

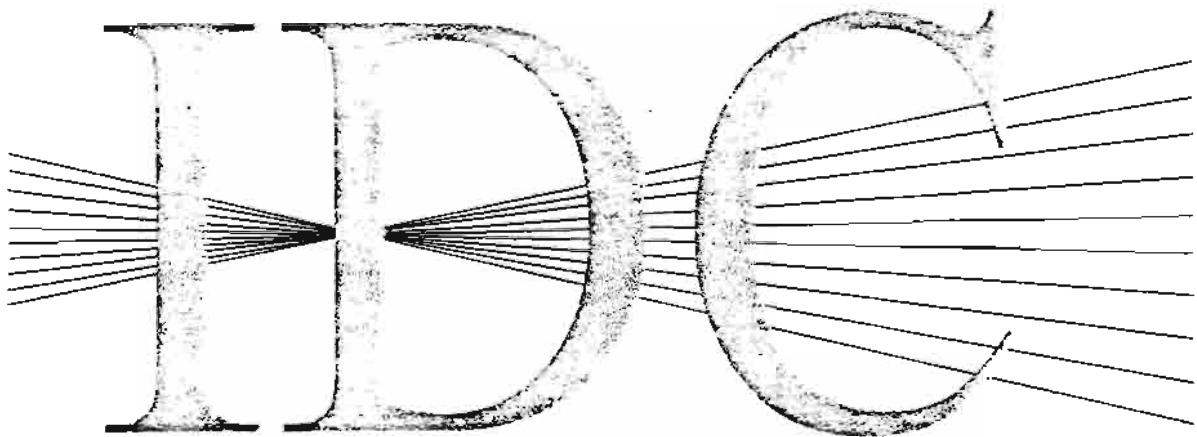
**GOVERNMENT OF THE PEOPLE'S REPUBLIC OF BANGLADESH
MINISTRY OF COMMUNICATIONS
ROADS AND RAILWAYS DIVISION**

**SECOND ROAD REHABILITATION AND MAINTENANCE PROJECT
INSTITUTIONAL DEVELOPMENT COMPONENT**

Children's Traffic Education in Bangladesh

Final Report

November 1998



Mr A N Hussain
Chairman BRTA
& Head, Permanent Secretariat NRSC
Allenbury
Dhaka.

3rd November 1998

Ref: 1/1/1/ksreplet

Dear Mr Hussain,

**Submission of Final Report on Road Safety
Children's Traffic Education in Bangladesh**

We are pleased to submit 38 copies of the above Final Report by the IDC Road Safety Education Advisor Ms Kim Smith following her two visits to Bangladesh earlier in 1998. Ms Smith works for Ross Silcock, a world renowned firm in all aspects of road safety, and her services have been provided to us through our associate Transport Research Laboratory.

This report on Children's Traffic Education in Bangladesh reviews and comments on the current status of the sector and delivers recommendations for the next stage of IDC road safety involvement based on Ms Smith's experience on the subject. It recommends the parallel development of the formal and non-formal curricula and sets out a plan for educating teachers to use specially designed materials and methods for teaching the children. This is a long-term yet essential programme to help combat the problem of road accidents in Bangladesh.

Yours sincerely,



Patrick Gleeson
NRSC Secretariat Coordinator

cc. Mr M McCarthy, First Secretary (Engineering), British High Commission, Dhaka (1)

EXECUTIVE SUMMARY

Research shows that human error plays a large part in road accidents, being a contributory factor in around 95% of accidents. Teaching safety skills to children can provide life long benefits to society. However, to develop safe road user behaviour, children need to be taught skills rather than focusing simply on rules, regulations and knowledge of traffic signs. By helping to develop positive, safe attitudes and behaviours, we are preparing them for the future and this will have a greater benefit in the coming years as they become teenagers and then adult road users.

Developing pedestrian safety is one of the main requirements of children's traffic education in Bangladesh, especially in young children, as this will often be their primary mode of travel. The road crossing task is complex and requires a range of fundamental skills. The required psychological skills can be specified as:

- Detecting the presence of traffic (i.e. 'seeing' as well as 'looking');
- Visual timing judgements (for example, speed and distance);
- Coordinating information from different directions; and
- Coordinating perception and action.

Road safety education is required not only to develop these necessary survival skills but also the strategies to deploy them in different situations.

To be effective, road safety education requires a clear structure within a recognised curriculum with a planned, sustained and coherent programme of learning, based on sound educational principles. In Bangladesh, the formal and non formal curricula should be developed simultaneously. Other necessary activities to improve provision of road safety education include:

- Development and dissemination of supplementary teaching materials and teachers guides;
- Development of basic classroom resources, including practical training;
- Initial teacher training and in-service teacher training seminars;
- Materials for inclusion in literacy and other community programmes; and
- Use of folk media and theatre groups to target roadside communities.

Although immediate improvements in road user behaviour are unlikely, many attitudes are developed early in life and road safety education should be seen as a longer term investment. The children of today are the adult road users of tomorrow.

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1 INTRODUCTION

1.1 Background

This report has been prepared as part of the Institutional Development Component (IDC) of the Second Road Rehabilitation Project (RRMP2). IDC is funded by the UK Department for International Development (DFID). It includes road safety in Bangladesh as a series of short term, and one 18 month (road safety engineering), inputs by specialists covering the areas of:

- Road safety engineering;
- Vehicle inspection and safety;
- Driver training and testing;
- Children's traffic education;
- Road safety publicity;
- Accident data systems;
- Accident costing; and
- Legislation and enforcement.

In The National Strategic Road Safety Action Plan (1997), produced by the Ministry of Communications and the National Road Safety Council (NRSC), the section on Education and Publicity has the following stated objective:

To greatly extend the use of education and publicity to improve the safety capability of all road users. This can be achieved by highlighting the dangers of risky behaviour and in particular instilling good road user behaviour early in children in order to protect them for life.

The technical assistance input for this sector was to assist in achieving the actions identified in the Strategic Plan, by developing recommendations on the next steps that need to be taken to improve provision. The original proposed IDC input on children's traffic education was split into two distinct roles. The Terms of Reference (TOR) were modified to reflect this and the final, agreed, TOR are included in Annex A.

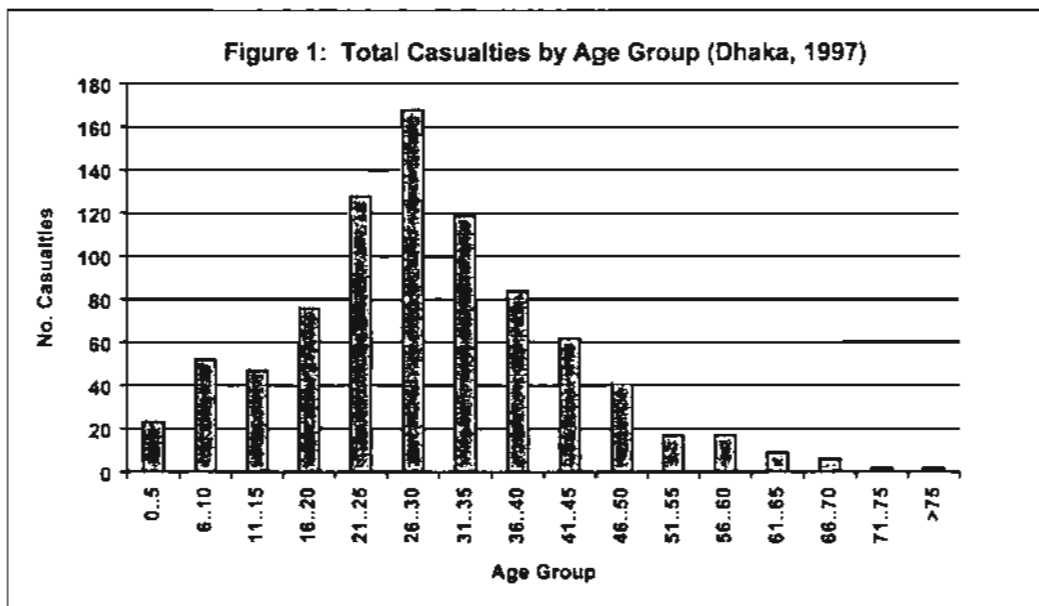
This report reviews the current situation in the field of children's traffic education in Bangladesh and makes recommendations for improvements in the sector as part of an overall Five Year National Road Safety Plan. The second education technical assistance was focused on the development, trialing and evaluation of a set of teaching

materials. A separate report by the second specialist, and copies of the draft materials are available. Similarly, the education of the wider general public (publicity) is dealt with in a separate report.

2 ACCIDENT BACKGROUND

To put road safety education into perspective, it is necessary to consider the child accident problem. If data are available, they should be used in the development of materials and in the prioritising of activity. Lack of accurate data does not, however, mean that no action is acceptable in this area. Road safety education is part of a long term strategy for improving road safety and is important for instilling safer attitudes and behaviours in the road users of the future. In this section, available data for Dhaka are used to give an initial indication of the scale of the child accident problem. No attempt is made to take account of issues such as exposure, however, the data are still useful as a starting point.

Figure 1 shows the total number of casualties by age group. From this it can be seen that children aged 0 to 15 accounted for just over 14 percent of the total reported casualties in Dhaka (122 out of 853 casualties where age was recorded).



However, a different picture emerges if pedestrian accidents only are considered. Figure 2 shows the total number of pedestrian casualties by age group. The under 16's account for 23% of reported casualties in Dhaka (1997 data). It can be seen that the 6

to 10 age group is one of the groups most at risk of pedestrian accidents. This is consistent with experience in other countries. It is likely that walking is the most common transport mode for children and 1997 accident data shows that 70% of reported child casualties in Dhaka are pedestrians.

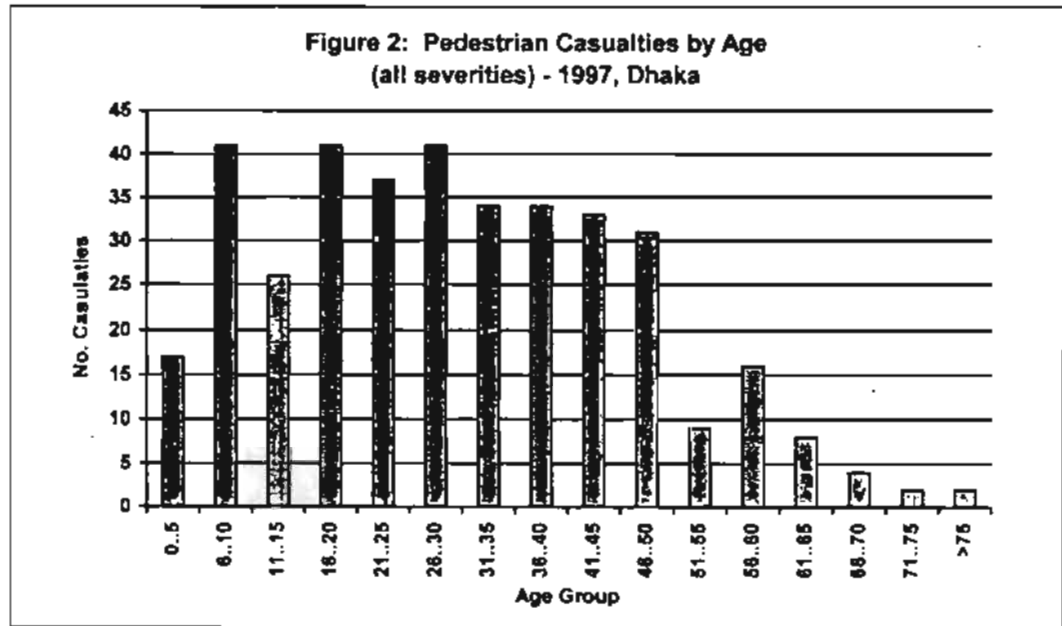
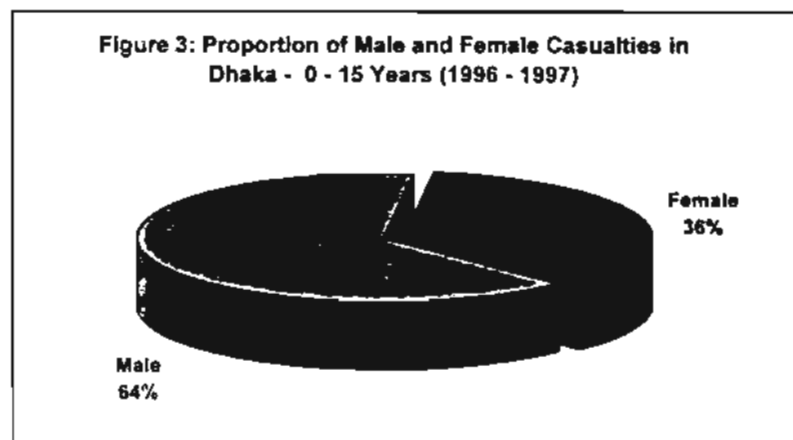


