# A TRAIN-THE-TRAINER COURSE

<table>
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<tr>
<th>Project</th>
<th>SAFER AFRICA</th>
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<td>Work Package:</td>
<td>WP 6 Capacity Building</td>
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<td>Deliverable:</td>
<td>D6.2 -Annex</td>
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<tr>
<td>Version</td>
<td>2.0</td>
</tr>
<tr>
<td>Date</td>
<td>April, 2019</td>
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<tr>
<td>Report authors:</td>
<td>Sandra Vieira Gomes, Jean-François Wounba &amp; Ludo Kluppels</td>
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**DOCUMENT CONTROL SHEET**

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<tr>
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<td>Status</td>
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<td>Number of pages</td>
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<td>Dissemination level</td>
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<tr>
<td>Responsible author</td>
<td>Ludo Kluppels</td>
</tr>
<tr>
<td>Editors</td>
<td>Sandra Vieira Gomes, Jean-François Wounba</td>
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**VERSIONING AND CONTRIBUTION HISTORY**

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<td>19/03/2019</td>
<td>Ludo Kluppels</td>
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Introduction

Work package 6 of the SaferAfrica project aims to identify training needs and develop capacity building programs focused on road safety in African countries. Part 2 of WP6 concentrates on train-the-trainer activities for universities. The main objective was the development of a train-the-trainer manual in the way that trainers and future trainers will be provided with the necessary tools and skills to prepare their own road safety courses. This manual was developed in 2018 and is now available as Deliverable D6.2. (Sanon, C. et al., 2018).

The first part of the Manual presents basic information about the ‘nature’ of road safety and the Safe System approach, as well as how this knowledge can play a part in the education of different professionals. Special attention was given to road safety audits and inspections.

The second part deals with the methodological and didactics of teaching this specific content, mainly focusing on the definition of learning outcomes and the specificity of the learning processes in adults.

Giving training is however a matter of more personal competences and not only of technical skills. Providing a manual is important and can give future trainers a good support, but it is not enough. Competences are acquired through exercises, experiences and concrete and constructive feedback. For the above reason, in an early stage of the development of this manual in task 6.2, the workgroup decided to develop also a real Train-The-Trainer course, based on the Manual. In order to take the most of this trial, it was decided to develop a real course in Africa, to see if the foreseen approach was the most appropriate. After discussions during the project meeting in Abidjan (November 2018), the possibility was created in Cameroon in coordination with task 6.4 (twinning program on research capacity needs).

In this annex of the Deliverable D6.2, an overview of this try-out version is detailed. In the first part of this document, the preparation of the course is discussed (aims, suggested program, target group and how we invited participants).

A second part describes the course, detailing the content and the adaptations we made during the course.

The third part is meant as an evaluation of this course. Both feedback of the participants and experience of the three trainers are presented. The most important information from this section is related with the lessons we could learn from this first try-out, which will lead us to a few suggestions and a canvas for further TTT-initiatives (last part).
1 Developing a Train-The-Trainer course

Tackling road safety problems demands in most cases a cooperation between many different professionals and institutions. Although these professionals are well educated in their own field of expertise, their knowledge of specific road safety issues is limited. This was already stated in the deliverable on capacity building needs (D6.1) and is also in accordance with the work in task 6.3 (capacity building initiatives for public bodies).

Road safety training courses supply is available but most of these are initiatives of non-African organizations and have a more general, basic approach. To partially overcome this fragility, several e-learning courses were developed within the SaferAfrica project (WP6), which give a very broad but basic content for road safety professionals.

On the long run, it would be more appropriate that education on road safety issues could be build in as a part of the normal curriculum of some specific professionals, or as a regular kind of extra course in several African schools or universities. This gives more guarantee that every professional dealing with road safety issues gets specific education on this complex subject, and that the content of this education is based on the local (country, region) needs and specificity.

This requires well trained road safety experts with an expertise in teaching and transferring knowledge. It is in this idea that a Train-The-Trainer course becomes a necessity.

In this chapter we will present the following topics:
- The aim of the TTT-course
- The program, specific learning objectives of each course part and the methodology
- The definition of the target group of the TTT-course
- The practical aspects in the preparation of the course.

