

STRENGTHENING ROAD SAFETY LEGISLATION: A toolkit for road safety legislation workshops



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I. BACKGROUND

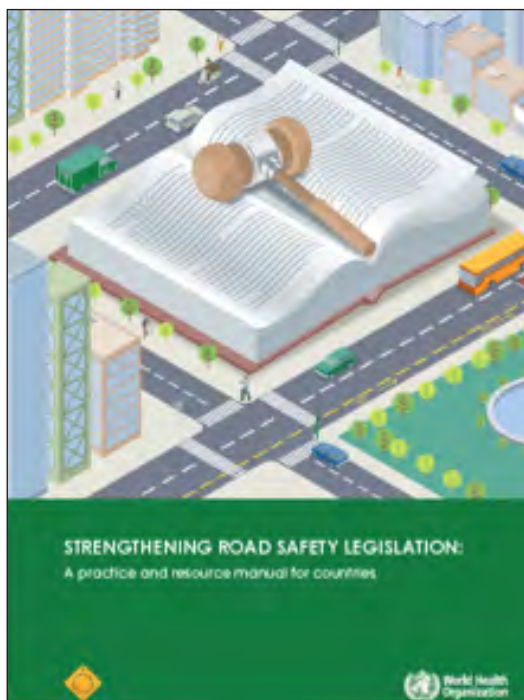
Since 2012 the World Health Organization (WHO) has developed and led an annual workshop to support countries in the Bloomberg Philanthropies Global Road Safety Programme (BP-GRSP) in developing comprehensive legislation relating to the five main risk factors for road safety (speed, drink-driving, non-wearing of helmets and seat-belts, and non-use of child restraints) and post-crash care. The countries are Brazil, Cambodia, China, Egypt, India, Kenya, Mexico, Russian Federation, Turkey and Viet Nam.

The annual workshops conducted in 2012–2014 were designed to help participants build the technical skills needed to improve road safety legislation or regulation in a stepwise approach using WHO's *Strengthening road safety legislation*¹ manual, including:

- how to continually assess laws on the five main risk factors and post-crash care, based on recommendations from WHO and other international organizations, and to develop recommendations for improvements needed;
- how to draft new laws or amend existing ones, taking into consideration country-specific technical drafting and procedural requirements, and overall country context;
- how to communicate the legal changes to enable civil society and other stakeholders to advocate for passage of the laws and their enforcement.

In addition to these global-level WHO workshops, in-country workshops can also be conducted at a national or subnational level, depending on countries' legislative and regulatory environment. Workshops can focus on laws enacted by parliamentary bodies, or on regulations promulgated by government ministries.

¹ Strengthening road safety legislation: a practice and resource manual for countries. Geneva, World Health Organization, 2013 (http://www.who.int/violence_injury_prevention/road_traffic/countrywork/legislation_manual/en/, accessed 28 November 2014).



The purpose of this toolkit is therefore to assist road safety practitioners and lawyers to organize similar road safety legislation workshops in their country.

This toolkit covers the following topics:

- Conducting a needs assessment
- Defining workshop objectives
- Determining the frequency of the workshops
- Identifying potential participants
- Developing workshop content
- Closing and evaluating the workshop

II. CONDUCTING A NEEDS ASSESSMENT

Before holding a workshop it is important to conduct an assessment to see if there is a need for this activity. Identifying the need will help to define the objectives, the frequency of the workshop(s) and who the participants should be. Here are a few questions that can be used when conducting a needs assessment:

- Has an assessment of road safety laws and regulations been completed in your country? ___ Yes ___ No

If yes, what was the outcome of the assessment? As illustrated in Figure 1, an

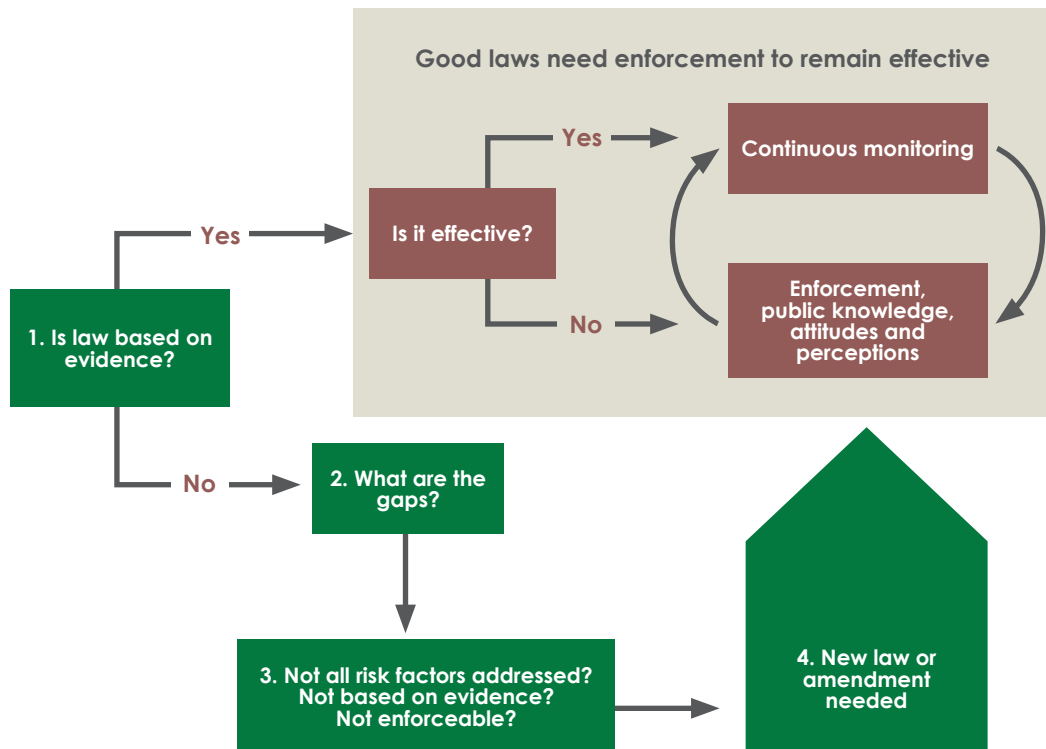
assessment of laws and regulations can help determine whether changes are needed, and if so, what they should be.

- Are legal changes being discussed, considered or drafted on road safety? ___ Yes ___ No

If yes,

- What is the motivation for the change(s)?
- What is the status of the change(s)?
- Do the provisions, as currently drafted, meet WHO and other international organizations' recommendations and standards mentioned in WHO's *Strengthening road safety legislation*?¹

Figure 1: Pathways for identifying legal issues that may affect effective implementation



¹ Strengthening road safety legislation: a practice and resource manual for countries. Geneva, World Health Organization, 2013 (http://www.who.int/violence_injury_prevention/road_traffic/countrywork/legislation_manual/en/, accessed 28 November 2014).

- Which key government agencies are consulted, or have been asked to review or otherwise provide input into the changes, and what is their position (support or opposition) in relation to the law being considered? The table below can be used to summarize this information.

