/s related to road traffic injuries, drowning, poisonings, burns and scalds, and trips and falls."

##### **4.6.6.4 Events**

###### **'Have Fun, Be Safe' Child Safety Week, Heartlands Academy**

Thirteen Year 10 students (aged 14 to 15 years) from Heartlands Academy, Birmingham delivered a week long child safety event, 'Have fun Be Safe' during Child Safety Week (June 2010). The event took several months to plan and focussed on the five pre specified injury prevention topics, i.e, road traffic injuries, drowning, burns and scalds, trips and falls and poisonings, with each day of the week having a different safety focus. While external speakers were invited into the school to present safety education, the students took the lead for some activities. The YPAG Manager had worked with the students to help them plan and organise the event. Students had previously met to discuss their ideas for evaluation of the week's activities.

A DVD and toolkit was developed with CSEC as part of the Heartlands Academy 'Have Fun, Be Safe' Child Safety Week event. The DVD and toolkit were launched at Heartlands Academy in October 2010. This event was attended by members of staff from CSEC, RoSPA, Academy staff, CSEC members, local people involved in child safety, parents and students. The DVD is a video of the Child Safety Week held at Heartlands Academy and is intended to provide advice for other students who are considering running a similar event.

The DVD still requires some editing to ensure that the content accurately reflects the events and injury topics covered during the week. Informal feedback from the Principal Mrs Jones highlighted how the children had developed in confidence since being involved with the project and how proud the school were of the students.

### **YPAG Residential Program, Derbyshire.**

A three day residential event for the YPAG was held at Hollowford Centre, Castleton in August 2010. The YPAG residents included young people from Barnet Police Cadets, students from Heartlands Academy, Birmingham and young people with moderate learning difficulties from Oakwood School, Salford. Students from Parklands School, Birmingham were also invited but were unable to attend.

The aims of the event were:

- ♦ to introduce the young people to CSEC and to gain an understanding of the YPAG and what is expected of them
- ♦ to give the young people an opportunity to get to know each other
- ♦ to allow the young people time to develop their safety project

The residential consisted of a mixture of classroom based and outdoor activities such as drama. The group was exposed to a series of scenarios which allowed them to develop safety behaviour skills, for example, how to rescue someone who has injured themselves out on a walk. The young people had time for relaxation and fun. The individual groups left the residential with the aim of developing their own projects locally in collaboration with CSEC Coordinators.

Feedback from five students suggests that while few of them knew much about CSEC prior to the residential, most had a good idea what they were going to do while on the residential. All of the students strongly agreed that the sessions were interactive and engaging. Students enjoyed the chance of getting to know and to work with new people. Several students said they would take what they had learnt about safety and, as well as using that knowledge themselves, they would pass it on to others.

The withdrawal of CSEC funding meant that that the residential planned for February 2011 was cancelled. Barnet Cadets delivered their final presentation project in December 2010 but Oakwood School were unable to deliver their final presentation.

### **4.6.6.5 Conclusions**

The development of the YPAG is an activity which has required considerable input from the CSEC YPAG Coordinator, CSEC Coordinators and from the students. In addition it takes time for relationships of trust to develop. The aim to develop a YPAG was ambitious but forward-looking. NCB's early departure

from the CSEC partnership clearly put a temporary halt on the YPAG activities. However, the YPAG achieved much in its life time. Students from one school ran a week of safety education activities and students from several groups met on a residential course. There is no doubt that those students involved in the YPAG have benefitted from their experience.

#### **4.6.7 Projects supported by CSEC Coordinators**

CSEC Coordinators produced reports for a number of members' projects they were supporting. Resumés of a selection of these reports are presented below.

##### **4.6.7.1 "Engaging parents, teachers & children in local road awareness training"**

This was a road safety project which aimed to develop, test and evaluate a package involving and educating the whole school community. The CSEC Coordinator worked with staff from Birmingham City Council Road Safety Education team (CSEC080) and the University of West of England (CSEC077). Risk competence was developed by using practical road safety training sessions, during which parents and children were able to gain an understanding of how to recognize safer places to cross the road, and learn how to cross in between parked cars and at junctions. Evaluation of the project was planned using practical assessments pre and post training.

Pre training the majority of child had little or no awareness of, for example, dangers in the road and crossing safely at a junction whereas post training the majority of children showed good awareness of these. Pre training the majority of children scored "poor" on, for example, recognising a safe place to cross and basic road signage whereas post training the majority of children scored "excellent". The DfT expressed interest in the project.

##### **4.6.7.2 "Girlguiding UK Safety Related Badge Support"**

This project was carried out with input from Ten Alps Publishing (CSEC035) Jane Stark NHS Wakefield (CSEC028), Bradford Safeguarding Children Board, CSEC FRS in members and Staywise (CSEC018). The aim was to review and amend the content of the Home Safety and Fire Safety badges for Brownies and the Personal Safety and Fire Safety badges for Guides. The badge content provided opportunities for girls to acquire risk competence, for example, through activities such the safe use of open flames for cooking which can be run during a night's meeting. The badge support packs were to be trialed with approximately 1000 girls. Other CSEC members had expressed interest in this work and one had raised the possibility of developing a water safety badge. The project was due to finish December 2010.

##### **4.6.7.3 "Litter Hunt"**

"Litter Hunt" involved The John Beanse Waste and Recycling Education centre (CSEC089). The project aimed to teach children about the problem of litter in the environment while at the same time raising issues of hazards of the natural environment, suitable and safe footwear for outdoors and the hazards of litter. The children walk a route during which they encounter and discuss various hazards. The activity was evaluated using simple questions and answers and there appeared to be a change in their behaviour in terms of being less likely to eat berries they found unless they knew they were safe. This is an example of learning outside the classroom and fell within the remit of National Indicators



(NI) 70 "Reduce hospital admissions caused by unintentional injuries to young people" and NI 110 "Young peoples' participation in positive activities". The project was due to finish March 2011.

#### **4.6.7.4 "Outdoor Instructor Training Programme"**

This water sport project aimed to develop tools to help outdoor activity providers identify opportunities to use the real environment to teach young people risk awareness and competencies. Instructors used the opportunity of training sessions for children and young people to teach them to identify potential risks relative to the activity they are participating in. Five minute learning episodes were developed to get a safety message across. Due to the potentially large numbers of instructors requiring training, a CSEC Coordinator delivered the first training session and these instructors then led subsequent training sessions initially supported and then shadowed by a CSEC Coordinator before instructors are signed off as being competent to deliver sessions unaided. CSEC were working in partnership with Salford Watersports Centre (CSEC079), Youth Afloat (Redditch) (CSEC074) and Whittingham Outdoor Education Centre (CSEC110). A teacher resource pack was developed. The project was due to finish March 2011.

#### **4.6.7.5 "Mission: Explore"**

"Mission: Explore" is an interactive book created by The Geography Collective (CSEC070) as part of an ongoing project to inspire enthusiasm and inquisitiveness in young people about the places around them. Children are encouraged to think about forward planning and how to keep themselves safe, assessing potential risks and how to deal with any incident that occurs. CSEC were advising The Geography Collective on how children can keep safe while exploring the environment. A free iPhone app and website have been launched.

#### **4.6.7.6 "Serious Gaming in Risk and Safety Education"**

This project led by Coventry University (CSEC0114) aimed to develop a serious game (game with an educational purpose) with the intention of educating young people and changing behaviour in terms of reducing unintentional injury rates and developing risk assessment skills. A card based game has been developed which will be developed into an electronic version. The project was due to finish March 2011.

#### **4.6.7.7 Conclusions**

The above resums provide examples of the range of projects CSEC was involved with and the diversity of opportunities for teaching children safety education. Risk competence was developed using a range of methods, such as the use of literature, a card game and from hands on experience. Experience gained by CSEC staff from working on these projects could usefully be transferred to future projects and developed into common policies.

## 4.7 Later stage process evaluation: CSEC Members' survey

### 4.7.1 Introduction

Following on from the initial process evaluation and tracking development of the Coalition, it is of course vital that we also evaluate the later stage processes. As part of the later stage evaluation of CSEC processes, members were asked to complete a questionnaire which asked for their views of CSEC, whether it had met their expectations and whether membership had been beneficial to their safety education work.

### 4.7.2 Methods

All organisations that were registered as members of CSEC in November 2010 were sent a short, two sided questionnaire seeking their views of CSEC (Appendix 4). The survey consisted of both closed and open ended questions. Results to closed questions are given in tables as numbers and percentages. For open ended questions, quotes from members are given. A total of 129 members received the questionnaire both by postal and electronic mail. A reminder was sent out to non responders in January and February 2011.

### 4.7.3 Results

We received replies from 93 members, representing a response rate of 72%.

#### 1. Members were asked to rate the importance of CSEC's functions to them (Table 7).

**Table 7. Members' rating of importance of CSEC functions**

	<b>Very important/ important N (%)</b>	<b>Neither important or not important N (%)</b>	<b>Not important /Not at all important N (%)</b>
Individual support and advice	45 (53)	26 (30)	15 (17)
Networking opportunities	75 (87)	7 (8)	4 (5)
Common voice	65 (78)	15 (18)	3 (4)
Newsletter	57 (67)	22 (26)	6 (7)
Breadth of agencies represented by membership	66 (78)	16 (18)	3 (4)
Website	58 (68)	18 (21)	9 (11)
Meeting like minded people working in the same field	76 (88)	7 (8)	3 (4)
Resource sharing	72 (84)	7 (8)	7 (8)
Gaining new ideas from seeing what other members have done	73 (85)	8 (9)	5 (6)
CSEC Coordinators	54 (63)	20 (23)	12 (14)
General meetings	44 (52)	32 (37)	9 (11)
Resources such as the Resource Profile	49 (58)	22 (26)	13 (16)

"Meeting like minded people working in the same field", "networking opportunities", "gaining new ideas from seeing what other members have done" and "resource sharing" were most frequently rated as important or very

important functions of CSEC to members, thus illustrating the desire for members to feel part of a community where they can learn from each other. "Individual support and advice" and "resources such as the Resource Profiler" were most frequently cited as not important or not at all important suggesting that the majority of members did not join the Coalition with the aim of working with CSEC on specific projects.

**2. Members were asked to what extent they felt that membership of CSEC had met their expectations (Figure 10).**

**Figure 10. Members rating of whether CSEC met their expectations**



For the majority of members, CSEC partially met their expectations. Members were asked to give further comment to support their response.

Some members clearly anticipated CSEC to take a more proactive role in raising the profile of injury prevention.

*"I would have liked CSEC to have raised the national profile of injury prevention education. Lobbying and getting local councils/ PCT's interested".*

*"I think the potential for CSEC in the future to provide a common voice for lobbying on safety had yet to be realised which was my main expectation".*

Some members expressed concern about the appropriateness of what appeared to be a major part of the Coordinators role in terms of supporting and developing individual projects.

*"I was starting to have concerns about involvement with 'direct delivery' by the Coordinators".*

*"not sure that developing individual random projects (the work of the Coordinators) is a better use of resources than linking with what is already happening".*

However, members expressed their appreciation of the work performed by the Coordinators.

*"The help and advice given by CSEC Coordinators has been the most useful aspect of my CSEC membership".*

*"The work of the Coordinators has been superb and allowed us to develop aspects of H&S in largely creative ways. However, we have not been involved in wider networking".*

Members highlighted the lack of time given to CSEC to achieve its full potential and fulfil its role.

*"I feel that there is real potential for the CSEC model but unfortunately it has not been afforded the time to develop".*

*"Never really had a chance to get rolling - I can see the potential, but its frustrating that RoSPA can't carry on without core funding for CSEC".*

Some members were unclear of the potential benefits of CSEC to their organisation.

*"To be fair to you, I'm not sure I was clear enough about what membership would do to help us".*

The networking opportunities offered by CSEC membership and the chance to share ideas were considered very valuable to members.

*"It has been good to gain information and knowledge from a variety of people and different resources".*

*"Being a member of CSEC has been instrumental in some of the new ventures I have tried; having seen the initiatives other members have put in place to great success".*

**3. Members were asked whether they agreed or disagreed with a number of statements about CSEC (Table 8).**

**Table 8. Members' agreement with statements about CSEC**

	<b>Strongly agree/ agree N (%)</b>	<b>Neither agree nor disagree N (%)</b>	<b>Disagree/ Strongly disagree N (%)</b>
Involvement in CSEC has been a valuable part of our safety work with young people	40 (47)	27 (32)	18 (21)
Membership of CSEC has provided opportunities for us to work with new groups of young people	23 (27)	32 (38)	30 (35)
Being part of CSEC has helped us to reach young people who are more difficult to engage	20 (24)	32 (38)	30 (35)
We have developed new working partnerships with other agencies as a result of CSEC	39 (46)	25 (30)	20 (24)
The Coalition has provided good support for our local safety initiatives	32 (39)	31 (37)	20 (24)
Membership of CSEC has helped this organisation to meet its aims in respect of improving safety/reducing risks for young people	31 (37)	32 (39)	20 (24)

The majority of members either agreed or strongly agreed that "Involvement in CSEC has been a valuable part of our safety work with young people" (47%) and "We have developed new working partnerships with other agencies as a result of CSEC" (46%). Members' responses suggest that for most, membership of CSEC did not provide opportunities to work with young people and particularly those who are more difficult to engage.

