Beginner Driver Education (BDE) Curriculum Study

Region of Waterloo Public Health (on behalf of the OPHA)
## Contents

Executive Summary ........................................................................................................... 1

1.0 Introduction .................................................................................................................. 3

2.0 Background .................................................................................................................. 3

3.0 Purpose ......................................................................................................................... 4

4.0 Methodology ................................................................................................................ 4

4.1 Target Population ........................................................................................................ 4

4.2 Sampling Strategy ....................................................................................................... 5

4.3 Surveys ......................................................................................................................... 6

5.0 Results ......................................................................................................................... 7

6.0 Discussion and Recommendations ............................................................................. 19

7.0 Conclusions ............................................................................................................... 20

References ....................................................................................................................... 22

Appendix A. Small and Mid-Sized BDE School Survey ..................................................... 23

Appendix B. Large BDE School Survey ........................................................................... 30
Executive Summary

This study was conducted by the Ontario Public Health Association (OPHA) Health and the Built Environment Work Group through the Increasing Driver Awareness and Knowledge of Safely Sharing the Road with Cyclists Task Group. Staff from Region of Waterloo Public Health (ROWPH) took the lead role in study development, implementation, and data analysis.

The purpose of this study was to better understand the needs and attitudes of Beginner Driver Education (BDE) school staff around including and/or enhancing sharing the road with cyclists (STRC) curriculum content by gathering information about the current curriculum used by their school. The information gathered in this survey will help guide OPHA’s strategy around STRC information in BDE schools throughout the province.

Four hundred and six BDE organizations from across Ontario were contacted of which 242 agreed to participate in a survey that identified what each school taught in regards to STRC. Participants were also encouraged to share their needs and attitudes regarding the cycling content in their current curriculum. A total of 75 respondents from the schools that agreed to participate completed the survey, representing a response rate of 31 per cent.

Survey findings indicated that the majority of BDE schools surveyed recognized a need for teaching STRC information to new drivers. Most (95%) respondents agreed that all BDE curricula should include a section on STRC and all of the responding schools reported that they cover the subject in their teachings to some degree.

While 85 per cent of survey respondents were at least somewhat satisfied with their current STRC curriculum content, the majority reported that they would be open to introducing new resources or changes to their curriculum to enhance teaching around STRC. For example, 97 per cent of respondents said their school would be willing to include additional cycling content in their teachings. In addition, while most respondents were generally satisfied with their curriculum, approximately half were either neutral or only somewhat satisfied with the STRC content currently provided.

Based on the attitudes and needs reported by survey participants, three recommendations were identified:

1. Advocate for mandatory cycling content in the Ministry of Transportation (MTO)’s Beginner Driver Education Curriculum Standards

2. Advocate for all MTO-approved BDE educators to receive regular consistent professional development training
3. Encourage MTO to identify accurate and consistent STRC resources for BDE educators to use as additional teaching tools

These recommended activities have the potential to increase awareness and understanding among new drivers about how to effectively share the road with cyclists, thereby creating an environment that is conducive to active transportation, improved health, and decreased risks of injury.
1.0 Introduction

This study was conducted by the Ontario Public Health Association (OPHA) Health and the Built Environment Work Group through the Increasing Driver Awareness and Knowledge of Safely Sharing the Road with Cyclists Task Group to gain a better understanding of what is currently being taught in beginner driver education (BDE) schools around sharing the road with cyclists (STRC). Currently, STRC is just one of a number of suggested examples for curriculum developers to use in order to meet the basic Share the Road curriculum requirements (other examples developers may choose include sharing the road with animals, public transit, or motorcyclists (CC Standard 6 [Ministry of Transportation. 2007]).

To help achieve this goal, the task group invited BDE schools from across Ontario to participate in a survey that identified what each school taught in regards to STRC and their needs and attitudes towards the cycling content in the curriculum they use. The findings from this study will guide OPHA in developing a strategy around STRC information in BDE. Staff from Region of Waterloo Public Health (ROWPH) took the lead role in study development, implementation, and data analysis.

By reaching out to this stakeholder group, OPHA has gained valuable information on the attitudes and needs of BDE schools around STRC. OPHA and the task group recognize that increasing beginner driver awareness and knowledge of how drivers can safely share the road with cyclists is one of several strategies that need to be explored. However, this study focuses solely on the education of new drivers.