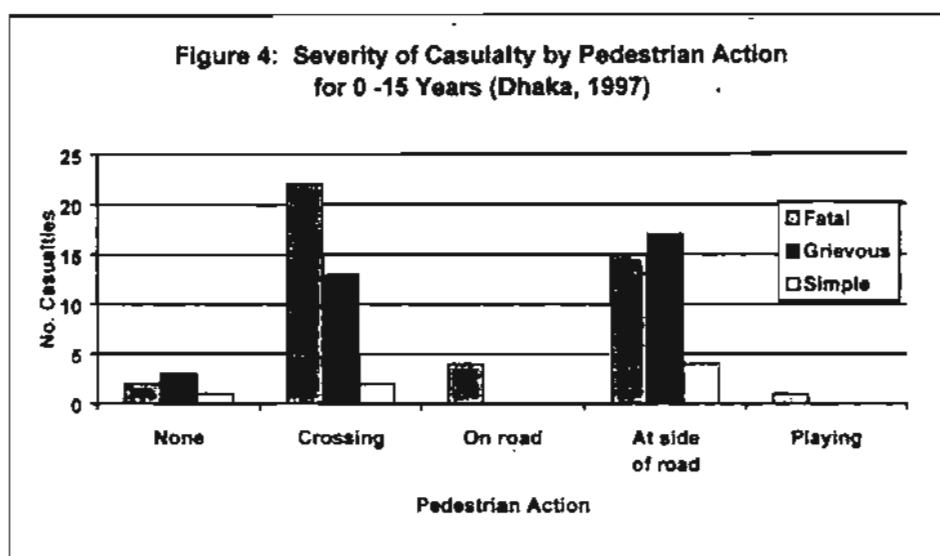
Figure 3 shows the ratio of male to female casualties for the 0 to 15 age range (combined data for all road user types, 1996 and 1997, Dhaka only). As expected, the number of boys injured is greater than the number of girls, which is consistent with international experience.



Boys tend to be more prone to accident involvement than girls as they are (usually):

- less protected than girls;
- more independent;
- more adventurous; and
- take more risks.

Again considering data for pedestrian accidents only, Figure 4 shows severity of pedestrian injury by pedestrian action.



From Figure 4, it can be seen that the majority of child accident casualties (87%) were either crossing, or walking along the side of the road at the time of the accident. The data therefore suggests that the priority, in terms of road safety education for those aged 0 to 15, is to teach pedestrian skills. The focus should be on teaching road crossing skills and concepts of safe behaviour when walking along the road.

3 THE EDUCATION SYSTEM IN BANGLADESH

3.1 Introduction

The following sections give information on the general education system in Bangladesh as this is also the starting point for improving road safety education. Recommendations made in this field must be compatible with the educational climate in the country, otherwise improvements made will not be sustainable.

In Bangladesh, the non formal education sector also plays a large role in teaching children. Formal education programmes are those offered through state and private schools. Non formal education programmes are complementary to the formal system and often use Non Government Organisations (NGOs) to reach children who would otherwise forego an education for various sociological and economic reasons.

3.2 Structure of Ministry of Education

The Ministry of Education are ultimately responsible for formal and non-formal education programmes and, therefore, also have responsibility for road safety education. A basic organisational structure is shown in Figure 5 on the following page. The National Curriculum Textbook Board (NCTB) come directly under the Ministry of Education and are responsible for developing the curriculum and associated teaching materials.

3.3 Formal Education System in Bangladesh

3.3.1 Policy

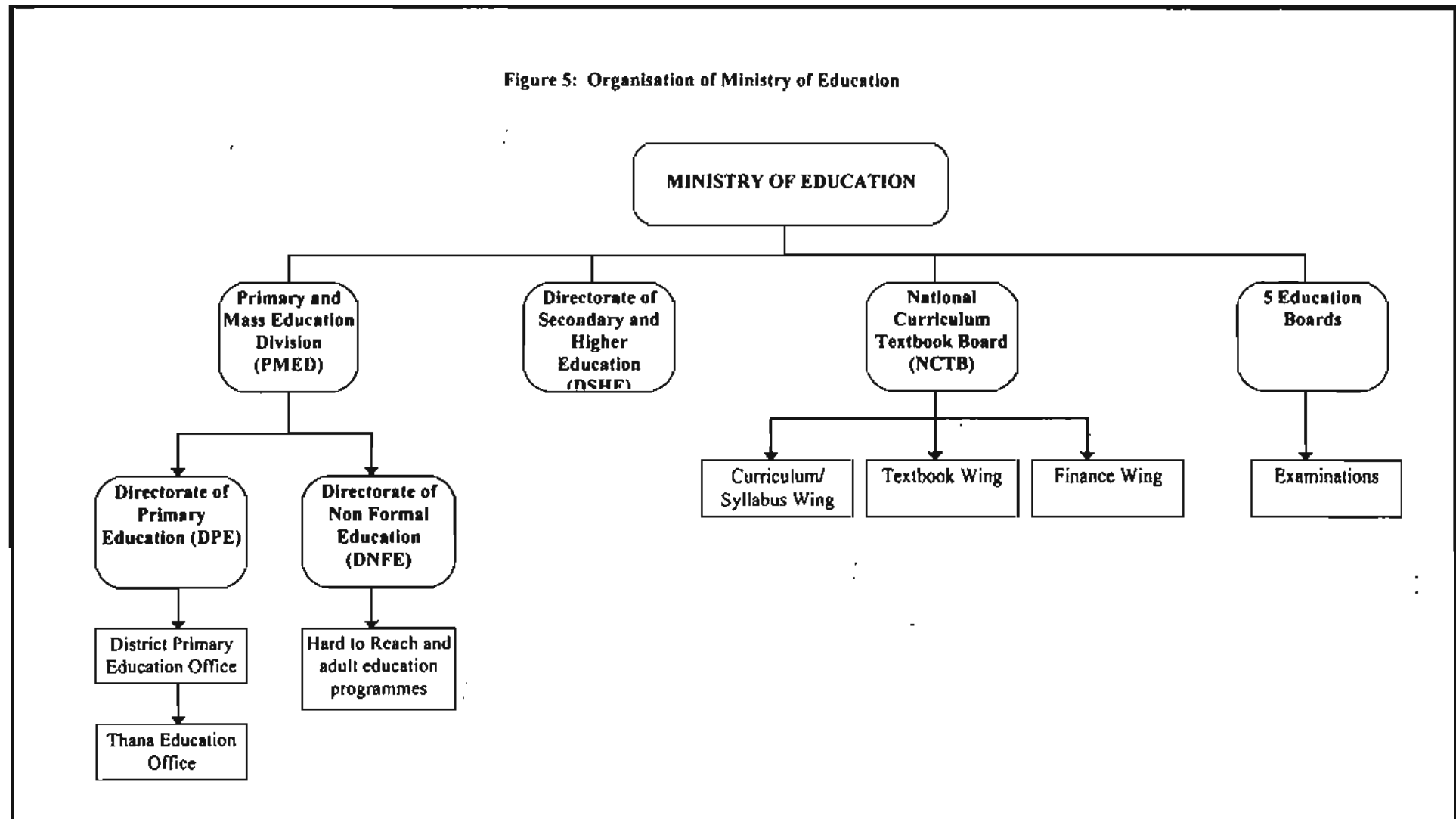
Free and compulsory primary education is one of the fundamental principles of the State policy in Bangladesh. In 1990, the Government of Bangladesh passed the Primary Education (Compulsory) Act for children aged 6 to 10 years. Officially, primary school education is free of charge in Government Schools. According to the Bangladesh Bureau of Statistics publication *Statistical Pocketbook (1996)*, there are a total of 61,550 primary schools in the country.

3.3.2 Education Sub-systems

There are 3 education sub-systems operating in parallel in the formal education system:

- General Education Sub-system;
- Madrasah Education Sub-system (Islamic Schools); and
- Vocational Education Sub-system (from Class 9).

Figure 5: Organisation of Ministry of Education



The Madrasah schools have their own administration and curriculum development, although NCTB advise them. The majority of children attend General Education Schools.

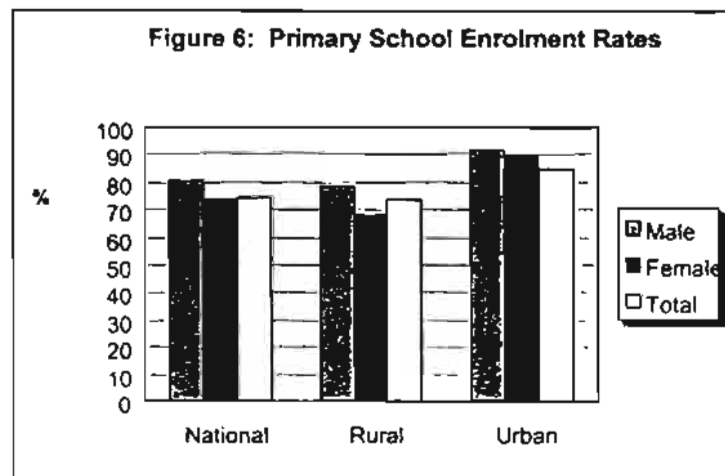
Primary Education is of five years duration (grades 1 to 5), commencing at age six. Secondary education consists of three stages:

- Junior Secondary (grades 6 - 8);
- Secondary (grades 9 - 10); and
- Higher Secondary (grades 11 - 12).

The Government have also recently introduced pre-school education for 5 year olds. The NCTB estimate that most children in rural areas attend pre-school as they are not prepared for school at home.

3.3.3 School Attendance

There is a high level of attendance at primary school in the early grades, however, there is a high dropout rate. The 1996 school enrolment rate at primary level was reported as 95% and dropout had decreased to 38% (Primary and Mass Education Division (PMED) data). The primary school enrolment rates are shown in Figure 6 below, comparing urban and rural data with the national rate.