Organization name	Change proposed	Position of organization	
		Support or oppose	Brief statement of reason

- Which government agency is responsible for taking the lead in drafting the law being considered?
- Have relevant decision-makers been briefed about the laws/regulations under review, and the need for the changes being considered? What is their position in relation to the changes being considered?
- Who are the key organizations pushing for changes in legislation or regulation – for example, parliamentarians, government, civil society or an advisory body? Are there organizations that oppose the changes? If so, what are their reasons? The table below can be used to summarize this information.

Organization name	Change proposed	Position of organization	
		Support or oppose	Brief statement of reason

- Are there legal challenges to enforcement of road safety laws in the courts or active public opposition to road safety policy laws and their enforcement? Which topics are generally opposed? The table below can be used to summarize this information.

Source	Main rationale or decision
Specify: e.g. court decisions, pending or threatened lawsuit, public demonstrations, petitions etc.	Describe the rationale. If a court decision, include citation, decision and reason.

III. DEFINING WORKSHOP OBJECTIVES

It is important to clearly state the main objectives for the workshop – making them specific, measurable, achievable, realistic and time bound (SMART, see Box 1) is important. An example of a general objective could be: “To improve participants’ knowledge and understanding of the elements of evidence-based laws to help them contribute to drafting, advocating and passing proposed changes to the law during the next parliamentary session.” Objectives should also be set for each day of the workshop and at the end of the day the objectives of the workshop should be assessed. If they are not met, how they can be met should be discussed at the end of the day. In the case of a multi-day workshop, the objectives can be revisited on subsequent days.

The following activities can help define the objectives.

- *Determine if the workshop should be a subnational one, building up to a national-level one if necessary over time.* In some countries a subnational focus might be the most effective way to start in order to build support for proposed changes to laws or regulations. Once success is demonstrated subnationally, workshops can be staged at a national level. This is particularly the case in countries where state and local government are both responsible for putting in place legal measures on road safety.
- *Conduct a rapid assessment of road safety laws and regulations in the country to identify the risk factor(s) on which to focus.* Note that if drafting a law is already in process, the risk factors on which to focus during the workshop may be predefined: however, consideration can be given to whether to include other risk factors. The most recent *Global status report on road safety (GSRRS)*,¹ as well as the checklists in WHO’s *Strengthening road safety legislation*

¹ Global status report on road safety 2013. Geneva. World Health Organization, 2013. (http://www.who.int/violence_injury_prevention/road_safety_status/2013/en/index.html, accessed 28 November 2014).

Box 1: Developing SMART objectives

The acronym SMART describes key characteristics of an objective – **specific, measurable, achievable, realistic and time bound**.

Specific

- Is the objective concrete, precise and well-defined?
- Will this objective lead to the desired results?

Measurable

- How will it be clear that the objective has been achieved?
- What are the concrete criteria for measuring progress towards the objective?

Achievable

- Is the objective feasible?
- Are the limitations and constraints on achieving the objective understood?
- Will achievement of this objective address the problem under review?

Realistic

- Are there resources available to achieve this objective?
- Will achievement of this objective address the problem at hand?

Time bound

- Can the objective be achieved within a defined time frame?
- Is it appropriate to attain this objective now?

Source: Reference²

manual are useful for conducting a rapid assessment of legislation.

- *Gauge the extent to which road safety in general and road safety legislation in*

² Advocating for road safety and road traffic injury victims: a guide for nongovernmental organizations. Geneva. World Health Organization, 2012 (http://whqlibdoc.who.int/publications/2012/9789241503327_eng.pdf?ua=1, accessed 28 November 2014).

particular are incorporated in national agendas. This can be done by reviewing national strategies from both health and transport sectors, talking to civil society and organizations supporting casualties of road traffic accidents, and paying particular attention to what high-level government officials say about road safety matters, for example through media. Finally, the way in which road safety is portrayed in the media can provide additional information.

Table 1 provides examples of generic objectives, the frequency of the workshop and the participants that could be targeted. In addition, Appendix A includes concept notes for road safety legislation workshops conducted in the city of Curitiba (Brazil), Nakuru County (Kenya) and the Russian Federation, describing the objectives and expected outcomes of the workshop.

Table 1: Sample workshop objectives

Generic objectives	Frequency	Participants
1. Improve or expand knowledge of evidence-based road safety laws and their effectiveness on specific risk factors in preparation for a future parliamentary session.	Ad hoc Regular	<ul style="list-style-type: none"> ■ Government lawyers involved in road safety. ■ Individuals from civil society and advocacy organizations.
2. Finalize a plan for engagement with individuals or entities during an impending parliamentary process on a particular topic in order ensure the passage of an evidence-based and effective law.	Ad hoc	<ul style="list-style-type: none"> ■ Legislative committee or parliamentary staff members. ■ Individuals from civil society and advocacy organizations.
3. Identify current legal issues affecting implementation of road safety laws in the country and identify potential legislative (or other) solutions (see Figure 1).	Regular	<ul style="list-style-type: none"> ■ Government lawyers involved in road safety. ■ Individuals from civil society and advocacy organizations.
4. Support enforcement through prosecutions by improving understanding of the evidence behind road safety laws, in-country constitutional limitations, penalty structure and sentencing for particular criminal road safety infractions etc.	Regular	<ul style="list-style-type: none"> ■ Government lawyers involved in road safety.
5. Conduct an analysis and assessment of road safety laws and recommend revisions.	Regular	<ul style="list-style-type: none"> ■ Government lawyers involved in road safety. ■ Individuals from civil society and advocacy organizations.

IV. DETERMINING THE FREQUENCY OF WORKSHOPS

Depending on the country context and status of road safety laws and regulations, there may be a need for road safety legislation workshops to be conducted on an ad hoc or regular basis (see Table 1).

An **ad hoc** workshop can be useful where a legislative or regulatory process has already been initiated, or where one is imminent, and a need is identified to consolidate and share best practice on the particular topic(s) to ensure evidence-based laws or regulations are put in place. In such cases the workshop should be timed to happen before or in the earliest stages of drafting if possible. This will ensure full consideration of the best available evidence to draft the most complete and evidence-based text possible and advocate for it.

A **regular** workshop can be useful in the longer term for improving laws and regulations, for example:

- where the need has been identified for a complete review and improvement of laws or regulations – such as to facilitate common understanding and build knowledge among multiple sectors or within a government advisory body responsible for road safety laws and regulations;^a
- to build a network of lawyers at national or subnational level who are familiar with the topic of road safety, where such capacity is limited;
- to provide technical support to advocacy organizations – such as around strategic and appropriate messaging for laws and regulations – either for purposes of bringing about improvements in laws and regulations themselves, or in their enforcement.

The workshop objectives will help to clarify the length of the workshop. Once this has been determined it is important to select dates that do not interfere with other road safety events and that will ensure maximum attendance.

^a While road safety is a multisectoral activity, not all sectors will necessarily be involved or familiar with the legislative or regulatory context, or with the elements necessary for complete road safety laws and regulations.