The aim of the TTT-course

The train-the-trainer course in his original concept was defined with two main objectives:
1. To inform (future) teachers (high level education) of the relevant body of knowledge that exists in the field of road safety, applicable to the African context that needs to be transferred to future African experts.
2. To provide (future) trainers with the necessary tools to transfer this knowledge.

In what concerns the relevant body of knowledge, it is important to have in mind that the Train-The-Trainer course has not the pretention to give a full curriculum of road safety issues. We started with the assumption that the target group for a TTT-course consists of professionals with already a good background on road safety (based on their own education or experience). On the other hand, there is a lot of material available which focus on road safety issues. Thereby, we focused on a general
frame work, having in mind that different types of professionals have a role to play in road safety and that each one of them needs a specific education on knowledge and skills. The tools to transfer knowledge also differ according to the audience. The TTT-course was not developed to be a basic education for teachers; yet it was focused on specific issues and methods to develop a road safety course for students. Central in this objective was the search for specific learning outcomes and content for each group of professionals.

The main question in this TTT-course could be formulated as:

“How can I prepare a well-focused road safety course for my own student group with the right methodology and approach?”

This leads us to the following four learning outcomes for this particular TTT-course:

- By the end of the course, the participants will be able to define different learning outcomes for their future students, depending of their professional domain.
- By the end of the course, the participants will be able to apply the learning cycle of Kolbe (and the taxonomy of Bloom) in their course structure.
- By the end of the course, participants will be able to choose the most appropriate methodology for different content (knowledge and insight, skills and application).
- By the end of the course, participants will be able to build a frame work for a road safety course adapted to a specific group of future experts, based on the defined learning outcomes and taking into account the different didactical principles.

The program

The first draft of the train-the-trainer manual, from March 2018, included a higher detail, mentioning the need of a 5-day course: 2 days for the road safety content and 3 days for the more methodological and didactical competences. This approach was fine-tuned, based on the available resources, and possible target audience and was reduced to 3 days with a minimum focus on the content (aim 1) and a maximum focus on the competences and skills (aim 2).

Tables 1, 2 and 3 present an overview of the planning and the main objectives in each session of the course. The different PowerPoints are presented in Annex.
### Table 1: Preset program of the first day of the TTT-course in Cameroon