2.0 Background

The physical environment is one of 12 key determinants of health that influence a person’s health status (Public Health Agency of Canada, 2013). The Ontario Public Health Standards (OPHS) state that addressing the determinants of health is “fundamental to the work of public health in Ontario,” and that “effective public health programs and services consider the impact of the determinants of health on the achievement of intended health outcomes” (Ministry of Health and Long-Term Care, 2008). The built environment is an important aspect of the physical environment and is comprised of urban space and building design, land use, the transportation system, and the infrastructure that supports it (Health Canada, 1997).

The Health and the Built Environment Work Group of OPHA works collaboratively to improve the health of the public by building upon initiatives, research and advocacy done in local public health units and/or by other organizations recognized for their expertise in the area of health and the built environment. The work group recognizes that BDE schools play a role in creating a healthy and safe environment for people to cycle in.
BDE schools across Ontario have been regulated by the Ontario Ministry of Transportation (MTO) since 2007. In 2008, the MTO introduced new BDE curriculum standards for curriculum developers and driving schools. However, currently STRC is just one of a number of suggested examples for curriculum developers to use in order to meet the MTO’s basic Share the Road requirements described in their Curriculum Standards (Ministry of Transportation, 2007). BDE schools are uniquely positioned to provide valuable insight as to whether information around cycling is effectively covered in the curriculum they use and new drivers understand how to properly share the road with cyclists.

3.0 Purpose

The purpose of this study was to better understand the needs and attitudes of BDE school staff around including and/or enhancing STRC curriculum content by gathering information about the current curriculum used by their school. This information will allow the OPHA to gain insight into the province-wide picture of BDE STRC teachings and to develop recommendations that can be used to create an STRC strategy and potential supports for BDE schools in Ontario.

The research questions addressed by this study were:

1. What curriculum is each BDE school using and what information do they teach regarding STRC?
2. What attitudes do BDE schools have around teaching STRC?
3. What curriculum needs do the schools have around teaching STRC that the OPHA can help advocate for?

4.0 Methodology

This study was supported by the OPHA Health and the Built Environment Work Group with financial support from Region of Waterloo Public Health, Oxford County Public Health and Emergency Services and Niagara Region Public Health. Staff from Region of Waterloo Public Health (ROWPH) took the lead role in developing and conducting the survey and analyzing survey data with support from members of the Increasing Driver Awareness of Safely Sharing the Road Task Group.

4.1 Target Population

MTO-approved schools that teach BDE were the target population of this study. The person most responsible for organizing the course at their BDE School was asked to complete the survey. In order to collect information about specific course content and potential gaps in
curricula, schools were encouraged to have the survey completed by an individual at the owner/managerial level with input from staff if necessary.

4.2 Sampling Strategy

The MTO-approved BDE courses as reported on the MTO website October 1, 2012 were used to generate the list of schools that could be included in the study (n=977). Contact information (address and phone number) for each school was included on the MTO site.

Schools were grouped into 4 categories: small (only 1 site), medium (2 - 9 sites), large (10 or more sites), and very large (franchise with a significant number of sites throughout the province). Table 1 outlines the sampling strategy used for this study. Due to time and resource limitations, small and medium-sized schools were randomly selected to be contacted.

Table 1. Sampling Strategy

<table>
<thead>
<tr>
<th>Size</th>
<th>Number of BDE Schools in Province</th>
<th>Number of Operating Sites Represented</th>
<th>Per cent of Schools to be Sampled</th>
<th>Number of Schools Called to Participate</th>
<th>Survey Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small (1 Site)</td>
<td>334</td>
<td>334</td>
<td>85%</td>
<td>284</td>
<td>“Small School” Survey</td>
</tr>
<tr>
<td>Medium (2-9 Sites)</td>
<td>104</td>
<td>362</td>
<td>85%</td>
<td>89</td>
<td>“Small School” Survey</td>
</tr>
<tr>
<td>Large and Very Large (10+ Sites)</td>
<td>11</td>
<td>281</td>
<td>Attempted to call all ten headquarters of large schools and complete survey over the phone.</td>
<td>Attempted to call the corporate headquarters of the very large school and 22 individual franchise sites.</td>
<td>Corporate HQ: “Large School Survey”, Franchise Sites: “Small School” Survey</td>
</tr>
<tr>
<td>Total</td>
<td>449</td>
<td>977</td>
<td></td>
<td>406</td>
<td></td>
</tr>
</tbody>
</table>