In general, school enrolment tends to be lower for girls than for boys, and is lower in rural than in urban areas, as would be expected. The dropout rate also tends to be higher in rural areas than in urban areas.

3.3.4 School Subjects

In Grades 1 and 2, Bangla, English and Maths are compulsory subjects and NCTB have produced books for students, teachers guides and test items. Other subjects taught at this age are Environmental Science, Social Science, Arts and Crafts, Music, PE, and Religious Education (Islam for Muslims, Buddhism for Buddhists etc.) For these subjects, the curriculum is in place, but there are no books.

For Grades 3 to 5, Bangla, Maths, English, Elementary Studies - Social Science, Elementary Studies - Science, RE, Arts and Crafts, PE and Music are all compulsory. Teachers Guides and test items exist for the first 5 subjects.

Primary education is competency based. There are currently 53 terminal competencies, introduced between 1992 and 1996, which outline the skills and abilities that a child is expected to achieve by the end of Grade 5. The terminal competencies are being modified in the next cycle. A list of the competencies is included in Annex C. Those that are of most relevance to road safety are:

- As a member of society, understand the responsibilities and share in social work;
- Reduce wastage of national resources;
- Give importance to health, and lead a healthy life;
- Know and follow physical and environmental rules for health;
- Identify cause and effect and attempt to solve problems of daily life;
- Observe and identify recognise the importance of the application of science and technology to improving the standard of life;
- Follow law and order; and
- Know how to treat people in different relationships and practice courtesy.

3.3.5 Teacher Training

Teachers at primary schools are required, in theory at least, to hold a Certificate in Education (CinEd) prior to teaching. The CinEd is obtained by undertaking a one year course at a Primary Training Institute (PTI) of which there are 54 in Bangladesh. However, it is understood that some teachers are recruited straight out of secondary school and start teaching before they are trained. There are many projects currently being undertaken with the aim of raising standards in education. Secondary school teachers are required to hold a B.Ed.

3.4 Non Formal Education

3.4.1 Directorate of Non Formal Education (DNFE)

The DNFE, under the Primary and Mass Education Division (PMED) of the Ministry of Education, was originally established to address literacy programmes. DNFE is currently responsible for 30,000 centres for the 11 - 45 age range and target three groups:

- 8 - 14 year old, urban, working children in nine professions (Hard to Reach Programme);
- 15 - 24 year olds; and
- 11 - 45 year olds (through the Total Literacy Movement).

They develop primers (textbooks) for use with the different client groups, although the last two target groups use the same primers. The primers were developed with inputs from NGOs.

3.4.2 Non Government Organisations (NGOs)

There are many NGOs in Bangladesh, working in virtually every sector. NGOs are defined by ADAB (the apex body of NGOs) as:

"purely non profitable private voluntary development organisations which are working with the distressed population with a view to improving their life quality".

In 1995 there were 754 ADAB member NGOs.

Many NGOs have a particular role within the education field, and have been involved in the fields of literacy and non-formal education (NFE) since 1976. In 1992, there were 326 NFE-oriented NGOs in the country, according to CAMPE (the Campaign for Popular Education), rising to 414 in 1995. They undertake various activities including:

- Implementing NFE projects;
- Providing NFE training;
- Developing instructional materials and teaching aids;
- Facilitating NFE programmes, monitoring, assessing and evaluating them;
- Conducting surveys, studies and research in NFE;
- Running continuing education activities; and
- Providing technical and financial support to implementing agencies.

Some of the NFE-oriented NGOs are involved in running schools for children who either cannot afford formal schooling or who drop out of the system. There are NFE NGOs throughout the country, reaching around 2.6 million people (1995 data), although the distribution is not uniform. CAMPE are the representative body for NFE NGOs.

One of the largest NGOs in this sector is BRAC. They reach 1.2 million children through their Non Formal Primary Education programme (NFPE), providing schools for the children of disadvantaged rural people. The programme commenced in 1984. As girls are less likely to receive an education in rural households than boys, BRAC concentrates on this sector of society. As a result, around 70% of students in BRAC schools are female, as are the majority of teachers. The schools are for children aged 8 - 10, most of whom, for various reasons have dropped out of the formal education system. The class size is, on average 33 students. BRAC have developed their own curriculum based on competencies.

Summary of BRAC's Non Formal Primary Education Programme

- 8 - 10 year old children
- Basic Education for Older Children model for 11 - 14 year olds
- Ex-Garment Workers School
- School Libraries
- Union Libraries

3.5 Literacy Rates

The 1995 official literacy rates for those over 5 years of age and for adults are as shown in Table 1. However, a recent article in the Independent Newspaper (13 June 1998) quoted the Finance Minister as stating that the literacy rate has "increased from 47% to 51% during the last 2 years". Notwithstanding this encouraging increase, there are still obvious implications for the design of education and publicity materials in Bangladesh.

Table 1: Literacy Rates in Bangladesh (1995)

	National	Rural	Urban
Population 5+	37.2	30.0	51.8
Adult Literacy	42.6	33.6	60.0

Source: Health and Demographic Survey, 1995. BBS

4 EXISTING ROAD SAFETY EDUCATION IN BANGLADESH

4.1 Road Safety in the Curriculum

It is already accepted by many of the individuals working in the field of safety in Bangladesh that there is a need for road safety to be included in the curriculum. At an International Seminar on Road Safety, held in Dhaka in October 1995, the Chairman of BRTA stated that "the subject of road safety should be included in the syllabus of schools and Colleges. The teachers must not consider the subject as alien or something imposed upon them but should assimilate the subject with other usual subjects and should treat it as a part of the total process of education".

In fact, road safety is already included in part of the national schools curriculum. The current textbooks include one lesson in Grade 3 Bangla (see Annex D) and consists of a poem about Dhaka followed by some language exercises and a story entitled "Come, let us know the signs". It is commendable that there is already some road safety included in the curriculum, however, it is neither sufficient nor particularly appropriate to the real situation on the roads of Dhaka. For example, the story contains suggestions that it is safe for pedestrians to cross on a zebra crossing, and that rickshaw drivers always stop at red traffic lights! The content is focused on knowing signs and markings. In terms of non formal education, road safety appears in the third of the primers developed by DNFE for the 8 to 14 year age group.

4.2 Traffic Safety and NGOs

Much work has been undertaken in recent years on the role of NGOs in traffic safety. A Seminar was held in September 1996 resulting in a proposal for five pilot projects, including one for "Informal education on safety". This pilot project was intended to target NGO schools and road-side dwellers. Unfortunately, momentum has been lost on this project due to funding difficulties. NGOs have a crucial role to play in road safety education and the concepts of the earlier work are still valid and should be pursued.

Ongoing NGO involvement is currently limited, with the exception of work undertaken by the Centre for the Rehabilitation of the Paralysed (CRP). Individuals from CRP are involved in visiting schools to talk to children and staff. This work is invaluable as the consequences of road traffic accidents cannot fail to be recognised when the presentation is delivered by someone in a wheelchair. The schools are encouraged to undertake preparatory work prior to the visit and also follow-up work afterwards. This is essential to improve effectiveness of school talks. CRP also have a video available which deals with road accidents as well as other main causes of paralysis in

Bangladesh. They do, however, lack suitable resources to leave at schools, due to lack of funding.

CAMPE have recently begun to take a welcome interest in road safety. The next edition of their monthly journal, which is distributed to member NGOs, journalists, educationalists and policy makers, is being dedicated to road safety. They have also been involved in the production of a book for children as part of the GTZ/LGED Tangail Infrastructure Development Project (see section 4.3).

4.3 Tangail District

The LGED Tangail Infrastructure Development Project has undertaken various road safety education initiatives including:

- One day workshop on "The Role of Private Voluntary Development Organisations/NGOs in Road Use and Road Safety of Tangail District";
- Traffic safety book aimed at grade 3 - 5 children;
- Publicity banners on the role of the local road users in terms of road use and safety;
- Distribution of reflectors to a small number of rickshaw drivers;

A further safety workshop is planned for July 1998.

The traffic safety book has been written by a local author. It was distributed to a number of NGOs for comment via CAMPE and the final version is now being produced by GSS, another NGO involved in the education sector. Although it was originally written for the Tangail project, it is now intended to distribute it nationally.

4.4 School Visits by Police

Traffic Weeks are organised by the Police throughout Bangladesh at different times of the year and result in increased activity in road safety education and publicity. In addition, Dhaka Metropolitan Police (DMP), and probably those in other regions, visit schools throughout the year to talk to children about road safety. Main messages given at school talks are reported to include:

- Walk facing on-coming traffic;
- Safety on buses;
- Cross roads at traffic signals, and never on a green light;

- Use overbridges; and
- Ask the Police to help you cross.

The effectiveness of the Police in this sector is severely constrained by a lack teaching resources due to limited funding. DMP have several posters and leaflets available, but they tend to target adults rather than children. There is no special section within DMP to undertake education and publicity activities. Officers visiting schools tend to be Sergeants (or higher) from the Traffic Police. They have no training in how to talk to children or in teaching road safety.

5 GENERAL PRINCIPLES OF ROAD SAFETY EDUCATION

5.1 Introduction

Teaching safety skills to children can provide life long benefits to society. However, to develop safe road user behaviour, children need to be taught skills rather than focusing simply on rules, regulations and knowledge of traffic signs. By helping to develop positive, safe attitudes and behaviours, we are preparing them for the future and this will have a greater benefit in the coming years as they become teenagers and then adult road users.

Attitudes developed in the earliest years largely define how an individual behaves on the road as they get older. Attitudes are very difficult to change once they are formed and it is easier to teach good habits at an early age than to break bad habits later. Road safety education should begin at kindergarten, or even earlier through publicity initiatives aimed at parents.

5.2 The Aims of Road Safety Education

Developing pedestrian safety is one of the main requirements of road safety education, especially in young children, as this will often be their primary mode of travel. The road crossing task is complex and requires a range of fundamental skills. A research report for the UK Department of Transport (Thomson *et al.*, 1996) specifies the required psychological skills as:

- Detecting the presence of traffic (i.e. 'seeing' as well as 'looking');
- Visual timing judgements (for example, speed and distance);
- Coordinating information from different directions; and
- Coordinating perception and action.

Road safety education is required not only to develop these necessary survival skills but also the strategies to deploy them in different situations.


The specific aims of road safety education can be stated as the following:

- to increase awareness and knowledge of the traffic environment;
- to develop the appropriate survival skills necessary for the safe use of the road environment;
- to identify and understand the behaviours and attitudes that have an influence on road safety;
- to develop knowledge and understanding of how humans, vehicles and systems interact and work;
- to develop the decision making skills which will enable them to make choices and to take responsibility for their own safety and for that of others;
- to develop esteem and care for other people;
- to develop their knowledge and understanding of the causes and consequences of road accidents; and
- to develop the necessary knowledge, understanding and skills to travel safely in, or on, a vehicle, showing consideration for others.

5.3 Teaching Road Safety

It is now generally recognised that, to be effective, road safety education requires a clear structure within a recognised curriculum with a planned, sustained and coherent programme of learning, based on sound educational principles. Road safety does not have to be taught as a separate subject. It readily fits into an existing subject such as Environmental Education, or can be used as a cross curricular theme to teach many other subjects in the national curriculum, such as mathematics, language, geography or history. For example, accident data can be used for mathematical exercises or science lessons can include experiments on friction or stopping distances (see box below).

