



LEARN

EXAMINE

ACT

REPLICATE

NETWORK

## LEARN PROGRAM

# A GUIDE FOR IMPLEMENTING



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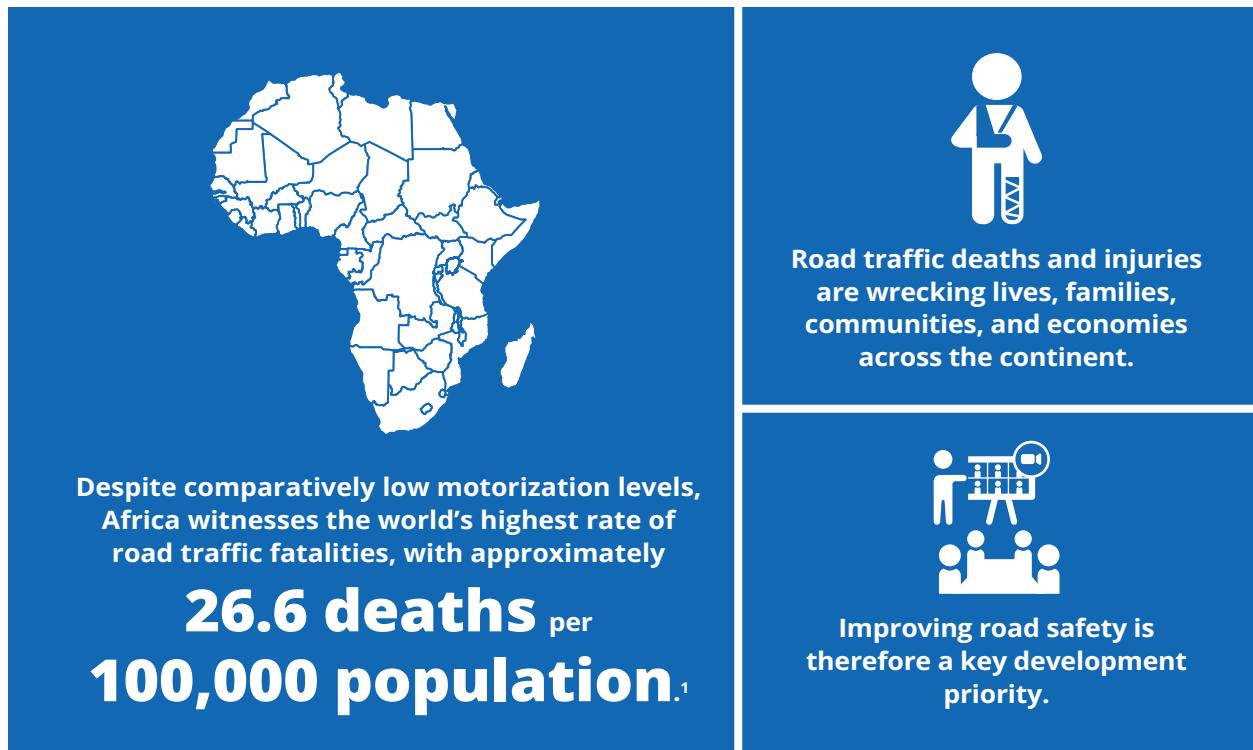


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# The context for LEARN

In 2021, a second Decade of Action for Road Safety 2021–2030 was declared with the ambitious target to reduce road deaths and injuries globally by 50% by 2030.



More and better road safety data is key to addressing the road safety crisis on Africa's roads. It has been highlighted in several United Nations (UN), African Union (AU) and other multilateral resolutions. UN resolution A/72/359 specifically recognizes the importance of capacity building in this field. In Africa, an African Road Safety Observatory has been created, signalling an increased recognition among African governments that coordinated efforts are necessary to address the significant need for better data. The need for inter-agency collaboration and multi-stakeholders' partnerships has been highlighted as the key to improving road safety data, especially in low- and medium-income countries.<sup>2</sup>



<sup>1</sup> World Health Organization. (2018). Global status report on road safety 2018. Geneva.