**4. Members were asked if there was anything which they particularly liked about CSEC.**

Frequently members cited the networking opportunities offered by CSEC

*"The meetings with workshops where we could network with other safety organisations".*

*"The opportunity to network with other practitioners who, although working in different areas of child safety offer both synergies and alternate approaches toward practical education".*

Members saw CSEC as a useful resource of knowledge and information

*"A great team of people with a lot of knowledge".*

*"The vast information available on the website is extremely helpful".*

Members liked the opportunity that CSEC membership offered them to learn from the expertise and experience of other members.

*"Sharing of best practice".*

*"Ability to ..... learn from other organisations".*

Members appreciated the expertise of CSEC staff.

*"Advice and guidance from Coordinators".*

*"The professionalism and support of the staff".*

In addition, members found the newsletters useful.

*"The newsletters were a good way to keep up with other agencies".*

## **5. Members were asked if there were any improvements which they could suggest to the way in which CSEC has operated.**

Once again, members raised the issue of the work of the Coordinators which saw them spending time on projects.

*"Having a number of Coordinators developing and supporting activity was always going to be unsustainable, expensive and have little overall impact".*

*"More time and effort could have been spent on promoting the benefits of education around some decision making, etc, rather than setting up its own projects - there is already plenty of best practice out there which CSEC could have promoted".*

Several members felt CSEC needed to be seen as an independent coalition and not allied to a parent organisation

*"I think it needs to be a separate independent network. It has been viewed as part of RoSPA".*

## **6. Members were asked if there was anything now or in the future which would help them to support their safety work.**

Many members stressed the need for government funding.

*"More government financial support!!!"*

Members are keen to have a common voice for raising the profile of safety education.

*"A central voice for the sector would still be useful".*

*"National recognition of the importance of safety education - it must not take a back seat!"*

A few members expressed the wish for the continued advice and support of CSEC Coordinators in order to complete projects that had been started.

*"Advice, assistance and knowledge from the CSEC Coordinators".*

*"The opportunity to work closely with key CSEC staff ..... to enable [us] to develop our resource base is something we would greatly value and appreciate. The [project] .... we began is still in the developing stages".*

Members would welcome the chance to gain a quality mark or accreditation for safety education.

*"I think it would be useful to have a nationally recognised quality mark that could be given to safety education providers. .... At the moment there is no quality standard for safety education".*

In addition several members stressed the need for research, in particular to link safety education to injury rates.

*"The link between H&S education and the affect of this on accidents is another interesting area".*

*".... research into if child safety education makes an impact on child injury statistics and which teaching methods work best".*

#### **4.7.4 Conclusions**

The findings from this survey indicate that the main attractions of CSEC to members were the networking opportunities it offered and the chance to meet with other practitioners in the field of safety education to gain new ideas. The knowledge and experience of CSEC staff was praised by members, however, focus on individual projects by Coordinators was not felt to be appropriate by all members. Despite this, for those members who were working on a specific project with Coordinators there was disappointment that the projects would not be completed. Members were keen for the Coalition to act as a "common voice" for safety education practitioners.

## **4.8 Case Studies**

### **4.8.1 Introduction**

Practical safety education providers have considerable experience and skills in developing risk competence. CSEC members adopt a wide variety of approaches for teaching safety education. To capture the diversity of CSEC membership and to illustrate the variety of approaches adopted for developing risk competence and the barriers and facilitators to their work, we undertook a selection of case studies. The use of case studies is particularly suited when describing the real-life context in which an intervention or programme takes place. A more in-depth examination of an individual “case” enables a detailed description of the programme to be built up, particularly useful when the programme cannot be assessed against a predefined set of outcomes (Yin, 1994). The process will consider the personal experiences and skills of each provider in developing risk competence. The case studies will include detail on process measures where available and other key information of value to other practitioners.

### **4.8.2 Methods**

Case studies were undertaken with a sample of projects from amongst CSEC members. Data collection methods included interviews (either face to face or telephone) and examination of documentary evidence. Participants were selected to provide representation of primary, secondary and tertiary providers and of a range of safety education approaches. The exact nature of the programme under discussion varied between case studies so to provide a frame of reference for comparative purposes, it was decided that the following key items of information would be collected on each, where available.

1. Aims/key messages
2. Target group(s) and setting
3. Background to project
4. Partner agencies
5. Methods used to develop risk competence
6. Methods used to reach different groups
7. Evaluation
8. Outcomes and outputs
9. Most effective aspects of project (facilitators)
10. Problems encountered (barriers)
11. Financial information
12. Accreditation/links to other programmes
13. Sustainability
14. Lessons learned to establish good practice for similar projects

An outline interview schedule for use by fieldworkers is provided at Appendix 5. The findings from each case study have been reported using a standardised format adapted from that used by the European Child Safety Alliance [2]. This identifies barriers to and facilitators of the successful implementation of programmes. Case study interviews were conducted by two members of the evaluation team.

### **4.8.3 Results**

Members from the evaluation team contacted 18 members of which seven agreed to be profiled as a case study. Details of the safety education element of each of the seven members are presented below.



## **RiskWatch (CSEC004)**

### **Contact:**

Dave Evans, Principal RiskWatch Officer, Nottinghamshire FRS  
david.evans@notts-fire.gov.uk

### **Background**

In 2003 the Chief Fire Officer for Notts FRS visited America to see RiskWatch and was so impressed with the learning outcomes and structure that he bought the licence for the UK. It is now used by Notts FRS in schools throughout the city and county. The initial source of funding was through the Fire Authority. The aim of RiskWatch is to reduce childhood injury

### **Staffing**

2 staff to centrally coordinate RiskWatch, to carry out research and to develop supporting resources. The programme is delivered by all fire crew members within Nottinghamshire.

### **Target groups**

RiskWatch is delivered to school children aged 3 to 13 years. The RiskWatch resources were recently updated following consultation with a specialist college for people with disabilities and learning difficulties to promote sensory learning by children with special needs.

### **Numbers reached**

RiskWatch is delivered to approximately 17200 children annually with 275 school visits each year.

### **Events run/attended**

Fire officers visit every school within Nottinghamshire county and city, including approximately 15 special needs school, and deliver RiskWatch to a class. In mainstream schools, the learning outcomes for each session are age related and link to the National Curriculum. Notts FRS have a portfolio of 20 activities from which teachers in Special Education Needs Schools can choose three topics they wish the 2 hour session to cover. These teachers are asked pre-session what they wish the children to learn.

### **Developing risk competence**

The programme uses interactive sessions and focuses on hands-on activities. It uses a variety of props which involve all the senses such as a grey sheet impregnated

with the smell of smoke to demonstrate a layer of smoke and a smoke box which children smell so that they can recognise the smell of smoke.

### **Evaluation**

RiskWatch is evaluated using teacher feedback. However, evaluation now occurs pre and post session to determine whether children's knowledge has improved. "The interaction between the pupils, fire crew and the props make the sessions very memorable for the pupils". RiskWatch was evaluated by the University of Nottingham (Kendrick *et al.*, 2007).

### **Facilitators**

Principal RiskWatch Officer, Dave Evans, has been in post since almost the start of the project; this is a key benefit as he is in an ideal position to oversee the direction in which the project needs to develop. His passion for the programme and to reduce childhood injury is a major driving force. In addition, his involvement with CSEC and RoSPA and the collaboration with the specialist college for people with disabilities have been particularly useful to the programme.

### **Problems**

The main problem is the enormity of the project which is to cover all schools within the large county of Nottinghamshire.

### **Finance**

The programme is financed from a budget which covers a range of fire prevention programmes.

### **Sustainability**

Although the future is uncertain, the programme is well embedded which should ensure its continuity at least for the present.



Photograph 1: Children experiencing RiskWatch (Notts FRS)



Photograph 2: Children experiencing Safety Zone (Notts FRS)

## **Oxford IMPS (CSEC015)**

**Contact:**  
Lynn Pilgrim  
imps@orh.nhs.uk

### **Background**

Oxford IMPS received its initial funding in the mid 1990s from Oxfordshire Public Health. It covered schools in Oxfordshire. IMPS aims to empower young people to take personal responsibility for managing own risks and to teach them the skills to cope in an emergency. In addition, it aims to reduce the fear of hospital visits/stays.

### **Staffing**

2 co-ordinators and 29 trainers who are paid according to hours worked.

### **Target groups**

IMPS is delivered mainly to Y6 pupils (KS2) and links to the Y6 curriculum. This group is targeted to reflect the increased incidence of injury in children and young people aged 11-15 years. All children with special needs in mainstream education are included, as well as 13 special needs schools. The programme reaches almost 100% of the eligible total across the county. Other groups include young mums, children's centres, early years and after-school clubs but these are dependent on discrete funding sources.

### **Numbers reached**

Approximately 5,200 children receive the programme annually.

### **Events run/attended**

IMPS delivers safety messages in a variety of settings, most often schools and hospitals. There are 3 main elements to the project:

- i) An educational resource provided for the class teacher – DVD
- ii) A visit to the hospital for the children
- iii) Follow up work back at school.

The development of the project has been organic; key messages are modified to reflect best practice and current thinking.

### **Developing risk competence**

This focuses on hands-on activities. Children practice resuscitation on mannequins, and the recovery position.

Context is provided by linking the activity to their own real-life experiences e.g. their hobbies, experiences with friends. Some role play scenarios are used, as is an interactive DVD. Children are given a tour of A&E, providing familiarisation with layout, and equipment and processes such as X-ray and plaster casts. Children see demonstrations which are linked with preventive information, e.g. use of safety equipment such as seatbelts, mouthguards and helmets. Messages are tailored for pupils with SEN following liaison with teaching staff regarding appropriate sessions objectives and programme elements to be included.

### **Evaluation**

IMPS is in the process of developing an on-line evaluation quiz. Children will be asked to complete the quiz prior to any preparatory programme work. The quiz will then be completed immediately and 3 months post-intervention. The programme is LASER accredited. The Red Cross have also reviewed and endorsed all the teaching resources.

### **Problems**

Loss of funding is the biggest problem. The PCT provide partial funding but are subject to restructure. The County Council no longer provides funds.

### **Finance**

For 2009-10, income was £88,000 and expenditure £94,000. Approximately £50,000 of income is from the PCT, the remainder is from local grant applications, fund-raising activities and charitable donations.

### **Sustainability**

IMPS are hopeful that alternative funding will be found, especially as it is the only scheme that addresses injury prevention in the county. They are producing a report on the last 15 years of IMPS to publicise its activities to decision makers.

## **Flashpoint Lifeskills Centre (CSEC023)**

### **Contact:**

Ellen McConnell  
info@flashpointcentre.co.uk

### **Background**

In the mid to late 1990s a temporary annual junior lifeskills event was held in Bodmin. Funding was then made available by the DH for permanent centres and North Cornwall District Council successfully applied for this and the new permanent centre was opened 1998/1999. The aim of the centre is to change behaviour and give vulnerable individuals the skills to keep them safe.

### **Staffing**

1 full time Manager, 1 part time and 25 volunteers who come in as required.

### **Target groups**

Flashpoint is mainly aimed at children in school years 5 and 6. A course is run called "Getting help" which is designed specifically for children aged 5 to 7 years old. Courses are available for any age group and can be accessed by leisure and youth groups and groups of vulnerable people with the courses tailored to meet the needs of the group. Flashpoint is available for people from the whole of Cornwall and also west Devon.

### **Numbers reached**

Approximately 2000 children annually visit Flashpoint Lifeskills Centre.

### **Events run/attended**

A visit to Flashpoint lasts approximately 2 hours and children will experience up to 12 scenarios including home, beach and farm safety, personal safety, and crime and disorder reduction and drugs awareness. Children are taught social skills, learning about antisocial behaviour and social responsibility. The centre is currently developing course materials that are suitable for use with people with learning difficulties. The programme links into PHSE in the curriculum and into Every Child Matters. Teachers materials and classroom resources such as worksheets are available on cd. for teachers. The centre works with a range of agencies that support relevant scenarios such as the Environment Agency (for flood scenarios), Police, RNLI and

Network Rail. Agencies may help to write scripts and provide props.

### **Developing risk competence**

Visitors to the centre develop risk competence and awareness through practical and interactive learning. Children are divided into groups no larger than five.

### **Evaluation**

Flashpoint is currently in the process of developing methods for assessing pre visit knowledge and skills and immediate and later post visit skills to assess retention of knowledge. Teachers and children provide feedback on their visit and this has resulted in some slight changes to the scenarios. The programme is LASER accredited.

### **Problems**

The demographics of Cornwall hinders the recruitment of volunteers as there is not a large pool from which to recruit. This in turn makes it difficult to increase the number of schools visiting. In addition the geography of Cornwall causes transport difficulties for visitors; although the centre is centrally placed in Bodmin.

### **Finance**

The current annual funding for the centre is £100,000K of which approximately half is staffing costs. Funding comes from a variety of sources including Cornwall FRS and the Children, Schools and Families section of the council.

### **Sustainability**

The aim is for Flashpoint to be used more widely with more schools visiting and events held during the school holidays. Recently a first aid course was held in partnership with the Red Cross over half term and it is hoped that this will become a regular event. Now that the centre is embedded within the FRS it is hoped that the future of the centre is more secure.



