



## Road safety training and capacity building – a comparison between European best practice and the African reality

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The adoption of the Safe System approach requires fundamental changes in the way of thinking, priorities and methods used in road safety work. Experience shows that this will probably meet local resistance that needs to be overcome. Of equal importance is to sustain this change and prevent reverting to traditional ways of thinking and working. In the ongoing AfroSAFE project (funded by the EU's Horizon Africa program) we focus on local capacity building using 'train-the-trainer' approach. To support the educational process (as well as the related professional activities), we will develop a centre of excellence together with a communication platform for exchange of practical experiences and peer-help by the participants of the training programme.

As a first step towards this goal we have made a compilation of the needs and gaps identified in current training and capacity building activities for road safety professionals in the participating African countries (Ghana, Zambia, Tanzania) and compared these with best practice (examples from Norway, Sweden, Denmark and Netherlands). We have used the five pillars from the Safe System approach as a structuring principal and based on this, outlined a matrix covering relevant laws, plans, programs, responsible administrative units in the different safety pillars to identify all relevant target groups (i.e. relevant agents for implementing road safety). Using a pre-defined fact sheet we have then systematically gathered data on training activities for at least two different target groups from each of these, thus having data on a total of 100+ training activities from the seven countries.

Data collection is taking place at the moment, but an initial qualitative assessment indicates that the amount of training activities for a given target group in the African partner countries are somewhat lower than in the European partner countries. A more in-depth qualitative assessment identifying the most important knowledge gaps will be presented at the conference, as well as a more thorough quantitative analysis comparing numbers and durations of training activities as defined in programs, plans and curricula.