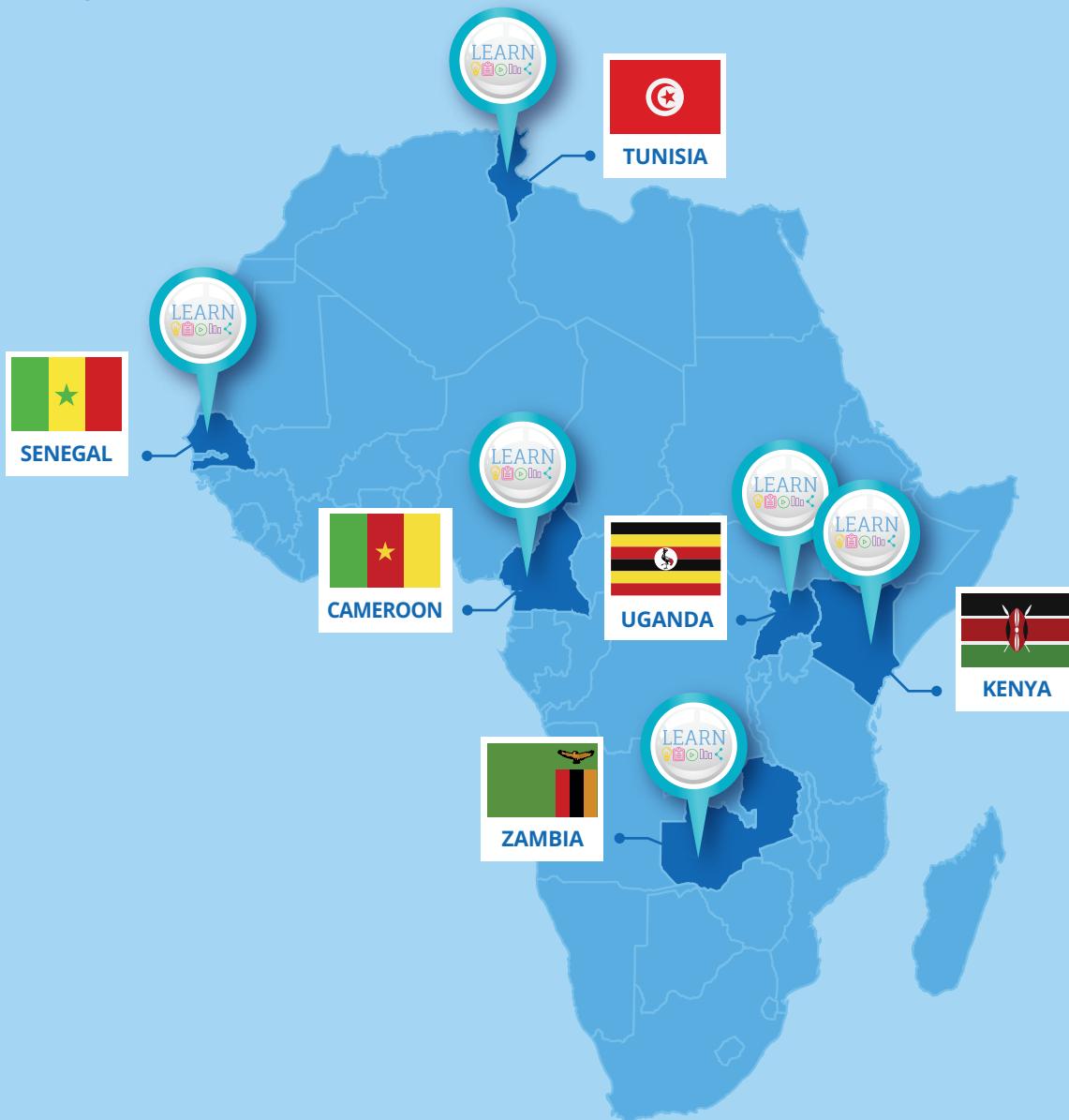
<sup>2</sup> Ministerial Conference. (2020). Stockholm Declaration. Stockholm, Sweden: 3<sup>rd</sup> Global Ministerial Conference on Road Safety.

# What is LEARN?

LEARN (Learn, Examine, Act, Replicate, Network) is a program designed by the International Road Federation (IRF) and the Global Alliance of NGOs for Road Safety (the Alliance). The program aims to enhance the knowledge, skills, and actions of a selected group of road safety professionals and stakeholders via hands-on and interactive training workshops in low- and middle-income countries. While building their data-related knowledge and skills, participants familiarize themselves with a range of tools and techniques that can help drive change and communicate a robust road safety message.