Photographs 3 and 4: Children attending Flashpoint Lifeskills Centre



## **Central Networks (CSEC043)**

### **Contact:**

Jocelyn Meekums, Cablesafe Liaison Officer  
jocelyn.meekums@central-networks.co.uk

### **Background**

Central Networks (CN) is an electrical distributor for the East and West Midlands and their role includes the provision of education about electrical safety to vulnerable people of the community, including children.

### **Staffing**

One full time member of staff supported by staff volunteers when required.

### **Target groups**

Primary school children of all ages but mainly KS2 children focussing on school years 5 and 6, i.e children aged 9 to 11 years old. For school years 3 and 4 the education is more focussed on electrical safety in the home. Recently, CN have worked with DangerSpot Books Ltd. (CSEC123) to produce a cartoon book aimed at teaching electrical safety to KS1 children (school years reception, 1 and 2). In addition, CN are frequently approached by scout groups who are sent resources.

### **Numbers reached**

In 2010, CN's education reached approximately 10000 children; 8500 of these were from safety education events such as SafetyZone run by Nottinghamshire FRS. Central Networks attended 10 such events.

### **Events run/attended**

CN attend Safety Zone and Crucial Crew events. CN also provide funding to permanent centres such as Warning Zone, Leicester. CN proactively contact schools to see if they would like a session. CN used to run 2 large lorries that had been converted into learning centres which would travel round but the fuel costs became too prohibitive. Classroom sessions have overtaken this.

### **Developing risk competence**

At safety events CN provide a scenario which is a mock up of a substation and

they discuss with the children what happens if a football enters the substation. The session lasts approximately 10 to 12 minutes and includes pyrotechnics. Classroom sessions are children led and discuss issues that the children raise. The sessions may include talks about substation vandalism and theft. The session which lasts an hour, includes a show of photographs and video clips, and a question and answer session. Children are asked to draw posters displaying a safety message. CN have also updated their website for children which is due to be launched this spring. It links into the curriculum and covers all subjects. It is an electricity teaching resource.

### **Evaluation**

Teachers provide feedback and report that the events are good. CN measure effectiveness based on whether a child has been hurt on any part of the network.

### **Finance**

The major cost is staff time. Attending events requires volunteers from within CN; last year this amounted to 50 volunteers. CN make a charitable donation to Warning Zone of £5K per year. CN buy freebies to be distributed to the children. CN have spent money on a more solid structure for the substation housing mock up and display boards. The website has been developed using both internal and external resources but CN believe this is a good way of reaching the majority with this important information.

### **Sustainability**

CN are committed to providing education. Other safety education providers are struggling with staff and finance and thus some events may be pulled due to lack of presenters which affects the number of children reached by CN.



Photograph 5: Mock of housing substations (Central Networks)



Photograph 6: Poster drawn by a child displaying safety messages

## **Farming and Countryside Education (FACE) (CSEC044)**

### **Contact:**

Bill Graham, Executive Director  
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### **Background**

Farming and Countryside Education (FACE) is a charity which aims to educate children and young people about food and farming in a sustainable countryside. It has been operating for 10 years. One aspect of their work is in response to concerns which have been expressed within the industry regarding safety on farms, both for resident families and for young people as visitors to farms. This is addressed by encouraging young people to take responsibility for identifying individual risk and to change behaviours accordingly.

### **Staffing**

Two full-time staff. FACE use a large network to assist with delivery of the programme so funds are not used on supporting infrastructure. They adjust the function they provide according to funds available.

### **Target groups**

Children of all ages and ability ranges who are in education i.e. from early years to 16+. This is inclusive of children with special educational needs, gifted and talented, children with physical disabilities and children from disadvantaged areas.

### **Events run/attended**

FACE works with its members and partners to promote visits to farms, and to provide easy access to a wide range of high-quality educational resources and activities to complement school-based studies and outdoor visits. FACE run a comprehensive website.

### **Numbers reached**

20,000 farms are providing visit experiences for approximately 1 million pupils per year. The farm visit element is considered to be one of the most effective aspects of the programme.

### **Developing risk competence**

FACE adopts a broad range of delivery modes including educational materials and activities for schools. Schools opt-in to participate. There are a variety of programmes on offer, some externally funded, for example, the DfE programme 'Growing Schools'. The programme has strong links to the educational curriculum. FACE staff are ex-teachers so have familiarity with developments in this area.

### **Evaluation and accreditation**

Evaluation is conducted on individual projects. Accreditation is offered to farms wanting to host educational visits. This entails completion of a 2 day training programme providing the equivalent to a GCSE qualification. Currently approximately 1600 farms have this accreditation.

### **Facilitators**

FACE work closely with government agencies and partner organisations. Collaborative working is found to be effective and additionally provides value for money. FACE has adopted a neutral/apolitical stance which has helped in the development and maintenance of working partnerships.

### **Barriers**

The chief barrier is funding. As a charity FACE rely largely on donations and in response, FACE try to keep focussed on core activities rather than diversifying in order to chase funding.

### **Finance**

This year funding has been difficult. Some fund-raising activity has been undertaken to boost the charitable funding and income from project funding.

### **Sustainability**

FACE will continue as long as funding is available.



## **Performance in Education (CSEC045)**

### **Contact:**

Mike Ingham, Creative Manager  
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### **Background**

Performance in Education (PIE) developed from "Crag-rats" – a theatre in education group. PIE formed approximately 18 months ago and operates UK wide. It is a private partnership which receives no charitable/grant sources of funding. Educational sessions are tailored to meet the needs of specific groups; topics include anti-social behaviour, substance use/misuse, arson prevention, personal safety and peer pressure.

### **Staffing**

2 members of staff: a Creative Director and a Director to oversee curricular links. PIE employ from a network of actors for each job. Training in workshop management skills is provided by PIE.

### **Target groups**

PIE is aimed primarily at KS2 years 3 and 4. The busiest time is October to Easter. They link into as many school initiatives as possible with messages linked to the curriculum. PIEs work is underpinned with good theoretical learning and teaching materials are available to schools for follow-up work.

### **Events run/attended**

PIE performs for schools and youth groups. Performances are tailored to meet the needs of the target group. Performances are given to the whole year group, followed by smaller group workshops facilitated by actors. Workshops are interactive but can use more static methods if participant numbers are high. Participation is encouraged.

### **Numbers reached**

Approximately 15000 children per year.

### **Developing risk competence**

A combination of approaches is used to account for different learning styles. Students are encouraged to explore their

own perspectives and relate these to the issues under discussion. PIE focuses on an emotional engagement of the audience but does not adopt shock tactics, used by many providers believing that this can disengage the audience and the message is lost. PIE believes that theatre requires an emotional reaction.

### **Evaluation and accreditation**

Evaluation is conducted jointly with the funders, such as the local authority or health authority. Learning objectives are identified and feedback is obtained on paper completed by individual pupils. Teachers are also given a form to complete. Some teachers do preparatory work. The philosophy is that learning needs to be integrated year on year, with reinforcement.

### **Barriers**

Changes in government funding have led to uncertainty amongst bodies which commission work. The local authority, health service and community safety partnerships form PIE's main commissioners and there is now much more competition for their budgets. It is often difficult to find the most appropriate person to contact within those agencies commissioning work; this requires much persistence.

### **Finance**

As PIE is a private partnership funding comes from commissioned work.

### **Sustainability**

PIE is continuing to encourage schools to participate. A successful project run across Teesside in 2010 with the Cleveland FRS was anticipated to continue this year but funding restrictions have threatened the education team so it is uncertain whether it will go ahead. There is a possible potential for private/ commercial social education under Community and Social Responsibility for companies.

## **The Geography Collective (CSEC 070)**

### **Contact:**

[www.http://thegeographycollective.wordpress.com](http://thegeographycollective.wordpress.com)

### **Background**

The Geography Collective developed from a group of like-minded individuals. The aim of the Collective is to encourage children to explore through adventure the environments in which they find themselves. The Collective has been corporate for the last year. The Collective offers a website, training for teaching staff and published resources.

### **Staffing**

The group comprises geography activists, teachers, academics, artists and guerrillas. Support in-kind is sought where possible through partnership working to access specialist skills, such as publishing.

### **Target groups**

The work of the Collective is aimed mainly at young people. Resources targeting children under 9 years of age take into account the fact that they are likely to be accompanied by their parents in most activities. Older children are encouraged to develop independence. Currently work is underway to address young people aged between 15-19 years where interest in the activities and approaches can sometimes begin to tail off.

### **Numbers reached**

By providing a website the Collective has the potential to reach a global audience.

### **Events run/attended**

Examples of current activities include:

*Mission Explore* – based on a resource book which includes a series of missions encouraging children to rediscover the world around them.

*Love Outdoor Play* – a campaign using a green heart symbol which can be displayed in venues/by organisations which welcome children for outdoor play.

### **Developing risk competence**

Integral with the approach of encouraging children to explore the world around them, is the development of skills enabling them to assess and manage physical risk. To this end warning messages are included in the resources, using terminology and images designed to appeal to the target group.

### **Evaluation**

No formal evaluation is undertaken, though feedback on resources gives an indication of acceptability to the target group. To-date this has been positive.

### **Facilitators**

- ★ Involvement with CSEC in the early stage of establishing the business was very valuable. A CSEC co-ordinator provided support in the development of resources.
- ★ Networks established through CSEC continue to be productive.

### **Problems**

- ★ The less-conventional approach to risk education adopted by the collective has met with some resistance from other professionals.
- ★ Pressure to conform in terms of the methods used/language employed can stifle the potential for creativity in young people.

### **Finance**

A small amount of funding enabled the business to get going. Subsequent funds have been sought on a project-by-project basis, supported by assistance in-kind from partner agencies.

### **Sustainability**

The business is generating considerable interest and depending on funding, will continue to grow.

#### **4.8.4 Conclusions**

The case studies illustrate the diversity of CSEC membership. The programmes profiled are provided by a range of organisations.

The aims of the programmes case studied include reducing childhood injury, some in specific situations such as on a farm or as a pedestrian, or with a particular hazard such as electricity or water, giving children the skills to cope in an emergency or personal safety skills.

For a few case studies the programme is presented to children in the classroom. However, the other profiled programmes are delivered in a variety of settings including a hospital, a recycling centre, farms, a watersports centre and a permanent safety education centre.

Programmes are most often delivered to children in school years 5 and 6. The number of children reached annually by the profiled cases range from approximately 2000 to those members whose website has the potential to reach many thousands. Many of the profiled programmes provide safety education throughout the year, although one profiled member attended a number of key safety education events each year.

While some children learn risk competence through theatre performance and literature, many profiled members provide children with the opportunity for a hands-on, interactive experience including the use of appropriate props to lend a sense of reality to a situation to learn risk competence.

Many programmes are evaluated using teacher feedback but some programmes evaluate children's change in knowledge and behaviour by assessing these pre and post visit. For many of those members case studied, the biggest portion of their finance was spent on staffing and the sustainability of their safety education programme was dependent on future funding.

Thus, CSEC attracted a diverse membership, providing safety education to children in similarly varied settings. Many of the members acknowledge the importance of providing children with a hands-on experience for effective learning of practical safety education and risk competence and adopt this approach in their programmes. Programmes could be enhanced by comprehensive evaluation.

## **4.9 Determinants studies**

### **4.9.1 Introduction**

Providers of practical safety education will have clear aims and objectives for their programmes and some of these will focus on determinants of unintended injury. In addition, some providers will also have evaluation as an integral part of the programme. The evaluation undertaken will vary widely and may include feedback from teachers on satisfaction with the event or the administrative process while more in depth evaluations may assess change in behaviour, knowledge and skills pre and post programme. The evaluations could involve young people, teachers, parents, agencies and organisers and may take the form of quizzes, questionnaires or anecdotal evidence. The aim of this component of the CSEC evaluation was to seek evidence of the impact of practical safety education on determinants of unintended injury amenable to change.

### **4.9.2 Methods**

Evidence of the impact of practical safety education on determinants of unintended injury were sought from two sources: studies published in the last two years identified from our literature review and from CSEC members who were asked if they knew of any evaluations of practical safety education. We will present an overview of their findings in terms of impact of the injury prevention interventions on determinants of unintended injury.

### **4.9.3 Results**

From the literature review of papers published in the last two years (see section 4.2) we identified seven papers that assessed the impact of safety education on knowledge, behaviour, risks and/or skills. The papers have been described in greater detail in section 4.2 so we will present brief details of their evaluations here. We found no papers that assessed the impact of safety reduction on injury rates. The findings from a selection of evaluations of safety education programmes identified by CSEC members are also presented.

#### **4.9.3.1 Published studies identified from the literature review**

Blake *et al.*, (2008) evaluated the effectiveness of an in-school injury prevention programme which aimed to teach children the importance of wearing a helmet and how to wear one correctly. The study evaluated whether children who participated in the programme demonstrated correct helmet wearing skills and whether these were retained one year after receiving the training. Children were assessed using the Helmet Checklist which comprised 12 items in three categories: helmet checking, helmet fitting and helmet wearing. At pre test, while children who did not receive the programme scored lower than those children that did this was not significantly different. However, at post test those children receiving the programme scored significantly higher than the children who did not. When the children who received the programme were reassessed one year later, the results showed that there was no significant difference between their scores at immediate post test and one year later. The results from this study indicate that young children who were taught how to wear a cycle helmet correctly are more likely to wear a helmet correctly than children who do not receive the same education. Furthermore, the children demonstrated that they could retain that knowledge and skills for at least one year post programme.