Example of Science Activity to Teach Road Safety



Use a toy car on different surfaces (e.g. rough, smooth, wet) What effect does the surface have on how far the car goes before stopping - i.e. effects of friction. What are the implications for real life situations?

There are a number of techniques for teaching road safety. All can all be useful as part of a structured programme. In many countries there is a tendency to rely on individuals or organisations visiting schools to give talks on road safety usually based on knowledge of road signs and regulations. Experience has shown that this is rarely effective. Children may remember the messages in the short term, but effective and sustainable development of safe road user behaviour is best achieved by inclusion in the core curriculum.

Classroom based road safety education is important as part of an overall strategy as without effective classroom work:

- children may not give sufficient attention or priority to the dangers of road use; and
- children may not learn the vocabulary of the road, may not have concepts such as vehicle stopping distances explained to them, may not understand exactly how they are in danger or putting others in danger.

Classroom work may improve children's knowledge about road safety, but is unlikely to improve critical skills such as road crossing, decision making and an understanding of the stopping distances of vehicles. Care must be taken to ensure that verbal instructions are firmly focused on the behaviour that the child needs to use. For example, an instruction to "look before crossing the road" is too vague. As Thomson *et al* suggest, the child needs "to know much more precisely what to look for and also needs a clear idea as to what to do on the basis of what is seen".

Books, posters and other printed matter can be used to supplement classroom teaching. Again, they may increase knowledge, but this is not necessarily translated into behaviour. Such materials can be effective if they are used in conjunction with, and promote, practical training. They should also reflect the real situation on a country's roads, while at the same time encouraging safer behaviour.

There is much evidence that practical training, on real roads under proper adult supervision, is the most effective way of improving young children's skills and judgements. For example, one of the problems that children have is in determining whether their chosen crossing place is appropriate and safe, yet many traditional classroom-based road safety education programmes instruct children to "first, find a safe place to cross the road". It has been found that sites that obscure a child's view of traffic (and where a child is hidden from a driver), or that involve complex traffic movements, are often over-represented in child accident statistics. There is no point in a child being taught crossing skills if they then choose to put them into practice at a

dangerous location. Practical training by the road side allows children to discover what is dangerous about different situations, using their own reasoning, and can teach them how to deal with any situation. Practical training does, of course, require adult guidance and supervision. Inputs to a national curriculum should, therefore:

- Focus on skill-based learning;
- Be linked to child development principles;
- Include practice on real roads;
- Be presented frequently and develop previous skills learned.

Apart from including road safety in the curriculum, other key components for effective road safety education are:

- New and existing teachers trained;
- Provision of a teachers guide;
- Provision of teaching materials (worksheets, posters, videos, slides); and
- Community education (including NGO activity).

6 IMPROVING CHILDREN'S TRAFFIC EDUCATION IN BANGLADESH

6.1 Introduction

There is little point in spending time and effort in teaching children the traditional school subjects if they are then killed in a road traffic accident. The following recommendations for improvement have been developed based on general principles of road safety education placed in the context of the Bangladeshi education and traffic systems. The activities suggested in the following sections should be developed as a coordinated approach.

There is an enormous amount of potential in this sector, and already much activity. It is essential that this is coordinated to avoid duplication of effort, to ensure that all involved are moving in the same direction and that the obvious commitment of various individuals or organisations is effectively harnessed.

6.2 Programme of Activities

6.2.1 Road Safety in the Curriculum

It is essential for the sustainable teaching of road safety education in Bangladesh that the issue is addressed through the formal and non formal education systems. The latter includes literacy programmes and NGO schools. Although immediate improvements in road user behaviour are unlikely, many attitudes are developed early in life and road safety education should be seen as a longer term investment.

It is important that road safety education concentrates on teaching survival skills rather than knowledge of road signs, markings and traffic lights. Furthermore, the topics taught should be relevant to the psychological and physical skills of the child at different ages and to their increasing independence as they get older. The teaching of road safety should be continuous and incremental.

There is currently an opportunity to coordinate inclusion of road safety with environmental education via the Sustainable Environment Management Programme (SEMP) which follows on from the National Environment Management Action Plan (NEMAP). Annex E gives some indication of what needs to be taught in terms of road safety for children, and suggests ways in which road safety could be integrated with SEMP. Some of the targets of SEMP are similar to those of IDC, specifically in the need to include a subject area in the curricula for Primary and Secondary levels of education. There is little point in duplicating the process of change, especially as road safety education neatly slots in with Environmental Education.

Other subjects in the national primary curriculum where road safety could be integrated, are shown in Table 2.

Table 2: Subject Areas in Bangladesh National Curriculum where Road Safety could be Integrated

Grade	Subjects
1	Bangla, English, Maths, Environmental Science, Social Science, Arts and Crafts, Music, PE, Religious Education
2	Bangla, English, Maths, Environmental Science, Social Science, Arts and Crafts, Music, PE, Religious Education
3	Bangla, Maths, English, Elementary Studies - Social Science, Elementary Studies - Science, RE, Arts and Crafts, PE, Music
4	Bangla, Maths, English, Elementary Studies - Social Science, Elementary Studies - Science, RE, Arts and Crafts, PE, Music
5	Bangla, Maths, English, Elementary Studies - Social Science, Elementary Studies - Science, RE, Arts and Crafts, PE, Music

Priority should initially be given to improving road safety provision for the earlier grades because of the high drop out rates from later grades. This is also justified by the available accident data. Possible inputs to the secondary curriculum have yet to be identified.

It is important to stress that road safety education does not need to be taught as a separate subject. The school curriculum is already overloaded, and NCTB are under pressure to include many non-academic topics. Road safety, as a cross-curricular theme, can be used in teaching other subjects (see Table 2 above). The most important thing is to ensure that road safety is included in some form (i.e. as a separate topic, as part of another topic, such as environmental education, or as a cross-curricular theme) at each grade. In addition, the inputs should be structured and develop skills learnt in the previous grade.

Furthermore, children should be taught survival skills, that is, practical skills to enable safe use of the roads. It is neither appropriate nor effective to simply teach road signs and regulations to children. In the lower grades, activities should focus on pedestrian skills, safe places to play and the safe use of public transport. Inputs should be relevant to the real road situation in Bangladesh. Drivers do not always stop at red traffic lights, therefore, children should not be taught that they do.

Research and experience in other countries has shown that classroom activities alone do not improve safety skills. Inputs to the curriculum should, therefore, include practical activities. This should include practice on real roads, with adequate adult supervision.

It is understood that the process of changing the curriculum is complicated and lengthy. Immediate steps should therefore be taken to start this process. In the meantime, there are other activities that could be commenced without inclusion in the curriculum. For example, the Joint Secretary of PMED has indicated that it would be possible to develop supplementary materials without road safety first being included in the curriculum.

Discussions will also need to be held with the Islamic Foundation with regards to including road safety in the curriculum of Madrasah schools.

6.2.2 Road Safety in Non-Formal Education

In terms of road safety education, there is no real distinction between formal and non-formal education practices. The majority of NFE oriented NGOs are reported to follow

the curriculum developed by the Directorate of Non Formal Education. Where separate curricula do exist, consultations should take place with the appropriate NGOs to include road safety. DNFE have expressed interest in further developing road safety in their curriculum and in working with the consultants and NGOs to develop teaching materials to support it. The formal and non formal road safety curricula should be compatible with each other to ensure that all the necessary safety skills are taught to each age group regardless of the type of schooling they receive.

Potential NGO inputs should also be identified to reach other elements of society, such as street children, for example, through street theatre productions or puppet shows. There would also be benefit in linking with existing adult literacy programmes to inform parents how they can teach safety to their children. Not only should very young children be protected, but children also follow the example of parents and other adults. These should be developed as part of the proposed 5 year plan.

Child-to-Child (CtC) is a technique that teaches children about issues such as health and sanitation and encourages them to disseminate information to other children who do not attend school or other groups. It also promotes the necessity for local action back in the community. There are several CtC sheets and a teachers guide available in Bangla, although the sheet on road accidents (that is available in English) has not yet been translated. NCTB report that CtC is used in Grades 4 and 5 in 5 districts of Bangladesh. There are plans to extend the scheme to 17 districts. GSS are also piloting the use of CtC in urban areas.

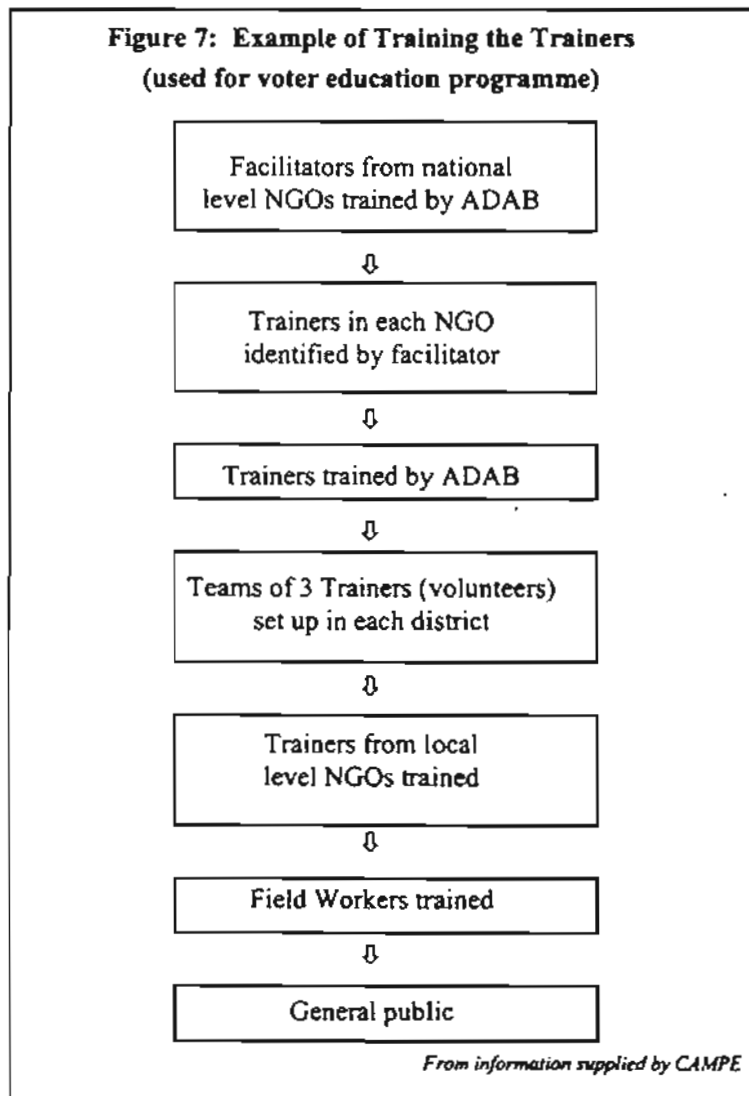
A further option for road safety is to increase training through organisations such as the scouting movement. There are currently in the region of 340,000 boy scouts (cubs, scouts and rangers) and 44,000 girls scouts in Bangladesh. One of the badges that the scouts can earn is on the topic of general safety (including a small element of road safety). Initial discussions have been undertaken with Bangladesh Scouts who have agreed to the possibility of developing a road safety badge jointly with the consultants.