V. IDENTIFYING POTENTIAL PARTICIPANTS

Your list of participants will depend on the objectives and the timing of the workshop. However, they should be individuals who are lawyers involved in road safety, or non-lawyers who are directly involved in drafting, advising, reviewing or otherwise providing content for road safety laws and regulations. Here are a few examples:

- *Government lawyers* who draft, review or approve legislation or regulation such as:
 - *Government lawyers involved in road safety*, including those working with road safety lead agencies or other ministries such as transport, health, interior etc.;
 - *Government lawyers in executive branches of government who review all laws* (including road safety laws) or who are involved in litigation related to road safety topics, such as from national or state attorney-generals' offices or public prosecutors;
 - *Government lawyers in other government entities* such as government advisory bodies created specifically for road safety.
- *Legislative committee or parliamentary staff members* on committees relevant to road safety, for example for transport, health, interior or finance.
- *Individuals from civil society and advocacy organizations* who advocate for the

passage of road safety laws and regulations (these can include law-related or other organizations).

- *Other individuals* such as those involved in the development of enforcement procedures and protocols, and non-lawyers in government involved in coordinating legislative or regulatory activities. Participants in this group can be included as needed. For example, individuals who may be responsible for developing enforcement procedures could benefit and furthermore bring an implementation perspective to the content of the law.

Experts who have been involved in improving legislation in their country or in other countries in the region – as well as advocating for road legislation and regulation – need to be identified. Their input is important to help define objectives and shape the agenda. In order to maximize the benefits of group work and interaction there should be no more than 20 participants.

Once participants have been identified it is important to assess their knowledge gaps – either as a group or individually – to tailor the workshop content to the gaps. Knowledge of effective road safety interventions of lawyers responsible for multiple areas of law (i.e. generalists), those specifically involved in health law and those working in the field of transport will vary. The assessment can be done through interviews and can also be gleaned from previous proposals, policies, speeches etc. in which the individuals have been involved. Additional introductory or preparatory exercises can also help to further clarify the knowledge gaps.

VI. DEVELOPING WORKSHOP CONTENT

A. DEVELOPING DAILY OR SESSION OBJECTIVES

It is important to develop objectives for each day or for each session of the workshop to help tailor the presentations and exercises and to achieve the overall objective of the workshop. Table 2 gives an example of mapping objectives and activities in an ad hoc workshop.

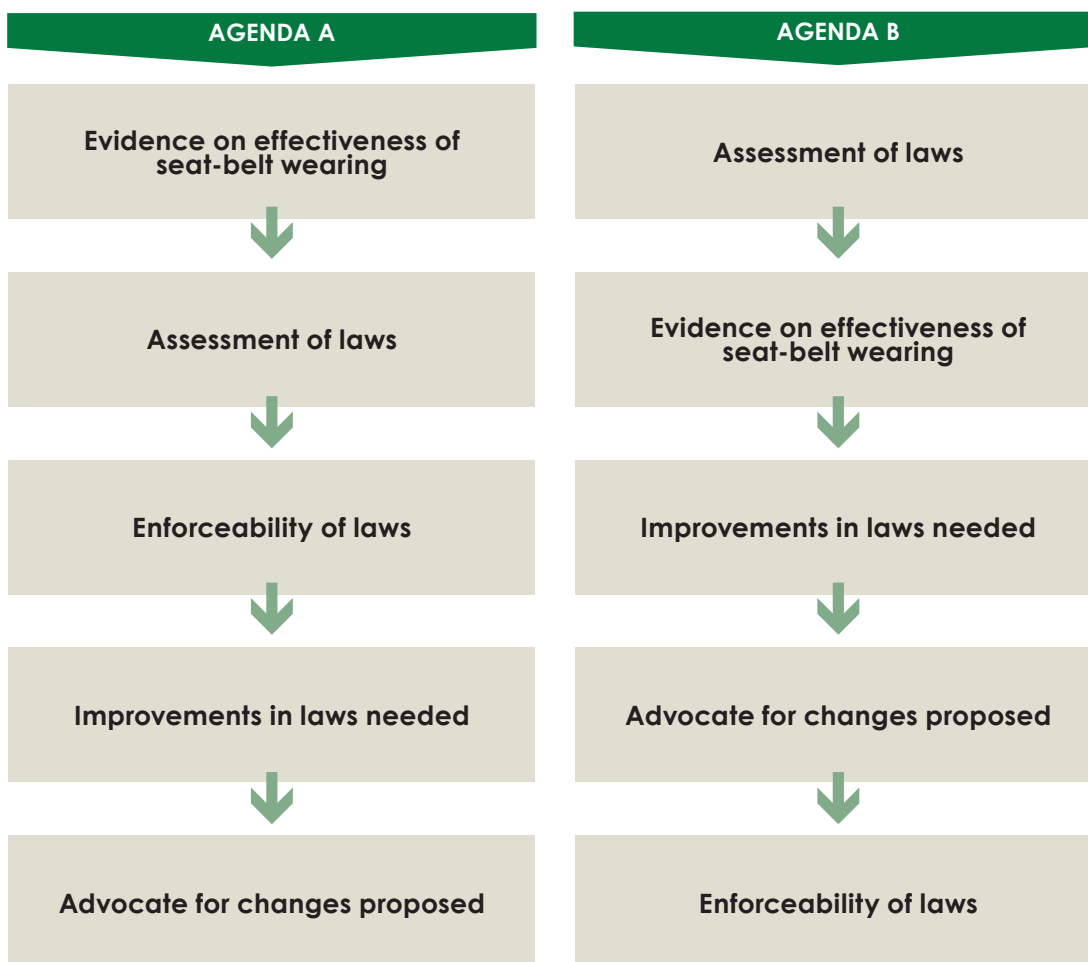
Table 2: Illustrative mapping of objectives and exercises: overall ad hoc workshop objective to improve knowledge-base on *evidence-based* and *effective* road safety law on seat-belt wearing

Sample daily/session objective	Possible presentation topics	Possible exercises
Assess and improve participants' understanding of the effectiveness of seat-belt wearing for all vehicle occupants.	<ul style="list-style-type: none"> ■ Effects of seat-belt wearing on front seat and back seat passengers. ■ Video on crash testing with dummy. 	<ul style="list-style-type: none"> ■ Quiz to assess knowledge followed by discussion of answers to improve knowledge and understanding.
<p>Improve participants' understanding of the challenges to primary vs secondary enforcement.</p> <p>Primary enforcement laws allow police officers to stop a vehicle for an observed violation. For some traffic offences, like seat-belt wearing, in some counties police officers cannot stop a vehicle only if the driver is not wearing a seat-belt. The vehicle must first have committed another traffic offence (e.g., speeding or running a red light), in order to check seat-belt wearing. In this case checking for seat-belt wearing is a secondary offence</p>	<ul style="list-style-type: none"> ■ Case study showing reduced injuries and fatalities in a country which upgraded its law from secondary to primary enforcement. 	<ul style="list-style-type: none"> ■ Group work discussing enforcement practices and challenges compared to best practices in the country context.
Improve participants' expertise on the content of seat-belt laws.	<ul style="list-style-type: none"> ■ Effects of seat-belt wearing on front seat and back seat passengers. 	<ul style="list-style-type: none"> ■ Group work reviewing and assessing an actual or mock law against best practice and proposing changes. ■ Group work drafting revision to the law. ■ Role-play presenting recommendations to government (participants play different roles).
Support civil society and other sectors to advocate for changes to the law.	<ul style="list-style-type: none"> ■ Case study on multisectoral collaboration to bring about legislative changes. 	<ul style="list-style-type: none"> ■ Individual or group work developing a legislative briefing document to communicate technical information about proposed changes. ■ Conducting a media briefing role play where participants play different roles.

