

EXPLICATION OF BASIC CHARACTERISTICS OF TRAFFIC EDUCATION IN EU COUNTRIES FOR COMPARATIVE ANALYSIS OF THE CONTACT STATE IN CR

Mojmír STOJAN, Vladimír PECHÁNEK

Abstract: *Mapping out various forms of prevention system, implementation period, methodological level, material background and content depth of traffic education in primary and secondary schools is the very focus of the research project “School and Health for the 21st Century” MSM0021622421 in terms of morbidity and mortality of children and young people in road accidents. Some of these aspects of the current situation of the educational sector in the representative region of the Czech Republic are revealed by the results of the questionnaire survey research carried out by the Faculty of Education of Masaryk University in the spring semester 2007 and 2008.*

Keywords: *children and youth, prevention of morbidity and mortality, traffic accidents, traffic education*

The fact that high-quality educational system of a specific country reflects contact social needs is accepted generally. From this point of view the traffic phenomenon, being the educational issue, becomes – besides pathological links and informatics literacy – one of the priority pedagogic, psychological and sociologic source of attention.

Road traffic is the most widespread form of mobility, having positive and negative impacts on everybody’s life – in the sector of essentials of life, labour needs, utilization of leisure time, development of economy, services, tourism and standard of living in general.

The fact that everybody meets miscellaneous road traffic forms at an early age and the child must often resolve situations inadequate to its life in this respect indicates that a great care and attention has to be paid to this issue in all countries with effective social system and that it has to become the integral part of the educational system.

Mapping of this situation and various forms of the prevention system in selected European countries with differing system, period of implementation, methodological level, material background and content depth of the traffic education in primary and secondary schools was the very focus of the research project “School and Health for the 21st Century” MSM0021622421 in terms of morbidity and mortality of children

and young people in road accidents (see the study Stojan, M. *Prevention of Children's Participation in Road Accidents in the Mirror of Scope and Forms of Traffic Education of Children and Youth in Selected EU Member States, Part 1 and Part 2*).

With reference to the foreign research stages representative investigation of the regional sample was carried out in the South Moravian region with the objective to reveal the contact state of this issue in the pedagogic sector of the Czech Republic.

Foreign outcomes exploited in the period 2005–2007, elaborated in the analytic form and arranged in the hierarchic sequence can be broken down (in conformity with the assignment) into the group of system and organizational aspects and in the group of content and technological aspects, incl. the material ones.

The system and organizational aspects (Stojan, M., 2006) are in general in tune with the following definitions:

- Systematic and methodical traffic education is one of the ways how to resolve the tragic road accident rate (in general, but in the sector of children and youth in particular).
- Government is liable for well functioning and available forms of economic, material, staff and organizational provision, incl. preparation of the teachers and the costs connected with their training.
- Traffic education is determined at the level of primary and secondary schools by the set of obligatory subjects (no separate obligatory subject being requested universally).
- Miscellaneous regional traffic characteristics, traffic and technical conditions, specific infrastructural impacts, etc. request a spare content space.
- The teachers teaching traffic education and training must be given the possibility to gain this competence as early as during the studies at the faculties and colleges of education.
- The traffic education and enlightenment covering also the parents and school public based on a high professional credit goes without saying as the integral part of the positive impact of the teachers.
- The system of teachers' qualification for traffic education must comprise systematic follow-up improvement, refinement and updating of their professional knowledge.
- If the traffic education in the schools is also organized through the police (etc.) instructors, special pedagogical studies of these specialists, at least at the bachelor level, should exist.

A separate integral part of outcomes of foreign documents analysis concerning this issue is represented by content and technological aspects of the obligatory traffic education programme (Stojan, M., 2007). The generally matching definitions can be deduced even here:

- The official traffic education programme for the primary and secondary schools must be build on the pedagogic, psychological and sociological basis, deduced from road accident causality and implemented into the preventive system.
- The strategy of teaching represents structure of the algorithm "objective – content – technology of realization".