It has not been possible, during this short input, to identify the full range of projects that could be developed using NGOs. However, much work has already been undertaken on the role of NGOs in traffic safety, and this should be built upon. One possibility would be to develop a flip chart (including basic literacy) for use in NFE schools. This could be undertaken jointly by DNFE and either an individual NGO or an association (such as CAMPE). A distribution and training system also needs to be developed.

The best approach is to train trainers who could then conduct training sessions in the field. Where possible, this should be linked to an existing programme, to increase sustainability, or learn from experience in other sectors, for example, the voter education programme developed a flip chart training programme and used the training system shown in Figure 7, resulting in between three and four thousand trainers.

6.2.3 Road Safety in Teacher Training

One of the main needs in the area of road safety education through schools is to address the issue of teacher training in both the formal and non formal systems. This should both be of existing teachers (at government and NGO schools), through a series of local seminars, and of new teachers entering the profession, through the Primary Training Institutes (PTIs). The system in Bangladesh is such that once the national curriculum is changed, the teacher training curriculum automatically follows. Most NGOs have their own teacher training system that it may be possible to access:



Primary school teachers can gain a Certificate in Education (CinEd) via attendance at PTI. It should be possible to arrange inclusion of road safety at individual PTIs without it being in the teacher training curriculum. At the very least, inputs should raise awareness among potential teachers about the need to teach road safety. In addition, a CinEd course is being developed by Bangladesh Open University.

6.2.4 In Service Teacher Training Seminars

To train all existing teachers in basic road safety teaching throughout Bangladesh is a huge undertaking. However, it is essential if children's traffic education is to improve. The two main options for implementing in-service seminars that should, ideally, be undertaken in parallel are:

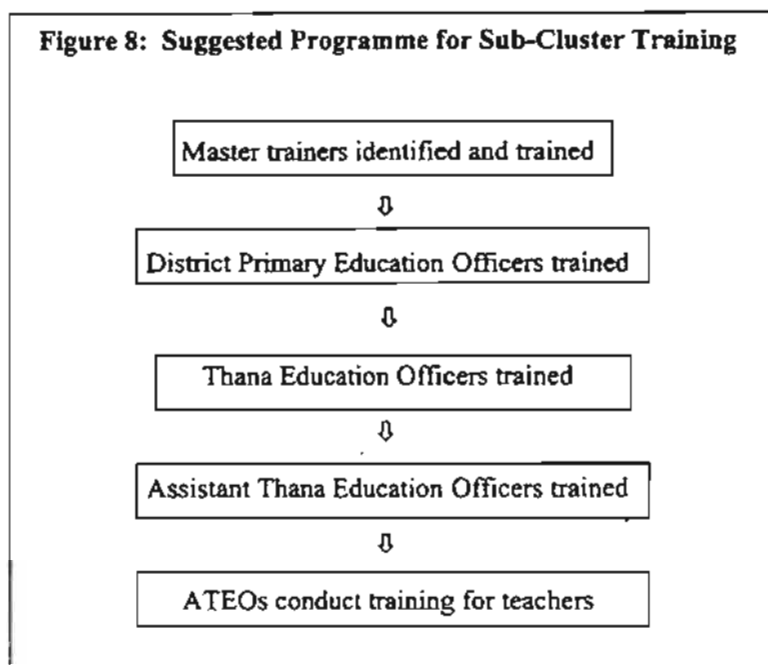
- Develop a programme of training specifically for road safety education along the lines of the system outlined in Figure 7 (for NGO school teachers); and
- Develop inputs to existing programmes of sub-cluster training (for government schools).

In order to introduce road safety teacher training into schools systematically, initially seminars should be conducted for schools along major highways, then eventually expanded to cover the whole country.

A sustainable option for the formal education system would be to link into an established programme of in-service teacher training. An alternative that could be further explored is to include road safety in sub-cluster training, organised by the MOE. Figure 8 outlines the cascade training that would be required.

Trainers/DPEOs could conduct short workshops for teachers at individual primary schools or groups of schools as appropriate, to enable the teachers to teach road safety more effectively. This is especially important given the proposed, and necessary, move away from concentration on teaching signs and regulations. In-service teacher training programmes should include, but not necessarily be limited to, the following topics:

- the accident situation in Bangladesh;
- children's physical and psychological limitations in the road situation;
- the principles of road safety education;
- examples of current best practice;
- use of available teaching materials; and
- example exercises and lessons for teaching survival skills.



6.2.5 Supplementary Materials/Teachers Guide

As previously mentioned, the Joint Secretary of PMED has indicated that it is acceptable to develop supplementary materials for road safety, prior to changes being made in the curriculum. Similar materials are reported to have been recently developed for health education. It is recommended that the materials take the format of teacher's guides for primary, junior secondary, secondary and higher secondary teachers. Priority should initially be given to developing materials for the primary age range (because of the higher attendance rates). The format of the materials will depend on funds available, but, at this stage, producing sufficient copies is more important than producing a glossy booklet.

Production and dissemination of such a teachers guide will facilitate the process of encouraging road safety teaching in schools and will give teachers a permanent reminder and source of reference in the classroom. The guide should enable teachers to teach the concepts proposed for the curriculum and ideally should eventually be produced in a large enough quantity for every government and NGO school in Bangladesh to have at least one copy. Seed money is included in the suggested budget to enable development, field testing and production of an initial 10,000 sets of material.

6.2.6 Additional Teaching Materials

Inputs by a second Education Specialist under the IDC project have resulted in the production of draft worksheets, based on the road safety education principles discussed earlier. They include a series of classroom-based and practical activities for the lower primary grades. As part of the improvement programme for this sector, these should be finalised, fully field tested and, in the longer term, sufficient produced to enable distribution via the in-service teacher training seminars. It is important that new materials are not simply disseminated, but that they are accompanied by training. Initially it was envisaged that they would be in the form of paper handouts for teachers, but local input has resulted in the design being changed to A3 laminated sheets as these will last longer.

Other materials, such as basic worksheets for children, posters and leaflets should be developed. At first they could be adapted from those used in other countries. This approach reduces development costs. However, care should be taken to ensure that they are appropriate to the current situation in Bangladesh and that they are culturally sensitive. In the longer term, materials should be developed and produced locally. They should be made available to teachers, NGOs and police undertaking road safety activities in schools. In the first instance, teaching materials should focus on developing safer pedestrian behaviour.

It is also recommended that the Child-to-Child (CtC) activity sheet on road accidents is translated and distributed to the current users of CtC. This is quick and easy to implement and would link in with existing CtC training programmes.

6.2.7 Monitoring and Evaluation

It is essential that all activities in the sector are monitored and their effectiveness evaluated. This could include surveys of schools (government and NGO) to ensure that teachers are teaching road safety correctly. Monitoring should, ideally, be conducted by one organisation, who reports their findings to the NRSC Secretariat.

Individual programmes and materials, for example new worksheets, must be field tested and evaluated to ensure that they teach the right concepts and that they are appropriate to the educational and psychological abilities of the children being targeted. This is an area where students, for example from Bangladesh University of Engineering and Technology, could be encouraged to assist as part of their degree. Generally, such evaluation takes the form of pre- and post-tests of knowledge, attitudes or behaviour.

The first two are easier to test, although it should be remembered that the overall objective of road safety programmes should be to improve road user behaviour.

6.3 Organisational Changes

One of the earliest requirements is a degree of ownership and commitment by the Ministry of Education, as they are a key player in this sector. While much activity can be, and is being, undertaken by interested individuals, NGOs and other organisations, without such a commitment from MOE there is unlikely to be sustainable or noticeable improvement. At present, the MOE are not represented on NRSC, although it is understood that this is in hand. Such representation is crucial and should be implemented as soon as possible.

It is suggested that a permanent Technical Working Group on Education and Publicity is formed to steer the inputs in this sector. It is strongly recommended that the Technical Committee should be chaired by someone from the Ministry of Education. Furthermore, it is recommended that the functions of education and publicity are not separated out at this early stage. There is a danger that many potential opportunities for carrying safety messages to the general public would be lost by doing so. For example, adult literacy schemes and much of the NGO work are neither mass media related (publicity) nor children's traffic education. Membership should include MOE, DNFE, NGO representatives (for example ADAB and CAMPE), Ministry of Information and private sector.

The NRSC Secretariat has three roles in terms of road safety education:

- coordinating activities by MOE, NGOs and aid funded projects;
- attracting sponsors; and
- producing additional materials where there is a shortfall.

Ideally, the Secretariat should employ at least two full-time education and publicity officers. The way in which the positions are filled is largely a political decision, however, the selected individuals should have a background and qualifications in education or development of public information campaigns. One option, at least in the short term, would be to arrange for secondment of staff from relevant ministries (such as the Ministry of Education and the Ministry of Information). As such, the individuals would still be employed and salaried by the appropriate Ministry, but based at the Secretariat to work exclusively on safety. Secondment is not the best long-term solution as the individual may not be fully committed to road safety, may have other duties that

they also have to fulfil and may be called back to their own position at short notice. However, secondments would allow activities in the Secretariat to commence and allow for at least initial training of Bangladeshi professionals. It would also give time for the official procedures to be undertaken to appoint full-time, permanent staff.

CAMPE have already volunteered to coordinate NGO road safety education activity and to act as a facilitator in this area. They are ideally placed to fulfil this role. They will need to work closely with the Secretariat and a two way sharing of information should be developed.

There are potential benefits in the Secretariat developing links with a road safety section in the UK. The 1974 Road Traffic Act gave local authorities in Britain a statutory duty to provide road safety, including via education, training and publicity. The majority of local councils undertake this responsibility through special Road Safety Officers. At least two Road Safety Sections (Tower Hamlets and London Borough of Barnet) have indicated a willingness to form a "twinning arrangement" with Bangladesh. As there is a Bangladeshi population in each of these areas, such an arrangement would be appropriate and mutually beneficial. It would enable the use of materials already available in Bengali, with minimal changes to take account of cultural differences and the local authority concerned would have a short term community worker available.

6.4 Training of Secretariat

6.4.1 Options for Training

It is unrealistic to expect the individuals appointed to the Secretariat to undertake the education and publicity functions without adequate training. There are three options, depending on the funds available and the needs of the Secretariat:

1. Overseas training;
2. Appointment of specialist consultant to commence education/publicity activities of the Secretariat and to train seconded/full-time individuals; or
3. A combination of options 1 and 2.

Option 3 is the preferred option.

There are three main opportunities for training in the UK (covering both road safety education and publicity) and each of these is briefly described in the following sections. Contact details and, where available, course programmes are included in Annex F.

6.4.2 British Institute for Traffic Education and Research (BITER)

The recognised training route for Road Safety Officers in the UK is via a three phase training programme where:

- Phase I comprises in-service training and on-the-job experience with the Local Authority;
- Phase II comprises a one week residential training course; and
- Phase III is undertaken through a series of short (1 - 2 day) courses.

BITER are approved to run the Phase II training course. As well as covering education and publicity, it gives a broad introduction to other related areas of road safety provision and includes:

- The role of the Road Safety Professional;
- Introduction to Accident Investigation;
- Working with Groups;
- Considering Enforcement; and
- Considering an Integrated Approach.

Delegates are generally expected to have some experience of road safety prior to joining the course. Course details are included in Annex F.