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30</td>
<td>Introduction</td>
<td>Situating the course in the SaferAfrica project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thanking the different organizations (ENSTP, CTL, the Ministry of Public Works)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some practical aspects of the course</td>
</tr>
<tr>
<td>9:50</td>
<td>Presentation of the participants</td>
<td>Knowing their expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have a first impression about their presentation skills</td>
</tr>
<tr>
<td>11:00</td>
<td>Coffee break</td>
<td></td>
</tr>
<tr>
<td>11:20</td>
<td>Course program and feedback</td>
<td>Making links between expectations and program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First general feedback on presentation styles</td>
</tr>
<tr>
<td>11:35</td>
<td>Introduction to road safety (PowerPoint 1)</td>
<td>RS as a complex phenomenon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The 5 pillars of the WHO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The three E’s (engineering, education, enforcement)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Safe system approach</td>
</tr>
<tr>
<td>12:15</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>13:30</td>
<td>Who is involved in RS? (PowerPoint 2)</td>
<td>Overview of different professionals involved in Rs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>More detailed description of their role and see links between different professionals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General idea of what they need for training</td>
</tr>
<tr>
<td>14:00</td>
<td>Learning outcomes (PowerPoint 3)</td>
<td>What are ‘learning outcomes’?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to define them?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Differences between ‘knowledge’, ‘competences’ and ‘attitudes’</td>
</tr>
<tr>
<td>14:30</td>
<td>Groups work</td>
<td>Defining concrete learning outcomes for different professionals. Groups are formed on basis of their background.</td>
</tr>
<tr>
<td>15:00</td>
<td>Coffee break</td>
<td></td>
</tr>
<tr>
<td>15:30</td>
<td>Groups work</td>
<td>Continuation and presentation</td>
</tr>
<tr>
<td>15:50</td>
<td>What did we learn today?</td>
<td>Short summary and a little learning game ‘out of the box’</td>
</tr>
<tr>
<td>16:00</td>
<td>End of session</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Title</td>
<td>Description</td>
</tr>
<tr>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9:30</td>
<td>Introduction</td>
<td>Short summary of day 1 / answering questions or remarks</td>
</tr>
<tr>
<td>9:45</td>
<td>Training time management (PowerPoint 4)</td>
<td>How to estimate the duration of a training module? How to manage the training time – practical examples?</td>
</tr>
<tr>
<td>10:15</td>
<td>Defining content</td>
<td>From learning outcomes to content</td>
</tr>
<tr>
<td>10:40</td>
<td>Group work</td>
<td>Continuation of the work group of day 1, and going a step further: from the defined learning outcomes to the real content of a course.</td>
</tr>
<tr>
<td>11:00</td>
<td>Coffee break</td>
<td></td>
</tr>
<tr>
<td>11:20</td>
<td>Presentation of the results</td>
<td>Presentation by the participants and feedback from the other groups and the course leaders.</td>
</tr>
<tr>
<td>12:15</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>13:30</td>
<td>Learning process (PowerPoint 5)</td>
<td>Learning cycle of Kolbe Effectivity of courses / some general principles and approaches to make a course effective.</td>
</tr>
<tr>
<td>14:00</td>
<td>Working with e-learning modules</td>
<td>Overview of what already exists, with more attention for the e-learning modules of SaferAfrica How you can work with e-learning?</td>
</tr>
<tr>
<td>14:50</td>
<td>Coffee break</td>
<td></td>
</tr>
<tr>
<td>15:10</td>
<td>Case studies (PowerPoint 6)</td>
<td>Working with real cases, in and out of the classroom – what is possible, some examples.</td>
</tr>
<tr>
<td>15:50</td>
<td>What did we learn today?</td>
<td>Short summary and a little learning game ‘attention test’</td>
</tr>
<tr>
<td>16:00</td>
<td>End of session</td>
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Table 3: Preset program of the third day of the TTT-course in Cameroon

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<tr>
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<td>Introduction</td>
<td>Short summary of day 1 / answering questions or remarks</td>
</tr>
<tr>
<td>9:45</td>
<td>Implementation of a RS course</td>
<td>Overview of the possibilities and the obstacles to organize a RS course in the existing curriculum or as an additional training</td>
</tr>
<tr>
<td>10:30</td>
<td>Evaluation of a course/training: process evaluation</td>
<td>What can a trainer learn from the reactions of his students? The process of renewing and adaptation: possibilities and limits.</td>
</tr>
<tr>
<td>11:00</td>
<td>Coffee break</td>
<td></td>
</tr>
<tr>
<td>11:20</td>
<td>Evaluation of students at the end of a course</td>
<td>Possibilities for evaluation, different methods referring to knowledge, competences, attitudes</td>
</tr>
<tr>
<td>11:50</td>
<td>Available materials (PowerPoint 7)</td>
<td>Overview of the existing handbooks, materials, websites, with relevant information for trainers and trainees concerning road safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Special attention is given to the SaferAfrica website and platform</td>
</tr>
<tr>
<td>12:30</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>13:45</td>
<td>Final conclusions</td>
<td>Link with expectations from the first day Evaluation of this course Filling in th evaluation form</td>
</tr>
<tr>
<td>14:30</td>
<td>Closing ceremony</td>
<td>Handling over the certificates</td>
</tr>
<tr>
<td>15:30</td>
<td>closing</td>
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The invitation procedure

The course was organized in the “Ecole Nationale Supérieure des Travaux Publics (ENSTP)” in Yaoundé, Cameroon. Because we expected that also experts from other countries would be participating, the language was set to be in English. All documents and presentations were prepared in English.

The participation in the course was for free (no fee was asked). Trainer’s fee and the necessary travel and accommodation costs were funded by the SaferAfrica project by each institution. Lunches and coffee breaks were also paid by the general project resources.

Accommodation and travel cost for the participants were not covered by this project and had to be paid by the participants (or their organization, institute). Probably this was the reason that only Cameroonians took part of the course.