- Objectives of the traffic education are reached in the logic application of the subject matter and content of individual subjects.
- Pragmatic character of the subject matter of traffic education opens – in link with the subject matter of other subjects – the opportunity of methodological integration of rational acquisition of theoretical knowledge, active training of intellectual and motor skills and extension of desirable manifestation of the rationally conditioned behaviour.
- Stereotypes of behaviour can be developed by systematic revision and training only. By single training courses and campaign actions focused on traffic education the requested objectives cannot be reached.
- Training in real conditions is of special importance.
- Traffic education is the education for intuitive, interactive, critic and defensive behaviour, where the phenomena of evaluation, partnership and tolerance dominate.

The methods of provision/production of teaching aids represent a special subgroup of parameters in outcomes of this research. The following claims prevail:

- Competent state authorities are liable for provision / production and funding of high-quality didactic materials for traffic education of children and youth.
- The didactic materials should be outlined and drafted by competent entities, produced on progressive effective media and granted for free to the schools.

Evaluation, innovation and transfer of programmes is the inevitable integral part of the whole philosophy of system solution of the complex issue:

- The traffic education curriculum should be analyzed and innovated/updated periodically, in short-time cycles representing usually the 5-year period.
- Periodic analysis of the curriculum represents the basis for their evaluation and updating reflecting the changing needs.
- Innovations should harmonize objectives, content and strategies of the traffic education with development of transport/traffic system, lifestyle and social needs.

The research leading to identifying the situation in the traffic education sector in the primary schools of the Czech Republic was running in the same period like the foreign survey, i.e. in the period 2005 to 2007. The data were released by participants of six postgraduate traffic education courses for the practice teachers organized by the Department of Didactic Technologies (Stojan, M.; Pecina, P., 2007). According to the statements drawn from 102 filled-in questionnaires and concerning the obligatory traffic education programme, 76% of schools were governed in this respect by the document issued by the Ministry of Education, Youth and Physical Culture, the so called “Basic Education Standard”, where content of the traffic education and the related curriculum was determined obligatorily for individual school types. Within the framework of the obligatory school attendance the traffic education has thus been incorporated into individual subjects and years, either as a separate thematic unit or as an entry by this document. The following subjects dominate in the curriculum as support of the traffic education objectives: elementary school teaching, Czech language, national history,

natural science, geography, civics, physical training, physics. For the primary school pupils the curriculum determines globally the duty to know the traffic regulations and rules of behaviour on the public roads, namely broken down hierarchically into: the issue of safe pedestrian (6–9 years), the issue of the bicycle beginner (9–10 years) and experienced cyclist (10–12 years) and finally the issue of tactics and moral standards of movement on the roads (12–15 years). For the last 9th grade certain respondents show the possibility to attend the optional subject (or an interest group) “Traffic Education” in their school; if passed successfully, the pupils can receive (as soon as they are 15 years old) the driving licence A(M), i.e. drive on a small motorcycle or moped.

In the same period the following nation-wide programmes for the preschool children and primary school pupils were organized (as claimed in the questionnaires) to increase efficiency and diversification of the traffic education forms, e.g.: “Programme for Bicycle Beginners (traffic competition of young cyclists for the age category of 10–14 years, i.e. 4th – 8th grades) culminating by international competitions, the radio programme “Golden Zebra” for the pupils 7–11 years old (2nd – 5th grades), the art programme “Children, be careful, red light!” for the children of 4–15 years of age and the programme of systematic cyclist (as well as pedestrian) training on traffic playgrounds. Training on traffic playgrounds was passed (according to local conditions) by 63% pupils, in the majority of cases by a single visit, incl. the training for the children with their parents.

These programmes were invited in CR by the Coordination Council of the Minister of Transport and Communication for safety of operation on the roads, by the Ministry of Education, Youth and Physical Training and by other supporting institutions for motorists and other organizations.

As claimed by 48 % of respondents of this research, even different single, short-time as well as longer-time programmes in children magazines, e.g. the “Good Pedestrian” programme in the magazine “Sun”, competition cycles in the magazines “Small Fire”, “Family and School”, “Crayon”, etc. and aids, pictorial materials with test questions, teaching video-cassettes (Partners, Any already knows it) computer games (For to first time to school, Bicycle – my friend, Safely on four wheels), colouring books and other printed materials, are valuable from the point of system support to the traffic education of preschool children and primary school pupils.