For this study, schools associated with the “very large” franchise were intended to be treated as independent locations because this organization represents such a large proportion of BDE schools in Ontario. Therefore, a smaller portion of these franchised schools were randomly sampled and invited to participate in the study.

Ideally, all BDE schools in Ontario would have been invited to participate in this study. However, budget and time constraints limited the number of schools to a maximum of 406. It was
determined that 85 per cent of small- and medium-sized schools, and all of the large schools could be contacted to participate in the study based on these constraints. Twenty per cent of the “very large” franchise schools were contacted to ensure that their perspectives were captured without oversampling them.

The selected small and medium schools were contacted by a consulting firm by telephone and invited to participate in the survey. The firm attempted to contact each school a total of three times. If schools agreed to participate and provided an email address, they received the online survey link and three subsequent reminder emails sent approximately one week apart if the survey was not completed. All large schools were contacted by phone and asked to carry out the survey over the phone or at a later date via phone or email. ROWPH emailed the survey to these participants on behalf of the OPHA task group.

4.3 Surveys

The survey was developed primarily by ROWPH with input from task group members. The survey was pilot tested by Public Health staff and a BDE school who did not participate in the formal survey.

All data were collected and organized through the i:Survey system. The survey (Appendix A) was emailed to each school contact who was identified as being interested in participating. A separate survey was created for “large schools” (10+ schools) that was to be carried out via telephone with the person most in charge of the school’s BDE curricula (Appendix B). The questions asked were nearly identical except that the large schools’ survey framed the questions from a corporate perspective (e.g., replaced the word “school” with “organization” in questions). Answers to the questions were recorded by the interviewer in the separate “large school” i:Survey database.

The survey was launched in mid-January and initially scheduled to be open for six weeks, but to encourage a greater response rate, the task group decided to allow the survey to remain open for approximately two months. Both surveys (“small/medium” school, and “large” school) took approximately ten minutes to complete and responses from both surveys were analyzed together.

Survey data were included in the analysis if a respondent completed at least 50 per cent of the survey. Data were analyzed using Microsoft Excel and opinion/open-ended questions were qualitatively grouped into themes.
5.0 Results

Of the 395 small and mid-sized schools invited to participate by the consulting firm, 231 provided a valid email address and received the link to the online survey.

It was decided that an additional 11 large and very large schools’ headquarters would be contacted by phone to complete the survey in order to generate a high completion rate. A higher completion rate from this group would help ensure the data gathered from the survey represents the attitudes and needs of the majority of BDE schools in Ontario. However, when contact was made with the large schools it was found that approximately 50 per cent of them were actually educational institutions (e.g., adult learning centres) that outsourced to smaller BDE schools in the area. In the instances where these institutions did not have any input over the curriculum used by its BDE schools, the interviewer provided a link to the small school survey for them to forward to the appropriate contact at each school they work with. Only two of the remaining large schools completed the survey.

For this study, schools associated with the “very large” franchise were initially intended to be treated as independent locations because it was anticipated that each location’s manager or instructor would identify different needs than their head office, which received the “large school” survey. However, on at least one occasion, a site-level BDE staff member forwarded the “small school” survey to their head office. After following up with their head office and reviewing the response data, it appears that the franchise’s head office did not complete either survey.

Of the 231 small and mid-sized schools and the 11 large schools that agreed to participate, a total of 75 respondents completed over 50 per cent of the BDE survey, representing a response rate of 31 per cent.

Table 2. Schools Contacted by Ontario Region

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>West (Windsor-Owen Sound-Niagara)</td>
<td>14</td>
</tr>
<tr>
<td>Central (Toronto-Barrie)</td>
<td>35</td>
</tr>
<tr>
<td>East (Peterborough-Ottawa)</td>
<td>7</td>
</tr>
<tr>
<td>North</td>
<td>3</td>
</tr>
<tr>
<td>Not Reported</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
</tr>
</tbody>
</table>
Participating schools were from across Ontario (Table 2), with the majority of schools reporting from Central Ontario, followed by the Western, and Eastern regions.