Hotz *et al.*, (2009a) describe the evaluation of a school based pedestrian injury prevention programme for children aged 5 to 11 years. Children's pedestrian safety knowledge was assessed pre, immediate and three month post programme with a 10 question instrument. For children in the two youngest age groups (5 to 9 years) a significant increase was seen in their knowledge post test. The older children aged 10 to 11 years showed only a small increase in scores. There was only a slight non significant increase in knowledge for all age groups from post test to three month post test.

Kennedy and Chen (2009) describe a study which tested a peer group intervention aimed at decreasing children's risk taking behaviours by changing their media related behaviour. Measurements from children aged 8 and 9 years were taken at baseline and one, three and six months post intervention. The results showed that post intervention, families who received the intervention significantly increased their home-based safety behaviours compared to those that did not. However there was no difference in child risk taking behaviours between groups. Boys scored significantly higher on risk taking than girls.

A paper by Oxley *et al.*, (2008) describes the evaluation of a programme to teach safe road crossing skills to primary school children. Children undertook pre training testing and were retested one week and one month post training using a simulated road crossing environment. Children in the training group showed statistically significant reductions in incorrect unsafe responses than children in the control group at both one week and one month post training. Training had a more beneficial effect for younger than older children. Girls showed a statistically significant reduction in incorrect responses compared to pre training and to changes in control group. While boys showed similar reductions, they were not statistically significant. In addition, results showed that training reduced risk taking behaviour in the older children.

Bart *et al.*, (2008) examined street crossing behaviour of children aged between 7 and 12 years old who were trained how to cross the street safely using a virtual reality environment. A Street Crossing Checklist was developed to assess seven observational items including whether the child takes unnecessary risks crossing the street or looks both ways before crossing the street. Results showed that children in the training group significantly improved their street crossing skills, unlike the control children. Results from the Street Crossing Checklist showed a significant correlation between age and success in crossing the real street. Boys were found to take significantly more risks while crossing the road than girls. The results from this study suggest that children may be able to transfer skills learnt in a virtual environment to a real life situation.

Collard *et al.*, (2010) describe the trial of a school based physical activity injury prevention programme. Children and parents received newsletters informing them how to avoid physical activity injuries and children took part in five minute exercises given at the start and end of PE classes which aim to improve muscle strength, flexibility and coordination. Children completed a questionnaire testing knowledge of injury prevention at baseline and at the end of the intervention. The results showed that the intervention did not significantly affect the children's behaviour in terms of wearing protective equipment during organized sports

activities or during leisure time activities or wearing appropriate footwear. However, the program significantly improved knowledge about injury prevention and improved attitude towards wearing appropriate footwear. The authors conclude that the iPlay-program did not significantly improve injury prevention behaviour although it significantly improve behavioural determinants, that is, knowledge about injury prevention and attitudes towards wearing appropriate footwear.

Schooley and Kelly (2008) describe responses of 90 children who visited the Home Hazard Recognition Station at a Safe Kids Event in the US. The children walked through the Family Safety Education trailer which simulated 13 different hazards set up in the bedroom, living room and kitchen. All 13 hazards were recognized by at least 50% of children. All hazards were recognized more frequently by girls than by boys.

The results from these published papers indicate that providing safety education on a variety of topics such as safe cycling, pedestrian safety and safe physical activity can increase children's knowledge on how to keep safe and can also result in greater participation in safe behaviours. However, it cannot be assumed that an increase in knowledge necessarily results in a change in behaviours. Some of these published trials have limitations as discussed in section 4.2.

#### **4.9.3.2 Evaluations identified by CSEC members**

CSEC members responding to the 1<sup>st</sup> members' survey were asked if they knew of evaluations of safety education programmes. We present an overview of four evaluations:

- ♦ Stockport Crucial Crew
- ♦ DangerPoint, Wales
- ♦ Lifeskills, Bristol
- ♦ IMPS, Oxford

This list is not intended to be exhaustive.

#### **1. Stockport Crucial Crew**

Stockport Metropolitan Borough Council run Stockport Crucial Crew in partnership with eight agencies:

- ♦ Greater Manchester Ambulance Service
- ♦ Greater Manchester Fire & Rescue Service
- ♦ Greater Manchester Police Service
- ♦ British Transport Police
- ♦ Stockport Council Traffic Services
- ♦ Stockport NHS Primary Care Trust
- ♦ Stockport Women's Aid
- ♦ Environmental Health & Trading Standards.

The aim of the event is to provide safety training and education to Year 6 children (10-11 year olds) attending schools in Stockport Borough. The partners provide eight scenarios which give learning opportunities to approximately 2100 children per annum. In the 2009 Annual report of the two week event held March 2009, it is reported that the event was evaluated using a "selection of quantitative and qualitative methods with anecdotal evidence".

To assess learning, 20% of the children completed a questionnaire before and after attending Crucial Crew. Children were also asked to carry out simple timed tasks to assess change in behaviour. The results from the evaluation of Stockport Crucial Crew showed that three months post event more children scored the correct answer than pre event, thus illustrating that knowledge had been retained. Many children answered correctly within the time limit illustrating confidence in their safety skills. The evaluation methods are very creditable, testing both knowledge and skills. However, use of a randomised controlled trial methodology would enhance the evaluation methods and subsequent findings.

## **2. DangerPoint, Wales**

DangerPoint, opened in October 2005, offers safety tours to all schools and colleges, to groups of children and young people, and to young adults with learning difficulties. Visitors to DangerPoint learn about safety awareness through a hands on, fully interactive experience. The centre is divided into different zones where visitors learn about the dangers in society that they may encounter, such as injury, crime and anti-social behaviour and how to respond to them. The aim of the centre is to provide an environment where visitors can "learn to make responsible decisions based on an understanding of the consequences of their actions on themselves and others". A team of rangers with relevant experience gained from employment such as the NHS, Police Department, Fire Service and Teacher Associations guide the visitors through the centre zones. DangerPoint has received support from a variety of partnership organisations including Arriva Trains Wales, British Transport Police, Childline, Coastguard, Food Standards Agency, North Wales Police, North Wales Fire and Rescue Service, NSPCC, RNLI, and Scottish Power.

An evaluation of DangerPoint by a team from the University of Chester (Simpson and Williams, 2009) showed that seven groups of children representing school years 2 to 6 and from six different primary schools pupils answered many more questions correct immediately post tour compared to pre tour. In addition, when retested four to eight months later their scores, although lower than immediately post test were still higher than at pre test indicating that they had retained knowledge.

## **3. Lifeskills, Bristol**

'Lifeskills - Learning for Living' is a permanent safety education centre and training facility which has been built to represent a realistic 'village'. Located in Bristol, it is designed to help children and other members of the community learn about safety in a "hands-on" approach. Children primarily from Year 6, visit the centre with the aim of improving their awareness of potential dangers, their knowledge and self-confidence, and their performance of safety practices. The programme stresses the importance of "taking responsibility for personal safety, assessing risks and learning how to cope when faced with dangerous or difficult circumstances". Children experience 10 scenarios spending 10 minutes in each scenario. As the children walk through the village, guides aim to achieve a range of learning objectives in areas including road, home, water, fire and drugs safety. At the end of each visit, every child is given a Lifeskills Detective survey sheet designed to encourage children to take their family on a safety investigation of their own homes.

Between 2001 and 2003, a team of researchers from the University of Oxford and Oxford Brookes University undertook an evaluation of the programme (Oxford Evaluation Team, 2003). The evaluation aimed to assess whether children who had visited Lifeskills had acquired safety knowledge and whether they retained this knowledge three months and 12 months post visit. The evaluation also assessed children's self-confidence and their performance on a range of safety skills.

The results indicate that at three and 12 months post visit, children who had visited LifeSkills were more knowledgeable and performed better than the control children on nearly all tests and were rated as more confident in dealing with emergencies than control children. These results suggest that while LifeSkills can improve children's safety knowledge it also had a positive effect on children's capacity to act on their knowledge. The evaluators stress the importance of the "vivid and realistic sets as a backdrop for similar interactive small group teaching methods".

#### **4. Injury Minimisation Programme for Schools, Oxford**

An evaluation of the effectiveness of the Injury Minimisation Programme for Schools (IMPS) (Frederick *et al.*, 2000) assessed:

- ♦ safety knowledge via a quiz
- ♦ behaviour and skill retention observed using a simulated emergency scenario
- ♦ attitude and hypothetical behaviour towards safety using the draw and write technique.

Before intervention both groups had similar levels of knowledge. Five months after the intervention significantly more IMPS trained children demonstrated a greater increase in knowledge in administering first aid and the correct procedures for making a call to the emergency services. They also demonstrated better basic life support techniques for example, mouth to mouth and cardiac compressions as they identified more subtle dangers, were more likely to seek help and tell others that their behaviour was dangerous.

#### **4.9.4 Conclusions**

From a review of 11 studies identified from a search of the literature and from evaluations identified by CSEC members that assess the effect of safety education programmes we can conclude that practical safety education does impact a number of those determinants of unintended injury that have the potential to change fairly readily: observed safety skills, behaviour and knowledge and in some cases this change in skills and knowledge is retained over longer periods of time. The impact of these changes in skills, behaviour and knowledge on injury rates cannot be accurately assessed. It is encouraging to see safety education providers comprehensively evaluating their work and in some cases, bringing in independent external evaluators.



#### **4.10 Significant events**

Three unexpected significant events occurred during the course of the evaluation period covered by this report. All have had some bearing on CSEC and are discussed briefly here.

##### **4.10.1 National Children's Bureau**

In April 2010 a memorandum of understanding was agreed between NCB and RoSPA which terminated the agreement for NCB to deliver services to RoSPA with regard to CSEC. The input of the NCB to CSEC was to focus particularly on the establishment and involvement of the YPAG. This agreement brought to an end a period of uncertainty for the two parties, a period which would have been a distraction for both parties and impacted their output, particularly in relation to the involvement of young people with CSEC. The departure of the NCB must be borne in mind when considering this part of CSEC's role. It is a weakness of our evaluation that we have not been able to evaluate the input of NCB.

##### **4.10.2 General election**

In April 2010 the date of a general election was announced. This triggered a period of time when staff at DfE were restricted in terms of decisions and announcements they could make and limited the meetings they could attend. This resulted in a period of uncertainty for CSEC, most notably in the approval of the Business Plan 2010-11.

##### **4.10.3 Early cessation of funding**

On 10<sup>th</sup> November 2010 RoSPA were informed that funding for CSEC would no longer be available after 31<sup>st</sup> Dec 2010, 3 months earlier than planned. As of 16<sup>th</sup> November 2010 CSEC staff were no longer operational.

## 5.0 ECONOMIC EVALUATION

### 5.1 Introduction

This was planned as a two part evaluation objective:

- analyse the costs of CSEC and its activities
- undertake a comparative economic evaluation of five permanent experiential learning safety centres.

### 5.2 CSEC's costs and its activities.

The evaluation team proposed to analyse the costs of CSEC's activities to examine set up costs and on-going costs and to consider middle and longer-term investments which would bring returns to the Coalition outside the evaluation timeframe.

### 5.3 Results

RoSPA provided us with a breakdown of CSEC costs. These represent costs incurred from November 2008. We considered the types of costs incurred and present these in Table 9.

**Table 9. CSEC's costs**

<b>CSEC costs</b>	<b>Total (£)</b>	<b>Set up costs</b>	<b>Capital costs</b>	<b>One off costs</b>	<b>Operating/ On going costs</b>
<b><u>Staff costs</u></b>	£				
Staff salaries	916,670				916,670
Staff expenses inc travel and subsistence	40,752				40,752
<u>RoSPA Staff Internal Recharges</u>					
RoSPA staff management and support	113,245				113,245
<b><u>Non -staff costs</u></b>					
NCB	90,000			90,000	
Training Costs	14,254				14,254
Conference and Seminar Costs	9,869				9,869
Promotional Costs	751				751
Stationery & Postage	9,493				9,493
CSEC Office Costs	41,942				41,942
Evaluation Costs: University of Nottingham	87,221			87,221	
Project Support	11,403				11,403
Computer Equipment	24,459		24,459		
Association of Physical Education	10,000			10,000	
Online Resource Review Tool: Lucid Communications	9,900			9,900	
Online Resource Guide: Ten Alps	9,000			9,000	
Design Costs: Big Cat	5,180	5,180			
Membership, subscriptions, committee costs	5,023				5,023
Sundry other costs	8,753				8,753
Irrecoverable VAT	11,100				11,100
<b>Subtotals</b>		5,180	24,459	192,677	1,166,514
<b>Total</b>	1,419,015				1,419,015

We present a cost description of CSEC. This is appropriate as we were unable to compare the costs of the Coalition with an alternative programme.

As might be expected the majority of costs were spent on staff costs.

Project staff costs paid for the salaries for:

- ♦ 1 F/T Manager
- ♦ 6 F/T Regional Coordinators
- ♦ 1 F/T Membership and Publicity Officer
- ♦ 1 F/T Administration Manager
- ♦ 1 F/T Administration Officer
- ♦ with support from RoSPA's:
  - web team
  - accounts team
  - the press office.

RoSPA staff management and support costs paid for the time of four members of staff, working part time on CSEC.

## **5.4 Conclusions**

Set up costs were relatively low comprising monies for the design of the logo and production of publicity material (Big Cat). Capital costs are also relatively low: equipment purchased was computers.