B. DEVELOPING AN AGENDA

The agenda should be informed by the objectives. Organizers need to consider the logical flow of the topic in light of the objectives. For example, in Figure 2, Agenda A presents a more logical flow than Agenda B; participants must first understand the evidence and effectiveness of the intervention in order to be able to assess existing laws. Likewise, challenges in enforcement need to be understood (Agenda A) in order to take this into account in drafting the changes on which advocacy efforts will be focused.

Figure 2: Order of agenda topics



Setting aside time at the beginning of the workshop to review objectives and set expectations and then review those again at the end is also useful. For multi-day workshops it is also important to leave time at the end of each day for participants to evaluate the day's work. Information from these evaluations can be useful to refine activities on following days if needed.

C. DEVELOPING PRE-WORKSHOP ACTIVITIES

Pre-workshop activities can provide additional information to refine the agenda for the workshop planners and to help less experienced participants develop basic knowledge on a particular topic before coming to the workshop. In some cases it may not be appropriate to include pre-workshop activities depending on the frequency of the workshop, its timing, and the participants, their schedules, position and roles in government. However, if the workshop will involve actually drafting or reviewing specific laws or regulations then some pre-workshop activities are appropriate and in fact necessary to maximize the time during the workshop. In addition, depending on the language in which the workshop is conducted and the language abilities of the participants, pre-workshop activities such as translating and reviewing materials ahead of time will facilitate full participation during the workshop.

Where pre-workshop activities are appropriate, the actual activity or work can vary widely. Some examples of pre-workshop activities include:

- Information gathering: identifying and collecting laws and related regulations; reports and assessments conducted; drafts of proposed bills on topics to be discussed at the workshop and submitting copies of documents ahead of the meeting.
- Conducting rapid assessments of specific laws if none have previously been done: the checklists in the *Strengthening road safety legislation* manual can be used as a tool to identify gaps. This can be useful to maximize actual workshop time because it allows participants to do a first review of the law prior to the workshop.
- Preparing and submitting presentations ahead of time: this might include asking participants to prepare a brief (15-minute) presentation on selected topics depending on the particular objectives. For example, in the case of an ad hoc workshop on a bill, a suggestion could be a presentation

on the issue, the rationale for the proposed change and its current status. Participants should be encouraged to reach out to each other before the workshop to gather the necessary information and prepare a presentation.

- Reviewing specific literature on effective measures: there is a wealth of information and resources on various measures employed in road safety that need legislative intervention, such as the *World report on road traffic injury prevention*¹ and road safety manuals for decision-makers and practitioners² on speed, seat-belts and child restraints, drink-driving, and helmets. Recommending specific literature to participants is one way of directing them to the most relevant information in preparation for the workshop.

A pre-workshop survey is also useful in order to assess the baseline knowledge and skills of participants.

D. CONDUCTING THE WORKSHOP

It is strongly encouraged that workshops where all participants are from the same country be conducted in the local (primary) language of the participants, with preference given to local experts as main speakers and facilitators. A decision needs to be made regarding workshops involving multiple countries from different regions or even from the same region as costs of translation and interpretation can quickly rise. Workshop organizers should have a mechanism to assess the common language of the group and plan ahead – or if needed, limit participation.

The workshop should include a mix of presentations, group exercises and in some cases individual reflections. In-country experts and those from other countries can be invited to provide case studies and discuss challenges

¹ World report on road traffic injury prevention. Geneva, World Health Organization, 2004 (http://www.who.int/violence_injury_prevention/publications/road_traffic/world_report/en/, accessed 28 November 2014).

² See <http://www.who.int/roadsafety/publications/en/> (accessed 28 November 2014).

and opportunities to developing good laws in their own countries. In general, organizers should communicate objectives, expected outcomes, audience etc. beforehand to presenters so that they can tailor their presentations.

1. Presentations

Here are a few rules of thumb based on experiences garnered from global and country workshops:

- Short presentations or lectures are best, unless there is audience involvement.
- The maximum time for presentations should be 20–30 minutes, including question and answer time.
- Several presentations in a row should be avoided.

- Include tea breaks every 90–120 minutes.

Table 3 describes some of the topics that have been addressed in presentations during road safety legislation workshops.

Presentations by experts from high-performing countries to share experiences, challenges and successes can provide the basis for an interactive discussion and learning opportunity. Presentations that contextualize road safety action into broader agendas such as transport or environment and climate change can be used to inspire and challenge participants' notions about road safety. It is important to make these presentations relevant to participants' countries – such as how high-performing countries have, over a period of time, overcome similar challenges to those now being experienced by low- and middle-income countries, and sharing information on effective, lower cost solutions.

Table 3: Workshop presentation topics

WHO presentations	Participant and other guest presentations
<ul style="list-style-type: none"> ■ The scope and nature of road traffic safety and risk factors. ■ Description and explanations of evidence-based interventions; what works and why. ■ Global status on road safety legislation from the most recent <i>Global status report on road safety</i> and comparison with previous years. ■ Essential elements to comprehensive laws, and the how changes in research and evidence on risk factors and interventions influence changes to these essential elements. 	<ul style="list-style-type: none"> ■ Content, progress and status of country laws on particular subjects, challenges and opportunities for improvement, and key players and institutions involved. ■ The role of advocacy in legislative change, and the role of lawyers in the context of advocacy. ■ Lawyers' personal and country-specific institutional challenges (real and perceived) to their role in bringing about legislative changes. ■ Country cases studies. ■ The regulatory role of safety institutions (e.g. newly created road safety authorities).

The use of an expert panel should not be overlooked. These provide a good opportunity for getting a range of opinions about specific topics, as well as for highlighting different approaches and answering participants' questions. For example, in 2014 an ad hoc panel of non-lawyer road safety expert staff from WHO and a collaborating centre was set up during the workshop to clarify specific and recurrent questions from participants – e.g. evidence related to setting of blood alcohol concentration (BAC) limits, the effectiveness of overt versus covert speed enforcement measures, harm reduction measures in mandatory child restraint use laws and their implementation etc. Similarly, a two-person panel presented on the China E-bike experience, including the history of E-bikes in-country and as an environmentally friendly mode of transport, the nature and scope of the problems this generated, and proposed legislative and other solutions from a national and provincial perspective.