92% of respondents attribute an exceptionally positive role to the traffic education textbook serving as support to the scope and determination of complexity of teaching.

This was brief valuation of the contact state of the traffic education in CR by basic indicators and ratios reflecting the situation prior to commencement of implementation of the General Educational Programme project. As claimed by K. Tomek (2007), by the Act No. 561/2004 Sb. (the so called School Act), other related acts and regulations, the Czech education system finds itself on the threshold of the core reform of the system, content and organization of education. Greater freedom of the schools in planning and realization of the content of education is the most important feature of innovation of the educational system. A free space is thus created for new interception of place, volume and depth of traffic education in curriculum of each school, as a result of own individually and regionally elaborated school programme depending more on

enthusiasm or wisdom of individual teachers of a certain school than on the educational system as a complex whole.

Social demand is another feature connected with traffic education which the school system must respond to. Taking in view the fact that the transport systems, in particular the road transport, hardly overcome the rising number of motor vehicles, intensity of bulk transport (freight traffic) and migration of persons, the requirements for each individual road user go up. Knowledge, skills, habits, attitudes, etc. in this sector decide safety and life in principle. The General Educational Programme thus determines the traffic education as the intermediary for acquisition of the skills necessary for life in the environment of intensive traffic.

K. Tomek clarifies space for traffic education in the same document from the point of structural interpretation of the General Educational Programme with pregnant accuracy and leading imagery. The foundation stones are as follows:

- Key competences
- Cross-sectional topics
- Awaited outcomes (outputs) of individual subjects
- Conditions of education

As far as the key competences are concerned, opportunity for the traffic education can be seen for instance in the following abilities and skills:

The pupil...perceives miscellaneous problematic situations in traffic as the pedestrian, cyclist and motor vehicle user; ...looks for suitable information leading to solution of local traffic problems ... utilizes the acquired knowledge and skills for finding different variants of solution of traffic situations resolves adequate problems in traffic independently chooses suitable processes for solution of traffic situations adopts prudent decisions of his/her participation in traffic acknowledges his/her liability for his/her decision in different traffic situations and assesses results of his/her actions critically....

Possibilities for traffic education in the new General educational Programme system can also be found in the cross-sectional topics: *Training of the basic skills how to manage the bicycle as the means for training sensory perception, attention and concentration....my body as the integral part of the vehicle (body of the cyclist or fellow passenger)....my psyche affects my safety in traffic situations...training of self-control and self-possession – regulation of one's own action, experience and will in traffic situations skills to manage the stress situations in trafficcalling for help in case of traffic problems .. body, sound and word language in traffic situations language of things and environment created by the human being in traffic situations, language of traffic signs as a specific language ... communication in different traffic situations*

Awaited outputs of individual fields of study represent the basic starting point for creation of curriculum for individual subjects in the General Educational Programme for the 5th and 9th grades, roughly even at the level of the 3rd grade. In the sector “Man and his World” we can for instance define the following: *The pupil ...shows on a simple map his/her place of domicile and school, route to the place of destination and identifies possible dangers and hazards in the environs...observes the principles of safe behaviour not to endanger his/her own health and health of other persons ... applies the basic rules from the High-way Code ... treats minor injuries and calls the doctor*

Conditions of education are the fourth crucial link of the General Educational Programme from the point of traffic education. It is clear that application of the traffic education in a specific school will be affected materially by its specific conditions: *Does the school have its own traffic playground? Does it have a yard where the mobile traffic playground can be installed? Does it have adequate aids, literature sources for traffic education? Is anybody there who educates himself/herself in the traffic education sector? Do all teachers have at least the basic idea about contribution of their subject to the traffic education? Is traffic education considered the integral part of school concept? Is the school equipped by high-quality and available first aid kits? Are the teachers and pupils really able to use them? Does the school cooperate in the traffic education sector with the police, firemen, rescue service, medical staff, automobile club or with other institutions?*

This analysis focused on space dimensions for traffic education in the new school educational programmes leads to raising the postulates, where, how and by which the conditions for implementation of necessary objectives have been created in the implemented system:

- Educational content of the traffic education is integrated with and incorporated into individual subjects.
- Besides classic forms the lessons can also be realized in the form of individual blocks, projects, courses.
- Traffic competitions, systematic training on the traffic playground, courses for pedestrians and cyclists, etc. are the natural means for switching theoretical forms of teaching to the methods of training.
- Out-of-school support, e.g. suitable activities of after-school care centres, clubs, Houses of Children and Youth and other institutions and organizations, creates the organic integral part of the whole system.
- The space created for a separate obligatory or optional subject within the available hours identified by the curriculum is an extraordinary opportunity for development of traffic education.