6.4.3 Manchester College of Arts and Technology (MANCAT)

MANCAT offer a more substantial qualification for safety practitioners. For UK based students this comprises of a two year correspondence course with a series of residential weeks. However, MANCAT do not consider that the correspondence course option is appropriate for overseas students as the support available from the college would be limited. However, discussions are currently underway to develop a one year full-time version of the course. This is intended to include English summer school tuition (if required), greater access to tutors and college facilities and work experience with a Local Authority Road Safety Section. Several such Sections have agreed, in principle, to offering a placement to overseas students. Draft details are included in Annex F.

6.4.4 Institute of Road Safety Officers (IRSO)

IRSO is the professional body of road safety education and publicity practitioners in the UK. There is no overseas membership rate available, however, it would be beneficial for the Secretariat (or the Executive Director equivalent) to become a member of IRSO

for at least the first year. "InRoads", the journal of IRSO is produced three times a year and contains useful information about education and publicity initiatives in the UK. In addition, an annual three-day conference is held in July, organised each year by a different Area Group. The conferences over the next few years will be held in:

- 1998 - Nottingham (East Midlands Group): Partnerships in Road Safety;
- 1999 - London (London Group): Sustainable Transportation;
- 2000 - Durham (Northern Group): Beyond 2000: The future of road safety.

6.4.5 Recommended Training Option

A combination of overseas and in-service training is most appropriate in Bangladesh. This would give the opportunity for initial improvements to be made in the sector via Technical Assistance inputs and expose the Secretariat Education and Publicity Officers to basic practices in the field. Development of materials and programmes as pilot demonstration projects would provide opportunities for technology transfer. In the short term, attendance on the BITER course is recommended, but consideration should be given to the MANCAT qualification in the future, once more practical experience has been gained.

The amount of Technical Assistance will depend on funding and the Secretariat having operational staff. Initially, it is suggested that a total of 6 months (4 visits) over 18 months elapsed time is required to commence activity and commence training of local staff via pilot demonstration projects. This would also help to maintain the current momentum in this area. Implementation of the immediate additional input should take place as soon as seconded staff are available. Consideration should also be given to a longer full-time input (of around 2 years) to train appointed staff fully in all aspects of road safety education and publicity in order to leave a technical capability in Bangladesh and to enable the Secretariat to fulfil its role in the years to come.

7 CONCLUSIONS

Road safety education is a long term intervention, aimed at developing positive attitudes in children such that they become safer road users in the future. Provision of road safety education in schools can be integrated in the national curriculum as a cross-curricular theme and can use low cost resources, but must be based on sound education principles. This means that road safety education should be taught in a structured and incremental way, should be child-centred and should include a practical element, on real roads under supervision.

It is essential that the formal education programme is supported by, and coordinated with, a programme of non-formal and community education, building on the enthusiasm and experience of NGOs.

7.1 Summary of Recommendations

7.1.1 Short Term Recommendations (6 - 12 months)

1. Include MOE on NRSC immediately;
2. Establish NRSC Technical Committee on Education and Publicity, chaired by the MOE representative;
3. Secondment of individuals from MOE and MOI to Secretariat;
4. Additional foreign Technical Assistance inputs (6 months) to develop road safety education capability and commence training of Secretariat staff;
5. Develop and field test a flip chart for use in NFE programmes;
6. Develop in-service teacher training programme for formal and non-formal education systems;
7. Develop and field test supplementary materials/teachers guide for each grade, including rationale for road safety education and examples of practical activities;
8. Finalise, print and pilot IDC worksheets;
9. Arrange translation of Child-to-Child activity sheet on road accidents from English to Bangla;
10. Arrange for Education/Publicity Officers to attend BITER course when appointed;
11. Develop twinning arrangement with UK road safety section;
12. Undertake monitoring and evaluation of all activities.

7.1.2 Medium Term Recommendations (Years 2 - 3)

1. Appoint full-time Education/Publicity Officers to Secretariat;
2. Include road safety in NFE and literacy programmes (to be identified) using techniques such as folk media and street theatre;
3. Train trainers and commence training seminars for teachers at NGO schools along major highways;
4. Include road safety in in-service teacher training through sub-cluster training;
5. Finalise, produce and distribute supplementary materials for teachers for each grade;

6. Print and distribute IDC worksheets;
7. Secretariat Education/Publicity Officer to attend IRSO conference in 1999 and 2000;
8. Additional foreign Technical Assistance inputs (2 years) to fully develop road safety education and publicity capability via pilot demonstration projects and to monitor direction;
9. Identify curricula areas for inclusion of road safety at secondary level;
10. Undertake monitoring and evaluation of all activities.

7.1.3 Longer Term Recommendations (Years 4 +)

1. Include road safety in the national curriculum, for example within Environmental Education, at each grade;
2. Road safety inputs to the curriculum to be continuous and incremental and include practical training;
3. Priority to be given (initially) to the provision of road safety education for lower primary grades and should focus on pedestrian skills, safe places to play and the safe use of public transport;
4. Road safety be included in curricula for non formal education programmes;
5. Include road safety in initial teacher training at PTIs, Universities and BOU;
6. Programme of in-service teacher training to be expanded to the rest of Bangladesh;
7. Develop additional teaching materials, adapted from existing resources from overseas;
8. Local resources/teaching materials being developed;
9. Consideration given to MANCAT qualification;
10. Undertake monitoring and evaluation of all activities.

ANNEXES

- Annex A: Terms of Reference (IDC inputs)**
- Annex B: Persons and Organisations Consulted**
- Annex C: Terminal Competencies**
- Annex D: Road Safety Lesson in Existing Curriculum (part)**
- Annex E: Suggestions for Inclusion of Road Safety Education in Environmental Education**
- Annex F: Information on Training in the UK**
- Annex G: Draft Terms of Reference for Further Immediate Technical Assistance**
- Annex H: Draft Programme of Work**

TERMS OF REFERENCE

Road Safety Education Advisors

Location :	Ministry of Education
Counterpart:	Md. Tabarak Ali Senior Specialist, National Curriculum and Textbook Board
Reporting to :	IDC Team Leader
Objective:	To increase the effectiveness of road safety education in school and to assist NGO's to promote road safety education awareness in the community.

Description of Role and Tasks

1 Introduction

1.1 It is proposed to use two specialists to undertake the tasks identified below. This approach has the benefit of combining the skills and expertise of two specialists, thereby enhancing the value of their inputs. This makes best use of limited resources, enables more tasks to be undertaken in the short timescale and increases cost effectiveness. The approach of using more than one specialist to address a sector of activity has been used with success in several other countries. Experience shows, especially where teaching materials are to be developed, that the end product is better if input from more than one person is utilised. It should also be stressed that, due to prior commitments and individual areas of expertise, it would not be possible for this work to be carried out by one person before the end of the project.

1.2 The Terms of Reference should be considered as two separate, but related, areas of work:

- advisory services in road safety education (RSE)
- materials development

There is a great deal of inter-dependency between these two areas of work and, therefore, the project would benefit from having a degree of overlap in the visits of the two consultants. Experience shows that such short term consultancy inputs are usually more effective if they consist of two visits by each specialist. This allows for ongoing activity by local counterparts during the period that the specialists are away from the country.

2 Advisory Services-Kim Smith (Senior Consultant, Ross Silcock)

2.1 Phase I would review road safety provision in the national curriculum and activities undertaken via school based teaching and through NGOs. This phase would involve consultations with relevant professionals in the field, including the Ministry of

Education, teacher training colleges, schools and NGOs. The national curriculum would be reviewed to determine existing road safety content and to provide advice on ways in which road safety could be integrated within the existing curriculum.

- 2.2 Teacher training would also be reviewed and recommendations for inclusion of road safety in the syllabus made in consultation with teacher training colleges and the Ministry. Other professionals, for example police officers with a role in RSE, would also be consulted. It is important for effective road safety education for children that visiting speakers to schools are not relied upon but supplement an overall curriculum based approach.
- 2.3 Phase 2 would develop a structured programme for improving road safety education. Recommendations for further resource/teaching materials would be made based on available accident data and gaps identified in teaching materials available.
- 2.4 Kim Smith would primarily be responsible for undertaking the Advisor Services and would also produce a final report and recommendations which would be presented at a final seminar.
- 2.5 Teachers, head teachers and Ministry of Education officials would be invited to participate in a final seminar on 'The Teaching of Road Safety Education to Children'.

3 Development of Materials - Christian Palmer (Consultant Psychologist, TRL)

- 3.1 In Phase 1 of this part of the project, pilot education materials would be developed based on accident analysis and teaching resource requirements. From previous experience, it is expected that a pedestrian safety resource incorporating classroom based and practical roadside activities will be required. An integrated part of introducing a new resource is to train teachers in its use. The schools selected for piloting the materials will be invited to participate in a teacher training workshop for this purpose.
- 3.2 A pilot teaching programme, using the draft materials, will be developed allowing participating school to trial the materials during a 3 month period when the specialist is not in the country. On the second visit (Phase 2), the results of the trials would be evaluated and the materials reviewed and finalised.
- 3.3 During Phase 2 a road safety pilot project would be developed to ensure training of teachers in the use of the materials and allow for incremental use of the resource in schools in urban and rural areas. This would involve training trainers who could then continue training existing teachers, both in the use of the resource and the need for road safety education in general.
- 3.4 Christian Palmer would primarily be responsible for the development and piloting of teaching materials and would contribute to the final report and seminar.

Summary of Road Safety Education Input

- 1 Road Safety Advisory Services Tasks (KS)
 - 1.1 Phase 1 Review of RSE provision and teacher training
Review of curriculum
Liaison with MOE, teachers, NGOs
Review of existing resources
Review of accident data
 - 1.2 Phase 2 Development of structured RSE programme
Recommendations for further teaching/resource materials
Preparation of final report
Present final seminar
- 2 Development of Materials Tasks (CP)
 - 2.1 Phase 1 Review of existing resources
Review of accident data
Preparation of pilot materials
Pilot teacher training workshop
 - 2.2 Phase 2 Evaluation of pilot materials
Development of pilot project in urban and rural areas
Preparation of final report
Input to final report
Input to final seminar

Timing of Inputs: Seven weeks for each specialist. The first visit for each would occur simultaneously in February 1998 with the second visits being staggered over the period mid-May to end of June 1998.

PERSONS AND ORGANISATIONS CONSULTED**BANGLADESH ROAD TRANSPORT AUTHORITY (BRTA)**

Mohd. Amanullah Choudhury, Director (ENGG.)