2. Activities

The nature and type of activities depend on the objectives as well as participants' knowledge and experience. It also depends on the participant mix. Here are some examples of activities conducted during various BP-GRSP road safety legislation workshops.

- Introductory exercises to help participants get to know each other. For example, participants may be asked to pull three items at random from their wallets and use the item to tell other participants a little bit about themselves.
- Mapping institutions involved in road safety legislative changes in the specific countries, and their role.
- Identifying and discussing lawyers' roles and skills in working with media to advocate for legislative changes.
- Assessing country-specific or mock legislation, developing options for improvement and prioritizing options.

- Understanding advocacy, the steps to advocating for legislation changes and how lawyers can support advocacy efforts.
- Quiz bowl (pre-test) to assess knowledge of steps and contents of the essential elements for road safety legislation and to ensure participants have some knowledge of the content of the *Strengthening road safety legislation* manual. Box 2 illustrates a set of questions used in a quiz bowl to assess the knowledge of participants.
- Recognizing effective enforcement activities using pictures, identifying possible gaps and how they can be addressed through proper laws.
- Developing an individual action plan to identify goals and objectives, and specific actions participants can and cannot take (because of real or perceived personal or institutional limitations) to advance legislative changes.

In addition, reference sources needed to complete exercises must be provided, such as examples of good laws or global, regional or other best practice documents identified or supplied by participants in preparation for the workshop. Ample time should be given for group exercises, particularly if the workshop involves drafting or planning legislative advocacy activities.

Clear directions are crucial so organizers should prepare instructions for group exercises (see Appendix B), as well as for facilitators of group exercises (see Appendix C).

3. Participant folders

Time should be devoted to the content of participant folders as this becomes the primary reference tool during the workshop. Suggested contents include:

- an agenda
- a description of exercises
- exercises
- reference materials needed for each exercise
- other useful sources.

Box 2: Excerpt from quiz bowl on content knowledge

The objective of this part is to assess and improve content expertise in road safety legislation on the five key risk factors (speed, drink-driving, non-wearing of helmets and seat-belts, and non-use of child restraints), and post-crash care.

Q.1. Which of the following is *not* one of the main risk or protective factors in road crashes? (Select only one)

- a. Not wearing seat-belts
- b. Speeding
- c. Not wearing a standard, quality motorcycle helmet properly
- d. Not having an ambulance service
- e. Drinking and driving
- f. Not transporting children using appropriate, standard child restraints

Q.2. Which of the following is *not* part of a comprehensive speed law? (Select only one)

- a. Sets safe speeds on urban roads to ≤ 60 km/h
- b. Allows further reduction of speed limits by local authorities
- c. Defines penalties (financial and demerit points) based on the degree of severity of the infraction above the established speed limit
- d. Includes requirements for use of radar detection in enforcement
- e. Provides for license suspension based on the degree of severity of the infraction above the established speed limit
- f. Provides narrow exclusions or exceptions, such as for emergency vehicles

At the end of each workshop participants should receive an electronic version of the folder along with all presentations, literature or a reference list for accessing relevant literature.

4. Communicating about the workshop

Organizers will need to make a strategic decision on how to communicate about the workshop. In some cases it may be decided that the workshop itself needs to be conducted privately. For example, government legal drafters may not want to openly communicate what changes are being considered until all the necessary government processes have been cleared and the draft becomes a public record. Similarly civil society who may be assessing a proposed law for the purpose of suggesting further improvements and

developing a strategy for how that can be accomplished may not wish their information to be in the public eye. Also, independent advisory bodies may not want to publicly communicate about the workshop until a final report of the outcome is prepared.

In other cases, broad and wide public communication about the workshop may be advantageous to demonstrate multisectoral collaboration among government entities and commitment to addressing road safety legislation issues. It also promotes transparency and accountability.

Figures 3, 4 and 5 show various WHO communications on the road safety legislation workshops held in 2012 and 2013 in Geneva, Switzerland and the workshop held in 2013 in China.

Figure 3: Road safety legislation workshop in Geneva, Switzerland, 2012



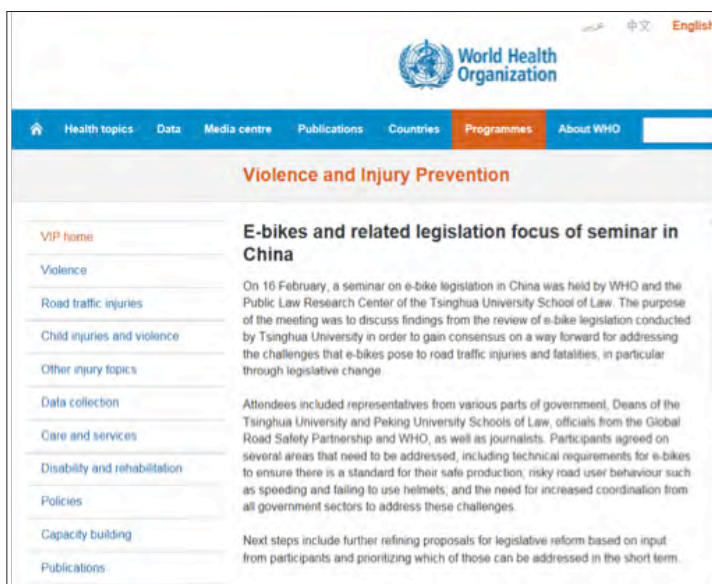
Source: http://www.who.int/violence_injury_prevention/media/news/2012/09_08/en/ (accessed 28 October 2014).

Figure 4: Road safety legislation workshop on social media, 2013



Source: <https://www.facebook.com/roadsafetydecade> (accessed 28 October 2014).

Figure 5: Road safety legislation workshop in Geneva, Switzerland, 2012



Source: http://www.who.int/violence_injury_prevention/media/news/2014/16_02/en/ (accessed 28 October 2014).

VII. CLOSING AND EVALUATING THE WORKSHOP

At the end of the workshop it is important to review the expectations set at the beginning and ask participants to identify which objectives have been met and which need follow up. An evaluation of the workshop should be conducted to assess both content and process.

For multi-day workshops, the daily evaluations are useful while the day's experience is still current in participants' minds. A final workshop evaluation which includes all aspects including organization of the workshop and other administrative matters is useful for planning future workshops (see Appendix D for sample evaluation forms).

In addition to an evaluation of the workshop itself, an evaluation of the outcome of the

workshop is also important. The outcome will vary depending on whether it is an ad hoc or regular workshop. Usually the outcome of an ad hoc workshop can be more easily evaluated because of its nature since it is directly tied to a pending legislative change. Table 4 provides examples of outcomes and how they can be evaluated for ad hoc vs regular workshops.

If possible, certificates of attendance can be provided at closing, and a detailed workshop report provided if needed in the days that follow. The timing of the report will be dependent on the objectives of the workshop and the report audience.