The new system of education in the primary schools is reflected in changes of the studies at the faculties and colleges of education and naturally in preparation for traffic education lessons. These changes are based (after the 20-year break) on re-incorporation of the specific subject “Traffic Education” into the study programme of the primary and secondary education system and on identification of its content deduced from didactic and methodical requirements for this subject in the primary schools. The student must master the following:

- Theoretical knowledge of the High-way Code determined by the relevant legal norm
- Forms and methods of training of safe walk and cycling in arranged conditions (e.g. on traffic playgrounds) and in the real road traffic
- Rules and tactics of safe behaviour and actions of the road user, basic elements of active and passive safety
- Methods of training solutions of different situations, psychological processes of perception

- Basic knowledge of roadworthiness of the vehicles, their mandatory equipment, parts serving for safe cycling, introduction into maintenance
- Ethics of the road user, methods of cultivation of properties and features focused on safety of operation, values and attitudes

How should preparation of the teacher be outlined for qualified schooling of the traffic education in the primary schools?

Prior to elaboration of the research strategy of the project, the author has put the key questions determining the sector of subsequent examination (survey):

1. What chance is granted by the new system of the General Education Programme for the traffic education and to what extent have the schools adopted it in their specific educational programmes?
2. Does the newly outlined traffic education in the primary schools fulfil its role of preparation of the pupils for life in the mobile society successfully?
3. Do the schools introduce the post of a specially trained methodologist-guarantor for systematic traffic education? What space and what creations have been created for the primary school teachers for their keen interest in the traffic education?
4. What experience have the named traffic education guarantors gathered till now concerning conditions and support in their schools?
5. How are the pedagogic and psychological aspects of experience teaching, emotive motivation, volitional training and creative thinking applied in traffic education by the primary schools?
6. Are the general objectives of the educational process applied systematically and pragmatically to the issue of road user behaviour?
7. Is the intentional school traffic education matched with the real traffic climate in the family, social environment and regional situation? Are there relevant aspirations? What kind of?
8. What is the professional and methodological level of presentation and application of the chosen provisions of the Act No. 361/2000 Sb. on road operation and traffic for the needs of the children – pedestrians and cyclists?
9. Does the traffic education in primary schools contain instructions of the aspects of coexistence of the human being with the traffic, about causes and consequences of road accidents and about the principles of laic first aid after a road accident, incl. practical training, within the adequate scope and depth?
10. Is the time spent in the after-school care centres and during the out-of-school activities also devoted to specific forms of the traffic education with application of specific means and tools?
11. Has a methodological guide, illustrating possibilities of implication of the traffic education into the educational school programmes (or link of traffic education objectives with the subject matter), been elaborated and is available for the teachers?
12. Are the primary school teachers prepared adequately for creative and qualified traffic education keeping during their studies at the faculties/colleges of education?

Answer to the chosen part of these questions can be found in the first related questionnaire survey realized with the students of the 4th year of the combined teaching profession studies at the Faculty of Education of Masaryk University in the spring semester 2007 and 2008.