Participants were trainers from the universities of Cameroon, and from the main organizations involved in Road Safety. They were selected and invited by the Ministry of Public Works of Cameroon, to attend the Train-The-Trainers’ course. To be shortlisted to attend to this course, the
potential candidates were to be holder of at least a Master degree, and be involved in training in his institution, in a domain to road safety.

The list of participants included 25 persons from different organisations, as presented in table 4.

*Table 4: overview of the participants and their organization.*

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<thead>
<tr>
<th>Organisation type</th>
<th>Organization name</th>
<th>participant</th>
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<tr>
<td>School / university</td>
<td>ENSTP- Yaoundé</td>
<td>Pr Madja Doumbaye Jérémie</td>
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<tr>
<td></td>
<td></td>
<td>Dr. Matcheubou Alice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mr. Limaleba Roger Blaise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Feumo Achille Germain</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Aba Nkasse Alain</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mr. Ngati Emmanuel Pivaga</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mr. Bomela Milaire</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Talla André</td>
</tr>
<tr>
<td></td>
<td>University Douala</td>
<td>Dr. Bahoken Valeri Lesmont</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Zogo Tsala Simon Armand</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Banjdokotok Missikon Silvère</td>
</tr>
<tr>
<td></td>
<td>University Yde I</td>
<td>Dr. Mabou Paul Blaise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Ngaba Mballa Omive Marie Nicole Epse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mambo Pouka</td>
</tr>
<tr>
<td></td>
<td>University Dschang</td>
<td>Dr. Tchkote Hervé</td>
</tr>
<tr>
<td></td>
<td>CTL</td>
<td>Mme Kunsoan Noella Bajia</td>
</tr>
<tr>
<td>Ministries</td>
<td>Ministry of Transport</td>
<td>Mme Manto Teignegou Epse NSO Ngang Claudia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mr She Nkoa Jean Baptiste Landry</td>
</tr>
<tr>
<td></td>
<td>Ministry of health</td>
<td>Mme Munji Laura Yensinkem</td>
</tr>
<tr>
<td>Others</td>
<td>ANOR</td>
<td>Mr. Foka Jean Pierre</td>
</tr>
<tr>
<td></td>
<td>DGSN</td>
<td>Cre Ananfack Bernard</td>
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<td>Cre Enama Tsang Anselme Hubert</td>
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<td></td>
<td>Cel BAD-BM</td>
<td>Mr. Nzontu Maurice</td>
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<tr>
<td></td>
<td>SED</td>
<td>Cdt Nna Nkoto Junior Joris Ivens</td>
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<td></td>
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<td>Cne Engamba Eba’A Charles Jerry</td>
</tr>
<tr>
<td></td>
<td>CONAROUTE/SPM</td>
<td>Mr. Ndinkam Mama Deésire</td>
</tr>
</tbody>
</table>
2 Description of the course as enrolled in Yaoundé.

Since this course was conceived as an interactive training, the prepared program was considered more as a guide and not as a strict plan. Strict were the starting and closing times of each day, and the content that was specifically focused on developing a training. But the time that could be spent on each topic was flexible, the same for the order of the different topics.

In this chapter we will discuss the real enrolment of this first ‘try-out’ course in order to learn and to develop a more suitable and effective version of the train-the-trainer course.

Description of the first day

In general, the program of the first day, particularly during the morning, could be enrolled as initially planned. In the afternoon the program was shortened, due to practical problems on one hand, and the important discussion during the group work during the afternoon, on the other.

The most important remarks and observations from the different sessions concerned:

Expectations of the participants
When the participants presented their expectations about this course, it came quickly clear that not everyone has well understood the main objective of this course. For some of them, a train-the-trainer course would offer a more specialized knowledge (and competences) in road safety issues. Examples mentioned were:

- Having more insight in the different kind of road accidents
- More knowledge on statistical analyses
- Information on how to influence governments to take action in road safety.

Other participants’ expectations were more in line with the aims of this TTT-course: they wanted to learn more about how to develop a road safety course adapted to their own students.

A second ascertainment during this presentation had to do with the enormous diversity of organizations and background. This could be an interesting fact to promote co-operation and to understand the broadness of the domain of road safety. At the same time, it could also make it more difficult to come to real and applicable results.