There were several one-off costs including those to NCB and to the University of Nottingham for the evaluation. Monies spent on the resource review tool (Lucid Communications) and on the development of the Girl Guide badges (Ten Alps) may be considered as one-off costs although monies may be spent on the development of similar resources in the future and so could be considered on-going costs.

Operating costs consumed the majority of CSEC costs with most of this spent on salaries.

In terms of middle to long term investments, costs such as those for the evaluation, staff training and development of the online resource tool and guide could be considered as middle to long term investments which will be of benefit to the Coalition in the future.

## **5.5 Comparative economic evaluation of five permanent experiential learning safety centres.**

The evaluation team had planned to perform a comparative evaluation of five safety centres. Financial data was to be collected as part of a case study. However, the team had difficulty identifying five centres that were agreeable to be profiled as a case study. Thus the team decided that financial data would be collected from members' profiled as case studies but this also proved problematic as members were not always able to provide the team with such data. Therefore the team were unable to collect data to achieve this objective.

## **6.0 INTERNATIONAL EXPERTS REVIEW**

### **6.1 Introduction**

Much of the evaluation of CSEC is based on the views of CSEC members and staff and from observations made by the evaluation team. In addition, opinions were sought from the evaluation team members on results of component studies and on draft reports at all stages of the evaluation. However, it was also considered important that the evaluation should include independent views of CSEC's achievements and sustainability from injury prevention experts external to the evaluation team.

### **6.2 Methods**

The views of three injury experts were sought: one each from the UK, Europe and North America. The experts have considerable experience of their own local, national and international initiatives. Experts were sought who would bring a range of experiences to this part of the evaluation and view CSEC from different perspectives

The experts were provided with a copy of the interim reports, a copy of the evaluation plan and a proforma for recording their views. They reviewed the documents between December 2010 and February 2011. A summative report of the experts' opinions will be given for each question, with quotes taken from their reports to support the findings.

### **6.3 Results**

A summary of the experts' comments is provided, together with supporting quotes from the individual reports received.

#### **1. To what extent do you think CSEC has achieved its aims and objectives?**

Overall, progress to-date in terms of achieving its aims and objectives was viewed positively:

*"Even in these early stages, CSEC's accomplishments are commendable..."*

**Objective 1:** define high-quality, practical safety education for children and young people

All three experts considered that this objective had been achieved: a definition had been agreed and is in use.

*"CSEC appears to have managed to do a very thorough job with this objective".*

**Objective 2:** increase the distribution, the capacity, and the take up of high-quality, practical safety education for children and young people

This was considered to be one of the more longer-term objectives in which progress may have become apparent at a later stage in the development of the coalition. The increase in membership was identified as an indicator towards

progress, along with several other factors:

*"CSEC was able to establish the beginning frameworks for achieving success, including undertaking auditing to determine which organisations are undertaking practical safety education and in which parts of the country; achieving substantial membership uptake in CSEC; and initiating partnerships with other organisations".*

It was noted by one reviewer that barriers had been encountered in trying to establish effective partnerships for engaging young people and that this was one area which would require a focused effort if the work of the coalition were to be continued in the future.

**Objective 3:** increase provision of high-quality, practical safety education for hard-to-reach, disadvantaged, disabled and in-care children and young people

Reviewers identified this as a longer-term objective and acknowledged that CSEC had begun to build the necessary foundations for this.

**Objective 4:** research and evaluate the most effective types of practical safety education techniques

Reviewers were in agreement that CSEC had made progress towards achieving this objective, citing the development of the risk competency frameworks and the mapping of current activities as examples. Evaluation of local programmes was considered a valuable source of further information. Positive comment was made on the progress achieved:

*"It is too early for CSEC to have had sufficient time to meaningfully tackle this objective, however they have managed considerable accomplishments in the time they have had".*

**Objective 5:** make links with safety education in schools (personal, social and health education) to ensure learning objectives remain consistent.

Experts agreed that progress had been made towards this objective through several avenues:

*"There is good evidence that objective 5 is being met through the development of partnership working and the CSEC professional development service...The curricula development and risk competency framework for children are also working towards achieving this objective".*

*"CSEC undertook a survey of safety education in schools which was important in understanding the current state of affairs".*

It was noted, however, that:

*"Further effort is needed to enhance linkage and work together to address this objective"*

## **2. What impact do you think CSEC has had on those determinants of unintended injury which are amenable to change through practical safety education? (Objective D)**

The opinion was expressed that:

*"...CSEC was on a path that appeared to be leading to success in addressing their objectives and ultimately having an impact on the determinants of injury that can be changed via safety education".*

It was also thought that:

*"[CSEC] has the potential to disseminate good practice, build capacity, increase partnership working and influence the curriculum which are important to prevent injuries to children and improve the outcomes for young people".*

However, all three experts expressed the view that at this stage in the process it was very early to say whether CSEC had impacted on the determinants of injury. In addition, complex factors are at play in influencing injury and there would be considerable difficulty in determining whether any effects detected could be attributed solely to CSEC activities.

## **3. What impact do you think CSEC would have on reducing injury outcomes for children and young people aged 0-18 years if continued long term? (Objective E)**

Given the complexities involved in identifying any potential impact of the Coalition on injury rates, and the need for an extended timeframe to enable work to become established, reviewers anticipated considerable difficulty in assessing the impact of CSEC on injury outcomes. There is a lack of current evidence to link practical safety education to changes in injury rates, although secondary outcomes, such as behaviours, can be affected:

*"The evidence to date shows that improvements to behaviour, skills and risk assessment are attainable through practical safety education and experts do believe that these attributes are facilitators to reducing child injury, so with further continuation of the coalition and quality efforts, an effective coalition should be able to contribute to child injury reduction".*

Since CSEC is not a direct provider of education, the challenge to prove any direct effect of CSEC activities on injury rates is great. In the current climate of economic uncertainty, the role played by CSEC in co-ordinating provision and targeting resources appropriately may prove to be of value:

*"These are all activities that take time to have an impact on injury rates, but they are necessary...when scarce resources need to be targeted in the most efficient way possible – by using evidence-based practice and focusing on influencing high-risk populations".*

#### **4. To what extent do you think the processes adopted by CSEC and the benefits of CSEC are sustainable?**

The reviewers considered that the processes adopted and the benefits of CSEC could be sustained, dependent upon the provision of funding, leadership, infrastructure and capacity.

In terms of processes, CSEC has been successful in a number of ways, thus enhancing the chance of sustainability.

*"..a large diverse membership has been achieved and continues to grow,..."*

*"A variety of partner agreements have been successfully secured..."*

*"Processes for technical work already undertaken by CSEC can serve as a foundation for future work...."*

The importance of requiring time to enable the coalition to develop was reiterated:

*"Establishing and operating an effective and efficient coalition is a complex and challenging task that in most instances takes a considerable amount of time. ...When looking at the issue of child injury prevention, this long time leading killer of children is not a problem that will be eradicated in the short term and therefore also needs long term approaches to be tackled effectively".*

#### **Other comments**

Reviewers were given the opportunity to add any further comments about CSEC.

The functions of CSEC were considered similar to some other European child safety initiatives. To this end, it was considered important that duplication of the role provided by other agencies should be avoided where possible.

Recent publications, such as the UK Government's White Paper on Public Health and the NICE Guidance on preventing injuries to children under 15 years can be used in support of initiatives such as CSEC.

Reviewers commented on the need for a coalition such as CSEC to be in existence for a longer period of time to enable the impact of its work to be judged.

*"Most projects that aim to improve partnership working need at least 2-3 years effort to start seeing any impact and then even longer to see if this translates in improvements in secondary and primary outcomes".*

The evaluation period was also considered to be too short:

*"Overall the coalition has been challenged from the start by being established with very large/potentially unachievable expectations in the extremely limited timeframe in which evaluation is now being called for".*

## **6.4 Conclusions**

International child injury prevention experts independently reviewed our evaluation of CSEC and commented on CSEC's achievement of its objectives. The opinions expressed by the experts showed that there was considerable agreement between them.

CSEC has successfully attracted a large diverse membership, developed partnership agreements, defined HQPSE and developed technical work such as the risk competency frameworks. Thus the foundations have been set for impacting the determinants of injury and the processes adopted by CSEC are sustainable given adequate resources. However, the experts felt it was too soon to expect to see either an increased distribution of practical safety education or an impact of CSEC on those determinants of unintended injury that are amenable to change.

While CSEC has the potential to indirectly impact unintentional injury rates, experts expressed the opinion that it would always remain very difficult to accurately assess the impact of CSEC on unintended injury outcomes. The reasons for this include the nature of the coalition as a non-direct provider of education and the potential impact of similar initiatives which make the identification of the effects specific to CSEC more complex.

With adequate funding the processes adopted by CSEC and its benefits are sustainable. However, there needs to be recognition of the time required for a coalition to be set up and to mature in order for any measurable benefits to become apparent. Experts stated that it is not uncommon for the impact of such initiatives to take several years to manifest



## **7.0 DISCUSSION**

### **7.1 Introduction**

In this section we draw together and discuss the findings from the component evaluation studies in terms of the objectives.

### **7.2 Objective A**

Evaluate the processes of: establishing CSEC; working with partners; involving young people; defining risk competence and high quality practical safety education; raising awareness of the value of practical safety education among practitioners; marketing CSEC; engaging with schools to ensure learning is effective and how practical safety education fits within the school curriculum; increasing the availability and frequency of high quality practical safety education; increasing opportunity for disadvantaged children and young people, disabled children, children in care; identifying examples of high quality practical safety education.

#### **♦ Establishing CSEC**

Evaluating the process of “establishing the Coalition” includes an evaluation of both the internal processes, those that are necessary for the organisational structure and operation of a coalition and external processes, those ensuring effective functioning of the Coalition to promote member interaction and participation.

In terms of evaluating the internal processes of CSEC good progress was made from the time the grant was awarded in November 2008.

- ♦ All the key team members had been appointed by April 2009 with the final 2 Coordinators starting in June 2009.
- ♦ Premises for CSEC had been found by March 2009.
- ♦ Contracts set up between NCB and RoSPA.
- ♦ The initial Steering Committee (SC) consisting of CSEC, RoSPA, NCB and DfE representatives confirmed Terms of Reference (ToR) and Statement of Purpose (SoP).
- ♦ Monthly team meetings were held.
- ♦ Membership and Publicity Officer recruited to the team April 2010.
- ♦ New SC comprising CSEC members met April 2010.
- ♦ Five General Meetings were held for members. The format of these evolved over time in response to member feedback. The final meeting held November 2010 was very favourably received by delegates.
- ♦ Website launched September 2009. Website visits and downloads steadily increased until end of January 2011.
- ♦ First newsletter published November 2009 with monthly newsletters from May 2010.

In terms of evaluating the external outputs, CSEC achieved the following targets:

- ♦ Launch event held April 2009
- ♦ European Action on Adolescent and Injury Risk (AdRisk) Conference
- ♦ Definition of High Quality Practical Safety Education (HQPSE)
- ♦ Development of Resource Profiler
- ♦ Risk Competency Frameworks (RCF)
- ♦ Active Young People’s Advisory Group (YPAG).

#### ♦ **Working with partners**

The process of working with members is multi-faceted, including elements of establishing a structure for working with members, communication, partnership working and building capacity for coalition action.

##### *Establishing a structure*

Findings from the initial process evaluation indicate that organisations that had chosen to become members were generally happy with CSEC at that early stage but were looking forward to a time when CSEC delivered tangible, practical benefits to them. They were also keen for CSEC to provide a clear focus as a national coalition. Members indicated that communications lacked clarity at times and the website, while generally good, lacked sections for specific target groups such as schools. The website was later updated.

Initially the SC was composed mainly of representatives from stakeholder organisations, that is, DfE, NCB, RoSPA and CSEC. Elections of members to the SC were held in March 2010 and the newly elected committee first met in April 2010 with three more subsequent meetings. It took time for the committee members to settle into their roles but it was clear that CSEC were keen for the SC to be fully involved in the Coalition, making key decisions and leading on the future direction of the Coalition. The newly elected SC reviewed the ToR and SoP.

##### *Communication*

From discussions with the CSEC Manager using the assessment protocol, it was felt that CSEC made substantial progress in sharing information with its members. The newsletter played a key role in this and by December 2010 newsletters were produced monthly. In the second members' survey, the majority of members (67%) responded that the newsletter was either a very important or important CSEC function to them. Nearly 70% of respondents to this survey indicated that the website was either very important or important to them. Further evidence of the popularity of the website is demonstrated by the increasing number of visits and downloads from the time of its launch in September 2009.

The members' General Meetings held approximately every four months were rated as either a very important or important function by only half of responders (52%). However, these meetings provided an opportunity for members to network, to meet like minded people working in the same field and to gain new ideas from seeing what other members have done, all rated as either very important or important by 87%, 88% and 85% of respondents respectively. Of all CSEC functions rated, these were either very important or important to the greatest number of respondents. The General Meetings were a useful medium for CSEC to provide members with updates on key issues such as the election to the SC. They also facilitated face-to-face discussions between CSEC staff and members, and promoted partnership working between CSEC and member organisations. The format for the General Meetings evolved over time in response to delegate feedback. The later meetings included 10 minute discussion sessions where the topics for debate were decided by the delegates and this provoked lively discussions between members.