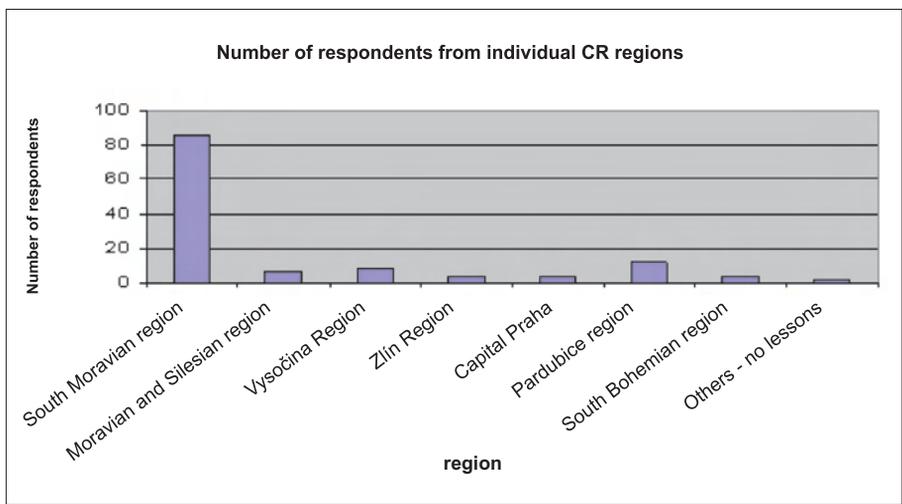
168 respondents were addressed. 128 questionnaires came back within the set deadline.

The questionnaire contained 15 questions broken down into three sections:

- personal respondent’s relation to the traffic education issue applied in the school
- state and progress of realization of the traffic education in the school where the respondent teaches
- road accident rate in the region of “their” school and forms of school activities in specific situations

Distribution of respondents by the chosen regions and districts reflects the demographic situation of the research groups: The first line of the Table shows region and the bottom line the total number of filled-in questionnaires received from this region and used for evaluation and assessment:

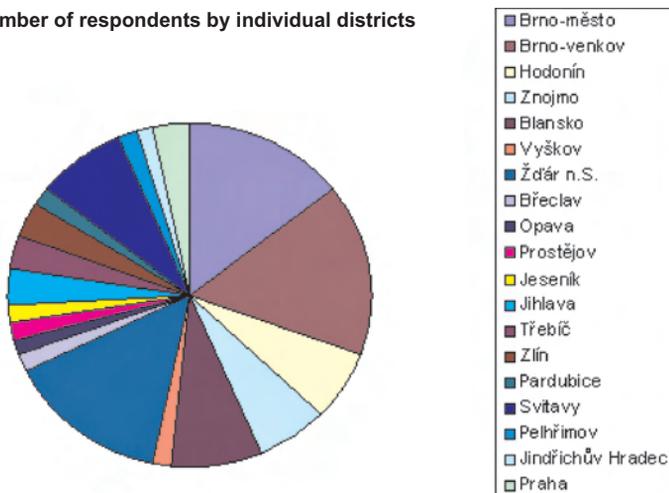
South Moravian region	Moravian and Silesian region	Vysočina Region	Zlín region	Capital Praha	Pardubice region	South Bohemian region	Others – no lessons
86	6	8	4	4	12	4	2



Breakdown of the respondents by the districts was as follows:

Brno-město	Brno-venkov	Hodonín	Znojmo	Blansko	Vyškov	Žďár n.S.	Břeclav	Opava	Prostějov	Jeseník	Jihlava	Třebíč	Zlín	Pardubice	Svitavy	Pelhřimov	Jindřichův Hradec	Praha
18	20	8	8	10	2	18	2	2	2	2	4	4	4	2	10	2	2	4

Number of respondents by individual districts



Commentary to individual sections

Relation of the teachers to the traffic education issue in the investigated schools

As many as 32.81% of the teachers – respondents of the research – have been interested in the issue of the traffic education of children and youth till now. Despite the existing lack of interest in this issue 43.75% of teachers consider it an important integral part of educational efforts of the school. One respondent from the Břeclav district and one respondent from the Hodonín district have claimed that they were not and still are not interested anyhow in the traffic education within the framework of the educational process in their schools. A shocking result, but corresponding to the situation at the Faculty of Education of Masaryk University in preparation of the teachers in the period 1988–2004, when a separate subject of this field was cancelled from incomprehensible reasons.

As claimed by 31.25% of the respondents, the traffic education is represented adequately in the education programme of their own schools.

16 primary schools, i.e. 12,5 %, have already established the traffic education guarantor.

7.5% of respondents are interested in this post.

Conclusion:

We state that relation of the respondents, future teachers of the lower primary school grades, to the traffic education is unbalanced, in several cases even indifferent.