![Figure 1. Role of Survey Respondent, 2013.](image1)

The majority of respondents identified themselves as owners or managers (Figure 1). This group was the intended audience because it was assumed that they had the main role in approving the curriculum used and would be better positioned to provide any feedback from instructors. Instructors represented most of the remaining respondents. As “front line” BDE providers, instructors offer valuable insight as to potential gaps and strengths in the curriculum from their experiences in the classroom or on the road.

![Figure 2. BDE Curriculum Used, 2013.](image2)
The majority of schools purchased their BDE curriculum from an MTO-approved developer (Figure 2). For many schools, purchasing a curriculum is an easier option than developing their own because the MTO must ensure the curriculum meets provincial standards (Ministry of Transportation, 2010).

As shown in Figure 3, there are a number of curricula currently available that meet the MTO’s standards and content requirements. Among respondents, CPD-Jetala Limited was the most popular developer, followed by C.A.R.S. and AAutotech.
The majority of BDE respondents felt satisfied with the general content of their curriculum (Figure 4).

Figure 4. General Satisfaction with BDE Curriculum, 2013.

Figure 5. Opinions on STRC, 2013.
BDE personnel are uniquely positioned to enhance knowledge among new drivers around STRC. However, for this to be effective, BDE educators must support recognize a need for STRC. As shown in Figure 5, the majority of respondents feel their school thinks it is important that students learn about STRC.

![Figure 6. Opinions on STRC Content Integration into all BDE Curricula, 2013.](image)

Similar to Figure 5, Figure 6 demonstrates that the majority of respondents believe that all MTO-approved curricula should require a section around STRC.

![Figure 7. STRC Content in BDE Curriculum Used, 2013.](image)
All of the responding schools reported that they cover STRC in their teachings to some degree (Figure 7).

![Figure 8. Satisfaction with STRC Content in Current Curriculum, 2013.](image)

Just over half of respondents were entirely satisfied with the STRC content currently incorporated into their BDE curriculum (Figure 8). Levels of satisfaction are similar to those reported for general curriculum content (Figure 4).
Survey participants were asked whether they currently addressed the topics listed in Figure 9 in their teachings. Of those who responded to the above questions, 17 per cent reported they do not address the implications of blocking a bicycle lane. The other least addressed topics included teaching about adequate spacing at railway crossings (14%), and when a bicycle is entitled to the entire lane of the road (11%).
Respondents were asked to comment on any other topics around safe driving and cyclists that they taught (Figure 10). Of those who responded, the majority mentioned general safety considerations like being extra careful and anticipating their actions. Other items mentioned included teaching students how to drive cooperatively and courteously near cyclists, as well as considerations when approaching cyclists at intersections or when passing. Several participants referenced more than one additional item taught.
Participants were asked to comment on whether they were aware of any professional development opportunities that could enhance their understanding of STRC (Figure 11). The majority (65%) of respondents did not know of any available opportunities.
Of those with knowledge of professional development programs that addressed STRC, the most reported source of training was the curriculum provider themselves, followed by in-house education and professional driver training associations (Figure 12). The total exceeds the number of respondents because some respondents reported more than one professional development source.

**Besides Your BDE Curriculum, What Other Resources do You Use to Teach about Sharing the Road with Cyclists? (n=28)**

- MTO Resources (e.g. Drivers Handbook) - 10
- Videos (e.g. iDrive, CAA Sharing The Road) - 8
- Discussion sessions (e.g. Q&A, personal experiences) - 7
- Newspaper articles - 6
- Highway Traffic Act
- Relevant websites - 4
- Pamphlets (e.g. from municipality) - 4
- Young Cyclist Guide - 2
- Assignments and Quizzes - 2
- Non-fiction Books - 2
- Own knowledge - 2
- BRISA On Wheels course - 1
- Slideshow (e.g. from municipality) - 1