Members were also kept informed by e-mails sent from CSEC. At times e-mails lacked clarity and conciseness but they provided a useful vehicle particularly when a rapid response from a representative sample of Coalition members was required. One CSEC member (Lucid Communications CSEC052) designed and funded a sharepoint forum which provided members with a vehicle for communicating with each other and aimed to promote the development of special interest groups amongst the membership.

#### *Partnership working*

The evaluation team found considerable evidence of good partnership work both in terms of CSEC Coordinators working with members and members working together to improve their safety education.

The evaluation found evidence of successful partnership working between CSEC Coordinators and several of its members, for example, its work with FACE (CSEC044), watersports centres (CSEC074, CSEC079, CSEC110), The Geography Collective (CSEC070) and Coventry University (CSEC114) (see sections 4.6.7 and 4.8). Indeed, in the case study of The Geography Collective (CSEC070) it was stated that involvement with CSEC in the early stage of establishing the business was very valuable and acted as a key facilitator. Furthermore 53% of responders to the members' second survey felt that individual support and advice was very important or important and 63% felt that CSEC Coordinators were either very important or important.

However, while some members clearly valued the input from CSEC into their safety education programme as evidenced from the case studies and responses to the members' second survey, this concentrated input of effort by CSEC Coordinators into some projects was viewed by others as an uneconomical use of resources. It was considered "unsustainable" and of having "little overall impact" by some members, also evidenced in responses to the members' second survey. The impact of the work with these members would vary according to the members' organisation, for example, work with FACE (CSEC044) could be rolled out to all FACE members and accordingly influence children's farm visits across England whereas work with a member on a smaller scale will impact the few hundred or so children that receive that member's safety education programme. However, experience gained by CSEC Coordinators from working with member organisations reaching both many and few children can be taken forward and used with other members, and the members themselves can disseminate good practice learnt from their collaboration with CSEC. Thus there is potential for even the smaller scale work to have impact in the long term.

Clearly CSEC Coordinators worked with members on very disparate projects who were addressing the issue of practical safety education from very different perspectives. Given time, experience gained by coordinators from this work would have been used to develop common policies.

An example of successful partnership working was the development of the RCFs. A framework for First Aid was completed and representatives from member organisations were leading on similar frameworks for road traffic injury, burns and scalds, drowning and water related injury, and poisonings. The frameworks were seen to be of value to members and organisations working on those that are yet to be completed stated that this work will continue beyond the life time

of CSEC to ensure their completion.

In addition, CSEC worked with Lucid Communications (CSEC052) to produce a Resource Profiler which aimed to map the strengths and weaknesses of a resource or service, thus highlighting areas for improvement or guiding the development of new resources.

The SC, comprised representatives from member organisations, brought together providers of safety education from diverse settings who were keen to work as a team to guide CSEC and to develop a joint approach to practical safety education.

#### *Building capacity for coalition action*

Building a structure and striving for successful communication and partnership working, all impact upon the capacity of the Coalition to act. A SC comprised of member organisations' representatives ensures that the Coalition's aims and objectives are in harmony with those of individual member organisations.

Members were keen for CSEC to provide a "common voice"; 78% of responders to the second members' survey considered this to be either a very important or important function of CSEC. By being affiliated together under one umbrella organisation, individual members felt their joint voice was more powerful than their individual voices.

#### *Policy and advocacy work*

When members were asked if there was anything now or in the future which would help them to support their safety work, they were keen for the Coalition to raise the profile of safety education by undertaking more policy and advocacy work. By the time CSEC finished operating it was in a stronger position to undertake policy and advocacy work. Having established a secure core membership, it was timely for the Coalition to consider its future strategic aims.

#### **♦ Involving young people**

In terms of involving young people in CSEC, much was achieved in a short time. The process of involving young people via the Young People's Advisory Group (YPAG) was temporarily arrested by the departure of the NCB as partners with CSEC. Subsequently, the development of the YPAG was successfully led by a CSEC Coordinator.

A group of students from Heartlands Academy, led by a CSEC Coordinator, organised a week of safety education events for fellow pupils and also produced a DVD providing instructions for other students on how to organize their own safety education event. YPAG members attended a residential event in August 2010 and a second event had been planned for February 2011. Feedback from the young people on the residential event indicated that this had been a very positive experience for them.

While representatives from the YPAG did not attend any SC meetings, this was an issue that was raised frequently at meetings as the SC was keen to have input from the young people into CSEC. However, their attendances at such meetings required careful planning to ensure firstly, that agenda items were of

relevance to them and were something they could usefully contribute to and secondly, on a more practical level, timing of meetings was appropriate to ensure that attendance did not result in children missing school. Delegates from the YPAG participated in the AdRisk Conference.

Given the time and commitment required to build relationships with a group of children and to develop their skills to a level at which they can effectively contribute to safety education, the Coalition achieved much.

♦ **Defining risk competence and high quality practical safety education (HQPSE);**

Early in the life of CSEC a definition of HQPSE was produced with input from several sources including CSEC Coordinators and RoSPA's commissioned survey of effective safety education in schools. This issue, along with risk competence, was discussed at the AdRisk Conference held November 2009. The commissioned survey on the effectiveness of safety education in schools also provided commentary on the quality of safety education.

CSEC has been instrumental in bringing together work groups to develop RCFs. In December 2009 a group met to develop a RCF for First Aid. Work groups were then formed from interested representatives of member organisations to develop similar frameworks for application to competencies required in burns and scalds, road traffic injuries, water safety and poisonings.

The Resource Profiler developed by CSEC is based on the 10 Principles of Safety Education (see Appendix 1). The Profiler aims to provide a narrative of the strengths and weaknesses of a resource or service, thus highlighting areas for improvement and subsequently raising the standard of practical safety education. The Resource Profiler was presented at General Meetings, thus ensuring dissemination of good practice to Coalition members.

The international experts were in agreement that CSEC had achieved much towards this objective.

♦ **Raising awareness of the value of practical safety education among practitioners**

Evidence of the value of practical safety education has been gathered from the case studies and from the evaluations of safety programmes identified by CSEC members. This evidence shows that practical safety education can change knowledge, behaviour and skills. The literature review supports these findings.

CSEC's modes of communication such as the website, newsletter and press releases, and the members' General Meetings and new member meetings raise awareness of the value of practical safety education among practitioners, both members and non members.

CSEC has attracted a diversity of membership evidenced by those profiled in the case studies and the initial process evaluation members' survey. Raising the profile of CSEC would also raise the awareness of the value of practical safety education. CSEC achieved this objective to some degree but further work is required.

#### ♦ **Marketing CSEC**

Marketing of CSEC has been achieved in a number of ways. The newsletter and website market CSEC: the latter has resulted in much activity in terms of downloads. However, both the website and newsletter are more likely to be viewed by organisations that have some awareness of CSEC. CSEC appointed a Membership and Publicity Officer in April 2010 and regularly produced press releases, typically five to seven press releases per month.

Three workshops aimed at promoting CSEC to potential new members were held during 2010. These events were held in different areas of England where CSEC membership was low. The event in Poole, as an example, was attended by approximately nine potential members and resulted in three delegates taking up CSEC membership.

Further marketing of CSEC was achieved through presentations to international audiences at International Society for Child and Adolescent Injury Prevention conference and at the World Injury Conference.

#### ♦ **Engaging with schools to ensure learning is effective and how practical safety education fits within the school curriculum;**

CSEC commissioned an independent survey to assess the effectiveness of safety education in schools. This provides a baseline of current activities and highlights areas for development.

The work of CSEC with the YPAG ensured that there was some engagement with schools. However, this was achieved only within those schools represented in the YPAG.

CSEC engaged with schools indirectly through its members, many of which are actively involved with schools and either take their safety education programme to schools or school children visit an event. From the members profiled as case studies there was evidence that member safety education programmes link to the national curriculum, for example RiskWatch (CSEC004), IMPS (CSEC015), Flashpoint (CSEC023) and PIE (CSEC045).

#### ♦ **Increasing the availability and frequency of high quality practical safety education**

RoSPAs Risk Education Advisor produced a definition of HQPSE. This was used as the basis for the development of the Resource Profiler. In addition CSEC members have produced a RCF for First Aid and are in the process of developing four further frameworks. Use of these tools by members along with the definition of HQPSE when developing their own safety education programmes will undoubtedly increase the availability of HQPSE.

CSEC Coordinators have worked with a number of CSEC members to help them to develop their providers' safety education programme, as profiled in the case studies. As an example, CSEC Coordinators worked with providers of water sports centres to develop the Outdoor Instructor Training Programme which identified opportunities to teach young people risk awareness while taking part in water based activities. Thus CSEC has developed resources both to raise the quality of practical safety education and has worked with members to identify

ways of increasing the opportunity for practical safety education. Experience gained from these activities can usefully be transferred to future CSEC work thus increasing the potential for exposure of children and young people to further HQPSE.

The international experts were of the opinion that the potential capacity for HQPSE had increased, evidenced by the increase in membership of CSEC. However, it is not known to what extent membership of CSEC has resulted in an increased engagement in safety education by members and in their capacity to provide safety education of a high quality.

- ♦ **Increasing opportunity for disadvantaged children and young people, disabled children, children in care**

While CSEC have not targeted disadvantaged groups *per se*, many of the safety education programmes undertaken by CSEC members have involved disadvantaged children and those with special needs. Members of the YPAG include representatives from both a school for young people with learning difficulties and a school in an area of deprivation. The international experts considered that this was a longer term objective and was an area which needed particular attention in the future.

- ♦ **Identifying examples of high quality practical safety education.**

Member presentations at General Meetings and reports in the CSEC newsletter have provided opportunities to showcase examples of HQPSE and to share good practice among members.

Use of the RCFs and resource profiler, based as it is on the 10 principles of HQPSE, will help to identify examples of HQPSE. In addition it can be used to improve current resources and programmes. Work by the Coordinators with members has identified examples of HQPSE, knowledge of which Coordinators can use on future projects.

This is an area of work where there is much potential to ensure safety education programmes are of the highest quality.

## **Objective B**

**Explore the ways in which risk competence is acquired and used by children and young people aged 0-18 years through involvement in practical safety education.**

Evidence of ways in which risk competence is acquired has been collected from the literature review, the case studies and from examples of CSEC work with members. From a review of published papers we found that one method that ensured children developed risk competence was by taking part in safety education programmes that provided children with a hands-on learning experience. This included learning safety education skills in road crossing, home safety and cycle skills.

The case studies and CSEC projects illustrate the diversity of risk competence skills children can learn, such as fire, electricity, general emergency, personal and farm safety through interactive learning opportunities and acting scenarios.

Risk competence was also acquired through books, theatre and hands on experience. The 10 Principles of Safety Education support the use of interactive and experiential learning in realistic settings.

### **Objective C**

#### **Understand the impact of CSEC in increasing provision of practical safety education.**

In the original evaluation plan it was proposed that an audit of practical safety education would take place in eight regions of England, comparing four high focus regions with four similar regions. However this was not undertaken for two reasons. Firstly, the possibility of contamination meant that it would be difficult to isolate the effects of the Coalition alone in impacting the provision of practical safety education. Secondly, the proposed methodology would have undermined the work of the Coalition whereby CSEC might have artificially avoided certain regions.

An audit of practical safety education provided by CSEC members was undertaken by the evaluation team in the initial process evaluation. There were some discussions regarding the possibility of auditing local activities in one of the London boroughs but this did not progress due to competing work priorities for the individual concerned. Auditing of activities within the local area was also seen at one time as a possible role for representatives from YPAG. CSEC staff mapped national coverage of CSEC membership to identify areas of low membership and used this to focus recruitment activity.

It is difficult to state the impact of CSEC in increasing provision of practical safety education. However, given the definition of HQPSE, the development of both the RCFs and Resource profiler and the adoption of these by CSEC members, and given the networking opportunities offered by CSEC whereby members can share ideas and best practice, it can be assumed that CSEC has much potential to increase the provision of HQPSE. Work by the Coordinators with members would have helped to achieve this objective.

### **Objective D**

#### **Evaluate the impact of CSEC on those determinants of unintended injury which are amenable to change through practical safety education.**

CSEC has no doubt had some impact upon those determinants of unintended injury which are amenable to change. This is evidenced by examples of CSEC work, such as that with Girlguiding UK or with the water activity members. The number of children reached annually by these projects varies considerably, some reaching a few and some reaching many thousands. However, good practice and resources gained from developing these projects can be disseminated to other projects and would, given time, have the potential to influence the safety knowledge and skills of many more children.

Another possible pathway of influence on determinants of unintended injury would be that as a result of CSEC membership, a member organisation had changed their practical safety education. This is much more difficult to assess. From the second members' survey there is evidence that members enjoyed the



opportunities offered by CSEC membership to share ideas with like minded people. Sharing of ideas and good practice could lead to improvements in the practical safety education they provide. In addition, use of the definition of HQPSE and the appropriate RCF by members to develop further their work, may have an impact of determinants of unintended injury given time.

The international experts were of the opinion that it was too early in the life of a coalition to state whether CSEC had impacted determinants of unintended injury.

### **Objective E**

**Estimate the contribution of CSEC to reducing injury outcomes for children and young people aged 0-18 years if continued long term.**

Any assessment of the contribution of CSEC to reducing unintentional injuries for children and young people is difficult. As the international experts suggested, it is a complex task to assess the effect of the Coalition in isolation on injury outcomes and "eliminate any confounders". From an examination of the previous evidence, it might be expected that CSEC has the potential to raise the capacity for HQPSE and promote good practice among its members and it could be assumed that this would, in time, reduce the number of injuries for children and young people in the long term. However, once again, the time taken to establish a coalition and for it to mature and to influence outcomes cannot be underestimated.