It follows from the research that these respondents have been “touched” by the traffic education neither during their own studies in primary or secondary schools nor by their studies at the Faculty of Education. We can point out the warning fact that these respondents do not feel any intensive need of social intervention into continuously worsening traffic situation, in particular rising aggression and intolerance of drivers and the resulting high road accident rate affecting not negligibly the children and youth and do not perceive this problem as the priority educational problem having its foundations in the educational primary school system. This opinion is also confirmed by the fact that only 7.8% of respondents considers the possibility of being incorporated into the process of the traffic education in the schools as its guarantor.

It is quite clear that the existing school management is guilty partially by the current situation, because in certain cases the management most probably does not pay such attention to the traffic education as it should deserve with respect to its seriousness. This can be supported by the results of the carried out survey, because only 12.5% of schools have established the traffic education guarantor and created the prerequisites for switching the traffic education to the monitored educational fields in these schools.

State and progress of realization of the traffic education in the investigated schools:

During the last school year the traffic educational actions took place in 28.12% of the examined schools. 21.87% of the respondents took part in realization of these actions.

Only 18.75% of respondents have a clear idea and show specific examples of what kind of the traffic educational activity – besides the classic implication of the traffic education into suitable subjects – should be implemented into the educational process in the relevant school.

As far as the material and technical equipment of the school for traffic education is concerned, the majority of aids is of the character of texts – in total 43.75 % of schools.

Audio-visual aids are owned by 18.75 % of schools and 9.37% of schools are equipped by relevant software. A specific audio aid – sounds of vehicles – is available for the pupils and teachers in one primary school in the Hodonín district.

Different models applicable in the traffic education sector can be found in 26.56 % of schools.

A flexible traffic playground was reported by a single school in the district Brno-město.

Conclusion:

Results of this part of research have shown that the traffic educational process is realized systematically (at least partially) by a less than one third of schools only.

Reform of the primary education system started by creation of the educational programmes for the primary schools failed to have an explicit impact on improvement

of the current situation in favour of the traffic education yet. Solution of projects, experience teaching and other recommended forms have not been mentioned by the respondents at all. Available and used aids for traffic education in the examined schools still accommodate in particular the text materials (nearly fifty per cents), models and audio-visual aids appear in the majority of cases and software equipment only rarely or not at all (only one school has its own software!).

A very important aid for forming correct traffic educational habits – the flexible/mobile traffic playground – is owned by a single of all monitored schools. The prevailing majority of examined schools – 92.18 % – visit professional traffic playgrounds with their pupils 2-4times a year. This apparently positive result also has its reverse side: these schools do not have the possibility to apply the training, competitive and other motivation activities on the traffic playground continuously, whereby fulfilling the elementary pedagogic principle of systematicity effectively.

Mortality and morbidity of children in examined schools

During the last two years pupils in the vicinity of 12 schools were injured (established in connection with the traffic education in the examined schools), of which one injury in the Brno-city district was fatal. 3 pupils suffered severe injuries – Hodonín and Znojmo and 8 pupils suffered minor injuries – Žďár nad Sázavou and Blansko.

In all cases we can speak about the pupils representing the road users by their bicycles. In 11 cases the road accident took place in connection with their way to school, in one case during the leisure time spent by cycling.

In all cases the traffic authorities stated that the injured pupil was at fault (at least partially) in the accident. In case of the fatal injury the pupil-cyclist was designated the sole and explicit guilty person as followed from expert assessment of the accident.

The measures and actions adopted by management of the schools, in the vicinity of which the road accidents took place, are interesting, but inadequate according to the opinion of the researcher. In all cases the injuries allegedly led to more intensive traffic education (we can raise the question of efficiency of the applied methods and of the time horizon), in two cases organization of traffic was changed on the place of injury, i.e. close to the school. As claimed by one respondent, in his school the road accident has invoked commencement of the works on the project of the safe way to school (county Žďár n. Sáz.).

In this connection answers of the respondents to the question, whether or not the so called topography of the traffic situation round the school is available in the schools for the parents, including but not limited to the map of a safe way of the pupils to school and proposal of localities where the children can play safely, revealed very interesting things.

The first part of the question – map of a safe way – was answered positively by 17.18 % of respondents and the other part of the question – a safe place for spending leisure time – by 20.31% of respondents.