MINISTRY OF EDUCATION

AHM Sadiqul Hoque, Joint Secretary, Primary and Mass Education Division (PMED)
 Dr Md. Delwar Hossain, Deputy Chief of Planning, PMED
 Professor Muhammed Ali, Member Curriculum Board, National Curriculum Textbook Board
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 Tobarek Ali, Senior Specialist, NCTB
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 Prof. Nilufer Rahman, Director, Technical Support, DNFE
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 Kawser Sabina, Superintendent, Gazipur Primary Training Institute (PTI)
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 Md. Selim, Socio-Economist, Tangail Infrastructure Development Project - II

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 Richard Trewby, Project Coordinator

NON GOVERNMENTAL ORGANISATIONS (NGOs)

Md. Azizul Haq, Director, Bangladesh Association Of Community Education (BACE)
 Shamim Ara, Deputy Director, BACE
 Mashuda Khatun Shefali, Executive Director, Nari Uddug Kendra (NUK) - Centre for
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 Cerena Samad, Senior Material Development Specialist, BRAC
 Valerie Taylor, Coordinator, Centre for the Rehabilitation of the Paralysed (CRP)
 A K M Momin, Director, CRP
 Selim Nazrul, Assistant Publications Officer, CRP

Madhab Chandra Banik, Programme Support Officer, CRP
Md. Giasuddin Sarker, Coordinator, Education, Gonoshahajjo Sangstha (GSS)
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T. M. Selim, Editor of Monthly Newsletter, CAMPE
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Birgithe Lund-Henriksen, Programme Officer, Child Rights, UNICEF
M Nazmul Haq, Project Officer, Education Section, UNICEF

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Md. Zahedul Haque, Assistant Field Commissioner (International)

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Engineering Division
Dr. Engr. Hasib M Ahsan, Associate Professor, Department of Civil Engineering
Dr. Muhammad Zakaria, Professor of Civil Engineering
Dr. Almagir Mujibul Hoque, Professor, Department of Civil Engineering

THE BRITISH COUNCIL

Christine Bardsley, Manager, Development and Training Services
Eric Thipthorpe, Project Officer, Primary English Resource Centres

DEPARTMENT FOR INTERNATIONAL DEVELOPMENT (DFID)

Dr. Terri Kelly, First Secretary, Senior Education Advisor, DFID, Bangladesh

THE WORLD BANK

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GTZ

Rainer Kuhnle, District Maintenance and Training Advisor, Tangail Infrastructure
Development Project - II
Brigitte Sodatonou, Project Manager and Educational Advisor, Comprehensive Primary
Education Project Rajshahi

IDC

Roger Weatherell, Team Leader
Roger Leggasick, Road Safety Engineer
B.A Chowdury, Deputy Team Leader

OTHERS

Abul Hasanat Pintu, MATTRA Advertising Company
Kazi Samiur Rahman, Marketing Consultant, Shell Lubricants

SCHOOL VISITS

Gopibag Dostha Primary School
Kuremitola High School
West Chandani Government Primary School, Gazipur
Naojor Government Primary School, Gazipur
Salana Government Primary School, Gazipur
GSS School, Mirpur

**LIST OF PARTICIPANTS ATTENDING WORKSHOP ON ROAD SAFETY
EDUCATION IN BANGLADESH**

**HELD TUESDAY 23 JUNE 1998
RHD TRAINING CENTRE, BRRL, MIRPUR**

- 1 Nanda Dulal Saha, PD, LGED, H.O., Dhaka
- 2 Rainer Kuhnle, DMTA, LGED, Tangail (TIDP)
- 3 Santwana Saha, A.D., DNFE, Dhaka
- 4 Rasheda K Choudury, Director, CAMPE, Dhaka
- 5 Zeenat Zahan Arifa, Programme Officer, CAMPE, Dhaka
- 6 Sufia Nazneen, Research Officer, DPE, Dhaka
- 7 Dr. Shahjahan Tapan, Professor, Dhaka University
- 8 Md. Salim, Socio-Economist, TIDP/LGED Tangail
- 9 Md. Abu Sayed, ATEO, Gazipur, Sadar
- 10 Md. Shahabuddin, MSc. Student, BUET
- 11 Md. Abul Motalib, Asstt. Engineer, LGED HQ, Dhaka.
- 12 Md. Habibur Rahman, EE, RHD, Dhaka
- 13 Arif Ahmed, AE, IDC
- 14 Nazmus Sadat, AE, IDC
- 15 Montashema Afroze, Student, BUET
- 16 Dr. Md. Mazharul Haque, Professor, BUET (Civil Engg Dept.)
- 17 Roger Legassick, Road Safety Advisor, BRRL
- 18 Patrick Gleeson, NRSC Coordinator, BRTA
- 19 Quazi Zakaria, Road Safety Specialist, IDC
- 20 Shamim Ara, DD, BACE
- 21 Mr. A. Jalil, ADC (Traffic), DMP
- 22 Amy Aeron Thomas, Road Safety Advisor, IDC/TRL
- 23 M A Zabbar, FS, GSS
- 24 Md. Shoukat Kamal, Asstt. Coordinator, CRP
- 25 Selim Nazrul, Asstt. Publication Director, CRP
- 26 Roger Weatherell, Team Leader, IDC

TERMINAL COMPETENCIES (translation)

1. Hold a firm faith in Allah the one creator of the universe and Who maintains it.
2. Be grateful for the Grace of Allah and remember Him in all acts of life.
3. Know the life of Hazrat Mohammad (Sm) and to follow his life and acts.
4. Love all the creations of the Creator.
5. Honour the people of all religions and keep patience.
6. Honour all people, irrespective of whether they are male or female, rich or poor, any people of any profession or way of life.
7. Respect the people who are eager to undertake physical labour and who do physical jobs.
8. Respect and have a duty towards parents, elders, neighbours and relatives.
9. As a member of the family, understand the responsibilities, and share the work of the household.
10. As a member of society, understand the responsibilities and share in social work.
11. As a citizen of Bangladesh, be aware of the duties and responsibilities and discharge civil responsibilities.
12. Create an opportunity to express one's opinion and show respect of other opinions.
13. Take an active part in the collective decisions on the school curriculum.
14. Through the honest and sincere discharge of duties and responsibilities, one should rise to become a member of the party or a party leader.
15. Love and know the country.
16. Feel proud of the national culture and heritage (language, folk songs, art and famous personalities).
17. Respect the national flag and the national song.
18. Reduce wastage of national resources.
19. Give importance to health, and lead a healthy life.
20. Be eager to keep healthy through sports and exercise.
21. Know and follow physical and environmental rules for health.
22. Know, understand and give importance to a balanced diet and practice it.
23. Know the reasons for common diseases and be eager to take precautions against them.
24. Read and understand hand written and printed matter in simple Bengali and be able to continue studies through reading and understanding books written in Bengali.
25. Be able to complete forms, write letters and applications and be able experience and observations by writing in correct Bengali.
26. Express thoughts and feelings to others correctly and effectively and be able to talk in correct colloquial Bengali.
27. Understand the main issues after listening to lectures, descriptions or conversation.
28. Understand and use numbers.
29. Understand and be able to use four rules of arithmetic.
30. Apply solutions to day to day problems.
31. Understand and use the units of currency, length, weight, time, area and volume.
32. Recognise and understand geometric shape and size.
33. Be able to collect data.

34. Develop a habit of reading newspapers, periodicals and non-curriculum books.
35. Be able to think independently and express own opinion.
36. Be eager to develop new thoughts and discuss them with others.
37. Accept criticism from others and be eager to accept them for self-improvement.
38. Know and understand the nearby society and environments through enquiry and observation.
39. Acquire an ability for scientific investigation to answer questions on the investigation and classification of different matters in the environment.
40. Identify cause and effect and attempt to solve problems of daily life.
41. Observe and identify recognise the importance of the application of science and technology to improving the standard of life.
42. Be able to express oneself through drama, song, art, pottery and different media of arts and crafts.
43. Observe and appreciate the beauty of nature and the social environment.
44. Develop the habit of making the surroundings and own belongings more beautiful.
45. Follow law and order.
46. Take care of own and public finances.
47. Develop a habit of punctuality.
48. Know how to treat people in different relationships and practice courtesy.
49. Know about children of other countries and be eager to learn about their lifestyle.
50. Be able to read easy writing and printed papers in English.
51. Understand and enjoy simple stories and rhymes in English and simple English conversation.
52. Express understanding and observations in English.
53. Write descriptions of known things in correct and clear English.

ROAD SAFETY LESSON IN EXISTING CURRICULUM (PART)

CITY, CITY, DHAKA CITY

by Shamsur Rahman

City City, Dhaka City strange City Dhaka
 All towns are not Dhaka, One City Dhaka
 There are many zigzag lanes in the city
 Machine wheel revolves in factories of this city
 Worker in articles of conch-shell makes many conch-bracelet in this city
 Very interesting to live in brick made buildings in this city
 When you wish you can screen out the far distant sky
 You cannot place your foot on road in crowd during noon
 The bearer walk on heard load in this city
 The roads becomes empty during dead of night
 The building stands on sun and shade in this city
 City City, Dhaka City, drawn on remembrance.

Come, let us know the signs

Atique and Asma two brother and sister. One is two years older than the other. They are promoted to class three this year. They have the desire to see a town.

Uncle works in town. It was decided that they will see the town with their uncle. The road leading to town is near their village. They started for the town by bus. They walked a little distance after disembarking from the bus. They saw many white strips on the road. They have many questions.

Atique : Uncle, what are these strips
 Uncle : (He showed the sign board) The pedestrian are to walk through these strips.
 Asma : If the vehicles come?
 Uncle : The vehicles stop when people are on the strips.

(Now they rode the Rickshaw. The Rickshaw stops in the Junction)

Asma : Why does the rickshaw stop?
 Uncle : (Show the light signal) See the red light. When there is red light the vehicles will stop.
 Atique : But the vehicles are running on that side?
 Uncle : On that side green light is on. When there is green light the vehicles are to run. When there is yellow light the vehicles are to wait.

Atique and Asma stayed in the town a few days and learned many things.

Sign Board in the left is the museum on the right is the zoo.
 Sign of hospital and horn - In front of the hospital three should not be horn.
 Telephone - From here one can use the telephone using 25 paisa.

SUGGESTIONS FOR INCLUSION OF ROAD SAFETY EDUCATION IN ENVIRONMENTAL EDUCATION

The table below gives a broad and early indication of the skills that children need to learn at different ages at primary level and also suggests activities that could, in the future, be used to teach the concepts. As part of the IDC project, three worksheets for teachers have been developed. Objectives that are covered by these worksheets are indicated by (✓) following the objective. Where the road safety objective has obvious links with environmental education, it is shown in bold italics.

Suggestions for Inclusion of Road Safety in the Primary Curriculum in Bangladesh¹

Grade	Objective	Suggested Activities
1	<i>To know the difference between the road and footpath (✓)</i>	Draw a picture showing the road and footpath or shoulder, ask children to name different parts. Stand within the school compound and look at a road. Road is for traffic, the footpath is for people. Where should people walk when there is no footpath? Practical demonstration in school compound - mark out a road, divide class, half pretend to be vehicles on 'road', half are pedestrians. Special attention should be paid to the vocabulary of the road environment.
	<i>To understand 'What is traffic' (✓)</i>	Ask the class how they travel to school. Use pictures to show which are traffic. Mime of different vehicles - slow/fast, big/small. Make a class picture of a road scene - each child draws one vehicle of their choice.
	<i>To understand that some things are dangerous (✓)</i>	Show children pictures of different objects - they should discuss and decide which are dangerous to them as individuals and why. Demonstrate how the danger of walking along a road can be reduced by facing oncoming traffic.
	To know that they should hold hands by the road (✓)	Clapping and circle games using hands. Hand prints in paint. Emphasise the need to hold hands with a known adult by the road.
2	<i>To recognise traffic sounds</i>	In small groups, stand within school compound overlooking a road, with eyes shut. Ask children to identify the passing vehicles. Identify direction of approach. In groups make noises to represent different vehicles.
	<i>To understand the movement of vehicles</i>	Make pictures using circles. Relate to wheels. Use pictures of vehicles - count wheels. Use for mathematics. Use toy car on slope (plank of wood) to demonstrate how far a vehicle goes. Use cars of different size & weight. Does one go further? Conduct an experiment increasing the load of one vehicle. Does this affect how it moves? Practical demonstration in school compound or suitable area of stopping distances using a bicycle or car. Children need to understand that vehicles cannot stop straight away.
	To learn to "Stop, look, listen" before crossing	Play games emphasising Stop, Look, Listen. Look at pictures of traffic - which vehicles are further away? Repeat some activities from above. In school compound demonstrate the need to stop at the road edge before crossing.
	<i>To demonstrate knowledge of safe places to play</i>	Discussion of where to play. Draw large scale map of local area (covering school and where children live) Identify safe places in green, dangerous places in red. Look at a road - what makes it dangerous?
3	To know how to be safe on public transport	Role play/drama about bad and then good behaviour on a bus/tempo or rickshaw. Children in groups to develop list of rules - consolidate as a class. Each child to design/draw a poster showing one of the class rules. Display around the school.