LEARN's long-term objective is the creation of multi-stakeholder coalitions in low- and middle-income countries to improve road safety policy and action. The program was created in response to stakeholders' strong desire to participate actively in actions to promote road safety, to increase their understanding of what those actions would entail. It demonstrates the added value of working together, in a systematic way and with the support of data.

LEARN has been piloted and successfully implemented in six African countries (Cameroon, Kenya, Senegal, Tunisia, Uganda, and Zambia).



## LEARN Conceptual Framework

### L Learn

The **learn** component of the program provides stakeholders with capacity building opportunities through formal training on road safety data. A contextually tailored curriculum is delivered to equip the stakeholders with the fundamental data-related knowledge and skills and familiarize them with a range of tools and techniques to understand road safety data and its usage. The learning component is crucial for initiating dialogue between the various stakeholders coming from different sectors. It sets the base for inclusivity and joint action planning.

### E Examine

The **examine** component provides the LEARN stakeholders with an opportunity to work together by analyzing road safety data challenges in their countries and exploring ways of pooling together their strengths and resources as a coalition. They leverage their combined advantage to develop a joint action plan to demonstrate the value of working together. Each stakeholder is assigned a role in the joint action plan.

### A Act

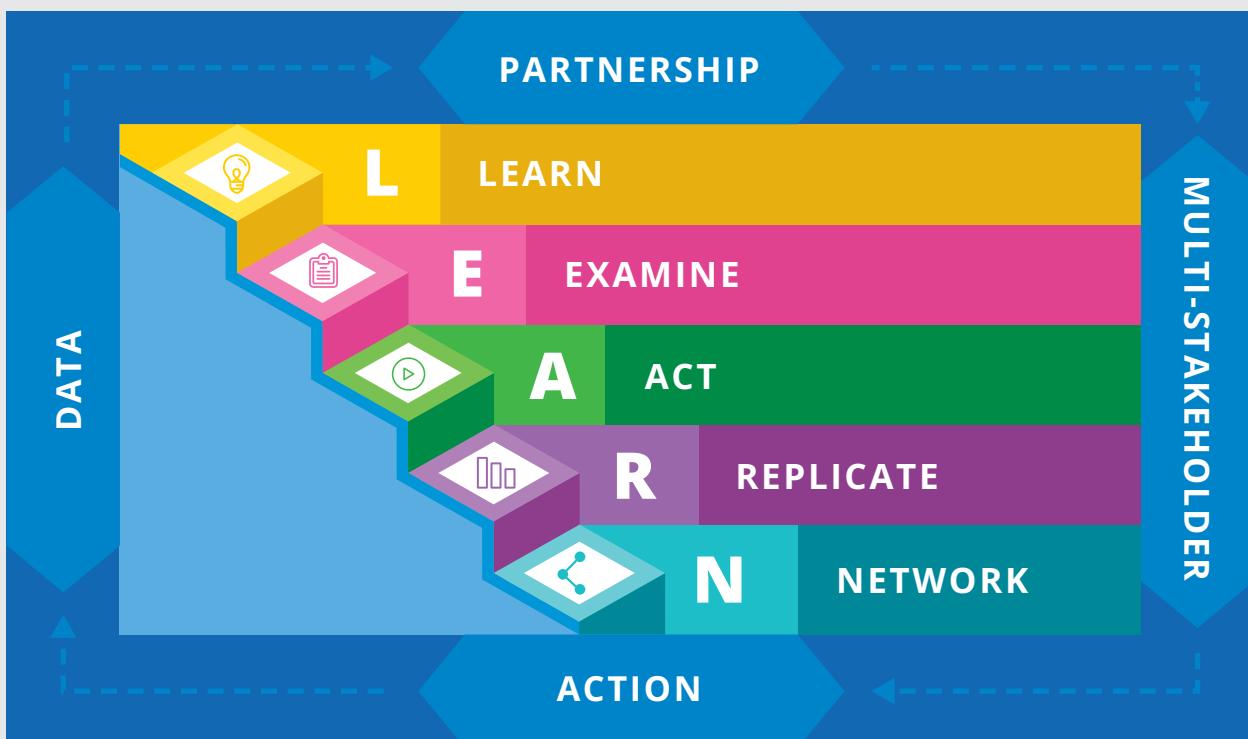
The **act** component involves the implementation of a demonstration project agreed upon by all stakeholders. Roles and responsibilities are distributed according to each stakeholder's area of expertise. This component helps to put into action the practice of using data at all levels and by all actors.