Introduction to road safety
Taking the expectations and the discussion during this presentation into consideration, it seems that this introduction was very necessary and needs probably more space within the course. Several participants had already a good background of road safety, others were only indirectly educated on this matter, even if their job was related to road safety.
**Who's involved in road safety?**

Striking was the discussion between the participants concerning the cooperation between different kind of professionals. Although everyone agreed that a lot of professionals are involved in road safety, most of them were thinking in strict separated competences. For example: police force is only involved in enforcement activities and accident data. The idea that police officers could also give some ‘professional’ advice in planning and readapting infrastructure was difficult to accept by all the participants.

During the group work, the participants had to indicate which issue would be important to include in the training of the different professionals. As a guideline, the list of the questionnaire used for deliverable 6.1 was used. The fact that the groups were too big (8 persons in a group) made this discussion extra-long. It took nearly the rest of the afternoon and we even got no time to share different results with the rest of group.

The session about learning objectives was, as so, transferred to the next day.

**Description of the second day**

The program for the second day was changed, due to the time consuming session of the previous day and the health problems of one of the trainers, who staid absent during the afternoon.

The following discusses the important remarks and observations of the different sessions.

**Learning outcomes**

For most of the participants this was a good summary of what they already knew, although the frame work was a little bit different. The link with the taxonomy of Bloom was most appreciated.

**Defining content of a course**

Different possibilities to define and organize the content of a course were presented. Special focus was given to interactive formats and on-site visits associated with real cases analysis work groups.

**Training time management**

This session included consideration about basic terminology, the main determinants of the duration of training and the available tools for training time definition. A practical application exercise was developed.

**Working with e-learning modules**

This session included the overall presentation of the inventory of e-learning courses made within the SaferAfrica project, and other e-learning courses available worldwide. The e-learning courses developed specifically for the project were also presented, with a brief visualization of one of them. To complement this information, the Coursera platform was described, with the enrolment in one course. Participants were able to see the structure of the courses available in Coursera, and the possible interaction with a tutor and the other colleagues. Finally, the moodle platform was also
presented, as a digital support for classes. This platform allows to upload documents, which students can easily access; communication between students and teacher is also possible.

**Description of the third day**

The program for this day was also adapted as a result of the previous days. The following discusses the important remarks and observations of the different sessions.

**Learning process in adults**
Due to the fact that we did not found enough information to develop a discussion scheme, the topic of ‘implementing a RS course’ was cancelled. This gave us more space to elaborate the session on learning processes with a few more specific psychological issues concerning training and education.

**Evaluation of a course part 1 and part 2**
This session was made without a PowerPoint presentation. It was more a discussion with the different participants on all the possibilities to evaluate a course. More accent was put on alternative evaluation procedures like self-evaluation, group evaluation, project instead of exams, amongst others.

**Available materials**
By presenting different websites and the available handbooks and other materials, participants receive a lot of background information that they could use for their own training. It was much appreciated. Safer Africa website was also presented. All the participants were invited to register into the dialogue platform to increase road safety worldwide communication.
3 Evaluation of the course

To evaluate this first try-out version, we used two sources: first of all the reactions and the reflections of the participants and secondly the reflections made by the trainers themselves during and after the course.

Evaluation by the participants

At the end of the course, an evaluation form was given to the participants, which included the following four questions:

1) What was the most important item in this course?
2) In which way could this course help you to be a “teacher” in road safety?
3) What did you missed in this course?
4) In which way did you appreciate the used methodology in this course?

The choice to work with open questions was chosen to create a broad perspective and to really have the well-lived experience of the participants. This made it more difficult to analyse these answers, but it gives a lot more information.

Question 1: “what was the most important item in this course for you?”

All the different answers could be classified in four categories:

- Skills to prepare a course. More specific: how to define learning outcomes, the taxonomy of Bloom and time management.
- Methodologic (didactical) aspects. More specific: learning cycle, how to make a course interactive, new methods, how to make sure that a message will be understood.
- Personal learning aspects for trainers. More specific: the different ways to find documentation (for ex. E-learning), ‘think out of the box’, self-evaluation of the “teacher”, different domains of road safety, insight in different kind of accidents, ....
- Some more relational aspects in teaching: to put yourself in the 'mind of the student', how to motivate students.