If follow-up tasks are identified, organizers should identify a mechanism for participants to stay in contact and report back on progress. See Appendix E for a suggested checklist for planning and conducting the workshop.

Table 4: Evaluating workshop outcomes

Type of workshop	Outcome sought	Evaluation
Ad hoc	Law addressing key risk factors passed.	<ul style="list-style-type: none"> Has the bill been presented to parliament? Did the bill pass each step in the legislative process or has it stalled or been rejected? To what extent are all the essential elements on risk factors maintained or has it has been watered down considerably?
Regular	Completed an assessment of existing laws and provided recommendations.	<ul style="list-style-type: none"> Has there been active participation by appropriate government institutions? Have appropriate individuals from government or other institutions been encouraged to participate? Have there been frequent changes leading to lack of consistency? Is there a mechanism set up for reporting back to decision-makers with timelines and deliverables? Has a final report with recommendations been delivered to the appropriate government authority? Has the government issued a statement about next steps or which recommendations it will take forward?

VIII. CONCLUSION

Improved legislation on road safety in countries (mainly high-income) and their enforcement has contributed to reductions in road traffic injuries and fatalities. Technical knowledge is available globally and nationally to strengthen laws on road safety. Through the Bloomberg Philanthropies Global Road Safety Programme, WHO has provided technical support to countries to improve laws by: publishing the *Strengthening road safety legislation* manual; working with countries

to analyse and strengthen their laws; and conducting capacity-building activities such as high-level meetings on road safety legislation as well as multi-country workshops in Geneva and country-specific workshops nationally and subnationally.

This toolkit provides a road map for planning, organizing and conducting road safety workshops, tailored to the country's context, needs, objectives and desired outcomes for strengthening road safety laws.

IX. APPENDICES

Appendix A: Concept notes for workshops held in Brazil, Kenya and the Russian Federation

**Development course on road safety and traffic law for Brazilian prosecutors 20–21 March 2014, Curitiba, State of Parana, Brazil
8:30am – 6pm**

Background and purpose

The “Development course on road safety and traffic law for Brazilian prosecutors” is sponsored by the Public Prosecution Office in the State of Parana, Brazil, through the Support Centre of the Criminal Sector, Trial by Jury and Criminal Enforcement, and the Study Centre for Prosecutors’ Professional Development.

The course has been established in partnership with the World Health Organization (WHO), the Pan-American Health Organization (PAHO) and the Foundation School of the Prosecution Office in the State of Parana (FEMPAR).¹ Its purpose is to improve the legal skills of prosecutors in relation to traffic law, encourage actions that can contribute to reducing deaths and road traffic injuries, as well as develop and promote uniform interpretation of the road traffic laws in a way that will allow court decisions be based on the principle of traffic safety.

Course content

The course covers four topics:

- I. Constitutional implications on road safety in Brazil based on a human rights approach.

- II. Administrative laws applicable to the National Traffic System and to administrative acts issued by traffic authorities.
- III. General rules of traffic movement and road safety, focusing on seven risk factors to road safety: speed, drink-driving, seat-belt use, child restraint use, motorcycle helmet use, the use of mobile phones while driving, and drug-driving; and also the “Good Samaritan” law.
- V. Traffic crimes: general provisions and the felonies prescribed in Chapter XIX of the Brazilian Traffic Code, with emphasis on drink-driving crimes.

Over a 16-hour period, the course will be held at the Auditorium of FEMPAR, located at XV de Novembro Street, number 964, 5th floor, in Curitiba, Parana State, Brazil.

Audience

Participants include senior prosecutors, prosecutors, advisors and students of FEMPAR.

Registration

Registration is open until 16 March 2014.

Certificates of attendance

The certificates of the Members of the Prosecution Office will be issued and forwarded by the Study Centre for Prosecutors’ Professional Development after course completion.

Certificates for students of FEMPAR will be available from 24 April 2014 at FEMPAR’s headquarters.

For questions contact: 55 413 250 4820.

¹ See <http://www.femparpr.org.br/noticias/index.php>.

**Provisional programme
Strengthening Road Safety Legislation
Workshop
WHO & Ministry of Internal Affairs of the
Russian Federation
28 October 2014, Moscow
9, Leontievsky side-street, 2 Floor, UN
House**

Goal: Supporting the efforts of the Russian Federation, a country participating in the BP-GRSP Road Safety Project, in strengthening road safety legislation for selected key risk factors: speed, seat-belts and child restraints.

Objectives

1. Highlight the role of road safety legislation in reducing road traffic deaths and injuries, and provide global and WHO European Region data.
2. Review Russia's experience in strengthening road safety legislation.
3. Introduce WHO's Road Safety Legislation manual as a tool for a stepwise approach to strengthening the legal framework in relation to key risk factors (Russian version is available at: http://apps.who.int/iris/bitstream/10665/85396/7/9789244505106_rus.pdf?ua=1).

4. Review and discuss effective approaches to enhancing the response to road traffic death and injury key risk factors in the Russian Federation – speed, non-use of seat belts and child restraints – in relation to international guidelines, the experience of selected countries and of Russia itself.
5. Identify ways for further strengthening of road safety legislation in the Russian Federation and collaboration with WHO in this area.

Target audience

1. State Road Safety Inspectorate, Ministry of Internal Affairs of the Russian Federation (MIA): personnel engaged in development and with expertise of road safety laws and regulations.
2. Road Safety Research Center, Road Safety Central Unit, MIA
3. World Health Organization
4. Specialized research institutions
5. NGOs involved in strengthening road safety legislation

Appendix B: Sample explanation of group exercises

Bloomberg Philanthropies Global Road Safety Programme (BP-GRSP) 2014 Road safety legislation workshop 12–15 August 2014, Geneva, Switzerland INSTRUCTIONS FOR GROUP SESSIONS

Quiz bowl exercises

1. Select a number of questions from the quiz bowl.
2. Each question has multiple choice answers. **Please read each question carefully.**
3. Answer the questions within the time allocated.
4. When the allotted time is up, one person from your group will be asked to read the question, give the group's answer and explain why the group chose that answer.

There will be a prize for the group that answers the most questions correctly.

If the quiz bowl exercise involves answering only one question, the prize goes to any group that answered correctly.

Enforcement and penalties group work

1. A number of pictures have been provided in the room. Go around the room and look at them.
2. You have been given a number of questions to answer (on a separate piece of paper) for each of the pictures.
 - a. What is the enforcement activity about? E.g. which risk factor, population or sub-population?
 - b. Can you identify the nature of the enforcement? E.g. primary vs secondary, overt vs covert?
 - c. Given the nature of the enforcement, can you comment on its effectiveness? To what extent is this type of enforcement shown to work?

d. Name 2–4 elements that will need to be addressed in your law in order for police to be able to carry out this type of enforcement.

3. Discuss and answer the questions in your group.
4. Pick one person or persons in the group who will present and explain the group's answers.

Whoville scenario and mock law group work

Carefully read through the scenario and mock law provided.

