



FACILITATE FRAMEWORK CONDITIONS

Teaching student teachers and ensuring
road safety education is taught in Flanders

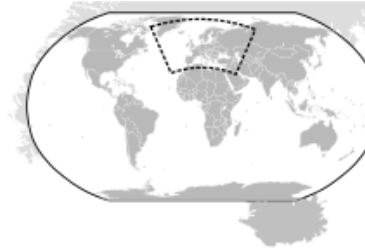
Werner De Dobbeleer (VSV)
LEARN! Key Principles webinar
23 June 2020



FLANDERS KEY FACTS



- Administrative region of Belgium
- Capital: Brussels (capital region)
- 13,521 km²
- 6.4 mio inhabitants
- 470 inhabitants/km²
- Very dense road network + dense traffic
- Mobility, road safety and education
= **regional competences**



LEARN! REPORT

KEY PRINCIPLES FOR TRAFFIC SAFETY AND MOBILITY EDUCATION

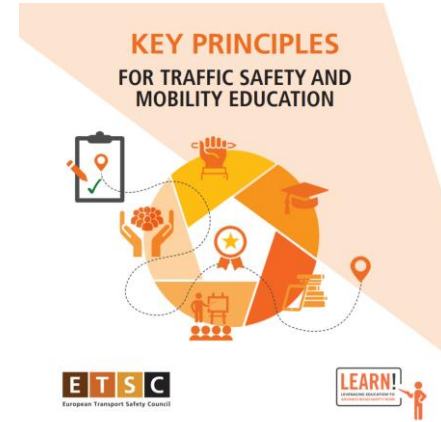


FACILITATE FRAMEWORK
CONDITIONS

KEY PRINCIPLE #15

Educate student teachers about traffic safety and mobility education during their training

- All student teachers should gain knowledge about TSaME during teacher training
- Addressing TSaME structurally during teacher training will help strengthen competences
- *LEARN! Status Report: TSaME not structurally addressed / only in limited manner in a number of countries*



KEY PRINCIPLE #15: FLANDERS

VSV organises workshops on TSaME for student teachers

- Student kindergarten teachers (bachelor level)
- Student primary school teachers (bachelor level)
- Student secondary school teachers (bachelor level physical education)

- Target = 2nd and 3rd year students

- Form: practice-oriented workshops, on-site, 3 hrs per workshop, measure-made
 - *E.g. Knowing and using VSV TSaME teaching materials and programmes (practical pedestrian and cycling trainings, pedestrian and cycling exams,...)*

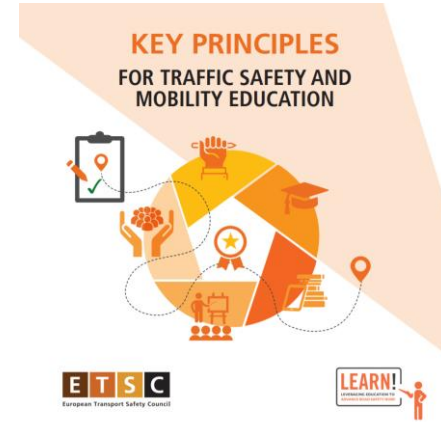
- Currently offered in 18 out of 20 student teacher programmes, throughout Flanders
- VSV strives to introduce TSaME in official curriculum for student teachers
→ TSaMe as mandatory part of teacher training (not yet realised)



KEY PRINCIPLE #16

Follow-up to ensure that traffic safety and mobility education is taught

- National and local authorities should follow-up with schools to ensure that
 - 1/ TSaME is taught and
 - 2/ it achieves the goals set out for it
 - *Ensure appropriate framework for follow-up is in place, e.g. by including TSaME in accreditation audits for schools*
 - *Consider supporting measures if schools are found not teaching TSaME or when quality does not allow for objectives to be achieved. E.g. reward system for role model schools*
 - *! long-term aim, not easily implemented/achieved, nevertheless: should be pursued by all actors*



KEY PRINCIPLE #16: FLANDERS

- TSaME is part of final attainment levels / official learning goals in primary schools (since 1997) and first grade of secondary schools (since 2019)
 - *E.g. end of primary school (age 11-12):
“pupils are able to walk and cycle known route (e.g. home to school) safely and independently”*
 - *E.g. 1st grade secondary schools:
“pupils walk and cycle safely in traffic during school activities”
(> cognitive, affective and psychomotor dimensions)*
 - *2nd and 3rd grade of secondary schools: final attainment levels in preparation – timing: September 2021*
- Flanders’ Department of Education organises compulsory regular school inspections on official learning goals
 - Department of Education can inspect schools on TSaME learning goals
 - *If school fails to meet minimum requirements
→ negative report including proposals for improvement*
 - *If repeated failures
→ Dept of Education can impose sanctions*





THANK YOU!

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