### **Objective F: Economic evaluation (additional objective)**

This was planned as a 2 part evaluation objective:

1. analyse the costs of CSEC and its activities
2. undertake a comparative economic evaluation of five permanent experiential learning safety centres.

From an examination of CSEC's costs it is clear that set up and capital costs were relatively low. The greatest percentage of the budget was spent on operating costs which were mainly salaries for 10 full time members of staff. In terms of middle to long term investments, costs such as those for the evaluation, staff training and development of the online resource tool and guide could be considered as middle to long term investments which will be of benefit to the Coalition in the future.

The Evaluation Team were unable to undertake a comparative economic evaluation of five permanent experiential learning safety centres due to a lack of data from members.

## **7.8 Strengths and weaknesses of the evaluation**

The evaluation has a number of key strengths. Data were collected from a range of stakeholders such as representative from CSEC (staff and members), DfE, RoSPA and YPAG over the entire period of the evaluation. This offered all interested parties a chance to voice their opinion and provide a range of perspectives. The data was collected using a combination of methods including telephone surveys, observations of a range of meetings, self completed questionnaires and content analysis of key documents. We collected both quantitative and qualitative data.

It is positive that members of the evaluation team comprised researchers with considerable experience in injury prevention and research and evaluation which could be used to effectively evaluate the Coalition. In addition, we sought the views of international experts who were independent to the evaluation team.

To maximise the opportunity to learn from the evaluation, three interim reports were produced for CSEC in March, June and December 2010. These provided findings on the formative evaluation and allowed the Coalition to reflect on progress and to act on findings and improve practice where necessary.

While RoSPA were awarded the CSEC contract in November 2008, it was not until October 2009 that all the necessary agreements and contracts were in place for the evaluation of CSEC to begin by the team. It would have been of greater benefit to CSEC if an evaluation team were in place much earlier. This would have provided earlier opportunities for the evaluators to become familiar with the CSEC team but also to discuss evaluation objectives and to assess the very early processes of setting up CSEC.

The evaluation did not include a detailed analysis of the contribution of the NCB.

Some parts of the planned evaluation did not occur: the evaluation workshop and working with one or two providers, two events which aimed to enhance the evaluation, were cancelled due to the early finish of CSEC. Also, we were unable to perform the planned cost comparisons as CSEC members approached were reluctant to share detailed finance data with the evaluation team.

## **8.0 RECOMMENDATIONS**

### **8.1 Practice**

- ♦ RoSPA have been successful in establishing a functioning coalition in a relatively short space of time. Many of the mechanisms and processes to effectively manage and run a coalition such as CSEC are now in place. Members see CSEC as offering clear benefits to them which they have not found elsewhere. RoSPA and the Department for Education should work with the membership to ensure that the positive processes, tangible outputs, professional relationships and enthusiasm that have been developed can be further harnessed to promote the safety of young people.
- ♦ CSEC is at a pivotal point in its development and in order for the Coalition to survive funding must be located. The Department for Education should consider providing a small amount of tide over funds to enable CSEC members to investigate future sources of funding.
- ♦ In the light of the evidence gathered in this report and the funding possibilities, the evaluation team recommends that the Coalition should undertake a strategic review. CSEC members should re-examine the aims, objectives and key functions of the Coalition.
- ♦ A future coalition that plans to work with young people, should throughout its life actively involve young people. However, organising a YPAG requires much dedicated time. Consideration should be given to seeking the views and involvement of young people through the individual member organisations.
- ♦ Successful outputs such as the Resource Profiler, the RCF and definition of HQPSE should be promoted more widely.
- ♦ The Principles of Safety Education are in line with both the World Health Organisations Ottawa Charter, a seminal document of public health, and with health promotion theory. The principles should be publicised widely.
- ♦ A clear marketing strategy should be developed which highlights the tangible and practical benefits of Coalition membership.

### **8.2 Policy**

- ♦ The theory and history of public health coalitions suggest that building a productive coalition takes a considerable amount of time. CSEC was established with funding for a relatively short period of time, and the funding was later reduced. Organisations setting up coalitions in the future should include in the planning stages sufficient lead-in time. This time is crucial if coalitions are expected to achieve performance targets set for the later stages.
- ♦ In relation to evaluation, timing is also a crucial consideration. At the start, evaluation should be seen as an integral part of the planning process but it is also essential to allow enough time for the evaluation to assess later stage outputs.

### **8.3 Research**

- ♦ Evaluation is integral to good public health practice. It assists with accountability, facilitates programme management and development, and can be used as a tool for learning. If CSEC is to continue, it is important that evaluation is included as a key component of the Coalition.
- ♦ Auditing and monitoring of coalition members' activities on a regular basis will allow a more precise picture of the impact of the Coalition.
- ♦ Rigorous evaluation of members' safety education programmes would raise the quality of practical safety education and could be used to identify good practice for dissemination among members. It could also be used to raise the profile of CSEC.

## **9.0 CONCLUSIONS**

This report presents the findings from the team at the University of Nottingham on the evaluation of CSEC from October 2009 to March 2011. The aim of the evaluation was to assess the effectiveness of CSEC to act as a coalition of practical safety education practitioners, and to assess the impact of it on child injury reduction.

In terms of a public health coalition CSEC has so far had a fairly short life. Despite this, the evidence that we have gathered indicates that there has been success with some objectives. For example, CSEC has attracted a relatively large and diverse membership and they have already been involved in improving current and developing new opportunities for safety education provision. In addition, the current CSEC toolbox that has been created, if promoted, will be of use in raising standards of child safety education.

CSEC has the potential in the long term to nationally raise the frequency and quality of practical safety education opportunities for children and young people and potentially to reduce injury rates. Assessing the impact of the Coalition alone in reducing child injury would be a difficult task.

This report documents and discusses the development of CSEC. The recommendations provide direction for CSEC and advice for those who wish to establish future coalitions.

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## **APPENDICES**

### **APPENDIX 1**

#### **Resume of 10 Principles for effective practice "A Review of Safety Education" McWhirter (2008)**

##### **1. Encourage the adoption of, or reinforce, a whole school approach, within the wider community**

Resources may deliver all or part of whole school approach and should encourage or reinforce a whole school approach. A whole school approach encompasses the formal and informal curriculum, policy (both as written and as implemented) and the relationships among staff, pupils, parents, carers, with other agencies and with the wider community.

##### **2. Use active approaches to teaching and learning (including interactive and experiential learning)**

Active approaches to teaching and learning include all strategies in and out of the classroom where the learner:

- ✦ seeks out information for him or herself,
- ✦ develops a physical skill,
- ✦ engages in discussion about a topic (interactive learning),
- ✦ is engaged in problem solving,
- ✦ adopts a role, or considers an issue from someone else's viewpoint.

Active learning may draw on the learner's personal experience (experiential learning).

##### **3. Involve young people in real decisions to help them stay safe**

Young people may be involved in designing or participating in surveys, participating in their school council, choosing which activities they want to take part in outside the formal curriculum, in peer education projects, in mentoring or peer support. Activities for young people should include identification of hazards, participating in risk assessment and being part of actions to control or manage risk to themselves and others.

##### **4. Assess children and young people's learning needs**

Local and national evidence can help to identify factors that suggest children of a particular age or group are at risk. Teaching and learning strategies to address these needs should reflect the age and developmental stage of the learner, consider social and cultural needs and the effects of gender on safety related behaviour and learning. Strategies to assess learning needs can involve open ended forms of questioning such as through mind mapping or circle time but also may include more structured formats, such as surveys, focus group discussions, interviews or 'draw and write' activities.

##### **5. Teach safety as part of a comprehensive personal social and health curriculum**

A comprehensive personal social and health curriculum provides opportunities to learn specific and transferable skills and knowledge in a wide range of circumstances, but with attention to feelings, skills, attitudes, values and attributes. Topics should be introduced in the early years at school and extended and revisited throughout the key stages, introducing more specific language, knowledge and skill as the child develops (spiral curriculum). A comprehensive

personal social and health curriculum will offer pupils a specific time and place to learn about being healthy and staying safe but will also be cross curricular, drawing on different programmes of study e.g. maths, English, science, drama.

## **6. Use realistic and relevant settings and resources**

Real life data and examples help to engage young people and to challenge misconceptions e.g. 'bullying is acceptable behaviour among children' or 'accidents just happen' where necessary.

## **7. Work in partnership**

Develop links with supporting agencies such as police, fire and rescue, LAs and educational charities where these add value to work carried out in schools and other settings. Work with parents/carers and members of the wider community by seeking their views, providing information and guidance and involving them in developing and implementing solutions.

## **8. Address known risk and protective factors**

Risk factors are not static and can be divided into several domains:

- ✦ individual ( e.g. knowledge or skill)
- ✦ school (e.g. policy)
- ✦ peer group (e.g. attitudes)
- ✦ family (e.g. parental rules)
- ✦ community (e.g. crime).

An understanding of risk and protective factors can help those designing and delivering safety education resources to focus on wider aspects of injury prevention and personal safety

## **9. Address psychosocial aspects of safety e.g. confidence, resilience, self esteem, self efficacy**

Psychosocial risk and protective factors are characteristics that may predispose children to injury, or to being a victim of bullying, violence or abuse. Psychosocial aspects of behaviour operate dynamically with environmental factors, reinforcing the importance of incorporating individual protective factors (such as confidence, resilience, self esteem, self efficacy) within a whole school, whole community approach.

## **10. Adopt positive approaches which model and reward safe behaviour, within a safe, supportive environment**

It is helpful to identify the short and long-term benefits of maintaining safe and healthy behaviour, and of modifying behaviour that is harmful to health. Children and adults learn from observing and modelling the behaviour of others, including peers, and generalise their expectation of positive outcomes across different domains.

## **APPENDIX 2**

### **Initial process evaluation: telephone interview topic guides**

#### **Appendix 2.1 CSEC members**

##### SECTION A Organisational information and involvement in CSEC

A1. Name of organisation

Aims(s) if appropriate

Brief overview

*(include target group, setting, key messages, staffing, partnership working, funding, evaluation)*

A2. How long has the organisation been a member of CSEC?

A3. Was your organisation present at the CSEC launch on April 17<sup>th</sup> 2009?

*If yes – what were the general impressions brought away/fed back?*

*If no, why not? (What were the barriers?)*

A4. What influenced your organisation in deciding to join?

*(knowledge of work of coalition/knew other members/opportunity to expand networking/opportunity to share good practice...)*

A5. Did the association with the National Children's Bureau and RoSPA play any role in your decision?

A6. What has been of most use/biggest benefit to your organisation since joining?

A7. Is there anything that you think could be improved?

*e.g. communication, website, resources...*

A8. Just to recap, the six main functions of CSEC are:

*(i/viewer keep copy of full details to hand to expand on each if required)*

*General prompts to explore involvement and views as to each.*

- ♦ Auditing, mapping and targeting
- ♦ Policy and advocacy work
- ♦ Building evidence base for effective practice
- ♦ Information sharing
- ♦ Establishing quality assurance programmes
- ♦ To co-ordinate the network of unintended injury prevention

programmes

## SECTION B Communication with CSEC

- B1. How does CSEC keep in touch with you?  
*(e-mail, newsletters, telephone..)*
- B2. Using a scale of 1-5 where 1 is "poor" and 5 is "excellent", how would you rate the quality of communication?
- B3. How frequently are you in contact with CSEC?
- B4. Do you disseminate information from CSEC through your organisation?  
*(how do you do this?)*
- B5. Do you use the CSEC website?

If no – *why not?*

If yes –

Using a scale of 1-5 where 1 is "poor" and 5 is "excellent", how would you rate the following aspects of the website:

*ease of use?*

*how useful the content is?*

*the quality of the content?*

- B5. Are you in contact with other CSEC members in between meetings?  
*How many people?*  
*How often?*  
*What are you in contact about?*

## SECTION C Influence of CSEC

- C1. In your view, has being a member of CSEC influenced the work of your organisation?  
*partnership working, amount of funding, content, delivery...*
- C2. Have you attended any training courses/events as a result of being involved in CSEC?  
*(details – dates, duration, content)*
- C3. What do you consider to be the main achievement of CSEC since its launch in April 2009?
- C4. Would you recommend membership (to another organisation)?  
If yes – *why?*

If no – *why not?*

C5. Do you have any suggestions as to ways in which CSEC could be improved?

C6. Any other comments?

## **Appendix 2.2 CSEC non- members**

### SECTION A Organisational information and involvement in CSEC

A1. Name of organisation

Aims(s) if appropriate

Brief overview  
(include target group, setting, key messages, staffing, partnership working, funding, evaluation)

A2. When did you first hear of CSEC?

A3. You received an invitation to the CSEC launch in April 2009.

Did you/anyone from your organisation attend?

If yes – *who?*

*What were your/their general impressions/feedback?* Go to A4.

If no – *why not?* Go to A5.

A4. **If attended the launch:**

Having attended the launch, have you decided not to join CSEC?

i) Can you explain to me why that was?

ii) Is there anything that might encourage you to join?