### R Replicate

The **replicate** component considers replicating and/or scaling up the demonstration activity that has been successfully completed by the LEARN stakeholders. This becomes a proven approach for redeveloping the same solutions for similar problems elsewhere, or even at a higher scale, by building on the key lessons learned to transfer good practices in road safety data interventions.

### N Network

The **network** component involves growing and popularizing the LEARN initiative through dissemination and promotion of LEARN outcomes. This aims not only to encourage interagency cooperation in data, but also to provide practitioners with an evidence-based approach and good practice for improving road safety data and action through capacity building, resource sharing, and improved communication.



## LEARN Implementation Framework

The implementation of the LEARN Program can be depicted as a two-phase engagement process as shown below.



# About this guide

The LEARN guide supports different stakeholders to come together with a common purpose to strengthen road safety action through improved data collection, data sharing, and data usage. It is intended to provide an evidence-based approach for engagement of all stakeholders in the development and implementation of optimal transportation solutions. It aims to offer a replicable case for African and other countries to improve road safety data and action. It provides both theoretical and practical elements, with a step-by-step approach to assist practitioners in planning, implementing, and evaluating the program even with limited resources.

## **Why implement LEARN?**

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LEARN builds capacity through a multi-stakeholder approach, improving coordination of efforts to address the significant need for better knowledge, skills, and action on road safety data.

## **Who can implement LEARN?**

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The LEARN Program can be implemented by literally anyone interested in action-oriented capacity building on road safety data. In LEARN, all stakeholders are equal because we recognize the added value that each one brings to the table. However, the involvement and support of an NGO is fundamental to succeed, and ideally an NGO or an organization that is viewed as neutral by other stakeholders should take the lead. This enables them to neutralize potential tensions. The benefits of involving a local NGO in coordinating LEARN activities are highlighted later in this guide.



# Key considerations before implementing a LEARN Program



## RELEVANCE

How relevant is LEARN in the context of your country's road safety data situation?



## SUSTAINABILITY

How will you reach out and engage the relevant stakeholders to ensure:

- Attendance to the induction training workshop and joint action planning?
- Coalition set-up and ownership building?
- Creation of a sustainability framework for the LEARN coalition in your country?
- Communication and dissemination of LEARN activities and outcomes?



## BUDGET

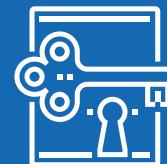
Even where financial resources are low, initiating and fostering a long-term multi-stakeholder outlook in LEARN can be a winning formula to generate and maximize value toward shared partnership and individual stakeholder objectives.

Find a sample LEARN budget template at [roadsafetyngos.org/LEARN-Guide-Resources](http://roadsafetyngos.org/LEARN-Guide-Resources) which consolidates the experiences drawn from six countries that have implemented LEARN Programs.



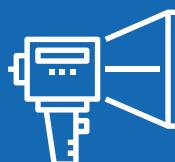
## RESOURCE MOBILIZATION

Identify methods that you will use to secure new or additional resources (finance, materials, skills) to implement LEARN.



## CHALLENGE

What key challenges do you foresee in the implementation of LEARN in your country, and how will you deal with these challenges? Project management tools such as SWOT and PESTLE analysis may assist you in deciding whether to run a LEARN Program and identify what area of road safety data to focus on.



## INTEGRATION

Are there other road safety initiatives involving multiple stakeholders or partnerships going on in your country? (If yes, map out and describe these, and show how LEARN can be integrated).

# Step-by-step guide for implementing a LEARN Program

In order to plan and implement the LEARN Program, the following key steps can be used as a general guide. The guide is flexible and adjustable to align with the local context, but should, as much as possible, also align to the priorities of the LEARN Program: building a multi-stakeholder coalition and a collaboration that allows different actors to maximize the impact of road safety efforts through data-driven actions.

## Step 1: Stakeholder mapping



As a first step, it is important to identify and compile a list of stakeholders, determine their sectors, their basic details, and information on their activities to support the selection process.