**Figure 13. Other Resources Used, 2013**

Figure 13 shows the various resources BDE staff use beyond their curriculum to inform students around STRC. Ministry of Transportation resources like the *Official MTO Driver’s Handbook* (Ministry of Transportation, 2012) were the most used additional resource among responding participants, followed by educational videos, and experiential discussion sessions.
The majority of respondents felt that their school would be willing to use additional information around STRC in their teachings (Figure 14). Some of the types of resources they prefer were identified in the question below (up-to-date educational videos, pamphlets, etc.).
Figure 15 shows what would support schools in enhancing the STRC content taught to new drivers. Thirty respondents commented on the need for teaching materials with specific information on STRC. Respondents also commented on the need for the topic to be better addressed in the *Official MTO Driver’s Handbook*, and for greater MTO support around the topic in general. Similarly, 15 respondents felt that the curriculum they purchased needed to have more information on STRC.

**Figure 15**

**Is There Anything Else You Would Like to Share Related to the Topic of Sharing the Road with Cyclists? (n=24)**

- More curriculum materials on cyclist safety needed: 5
- Teaching drivers to share road with cyclists is important: 4
- Cyclist need to be better educated: 4
- Greater promotion of cyclist safety needed: 3
- Cycling should be regulated: 2
- There’s no time to teach more in allotted class time: 2
- Drivers and cyclists need to be more vigilant: 2
- “Left turn with cyclists passing the road”: 1
- “A lot of information is already been said”: 1
- Already discussed safety with cyclists in class: 1
- “Would like to know of professional development opportunities”: 1
- “Cyclists are dangerous”: 1
- “Additions to classroom curriculum must be approved by MTO”: 1

Survey participants were asked to share any additional comments that they had around STRC (Figure 16). Comments varied, but respondents mentioned the need for more curriculum materials on the topic, the importance of the topic, and the need for corresponding education for cyclists as well.

**Figure 16. Other Comments Shared Regarding Sharing the Road with Cyclists, 2013**
6.0 Discussion and Recommendations

This study found that the majority of BDE schools surveyed recognized a need for teaching STRC information to their new drivers. Most (96%) reported that their curriculum addressed STRC and the majority (95%) of respondents agreed that all BDE curricula should include a section on the topic (Figures 7 and 6, respectively).

While most respondents were generally satisfied with their curriculum, approximately half were either neutral or only somewhat satisfied with the STRC content currently provided (Figure 8), and 15 respondents felt that the curriculum they purchased needed to have more information on the topic (Figure 15). Further, 97 per cent of BDE schools are open to introducing enhanced teaching around sharing the road with cyclists (Figure 14). Based on the attitudes and needs reported by survey participants, three recommendations were identified and are outlined below.

**Recommendation 1: Advocate for Mandatory Cycling Content in the MTO's Beginner Driver Education Curriculum Standards**

Since 95 per cent of BDE schools surveyed believe that all MTO-approved curricula should include a section on sharing the road with cyclists (Figure 6), it is recommended that the OPHA working group and/or other interested parties advocate for changes to the MTO’s Beginner Driver Education Curriculum Standards (Ministry of Transportation, 2007).

Currently, STRC is just one of a number of suggested examples for curriculum developers to use in order to meet the basic Share the Road curriculum requirements (CC Standard 6 [Ministry of Transportation. 2007]). By clearly identifying cyclists in the Sharing the Road section of the standards and making it mandatory to address the principles of cooperative driving with cyclists, curriculum developers would be required to provide adequate information on the topic.

Mandating the inclusion of consistent accurate cycling content within the BDE Curriculum Standards would help ensure that all BDE schools using an MTO-approved curriculum were effectively teaching new drivers about STRC whether they purchased their curriculum or developed the curriculum in house. The standardization of BDE school requirements regarding STRC may help reduce issues which respondents noted as being most overlooked in BDE, such as the consequences of blocking a cycling lane, spacing at railways, and when a cyclist is entitled to the entire lane (Figure 9).

However, for this to be effective, BDE educators must support sharing the road concepts. As shown in Figures 5 and 6 respectively, all of the respondents think it is at least somewhat
important for schools to address STRC and 95 per cent believe that this topic needs to be integrated into all BDE curricula.