Part I: Mock law assessment

1. Review the mock law.
2. A checklist has been provided for each risk factor. **Assess (yes or no) the mock law against the appropriate risk factor checklist.**

Part II: Scenario assessment

1. Review the Whoville country scenario and identify the road safety issues that need to be addressed. **Please limit to the five risk factors or post-crash care.**
2. For each of the issues selected, assess comprehensiveness, identify gaps and determine how the gaps could be filled.

To complete this exercise you will need to identify the key issues that need to be addressed in the scenario. An example has been provided. Also note that in some cases the issue may not need a legislative solution. A flowchart has been provided that you may use for your group discussion to determine which issues need a legislative solution and which need other types of solution (e.g. education, better enforcement etc.).

Part III: Decide how you will address the issues and prioritize

1. **Outline** the options with which you propose to address the issues.

2. **Prioritize** which proposal you want to push forward.
3. For the issues prioritized, **summarize** the changes needed **in the mock law**.
4. Present your decision to all participants in the **role play** exercise.

Role play exercise

Please select one of the following options for the role play. You will also need to decide who will play which role in your group. You will be given time to prepare for the role play. Group members who are not rapporteuring should remember to come up with some key questions to ask the group presenter.

Role play option 1: Making the case before the Minister of Transport

The Minister of Transport has been made aware of recent pedestrian deaths involving a new type of vehicle. Families are threatening to sue as the media has been making much noise over lack of laws to control this issue. The Minister has asked you and other lawyers in ministries of education, interior and health to make a proposal. Given the urgency, the Minister wants to find a good, well thought-out proposal that takes care of a few key issues because s/he knows s/he cannot propose a whole road traffic law reform at this time since these vehicles are unregulated. The Minister has also said that whoever brings a proposal that he can get his friend Mr Brakes – who is a Member of Parliament to support will be promoted to Chief Counsel in the Ministry of Transport to deal with all road safety legal issues and help push the proposal forward. The Ministry of Transport's Chief Counsel position has been vacant for more than 1 year as a competent person has not yet been found. Getting this job will be a very good career move for you and a huge step up in the ranks, where you can really make a difference.

Group presenter: Make a presentation to the Minister and his advisers explaining the key issues, how to think they can be addressed and which you think are the priorities.

Others in the group: You are the advisors, so ask 1–2 questions that the presenter can answer.

These are politicians and not technical experts, so they are more interested in how well any proposed changes would be received by the public and MPs than they are in technical details.

Role play option 2: Technical discussion in monthly interministerial group meeting

Technical staff from different ministries – health, transport, interior and education – have regular meetings to address key road safety legislative issues. Staff members include lawyers, road safety specialists, economists, engineers, communication specialists and police. The tri-motor issue has been the topic of discussion for the last three meetings and the group is now at the point where lawyers have been asked to present a proposal for legislative change based on the input they have received so far. After the meeting, each person will take the proposal to their supervisors to argue for their ministries/departments to support the proposed changes.

Group presenter: Make a presentation to your peers in the group explaining the key issues, how to think they can be addressed and which you think are the priorities.

Others in the group: You are the other technical staff. You can ask questions that pertain to your area of work. For example, police will be concerned about whether the law provides the authority they need to carry out enforcement, communications may be concerned about public education before the law is enforced and what the message should be, etc.

Your audience is made up of fellow technical experts. With this audience it is important to make the strongest possible technical argument for its potential impact on reducing crashes, injuries and fatalities (e.g. what makes the proposal comprehensive? If there are elements not addressed despite there being good evidence for them, explain why).

Appendix C: Sample facilitator guide

GUIDANCE FOR FACILITATORS

Road safety for lawyers workshop
World Health Organization, Geneva,
Switzerland
12–15 August 2014, Sale C

I. General guidelines

Group discussions are meant to be lively, interactive discussions among participants on the specified road safety related topic. As a group facilitator your role will be to:

- **review** the questions/assignment for the group – a detailed explanation will be provided to all participants before each group session;
- **help** the group select a note taker and rapporteur;
- **prompt** participants during the discussions if they are “stuck”;
- **keep good timing** so that all questions are discussed;
- **help** the group build **consensus** for answering the questions;
- **encourage** all participants to bring their **voice** to the discussion; and
- **encourage** all participants to bring to bear their in-country **experience and perspective** – e.g. there may be an advocate, a government lawyer, someone with a security or enforcement background in the group, and each brings a special perspective to the discussion.

II. Additional guidelines specific to each group exercise

1. Quiz bowl exercises (Days 1–2)

- Remind the group that the **selection criteria vary** for each multiple choice question.
- The group should come up with **a single answer to each question by consensus**.
- There will be a prize awarded based on the group answer – prizes are awarded to all participants in the group that wins.

2. Mock law and scenario (Days 2–4)

Day 2: Group exercise – mock law assessment

The **mock law assessment** involves checking the law against the checklists provided, without reviewing the scenario narrative. The purpose is to see if there are any obvious gaps in the law. The checklists have been provided.

Day 2: Group exercise scenario assessment

For the scenario assessment, the group needs to be able to spot different issues;

- **First, differentiate between legal and other issues** – those that don't need changes in the law (e.g. those that rather need consumer education or better enforcement) vs those that demand changes in the law. For this part of the exercise a **flow chart** has been provided to help think through this issue-spotting process.
- **Second, identify what the legal issue is that needs a legislative solution.** For this exercise, one example has been provided. An issue-spotting table with additional issues has been provided to the facilitator (but not participants) to help facilitate the discussion in case they are having difficulties identifying issues.

Day 2: Reporting back on mock law and scenario

The rapporteur for each group should report on the following:

- What are the areas where most of the gaps exist – e.g., the mandate or requirement, enforcement provisions, or penalty provisions? (Where “no” was more commonly answered in the checklist).
- Which risk factors had most of the gaps? (The risk factor checklists with more “no” answers overall.)

Day 4: Role play

See description of exercise.

3. Enforcement discussion (Day 2)

Questions have been provided for discussion purposes. Rapporteurs should share how the group answered each question.

4. My role as content expert (Day 4)

See description of exercise. A detailed explanation will also be provided before the exercise.