A5. **If didn't attend the launch:**

You also decided not to take up membership of CSEC – why was that?

Is there anything that might have encouraged you to join?

- A6. Did the association with the National Children's Bureau and RoSPA play any role in your decision?
- A7. Are any of your partner agencies/networking contacts members of CSEC?
- A8. Have you heard of any of CSEC's activities since the launch in April 2009?
- A9. Do you use the CSEC website?

If yes –

Using a scale of 1-5 where 1 is "poor" and 5 is "excellent", how would you rate the following aspects of the website:

*ease of use?*

*how useful the content is?*

*the quality of the content?*

A10. Just to recap, the six main functions of CSEC are:

- ♦ Auditing, mapping and targeting
- ♦ Policy and advocacy work
- ♦ Building evidence base for effective practice
- ♦ Information sharing
- ♦ Establishing quality assurance programmes
- ♦ To co-ordinate the network of unintended injury prevention programmes

How do these fit with the aims/objectives of your current programme of work?

A11. Are you likely to reconsider your decision regarding joining CSEC in the future?

A12. Any other comments?

**Thank you for your time. We will be conducting interviews throughout January and February, information from which will be fed into the final evaluation report. You will receive feedback/a copy of this in...?**

## **Appendix 2.3 RoSPA Regional Coordinators**

Brief overview of interviewee's personal involvement/role within CSEC:

### **1. Experience**

Thinking about your first few months in post working with CSEC, what have been your priorities?

## **2. Achievements**

What has gone well for you?  
(*why? – facilitators*)

What has not gone so well/what have challenges been?  
(*barriers*)

Is there anything that you would have liked to have done differently? Details....

## **3. Support**

What sort of support have you had from the central CSEC team?

What support have you received locally?

Is there anything/anyone who has been particularly helpful?

Is there anything that would help you now/in the future?

## **4. Future direction**

The 6 main functions of CSEC are :

- ♦ Auditing, mapping and targeting
- ♦ Policy and advocacy work
- ♦ Building evidence for effective practice
- ♦ Information sharing
- ♦ Establishing quality assurance programmes
- ♦ To co-ordinate the network of unintended injury prevention programmes

Do you feel that these are appropriate?  
Any suggested changes?

What are your priorities for the next 12 months?  
(*barriers/facilitators*)

## **5. Any other comments?**

**Thank you for taking part. We will producing a summary report and a copy of this will be sent to you.**

## **Appendix 2.4 RoSPA Management/NCB Representative**

### **Brief overview of interviewee's personal involvement/role within CSEC:**

#### **1. Launch/marketing of CSEC**

What has been your experience of the initial few months of operation for CSEC?

Launch event

Steering group meetings

Maintaining profile/publicity for activities

#### **2. Membership**

What are your views on current membership?

Number of members

Range of member organisations

Members themselves – appropriate people i.e. level of seniority, responsibilities, interests etc

#### **3. Communication**

How is contact with members maintained?

Do you have any experience of using the CSEC website? (views)

How are enquiries from members handled?

How do you feel that CSEC are doing in maintaining their profile and marketing their activities?

#### **4. Staffing/organisation**

What are the resource implications of running CESC?



Does the current structure have the capacity to meet the demands of the workload?

*(time, regional contacts)*

What are the benefits to your organisation of being involved in CSEC?

Is there anything that you would like to see changed?

## **5. Achievements**

What do you think have been the key achievements for CSEC (what has gone well?)

*(why – facilitators?)*

Is there anything that hasn't been so successful? Details...

*(why – barriers?)*

Any suggestions as to how things might have been done differently/better?

## **6. Future direction**

The 6 main functions of CSEC are :

- ♦ Auditing, mapping and targeting
- ♦ Policy and advocacy work
- ♦ Building evidence for effective practice
- ♦ Information sharing
- ♦ Establishing quality assurance programmes
- ♦ To co-ordinate the network of unintended injury prevention programmes

Do you feel that these are appropriate?

Any suggested changes?

What do you see as the priorities for CSEC over the next 12 months?

*(barriers/facilitators)*

## **7. Any other comments?**

## **Appendix 2.5 DfE Representative**

Brief overview of interviewee's personal involvement/role within CSEC:

## **1. Expectations of CSEC**

What are the main things that you hope CSEC can achieve?

## **2. Experience**

Thinking about the first few months of operation for CSEC (8 months), what are your views of:

the launch of CSEC

subsequent events/activities

## **3. Ongoing communication**

Do you have any experience of using the CSEC website? Views....

How do you feel that CSEC are doing in maintaining their profile and marketing their activities?

## **4. Key achievements**

What do you feel have been the main achievements of CSEC so far? (what has gone well?)  
(*why? – facilitators*)

Is there anything that hasn't been so successful? Details....  
(*why? – barriers*)

Any suggestions as to how things might have been done differently/better?

## **5. Future direction**

The 6 main functions of CSEC are :

- ♦ Auditing, mapping and targeting
- ♦ Policy and advocacy work
- ♦ Building evidence for effective practice
- ♦ Information sharing
- ♦ Establishing quality assurance programmes
- ♦ To co-ordinate the network of unintended injury prevention programmes

Do you feel that these are appropriate?  
Any suggested changes?

What do you see as the priorities for CSEC over the next 12 months?  
(barriers/facilitators)

6. Any other comments?

## **Appendix 2.6 Young People: self completed questionnaire**

*(Opinions are sought from some of the young people involved in the advisory group. Please reassure them that their confidence will be respected and none of the comments made will be attributable to named individuals in the project reports. We are also seeking the views of CSEC members, non-members, regional co-ordinators and other agencies involved so as to build up a broad picture).*

1. The work which you've been doing with Cassius at Heartlands is part of CSEC (the Child Safety Education Coalition).

Had you heard about the coalition?

What do you know about it?

2. How much involvement have you had in safety work with Cassius?
3. What has been the best thing for you about the work that you're doing?
4. Is there anything that you don't like or which you'd like to change?
5. Do you think that safety is important for young people like yourself?  
(Why/why not?)
6. What would you say are the most important safety issues for you and your friends?
7. Is there anything that you do differently or anything that you've changed about your own life since you've been involved in the safety work?
8. How can we get safety messages across to young people – what do you think would work best/what should we be thinking about when we're trying to improve the safety of young people?

9. Is there anything else you'd like to say about your safety work?

**Thanks for your time. We'll be producing a report when we've finished the interviews and we'll send you a copy.**

### **APPENDIX 3 Auditing and monitoring: CSEC members' survey**

*The information you provide will be confidential and will be reported anonymously*

1. Your Title:            First Name: Last Name:
  
2. Name of your organisation:
  
3. Contact details of your organisation
  
4. What position do you hold within this organisation?
  
5. Please tell us what is the main activity of your organisation
  
6. Do you run events to teach children about safety education?  
Yes                      No    ☐                      ☐
7. If yes, approximately how often do you run events to teach children about safety? *(please tick one box)*  
At least once a month    ☐                      About 4 to 6 times a year    ☐  
About once a year                      ☐
8. What age of children do you provide safety education for?
  
9. Do you provide child safety education at particular groups of children, for example, disabled children?  
Yes    ☐                      No    ☐
10. If yes, please tell us which particular groups of children you provide safety education to.
  
11. What are the main activities you provide for teaching safety education?  
*(please list all)*

12. Please tick the topics listed below that you cover in safety education?

Road traffic injuries ☐ Drowning ☐ Poisoning ☐

Burns and scalds ☐ Trips and falls ☐

13. During 2009, in an average month, approximately how many children did you provide child safety education to?

14. Please describe the geographical area you cover with your child safety education?

15. Do you do any activities to see how well the safety education has gone?  
(Some people call this evaluation)

Yes ☐ No ☐

16. If yes, what form do these activities take? (please tick all that apply)

the children fill in a questionnaire ☐ observation ☐

children respond in a letter writing exercise ☐ any other? ☐

If other, please describe this activity:

17. Have you or your colleagues written about your evaluations?

Yes ☐ No ☐ Don't know ☐

18. If yes, please tell us about them, for example, their titles and topics.

19. Do you know of other similar evaluations that have been carried out by others?

Yes ☐ No ☐ Don't know ☐

20. If yes, please tell us about them.

## APPENDIX 4 Later stage process evaluation: CSEC members' survey

### 1. Please rate how important each of the following functions of CSEC are to you. (please tick one box for each statement)

	Very important	Important	Neither important or not important	Not important	Not at all important
Individual support and advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Networking opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Breadth of agencies represented by membership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting like minded people working in the same field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource sharing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gaining new ideas from seeing what other members have done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CSEC coordinators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources such as the Resource Profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2. To what extent do you feel that membership of CSEC has met your expectations?

Completely met my expectations	Partially met my expectations	Hasn't met my expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Please use the space below to support your answer**

**3. Do you agree or disagree with the following statements?**  
*(please tick one box for each statement)*

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Involvement in CSEC has been a valuable part of our safety work with young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Membership of CSEC has provided opportunity for us to work with new groups of young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being part of CSEC has helped us to reach young people who are more difficult to engage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have developed new working partnerships with other agencies as a result of CSEC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The coalition has provided good support for our local safety initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Membership of CSEC has helped this organisation to meet its aims in respect of improving safety/reducing risks for young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Please use the space below to provide additional comments in support of your answers.**

- 4. Is there anything which you particularly like about CSEC?**  
*(please give details)*
  
- 5. Are there any improvements which you could suggest to the way in which CSEC has operated?** *(please give details)*
  
- 6. Is there anything now or in the future which would help to support your safety work?** *(please give details)*



## APPENDIX 5 CSEC Case studies data collection form

Researcher ID \_\_\_\_\_ Case study ID \_\_\_\_\_ Date \_\_\_\_\_

Suggested discussion outline for completion of data collection pro-forma (can be used for telephone or face-to-face interview)

### Background, aims, objectives, partners

1. Can you tell me a little bit about how the project came into being?  
(*history, date established, geographical area/eligibility, initial source of funding*)

2. What is your role/involvement?  
(*how long have you been involved?*)

3. What does the project set out to achieve?  
(*aims, objectives, key messages*)

4. Which agencies are involved in delivery of the project?  
(*identify lead agency, identify input from each partner*)

### Setting, target group

5. In what setting does the project take place?  
(*tick all that apply*)

School/education ☐ Health care ☐

Community ☐ Sports/leisure ☐

Youth groups ☐ National ☐

Other (*please specify*) .....

6. Who is the target group(s)?  
(*for young people specify age range, numbers involved, consider inclusion/special needs*)

7. What approaches are used to deliver the key messages?  
(tick all that apply and give details)

Education	<input type="checkbox"/>	Mass media	<input type="checkbox"/>
One-to-one	<input type="checkbox"/>	Group	<input type="checkbox"/>
Environmental change	<input type="checkbox"/>	Legislation/enforcement	<input type="checkbox"/>

8. Please outline the methods used to develop skills in risk assessment and risk management within the target group?  
(consider differential methods, engaging hard-to-reach groups)

9. How is the development of these skills assessed?

10. Has any element of the project received accreditation?

11. Does the content link to other programmes e.g. curricular?

### **Outcomes, outputs and evaluation**

12. What are the most effective aspects of the programme?

13. Have any resources been developed for either:

Training staff involved in delivery of the programme ☐

Use with the target group ☐

(try to obtain copies where available)

14. Has any evaluation of the programme been undertaken? ☐  
(try to obtain copies where available)

*Details of methods, overview of results...*

If so – have changes been made as a result?

Have the findings been published?

15. Is there anything or anyone that has been particularly helpful to the programme?  
(Identify facilitators)
16. Have you encountered any problems? How were these addressed?  
(Identify barriers)
17. Given the chance, would you do things differently next time? Any specific advice you would give to others?

### **Funding, sustainability, future plans**

18. i) What is the total amount of current funding for the project?
- OR what is the annual budget for the project (may change so...)
- OR what is the budget for the current/last financial year?

What is the breakdown of costs?

<b>Item</b>	<b>Annual Cost (or cost for last financial year)</b>
Staff	
Travel	
Admin	
Equipment	
Premises	

ii) What are the sources of this funding?

iii) What is the current staff capacity?

19. What plans are there for the continuation/future of the project?

## **Contact details**

20. Would you be happy for us to include your contact details in the write-up of the case studies for the evaluation?
21. Is there anyone else associated with the project that you think we should speak to?

## **FOR RESEARCHER:**

- ♦ Copies of evaluation/reports obtained where available?
- ♦ Opportunities for photographic evidence?
- ♦ **Note dates, duration and nature of contact with project staff**

**APPENDIX 6 CSEC evaluation: Expert's report form**

<b>Name:</b>
<b>Key positions held:</b>
<b>Employing organisation:</b>
<b>Contact details:</b>

Please return your completed form by e-mail to Caroline Mulvaney ([Caroline.Mulvanay@nottingham.ac.uk](mailto:Caroline.Mulvanay@nottingham.ac.uk)).

**To what extent do you think CSEC has achieved its aims and objectives?**

**What impact do you think CSEC has had on those determinants of unintended injury which are amenable to change through practical safety education?**

**What impact do you think CSEC would have on reducing injury outcomes for children and young people aged 0-18 years if continued long term?**

**To what extent do you think the processes adopted by CSEC and the benefits of CSEC are sustainable?**

**Do you know of any similar programmes to CSEC running nationally and internationally? If yes, please give us further details.**

**Other comments**