**Recommendation 2: Advocate for All MTO-Approved BDE Educators to Receive Regular Consistent Professional Development Training**

The majority (65%) of respondents were not aware of any professional development opportunities where STRC could be offered (Figure 11). Most (97%) were willing to integrate more STRC content into their teachings (Figure 14). OPHA recommends that as part of the approval requirements, BDE organizations must offer regular (e.g., yearly), professional development training which includes STRC to staff.

**Recommendation 3: Encourage MTO to Identify Accurate and Consistent STRC Resources for BDE Educators to Use as Additional Teaching Tools**

Most (97%) BDE schools were willing to integrate more STRC content into their teachings (Figure 14). While respondents identified numerous resources that they use to enhance STRC content in their curriculum, there are no MTO guidelines or recommended sources from which BDE educators can choose from.

To ensure that consistent accurate information is being taught to new drivers about STRC, it is recommended that MTO generate a list of resources that BDE educators can choose from. Ten respondents commented that they use *The Official MTO Driver's Handbook* as a resource for teaching about STRC (Figure 13), and 27 respondents felt greater detail in the handbook would enhance their teachings (Figure 15). In July 2013 the MTO released its updated version of the handbook with increased content on STRC practices (available at [http://www.mto.gov.on.ca](http://www.mto.gov.on.ca)). Continuous updating of this resource along with other resources in various formats (e.g., videos) would ensure that all BDE schools are providing the most up-to-date and accurate information.

**7.0 Conclusions**

This study demonstrated that BDE schools across Ontario recognize a need for STRC content to be included in all MTO-approved BDE curricula. An essential next step is to advocate for cycling-specific share the road content to be a mandatory teaching component of the MTO’s Beginner Driver Education Curriculum Standards. This is supported by the survey results that indicated the majority of BDE schools believe it is important that students learn to share the road with cyclists and would be willing to utilize additional resources to enhance their teachings on the topic. Other strategies to explore include regular consistent professional development opportunities for all MTO-approved BDE instructors around STRC and advocating to MTO to provide additional STRC teaching resources for BDE educators. These activities have the
potential to increase awareness and understanding among new drivers about how to effectively share the road with cyclists, thereby creating an environment that is conducive to active transportation, improved health, and decreased risks of injury.
References


**Appendix A. Small and Mid-Sized BDE School Survey**

**OPHA Beginner Driver Education Survey**

---

**Page 1**

You are invited to participate in a research project carried out by the Ontario Public Health Association. **Consent** I understand this survey is voluntary. I am taking part because I want to. I know that I can stop at any time, and if I do not like a question, I do not have to answer it. I understand that anything I say or write will be kept confidential and that my name will not be associated with my answers in any verbal or written report on the study. If I choose not to take part it will not affect my relationship with the Ontario Public Health Association. **By starting this survey you are agreeing with the statements listed above.**

---

**Page 2**

1. We ask that this survey is filled out by the person most in charge of the Beginner Driver Education (BDE) program. Which of the following best describes your role?
   - BDE Instructor
   - BDE Coordinator
   - School Owner or Manager
   - Other, please specify

2. We want to ensure that we have representation from BDE schools across the province. What are the first 3 digits of the postal code of your school? *If you operate at more than one location, just provide one postal code for a central location*

3. Did you purchase the Beginner Drivers Education curriculum you currently use or did your school/organization develop the curriculum?
   - Our school purchased a curriculum
   - Our school developed our own curriculum

---

**Page 3**

4. What is the name of the BDE curriculum you are currently using? *If you currently use more than one curriculum, please select all curricula you use.*
5. How satisfied or dissatisfied are you with the general content of the current curriculum you use?

☐ Satisfied
6. How important does your school think it is for students to learn about sharing the road with cyclists?
- Important
- Somewhat important
- Somewhat not important
- Not important

7. Does the curriculum you use teach about sharing the road with cyclists?
- Yes
- No
- No, it is not included in the curriculum, but our BDE course still covers this topic

8. How satisfied or dissatisfied are you with the information your curriculum includes about sharing the road with cyclists?
- Satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Dissatisfied

9. Do you teach students:

<table>
<thead>
<tr>
<th>A bicycle is a vehicle (under the Ontario Highway Traffic Act) and it belongs on the road?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>When a bicycle is entitled to take an entire lane of the road?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
A bicycle requires sufficient space (about 1 metre) when being passed?