Appendix D: Sample evaluation questionnaires

**BLOOMBERG PHILANTHROPIES GLOBAL ROAD SAFETY PROGRAMME (BP-GRSP)
2014 Road safety legislation workshop
12–15 August 214, Geneva, Switzerland**

Day 1 Evaluation

Please rate the following:

	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
1. Pre-workshop preparation					
2. Overall workshop					
3. Opportunities for participating and interacting with participants					
Today's learning outcomes					
4. I improved my knowledge on the steps on developing comprehensive legislation					
5. I improved my knowledge of comprehensive legislation about seat-belts					
6. I improved my knowledge of comprehensive legislation on drink-driving					
7. I improved my knowledge of comprehensive legislation on child restraints					
8. I improved my knowledge of comprehensive legislation on speeding					
9. I improved my knowledge of comprehensive legislation on helmet use					
10. I improved my knowledge of comprehensive legislation on post-crash care					

11. What was the best part of today?

12. How could we have improved today?

13. Is there anything else you would like to tell us?

Day 2 Evaluation

Please rate the following:

	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
Today's learning outcomes					
1. I improved my ability to analyse legislation					
2. I improved my knowledge of analysing seat-belt legislation					
3. I improved my knowledge of analysing child restraint legislation					
4. I improved my knowledge of analysing drink-driving legislation					
5. I improved my knowledge of speeding legislation					
6. I improved my knowledge of analysing helmet use legislation					
7. I improved my knowledge of analysing post-crash care legislation					
8. The guest presentation on enforcement was informative and will help my work in future					
9. I improved my knowledge of analysing enforcement legislation					

10. What was the best part of today?

11. How could we have improved today?

12. Is there anything else you would like to tell us?

Day 3 evaluation

Please rate the following:

Strongly agree Agree Somewhat agree Disagree Strongly disagree

Today's learning outcomes	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
1. I improved my ability to identify factors for setting legislation priorities					
2. The guest presentation on E-bikes was informative and will help my work in future					
3. The guest presentation on building partnerships was informative and will help my work in future					

4. What was the best part of today?

5. How could we have improved today?

6. Is there anything else you would like to tell us?

Final Evaluation

Thank you very much for your participation in this workshop. Please take a few minutes to complete this evaluation form.

This final evaluation questionnaire is designed to provide WHO with your overall assessment of the major content areas and methodologies of the workshop. Please respond to each question honestly and objectively. We are interested in your comments and suggestions so that we can improve future initiatives of this kind.

1. Are you a lawyer?

- Yes
- No (please specify)

2. How often do you work on road safety laws or regulations?

- Often
- Sometimes
- Never

3. In what ways do you work on road safety laws or regulations?

- Draft laws or regulations
- Provide technical content/support to laws or regulations verbally or in writing
- Implement/enforce laws or regulations
- Other (please explain):

4. General feedback

Please indicate whether each of the following was at an appropriate level.

General feedback	Way too much	Too much	Just right	Too little	Way too little
The length of the seminar (4 days)					
The amount of material covered during the entire seminar					
The length of each session generally					
The difficulty of the material					
The number of presentations					
The number of interactive exercises					

5. Seminar sessions

- (a) Using the scale below, please indicate how useful each session was.
- 4 = Very useful
- 3 = Useful
- 2 = Somewhat useful
- 1 = Not useful at all

Seminar sessions	5=Very useful and 1=Not useful				
	5	4	3	2	1
Country progress and BP-GRSP partners in advocacy					
Steps to developing comprehensive legislation					
What constitutes comprehensive legislation?					
Lessons for GSRRS on legal content					
Enforcement of road safety in France					
E-bike case study					
The impact of building partnerships and multisector involvement on setting priorities					
A mistake in the road traffic environment should not carry the death penalty: maximising the combined impact of our road safety interventions					
Lunchtime seminar					
Global and project updates on legislation					

(b) Comments about the sessions:

6. Interactive sessions

(a) Using the scale below, please indicate how useful each country work session was.

4 = Very useful

3 = Useful

2 = Somewhat useful

1 = Not useful at all

Country work sessions	5=Very useful and 1=Not useful				
	5	4	3	2	1
Ice breaker					
Quiz bowl					
Whoville legislation assessment					
Whoville scenario assessment					
Whoville priority setting					
Enforcement and penalties group work (with pictures)					
My role as a content expert					

(b) Comments about the sessions:

7. Logistics evaluation

Your opinions about logistical arrangements and other aspects of the seminar help us plan and make improvements in future seminars. Please indicate how much you agree or disagree with the following statements.

General feedback	Strongly agree	Agree	Disagree	Strongly disagree
Communications from WHO prior to the seminar were good				
Travel arrangements went smoothly				
Hotel rooms were satisfactory				
The reception was enjoyable				
Food and beverages during breaks were enjoyable				
The conference room was comfortable				

8. What is the most important message that you got from the workshop?

9. Will you use some of the information acquired today in your future work?

- Yes
- No

Explain:

10. What can we improve for the next road safety for lawyers' workshop?

11. Additional comments/suggestions

THANK YOU

Appendix E: Workshop checklist

Once a need for the workshop has been identified (through a needs assessment), goals and objectives defined and dates selected, it is time to plan the actual workshop. This checklist is a helpful tool for workshop planning to identify key people, responsibilities, resources and procedures for communicating and tracking progress.

Workshop name:

Dates:

Place:

People with key roles

Trainers:

Assistants:

Other:

CHECKLIST

Categories	Person responsible	Due by	Date completed
PARTICIPANT SELECTION PROCESS			
Identify participants			
Identify in-country logistics coordinator			
Prepare budget			
Prepare and send participant information packet (may include invitation, visa letter, welcome letter, pre-travel info, meals, hotel, finance etc.)			
Prepare and send pre-workshop questionnaire to assess participants' skill levels and experience.			
DEVELOPMENT OF AGENDA			
Identify workshop goals and length of time for workshop			
Using <i>Strengthening road safety legislation manual</i> ¹ as a resource, develop workshop agenda and design			
Identify and confirm keynote speaker (if any) to open the workshop			
Identify and confirm guest speakers (if any)			
Identify and confirm training facilitators			
Obtain biographies for all participants, including guest speakers, keynote speaker, etc.			
Identify a recorder who will document the sessions (contract if necessary)			
Finalize consultant contracts (if necessary)			
VENUE			
Identify training venue with appropriate training space, breakout rooms, accommodation, etc.			
Reserve rooms for the participants and for the training team, if needed			
Arrange service package for tea breaks and meals			
Identify if the venue can supply audio-visual equipment (e.g. overhead projectors, flipchart stands, TV/VCR/DVD, etc.) and the cost.			
Prepare contract with the location and make payment arrangements			
PARTICIPANT LOGISTICS			
Arrange or provide information about transport, hotel and other logistics if necessary			

¹ See http://www.who.int/violence_injury_prevention/road_traffic/countrywork/legislation_manual/en/ (accessed 28 November 2014).

Categories	Person responsible	Due by	Date completed
Organize per diem for participants, if needed			
Follow up with participants to obtain travel itinerary			
Finalize participant list once they have confirmed			
Create certificates of attendance for distribution during closing			
WORKSHOP SUPPLIES			
Identify supplies needed, production and requisition			
Promotional materials			
Photocopying			
Audio-visual equipment			
Binders/folders			
Index cards			
Adhesive multicolored notes (e.g., Post-It © notes) if needed			
Flipcharts, pads and markers, if needed			
Send out sample reports/notes for workshop recorder			
WORKSHOP FINAL PREPARATION			
Hold full training team meeting			
Prepare participant name tags and name plates			
Organize/assemble workshop binders			
Preselect groups for group activities			
Print and organize photocopies of all materials/handouts used during the sessions according to the agenda			
WORKSHOP FOLLOW-UP			
Send out workshop report			
Send final participant contact information and any follow up details promised during training			
Send group photo			
Communicate about workshop through social and other media			

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