Figure 1 presents an overview of the frequency of the most important answers to question 1 gave by the participants of the course.
Question 2: "In which way could this course help you to be a “teacher” in road safety?"

Using the same classification, more importance was given to issues that cover the initial aims of the TTT-course, namely the preparation of the course and methodological and didactical aspects. The answers frequency to this question is presented in Figure 2.
In the domain of ‘preparation’, people mentioned time management and the focus on the learning objectives as more specific issues.

In the domain of methodology the main score lays on ‘how to transmit information’. Also evaluation technics and ‘how to manage a group’ were mentioned, each by one person.

Concerning the personal learning aspects, a better understanding of road safety and the broader background were frequently mentioned.

**Question 3: “What did you missed in this course?”**

The answers to this question can be presented in detail as follows:

**Missing content**
Three aspects were mentioned by more than 2 persons: 1) Road safety contents, 2) sociological aspects of RS, and 3) specific examples of Cameroon.
Five people indicated also that there wasn’t enough differentiation in the content, regarding the fact that there were many different professionals around the table. Some mentioned that the course was too general.
The fact that there was no information on long-term courses was also mentioned as a missing point.

**Reactions on the work groups.**
Although in general, the idea of working with short presentations and discussion or working in small groups was appreciated, there were some remarks about performance.
The time spent with the groups was too short and the missing feedback and plenum discussion afterwards was missing. Some people mentioned that during these discussions discipline and punctuality was missing, and that it was going in the direction of an endless debate.

**Practical issues.**
Some remarks were given on more practical issues. A few people mentioned that they preferred to get the documentation (slide handouts) in advanced (and not after the course).
There were some remarks concerning the used language (speaker and slides are in the same language – most English). And due to the large room and the limited screen, some slides were not visible enough.

Answers on this question were sometimes mixed with the ones on question 4 (In which way did you appreciate the methodology used in the course?).

**Question 4: “In which way did you appreciate the methodology used in this course?”**

The general appreciation of this course was positive. The idea of having short presentations and a possibility to discuss things, in plenum or in small groups was on itself a well appreciated method.
Figure 3 shows us the overall appreciation, although not everyone has used the same words.
Figure 3: General appreciation of the course by the participants

Comments from the trainers.

Differences in interpretation of a TTT-course.

At the beginning of the course, it became clear that not all the participants had the same expectations of the content of the course. Some participants interpreted a train-the-trainer course as a more specialized road safety course and hoped that it would focus on road safety management, data analysis and policy. Others had expectations that were more in line with our objectives.

Although the original course objectives were maintained, it was not an easy start position and it could have influenced the different group works during the course.

The size of the group

Our aim was to make the course very interactive with several moments of group work in order to improve personal feedback on presentation techniques, and for this we had originally planned to work with a group of 20 (maximum 25 people). Nevertheless there were officially 25 participants which created some time constraints, namely group discussions took more time and there was not enough time for a more personal feedback.
Group dynamics

From the beginning it was very clear that participants were eager to learn and to discuss different topics. The group dynamics can be described as a strong energy and a readiness to reflect on their own situation and knowledge.

The fact that the group was very heterogeneous, with participants from different sectors of activities, improved the sharing of experiences.

General outcome

The fact that they came from different organizations involved in road safety was very important because everyone had received skills and tools that will help them to prepare and to deliver courses on road safety to their own target groups.
4 Results and recommendations

Based on our experience and the feedback from the participants, this 'try-out'-course gave us the necessary information to design a more appropriate course model. As so, we were able to present the following recommendations for future Train-the-Trainer activities:

1. It looks more and more important to provide to the candidates a very concrete and clear description of the objectives of the course. We have to avoid that people come to the TTT-course only to get more information on road safety issues. A TTT-course as we have developed is focused on 'how to transfer knowledge and competences about road safety to students and professionals. It is more about the pedagogical approach.

2. Nevertheless, our first idea of organizing a 5-day course seems to be more adequate. Some more basic notions on road safety could get more attention.