### RESOURCES



Download from:  
[roadsafetyngos.org/LEARN-Guide-Resources](http://roadsafetyngos.org/LEARN-Guide-Resources)

- LEARN Stakeholder mapping template



### TIP

### TARGET AUDIENCE

Consider inviting the following stakeholders, using the stakeholder mapping template to assist you:

- ✓ Officials from government agencies
- ✓ Members of engineering associations
- ✓ Staff/Members of Federation Internationale d'Automobile (FIA) clubs
- ✓ Teachers (primary and secondary school)
- ✓ NGO activists
- ✓ Journalists
- ✓ Private sector
- ✓ Academia/researchers
- ✓ Other interested stakeholders

## Step 2: Selecting potential stakeholders and sending communication



Once the mapping is completed, identify and select the stakeholders you are interested in bringing together for the capacity building workshop. From our experience, we recommend reaching out to around 15-20 individuals, to try and secure interest from at least 10 key stakeholders.

For initial communication, send a brief letter and a one-pager outlining the LEARN Program and inviting the stakeholder to participate in a data training workshop.

### RESOURCES



Download from:  
[roadsafetyngos.org/LEARN-Guide-Resources](http://roadsafetyngos.org/LEARN-Guide-Resources)

- Invitation letter
- One pager about LEARN



### TIP

### FOLLOW-UP COMMUNICATION

Once you have sent out an initial communication and invitation, be sure to do a follow-up to answer any questions or concerns that the stakeholder might have. This follow-up can be a visit to their offices, by phone, email or any other method that will encourage the stakeholder to commit to attending the workshop.

The goal is to have them interested in potentially joining the program and agreeing to join a first workshop of all potential stakeholders.

## Step 3: Organizing and delivering a data training workshop



Once the stakeholders have confirmed their commitment to participate in the workshop, further communication is needed. From our experience with government agencies, official invitations may be needed and printed copies delivered to the highest authority. An agenda and the participants list should be shared with all participants well ahead of the meeting. These, and any other relevant information, can be sent as a frequently asked questions (FAQ) information pack.

A confirmation of venue, date, time and the logistics should be communicated. We recommend an upper-scale hotel with a sizable meeting room, suitable for around 20 people. The room should be fully equipped, i.e., with a projector and screen for PowerPoint presentations, a flip board/white board for potential group work, and a phone with speaker in case anyone needs to call in.

We recommend scheduling a two-day training, with each day being eight hours, in order to have interactive sessions for both theory and practical training and to provide sharing and networking opportunities.

The training structure and content for the LEARN training workshop can be sourced from IRF and the Alliance. See contact details on page 19. The workshop agenda below is flexible and adaptable for local customizing but still maintains a curriculum that is unique to the LEARN Program.

To deliver the data training workshop, it is important for LEARN coordinators to scout, identify, and engage one or two experts/professionals to facilitate the workshop. The facilitators should be involved in developing the agenda and training materials, as well as facilitating on the day. The facilitators can join physically in person or join virtually. For participants, physical presence is recommended as much as possible. During the training, participants should all be made to feel relevant and encouraged to share their experiences. Group discussions, brainstorming, and dialogue are some of the facilitation techniques that can be adopted. Characteristics of an ideal facilitator can be found on page 15 in the section on LEARN roles and responsibilities.

Training materials should be well organized and comfortable for all participants (for example, PowerPoint slides, handouts, electronic gadgets, flip charts, etc.)

At the end of the recommended two-day training, conduct an immediate evaluation of the participants' experience with the workshop. You can use an online format (such as a Google Form) or printed questionnaires. In our experience, it is also good to ask participants to verbally give their comments, reflections, and testimonies about this first workshop and record them to support the written evaluation.

The successful delivery of the data training workshop is essential to the LEARN Program. It should be well planned, executed, and evaluated against clear objectives. The evaluation results will indicate or determine if the LEARN Program moves to the next stage or not.