When parked on the side of the street, to look behind them and use their mirror before opening their door?

The hand signals cyclists use to indicate a stop or turn?

To check for cyclists prior to a right or left turn?

To yield to cyclists when they have the right of way?

To wait until conditions are clear and safe enough to comfortably pass a cyclist?

To be aware of weather conditions and how they can affect cyclists (e.g., wind blasts) and how to adjust accordingly?

Blocking the bicycle lane with your car endangers cyclists by forcing them to suddenly merge with motorized traffic?

To stay back from cyclists at railway crossings to allow space for the cyclist to cross safely?

10. Is there anything else related to safe driving around cyclists on the road that you teach?

11. Besides your beginner driver education curriculum, what other resources do you use regarding safe driving and sharing the road with cyclists? Please be as specific as possible including the names of web resources you use.

12. Which of the following would support your school to enhance what you teach about sharing the road with cyclists? Please select all that apply.

- Greater support from MTO
13. You have indicated that you do not teach students about sharing the road with cyclists. What reasons do you have for not teaching this? Please select all that apply.

- The information isn't in the curriculum you use
- Not aware that this information is valuable to teach
- Don't think it is important to include this information in BDE courses
- Don't think it is the role of BDE courses to teach this information
- Other, please specify

14. In order to include sharing the road with cyclists in your BDE course, what does your school need? Please select all that apply.

- Greater support from MTO
- Information about the topic to be included in the curriculum you purchase
- More detail in the Official MTO Driver's Handbook
- Teaching materials with specific information on sharing the road
- Education for your school on the issues around sharing the road
- Other, please specify

15. Are there professional development opportunities for BDE instructors where education about sharing the road with cyclists could be offered?

- Yes
- No
16. Who offers professional development opportunities where information about sharing the road with cyclists could be offered? *Please select all that apply.*

- Curriculum provider
- In-house professional development by your organization
- Professional driver training associations
- Other, please specify

Please provide the name(s) of the association(s):

17. If resources about sharing the road with cyclists were provided to your school, would your school be willing to include this information in the curriculum and teachings?

- Yes
- No

18. Do you think there is a need for all BDE curricula in Ontario to include a section about sharing the road with cyclists?

- Yes
- No

Why not?:

19. Is there anything else you would like to share with us about the topic of safe driving and sharing the road with cyclists related to the work you do?

20. This survey has been conducted by a working group of the Ontario Public Health Association (OPHA). We are working to find the gaps in education around safe driving practices when a cyclist is encountered on the road and to advocate filling the gaps in education. As the OPHA continues to work on this topic, there may be a need to contact BDE schools in the future. Do we have your permission to contact you to:
Beginner Driver Education (BDE) Curriculum Research Project

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather more information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide you with more information/resources including a summary of the results of this survey</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please provide an email address where we can contact you: [Input field]
# Appendix B. Large BDE School Survey

**OPHA Beginner Driver Education Survey (Large Organizations)**

You are invited to participate in a research project carried out by the Ontario Public Health Association. **Consent** I understand this survey is voluntary. I am taking part because I want to. I know that I can stop at any time, and if I do not like a question, I do not have to answer it. I understand that anything I say or write will be kept confidential and that my name will not be associated with my answers in any verbal or written report on the study. If I choose not to take part it will not affect my relationship with the Ontario Public Health Association. **By starting this survey you are agreeing with the statements listed above.**

## Page 2

1. We ask that this survey is filled out by the person most in charge of the Beginner Driver Education (BDE) program. Which of the following best describes your role?
   - [ ] BDE Instructor
   - [ ] BDE Coordinator
   - [ ] School Owner or Manager
   - [ ] Other, please specify

2. Did you purchase the Beginner Drivers Education curriculum you currently use or did your organization develop the curriculum?
   - [ ] Our school purchased a curriculum
   - [ ] Our school developed our own curriculum

## Page 3

3. What is the name of the BDE curriculum you are currently using? *If you currently use more than one curriculum, please select all curricula you use.*
   - [ ] AAutotech Driving School
   - [ ] Ace Driving School
   - [ ] All Pass Driving School
   - [ ] AplusB Software Corporation
4. How satisfied or dissatisfied are you with the general content of the current curriculum you use?

- Satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied (neutral)
- Somewhat dissatisfied
- Dissatisfied
5. How important does your organization think it is for students to learn about sharing the road with cyclists?
   - Important
   - Somewhat important
   - Somewhat not important
   - Not important

6. Does the curriculum you use teach about sharing the road with cyclists?
   - Yes
   - No
   - No, it is not included in the curriculum, but our BDE course still covers this topic

7. How satisfied or dissatisfied are you with the information your curriculum includes about sharing the road with cyclists?
   - Satisfied
   - Somewhat satisfied
   - Neither satisfied nor dissatisfied
   - Somewhat dissatisfied
   - Dissatisfied

8. Do you teach students:
   - A bicycle is a vehicle (under the Ontario Highway Traffic Act) and it belongs on the road?
   - When a bicycle is entitled to take an entire lane of the road?
   - A bicycle requires sufficient space (about 1 metre) when being passed?
   - When parked on the side of the street, to look behind them and use their mirror before opening their door?

The hand signals cyclists use to indicate a stop or turn? ☐ ☐
To check for cyclists prior to a right or left turn? ☐ ☐
To yield to cyclists when they have the right of way? ☐ ☐
To wait until conditions are clear and safe enough to comfortably pass a cyclist? ☐ ☐
To be aware of weather conditions and how they can affect cyclists (e.g., wind blasts) and how to adjust accordingly? ☐ ☐
Blocking the bicycle lane with your car endangers cyclists by forcing them to suddenly merge with motorized traffic? ☐ ☐
To stay back from cyclists at railway crossings to allow space for the cyclist to cross safely? ☐ ☐

9. Is there anything else related to safe driving around cyclists on the road that you teach?

10. Besides your beginner driver education curriculum, what other resources do you use regarding safe driving and sharing the road with cyclists? Please be as specific as possible including the names of web resources you use.

11. Which of the following would support your organization to enhance what you teach about sharing the road with cyclists? Please select all that apply.

☐ Greater support from MTO
☐ More information about the topic in the curriculum you purchase
☐ More detail in the Official MTO Driver's Handbook
☐ Teaching materials with specific information on sharing the road
☐ Education for your school on the issues around sharing the road
12. You have indicated that you do not teach students about sharing the road with cyclists. What reasons do you have for not teaching this? Please select all that apply.

- The information isn't in the curriculum you use
- Not aware that this information is valuable to teach
- Don't think it is important to include this information in BDE courses
- Don't think it is the role of BDE courses to teach this information
- Other, please specify

13. In order to include sharing the road with cyclists in your BDE course, what does your organization need? Please select all that apply.

- Greater support from MTO
- Information about the topic to be included in the curriculum you purchase
- More detail in the Official MTO Driver's Handbook
- Teaching materials with specific information on sharing the road
- Education for your school on the issues around sharing the road
- Other, please specify

14. Are there professional development opportunities for BDE instructors where education about sharing the road with cyclists could be offered?

- Yes
- No

16. Who offers professional development opportunities where information about sharing the road with cyclists could be offered? Please select all that apply.

- Curriculum provider
- In-house professional development by your organization
- Professional driver training associations
17. If resources about sharing the road with cyclists were provided to your organization, would your school be willing to include this information in the curriculum and teachings?
   - [ ] Yes
   - [ ] No

18. Do you think there is a need for all BDE curricula in Ontario to include a section about sharing the road with cyclists?
   - [ ] Yes
   - [ ] No
   - Why not? 

19. Is there anything else you would like to share with us about the topic of safe driving and sharing the road with cyclists related to the work you do?

20. This survey has been conducted by a working group of the Ontario Public Health Association (OPHA). We are working to find the gaps in education around safe driving practices when a cyclist is encountered on the road and to advocate filling the gaps in education. As the OPHA continues to work on this topic, there may be a need to contact BDE schools in the future. Do we have your permission to contact you to:
   
<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather more information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide you with more information/resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
including a summary
of the results of this
survey

Please provide an email address where we can contact you.