3. If we want to stay with the idea of a real interactive course, it would be better to limit not only the number of participants, but also the diversity of the participants. A possible solution could be to develop a course module for trainers (or future trainers) in more technical professions (engineers, architects, urban planners, ...) on one hand, and a separated module for professionals in human sciences (education, communication, policy, enforcement, ...) on the other. This would allow to focus the content on more relevant issues for each group and it would make the exchange between the participants more effective.
WELCOME PRESENTATION

TRAIN-THE-TRAINER course
Yaoundé – February 2019

WELCOME

The main objectives for this course:

- A framework for developing a road safety course for different professionals,
  - Defining learning outcomes
  - Defining content
  - Evaluation of courses
- An overview of specific learning tools
- Implementation of a RS course in an existing curriculum

Trainers/tec:
- Prof. Ger
- Dr. Ing. J
- Civ. Ing. J
- Ludo Klu

This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 734623
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9:30</td>
<td>Introduction – resume of the first day</td>
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<tr>
<td>9:45</td>
<td>Training time management</td>
</tr>
<tr>
<td>10:15</td>
<td>From learning outcomes to <strong>content</strong></td>
</tr>
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</table>
Which elements usually define a road accident

- a collision
- occurred in a public road
- with a vehicle
SO HOW TO IMPROVE IT?

Different approaches...

- The 3 E’s of road safety: Engineering, Education and Enforcement
- The five Pillars of Road Safety defined by WHO
• How to identify the main problems?
• And how to measure evolution to check if the applied measures are producing the expected effects?

We need data!

Road user related risk factors in your country?

- overloading
- Mixed transport
- Shops on the side walk
- Slow vehicles
- Street peddlers
- Groups of animals
- motorcycles
- Groups of animals
Vulnerable Road Users - children

- Exposure
- Vehicles
- Infrastructure
DIFFERENT PROFESSIONAL INVOLVED IN ROAD SAFETY ISSUES

Questions?

- Which professionals are involved in RS?
- Are they well trained on specific RS issues?
- Do they need special RS training beside their normal profession?
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>URBAN PLANNERS</th>
<th>ROAD ENGINEERS</th>
<th>SCHOOL TEACHERS</th>
<th>POLICE OFFICERS</th>
<th>DRIVER TRAINER</th>
<th>HEALTH PERSONNEL</th>
<th>PREVENTION OFFICERS</th>
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</tbody>
</table>
DEFINITION OF LEARNING OUTCOMES

TRAIN-THE-TRAINER COURSE
Learning outcomes
SANDRA VEIRA GOMES
LNEC, PORTUGAL

Questions you have to ask yourself

- Who is my student?
  - His/her foreknowledge
  - His/her destination – what will he/she do in the future?

- What does he/she has to learn?
  - For which job tasks can he/she use this knowledge?
  - What can he/she do with the competences of the training?
Some examples of effective course learning outcomes

On successful completion of this course students will be able to:

...design, create and use a mechanical device which can perform a routine, specified function and that meets Australian and New Zealand standards.

...prepare and present a legal argument to support a defence based on available and valid evidence, with reference to contemporary common law precedents for a specified case study.

...review and critique a performance art work, with reference to contemporary theory of artistic criticism.
TRAINING TIME MANAGEMENT

Contenu de la séance:

1. Terminologie de base
2. Déterminants de la durée de formation
3. Outils de gestion du temps de formation
4. Application
Progression

Séquence

Ensemble continu ou discontinu de séances, articulées entre-elles dans le temps et organisées autour d'une ou plusieurs activités en vue d'atteindre un objectif général.

Nécessite de concevoir son enseignement, non pas séance par séance, mais à plus long terme, de la situation de départ à l'évaluation, en passant par l'entraînement.

Unité de SENS, organisée autour de l'atteinte d'un objectif général explicité aux élèves.

Programme

2. Étapes de l'organisation du programme
FROM LEARNING OUTCOMES TO CONTENT

TRAIN-THE-TRAINER COURSE
Defining content
SANDRA VIEIRA GOMES
LNEC, PORTUGAL

So we have identified the learning outcomes...

How do we define content from this?