**CHECKLIST FOR ORGANIZING AND DELIVERING DATA TRAINING WORKSHOP**

<input checked="" type="checkbox"/>	Prepare a list of potential participants from your confirmed emails from stakeholders
<input checked="" type="checkbox"/>	Confirm the venue for the workshop and other logistics
<input checked="" type="checkbox"/>	Identify and engage one or two facilitators
<input checked="" type="checkbox"/>	Prepare the workshop agenda
<input checked="" type="checkbox"/>	Develop training materials including evaluation tools
<input checked="" type="checkbox"/>	Prepare an information pack for participants with frequently asked questions
<input checked="" type="checkbox"/>	Send individual email to each potential participant and attach the information pack
<input checked="" type="checkbox"/>	Deliver training
<input checked="" type="checkbox"/>	Evaluate training

**RESOURCES**

**Download from:**  
**[roadsafetyngos.org/LEARN-Guide-Resources](http://roadsafetyngos.org/LEARN-Guide-Resources)**

- Example agenda for a LEARN data training workshop
- Example LEARN overview training presentation
- Example LEARN data training evaluation form

**TIP**

**HOW TO  
ENSURE  
INTERACTIVE  
WORKSHOP  
SESSIONS**

- ✓ Manage the participant's expectations: allow time at the beginning for participants to give their expectations and together assess and agree what is within the scope of LEARN.
- ✓ Allow ample time for participants to introduce themselves, their background, and current work.
- ✓ Manage group dynamics: set a level playing field where each participant feels comfortable to share their ideas and experiences without fear or prejudice.
- ✓ Make use of the participants' knowledge, skills, and experiences to drive the agenda rather than using a prescriptive approach; simply give suggestions or describe things.
- ✓ Use facilitation techniques that allow participation by all, such as snowballing, brainstorming, mind maps, affinity grouping, multivoting, and thinking hats.
- ✓ Have fun: include breaks, energizers, brain teasers etc.
- ✓ Cultivate ownership of the agenda: foster a sense of confidence and make sure participants are the protagonists of the training process and not merely receiving knowledge passively.

## Step 4: Coalition building and mentorship

Steps 1, 2, and 3 represent the initiation of the LEARN Program. It is important to mobilize the different stakeholders, bring them together at the same table, and set up a level playing field where everyone can familiarize themselves with road safety data.



**The coalition building effort starts toward the end of the data training workshop. Participants are involved in a number of exercises that encourage working together and sharing roles.**



- Activity i. Participants identify a road safety data challenge
- Activity ii. Formulate the challenge into a problem
- Activity iii. Agree to work on possible solutions as a team
- Activity iv. Identify opportunities and relationships that can be built on within the group
- Activity v. Draft a joint action plan to implement as a coalition
- Activity vi. Map out potential sources of financial support to implement the joint action plan

A mentorship arrangement can be considered during the implementation of LEARN. The mentor should be a partner organization with good experience in coalition building and advocacy (for example IRF or the Alliance).

- Supporting the in-country coordinator to plan, monitor, and report on the coalition progress
- Addressing any capacity gaps that the coalition may encounter
- Providing resources including tools, templates, and access to IRF Data Warehouse
- Communicating funding opportunities and connecting the coalition with potential funders
- Showcasing the activities of the LEARN coalition in meetings and conferences
- Gathering testimonies and building case studies from the coalitions to promote LEARN

### RESOURCES



Download from:  
[roadsafetyngos.org/LEARN-Guide-Resources](http://roadsafetyngos.org/LEARN-Guide-Resources)

- Example of a coalition action plan template

## Step 5: LEARN coalition consolidation workshop



Convening a second workshop is an important step in implementing the LEARN Program. Ideally this workshop can be organized after the coalition has developed its final draft of the joint action plan.

From our experience, the second workshop serves a number of purposes:

- It is an opportunity for the coalition to reflect on their experiences so far and renew the commitment to the coalition.
- It strengthens the multi-stakeholder dialogue to streamline the coalition efforts in implementing their joint action plan.
- It consolidates ongoing efforts by various stakeholders, especially government agencies, to align the coalition efforts with what is current.
- It acts as a checkpoint to assess which members have dropped out and an entry point for new members.
- It enhances ownership of LEARN by the local coalition.
- It enables exploration of ways to unlock resources to support the LEARN coalition.

## Step 6: Monitoring and evaluating your LEARN Program



The monitoring and evaluation process of the LEARN Program is guided by its main objective: to improve road safety data and action through a multi-stakeholder approach and coalition building.

LEARN implementers can then develop their monitoring and evaluation (M&E) plan and formulate both process and outcome indicators to help establish a baseline against which the indicators can be judged. From our experience, we suggest LEARN implementers consider the following key performance indicators (KPIs) in their M&E plan:

- **Impact KPI:** Reduction in road traffic deaths and injuries
- **Outcome KPI:** Policy action in road safety that is data-driven

# LEARN roles and responsibilities

Implementing a successful LEARN Program requires a clear understanding of the different roles and responsibilities of different partners.