The last part of the questionnaire – focused on acquiring the knowledge about the schools entering into the traffic education oriented projects – led to positive answer from 42.18% of respondents. The most frequent projects, which the schools have

entered into, are as follows: “Healthy School (6.25%), Safe Way to School (4.68 %), “Ajax Notebook” and Tizzone Grisu” (3.12 %). We are aware of the fact that in these cases we cannot speak in principle about the traffic education projects in the pure sense of the formulated question. A real problem-oriented own project focused on the traffic education has been submitted by a single school recently and the school waits, if approved by the South Moravian authorities, for the supporting subsidy of CZK 5,000.

Conclusion:

From the facts above follows clearly that though all schools, in the vicinity of which the road accident took place, responded to that event, their reactions (with a single exception) were of rather formal, non-systematic nature. Non-systematic character of the traffic education in the monitored schools is also supported by the fact that the map of a safe way to school is unavailable for the parents and their children in the majority of the examined schools. The school management in cooperation with their founders have most probably even failed to determine the places suitable and safe for leisure time activities – games, entertainment and/or sports. Such places for “safe” active spending of pupils’ leisure time could be identified at least in the drug-prevention plan elaborated by the schools.

Outcome of analyses and survey research:

The traffic education (as assumed by us) is not carried out systematically in the monitored schools, the teachers are not ready for their realization and they do not perceive the necessity to do something with bleak traffic state in CR from the point of their competences. The schools evidently miss a mandatory, priority and nation-wide obligatory traffic educational programme.

The traffic education process – where realized – is not systematic in the majority of the schools or the guarantor liable for its realization has not been established. The degree of traffic education in the exceptional and positively assessed schools results predominantly from interest and liability of individual school managers.

The material and technical equipment for realization of the traffic education does not correspond in the prevailing majority of schools to the degree of the current possibilities and to development of information and communication technologies. Lack of interest of the schools to construct effective, price favourable and easily operable flexible traffic playgrounds on the areas close to the schools or on the school playground is considered the greatest weakness in the sector of material and technical equipment.

The preceding statement is confirmed fully by the output/outcome of the final part of the questionnaire concerning road accidents and injuries of the pupils connected with school attendance. In the majority of cases the school management responded to the road accidents with participation of their pupils formally, without determination of periodic controls, how and whether the proposed measures and actions are converted into improvement of the traffic situation, mainly on the critical places with intensive pedestrian and vehicle crossing. Not a single school shows that it has constructed or exerts every effort to construct the preventive technical tools leading to higher safety of

operation within the scope of their competences: retarders, pedestrian light controlled crossings or virtual retarders with level LED diodes. We state that the majority of similar actions should be realized in cooperation with the founder (the local authority), with pupils' parents and with the Police. The monitored schools, even not those affected by the road accidents, do not present similar efforts.

Engagement of the schools in the traffic education projects seems to be very sad. Not a single school has submitted the project which could affect the situation positively and could draw down the funds from ESF funds. The sum of financial subsidy (the shown CZK 5,000) which the school receives from the project submitted to the regional authority, is of comic level.

The state administrative authorities, incl. the higher-level ones (i.e. the regions), should include the plans for resolving the traffic situation (accident rate) on the places under their competence, i.e. in the vicinity and close to schools, school facilities and sports grounds, into their priorities.

EXPLIKACE ZÁKLADNÍCH CHARAKTERISTIK DOPRAVNÍ VÝCHOVY V ZEMÍCH EU PRO KOMPARATIVNÍ ANALÝZU KONTAKTNÍHO STAVU V ČR

Abstrakt: Těžištěm výzkumného záměru „Škola a zdraví pro 21. století“ MSM0021622421 z hlediska morbidity a mortality dětí a mládeže při dopravních nehodách je zmapování forem jejich prevence různým systémem, dobou realizace, metodickou úrovní, materiálním zázemím a obsahovou hloubkou dopravní výchovy na základních a středních školách.

Některé z těchto aspektů aktuální situace pedagogického terénu v reprezentativním regionu České republiky odhalují výsledky dotazníkového šetření realizovaného na PdF MU v jarním semestru 2007 a 2008.

Klíčová slova: děti a mládež, prevence morbidity a mortality, dopravní nehody, dopravní výchova