Learning outcomes

Course learning objectives are very specific and can be assessed.
The focus is on specific content rather than general knowledge.

On successful completion:

- Understand the context
- Define the mini roadmaps
- Design the room
In which format can we provide this information?

- Videos

By identifying potential problems and propose...
LEARNING PROCESSES IN ADULTS

TRAIN-THE-TRAINER course
Youandé – February 2019
Le processus d'apprentissage.

4 grandes "pistes d'apprentissage":

- 'trial-an-error': directement essayer et voir qu'est-ce que ça donne
- Bien lire le manuel en totalité et après appliquer ce qu'on a compris
- Observer et demander des explications aux vendeur
- étape par étape le mettre en pratique sur base ce qu'on a besoin
Racontez et je vais
Montrez et peut-être
Permette et je le co

Nos propres idées
- Sélectionner
- Guident notre
- Guident aux
La construction d'une session de formation

- Eye-catcher – création d'un besoin, susciter leur intérêt
- Bien connaître les points les plus importants / les idées de base
- Alterner la théorie et la pratique
- Faire référence à la structure
- L'interaction est terriblement importante!
- Répéter, répéter, répéter,...
- le rythme du jour
On peut emmener les chameaux vers la rivière, mais on ne peut pas les obliger à boire.
WORKING WITH E-LEARNING MODULES

E-learning in the SafeAfrica project
- Assessment of the available e-learning modules about road safety, organized according to the WHO five pillars in the 3 main languages of the African continent
- Development of e-learning modules
ADDITIONAL MATERIALS

SAFER AFRICA

TRAIN-THE-TRAINER COURSE
Available materials
SANDRA VIEIRA GOMES
UNICEF, PORTUGAL

INTERNATIONAL TRANSPORT FORUM

BENCHMARKING ROAD SAFETY IN LATIN AMERICAN COUNTRIES
Sandra Vieira Gomes
Universidade Federal do Rio Grande do Sul - UFRGS, Brazil

Participating countries:
Argentina
Brazil
Chile
Colombia
Costa Rica
Cuba
Ecuador
Mexico
Paraguay

Objective of the project

Benchmarking road safety performances and developments of ten Latin American countries.

The main outcome of this project is an assessment of strengths and weaknesses of each country and the identification of areas deserving policy attention and where the experiences of other countries may be usefully applied.

The project started in 2015 and was concluded in 2017. The work was organized according to the following tasks:

- Definition of the methodology for benchmarking road safety in Latin America
- Identification of strengths and weaknesses of each country through benchmarking
- Understanding and comparing the differences between countries
- Synthesis of best practices and success factors and a support recommendations to each country
- Presentation of the study results to the ten countries
Additional materials
LINKS

- http://www.saferafrica.eu/
- http://dialogue.africanroadsafetyobservatory.org/user/auth/login
- https://www.who.int/gho/road_safety/en/
- https://www.itf-oecd.org/
- https://www.bloomberg.org/
- https://www.paho.org/
- https://www.piarc.org/fr/
- https://www.irf.global/
- https://www.itf-oecd.org/IRTAD
EVALUATION OF A COURSE

TRAIN-THE-TRAINER COURSE
Evaluation of a course - oral presentations
SANDRA VIEIRA GOMES
LIVES, PORTUGAL

Clear and logical delivery of your ideas and results is an important component of a successful career.

Presentations encourage broader dissemination of your work and highlight work that may not receive attention in written form.

Making Good Oral Presentations

Talk to the Audience
Make eye contact with as many people as possible when you present to add a level of authority and comfort to the presentation.

Prepare presentations that address the target audience - their background and knowledge level and what they are hoping to get out of the presentation.

Less is More
Presentation that are too long may be lost, and valuable question time is usually reduced. A side effect of too much material is that you talk too quickly.
### ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>EC</td>
<td>European Commission</td>
</tr>
<tr>
<td>ENSTP</td>
<td>École Nationale Supérieure des Travaux Public</td>
</tr>
<tr>
<td>EU</td>
<td>European Union</td>
</tr>
<tr>
<td>RS</td>
<td>Road Safety</td>
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<tr>
<td>TTT-course</td>
<td>Train-The-Trainer course</td>
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