## Local coordinator (normally an NGO)

The coordination is aimed at creating and promoting ownership and sustainability of the LEARN initiative at the country level through self-driven and relevant data activities that are aligned to the priorities of the LEARN Program (building a multi-stakeholder coalition and a collaboration that allows different actors to maximize the impact of road safety efforts through data-driven actions).

### LEARN COORDINATOR RESPONSIBILITIES

- Develop a short proposal outlining the appropriate approach to plan and implement LEARN in the country and plans to promote ownership sustainability of the LEARN initiative at the country level.
- Conduct a stakeholder mapping to identify and recruit the most suitable stakeholders for LEARN; and to organize LEARN workshops and meetings as needed.
- Lead the coalition in developing a joint action plan for piloting a joint project on enhancing road safety data to demonstrate the value of working together.
- Prepare and manage coalition activity documents including a communication plan, activity framework, and progress reports.
- Grow the coalition by recruiting relevant stakeholders and partners for the first three months. Maintain 15 core coalition members and aim not to exceed 18 members.
- Reach out to potential partners and explore funding opportunities to secure the financial resources needed to implement the coalition action plan and sustain the coalition.
- Effectively and efficiently manage time spent by the coalition members in engaging with LEARN activities.
- Maintain regular communication with the coalition members to foster transparency and accountability.
- Develop a sustainability plan to guide the coalition plans and activities for data partnership and collaboration, both in-country and regionally.

## LEARN workshop facilitator

The workshop facilitator is a key role and should be engaged ahead of the workshop. The ideal LEARN data training facilitator will be:

- Experienced in road safety to at least a general level.
- Conversant with global frameworks and conventions for road safety.
- Familiar with international data systems and processes such as the Global Status Report and IRF World Road Statistics (WRS) Data Warehouse (WRS Data Warehouse: [www.worldroadstatistics.org](http://www.worldroadstatistics.org)).
- Comfortable when talking about data and statistics.
- Able to demystify data to all types of stakeholders and accommodate different actors.
- Affiliated to a relevant and reputable institution or organization (examples: World Health Organization, World Resources Institute, IRF, International Road Assessment Programme, among others).

### WORKSHOP FACILITATOR RESPONSIBILITIES

- Involved in developing the agenda and training materials.
- Prepare for the session in advance.
- Facilitate group discussions, brainstorming and dialogue.
- Conduct workshop evaluation.

## LEARN coalition members

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It is important that all members of the coalition understand their roles and responsibilities.

### COALITION MEMBER RESPONSIBILITIES

- Participate in LEARN workshops and meetings.
- Carry out the roles/tasks agreed upon and assigned to each coalition member within the agreed timeline.
- Communicate and update the coordinator on the progress and the status of the tasks assigned.
- Work and cooperate as a coalition team member to support the coordinator and others.
- Support the coordinator in exploring and reaching out to potential partners and funding opportunities to secure the resources needed to implement and sustain the coalition activities.
- Popularize and promote the coalition and its activities both locally and internationally, in order to expand partnerships and increase resource mobilization.
- Actively contribute in design, development, and implementation of the coalition's sustainability plan.



# The role of NGOs in the coordination of LEARN

The LEARN Program has been developed by IRF and the Alliance, both of which are NGOs, to help address capacity needs and improve multi-stakeholder data-driven processes in decision-making on road safety. As indicated earlier, involvement of a local NGO is highly recommended. This local NGO can take the lead in coordinating LEARN activities, possibly with support and guidance from an international NGO. There are strong benefits of involving NGOs in coordinating the LEARN Program.

## Advantages of coordination by NGOs

- NGOs are at the forefront in advocating for road safety.
- NGOs are advocating for evidence-based interventions that are data-driven.
- NGOs are neutral to all stakeholders.
- NGOs work in communities and have a better understanding of local context.
- NGOs are focused and will give attention to the program as it is part of their regular work.
- NGOs have good mobilization skills.
- NGOs often work effectively, even with limited resources.





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Website

[www.roadsafetyngos.org/LEARN](http://www.roadsafetyngos.org/LEARN)



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