¹ First draft sent to CAMPE and NCTB for comment, 7 March 1998

Grade	Objective	Suggested Activities
	To know how to cross the road safely	What is the safest way of crossing a road? Children to identify the need to find a safer place, stop, look, listen, walk. Include discussion of overbridges, subways and zebra crossings, if appropriate to locality.
	<i>To demonstrate supervised road crossing</i>	In small groups demonstrate how to cross a quiet local road under supervision. It is especially important that children know to STOP, LOOK, LISTEN.
4	To know how to use pedestrian crossings/traffic lights	What do traffic light colours mean? Play game using the colours. Do drivers always stop on red? Discuss what to look for - i.e. make sure traffic has stopped. In school compound practice how you would cross the road at a pedestrian crossing. Mark crossing on ground.
	<i>To be able to recognise dangerous places</i>	Cut out/draw pictures or discuss different places that can be dangerous e.g. river/road/house. What makes each dangerous? What should you do to stay safe? On pictures of roads identify different dangers. Are some roads more dangerous - what makes them so? Ask children to identify local roads that they feel are more dangerous.
	<i>To know how to control animals in the road</i>	Investigate the historical use of animals in Bangladesh. What animals are commonly used in locality - what for. When are animals better than vehicles? What can happen if the animal is not properly controlled?
	To know the way to cross the road safely where there are no protected crossings	Survey road near to school. Record whether children/adults cross the road correctly or incorrectly. Write a short story or song to teach young children to Stop, Look, Listen. Each child to tell their story to small group from another class. Did the children learn from the story? Do you think they will remember the message?
5	<i>To understand how to "see and be seen"</i>	Discuss animal camouflage and how pedestrians can make sure that they are not camouflaged. Demonstrate that light coloured clothing is more easily seen at night (either in a darkened room, or using a model). If classroom can be darkened - what can children see clearly? Shine a torch - what can they see now?
	To understand concepts of speed and distance	Practical demonstration in school compound or suitable area of stopping distances using a bicycle or car. Ask students to estimate where the cycle will stop. Discuss factors that affect stopping distances e.g. good/bad brakes, weather. Students should understand that vehicles cannot stop straight away.
	To develop awareness of road user problems	Discuss which groups of society have special road safety problems e.g. young children, the elderly. How could we make roads safer for them?
	<i>To determine safe routes to school</i>	Each child to draw map of their route to school. Identify areas of danger. How do they minimise risks? Compare with other routes that could be taken. Why do you use the one you do? Is time more important than safety? How could your route be made safer?
	<i>To understand the factors in local accidents</i>	Collect local newspaper reports of road accidents. What are the common factors? Organise a school campaign about one road safety problem.

INFORMATION ON TRAINING IN THE UK

1. The British Institute for Traffic Education Research (BITER) - see attached leaflet

Contact: Maggie Colgan, BITER, Kent House, Kent Street, Birmingham, B5 6QF, UK

Telephone: +44 121 622 2402/6551

Fax: +44 121 622 3450

Course Dates: 13 - 18 September 1998

11 - 16 April 1999

12 - 17 September 1999

Cost: £855 + VAT (17.5%) + return air fare (1998 price)

2. Manchester College of Arts and Technology (MANCAT) - see attached leaflet

Contact: Mrs. J Leech, Head of Health and Safety Unit, Manchester College of Arts and Technology, Lower Hardman Street, Manchester, M3 3ER, UK

Telephone: +44 161 953 5995 ext. 2214

Fax: +44 161 965 2259

Cost: To be announced

3. The Institute of Road Safety Officers (IRSO) Annual Conference

Contact via: Kim Smith, Secretary, Northern Group of IRSO, c/o Ross Silcock Limited, Old Brewery Court, 156 Sandyford Road, Newcastle upon Tyne, NE2 1XG, UK

Telephone: +44 191 2618101

Fax: +44 191 2618340

e-mail: rslnewcastle@compuserve.com

Course Dates: 15 - 18 July 1998, Nottingham

July 1999, London

July 2000, Durham

Cost: Changes annually, but usually in the region of £300 + VAT (17.5%) for non-members of IRSO + return air fare

Annual membership of IRSO is currently £30 (approx.)

Tutors

Tutors are drawn from experienced local authority road safety professionals, independent consultants with specialist knowledge and BITER's own staff.

Duration

Each course is highly intensive and lasts five days from Sunday evening to Friday lunchtime. The total contact time is 40 hours.

Course Dates

Courses are normally run twice a year. There are 25 places on each course. Early application is advised.

The next three course dates are:

13 - 18 September 1998 - £855.00. + vat

11 - 16 April 1999 - Cost TBA

12 - 17 September 1999 - Cost TBA

Venue

Courses are now held at Hillscourt Conference Centre, Rednal, Birmingham. On the South West outskirts of the city and nestling in the beautiful wooded Lickey Hills, the centre is set in 25 acres of attractive grounds.

The Centre is close to the S15/M42 interconnection offering easy access from all parts of the country. Birmingham International Airport (15 miles) and Birmingham BR New Street Station (8 miles) are also close by.

All bedrooms are en suite and have radio alarms, tea and coffee making facilities and remote controlled TV.

Vegetarians and vegans are always well catered for. Any special diet can be accommodated with prior notice.

Comments of Previous Delegates

"A thoroughly enjoyable and stimulating week - a great opportunity to stand back, consider, talk and learn about the job with enthusiastic colleagues."

"The course is not only aimed at the RSO in local authorities. It is important as an RSO to meet other professionals in other outlets working for a common cause. I feel the course has met my aims and given me a greater insight into road safety. Thank you to all concerned."

"An all-encompassing tailored course programme which provided an extremely effective input of knowledge, experience and methods from the various course tutors. A practical course which encouraged experiential learning and fostered team spirit. Rewarding sessions which integrate well together."

"A first class course staffed by genuine people. There are always improvements to be made on any course but your sound approach and appreciation of sensible comment will only enhance and inform future students."

"The course has given me, as an individual, a far broader outlook on road safety."

For further details, contact:

Maggie Colgan

BITER

Kent House Kent Street Birmingham

B5 6QF

Tel: 0121 622 2402. Fax 0121 622 3450

06/98/1/24/1/1/1/1

BITER

Road Safety Staff Training

**A five-day residential course
for entrants to the
road safety profession**

BITER is an independent non-governmental organisation devoted to research and development in road safety and road safety education.

WIKI SOURCE ABANDON

The Phase II course is designed for new entrants to the road safety profession who have had 6 - 12 months on-job experience.

Although primarily intended to meet the training needs of Local Authority staff, a warm welcome is always extended to all delegates from a range of agencies and organisations including the Police, HM Forces and overseas visitors.

The varied background of the delegates and the informal interchange of ideas between them is a hallmark of every course.

Since this course was first launched in 1989, over 4000 delegates have attended.

Course Aims

- To assist delegates to reduce the incidence and severity of road traffic accidents within their area of responsibility by providing a deeper understanding of the practical skills and approaches available to them.
- To provide delegates with the knowledge, skills and understanding relevant to the fulfilment of their professional roles.

Course Design

Often there is no single solution to any particular problem. Delegates are encouraged to examine a variety of approaches and consider which would work best for them according to local needs and priorities.

The sessions are organised to provide a range of learning experiences. Doing as well as listening is actively encouraged. Delegates are given the opportunity to participate in practical activities including debate, small group discussions, role-play and problem-solving exercises.

A certificate of participation is awarded at the end of the course.

Course Outline and Objectives

The course consists of a series of linked sessions, which are updated and modified as appropriate. The objectives are shown below.

The role of the road safety professional

- For delegates to:
- be able to analyse their role in terms of a contribution to road accident reduction,
 - be able to show an awareness of the value of the four E's approach in their daily tasks

Introduction to accident investigation

- For delegates to:
- know that road traffic accidents are multi-causal,
 - appreciate the techniques used by Highway Engineers to investigate, record and analyse road traffic accident data,
 - be aware of the role of highway engineering in accident reduction.

Alternative display

- For delegates to:
- achieve a range of 3-dimensional effects,
 - attach almost anything to almost any surface,
 - display effectively on a laptop,
 - create shelves.

Publicity

- For delegates to:
- decide when the use of publicity is appropriate,
 - identify the form of publicity most suitable for the identified target group or situation,
 - prepare a campaign and subcontract how to create and evaluate the effectiveness of the campaign.

Resources

- For delegates to:
- know how to access and retrieve information from Reclaim,
 - know how to enter and amend data,
 - be able to assess resources from a range of publishers/local authorities,
 - be aware of recent research in road safety education and related areas,
 - have considered how to implement or encourage use of resources.

Working with groups

- For delegates to:
- recognise the potential advantages/disadvantages of working with groups;
 - appreciate that group members are still individuals,
 - to know that different leadership styles affect how a group works;
 - identify how teaming skills may be improved;
 - devise means of dealing with difficult group members

Road safety education

- For delegates to:
- appreciate the need for progressive objectives for RSE for children across the life stages;
 - identify the approaches for the implementation of objectives;
 - show how RSE can be integrated into the curriculum;
 - know the importance of evaluating their approaches.

Considering enforcement

- For delegates to:
- have determined the aims of enforcement in relation to road safety;
 - know who is involved in road safety enforcement;
 - have studied examples of police authority and local authority road safety units working together;
 - have examined what enforcement can achieve in terms of road safety.

Negotiating skills

- For delegates to:
- give a comprehensive definition of the word negotiation;
 - recognise the main characteristics of a successful negotiation and factors which contribute to unsuccessful negotiation;
 - list negotiation strategies;
 - identify negotiation situations in their working lives.

Considering an integrated approach

- For delegates to:
- know of specific and practical examples of an integrated approach
 - be able to explore areas of efficient co-operation amongst other professionals within the local authority and externally, in response to specific problem areas.

**Phase II
Road Safety Staff Training
Course**

1998

Booking Form and Conditions.

Bookings will be confirmed on receipt of an official order or a cheque for the full amount payable to the British Institute of Traffic Education Research. Payment must be no later than 28 days prior to the start date of the course.

Cancellations in writing received 28 or more days prior to the start date of the course will receive a prompt refund of all monies paid, less a charge of £45.00 plus vat to cover administration costs.

It is regretted that no refunds can be made in respect of cancellations received within 28 days of the start date of the course. As an alternative, another delegate may be substituted.

I wish to reserve.....place(s) on the Phase II Road Safety Staff Training Course to be held at:

Hillscourt Conference Centre, Rednal,
Birmingham

On:

- 19 – 24 April 1998
Cost: £822.00 (plus vat 17.5%)
- 13 – 18 September 1998
Cost: TBA

(Please tick appropriate box)

Delegate(s) name(s):

- 1.....
- 2.....
- 3.....

I enclose a cheque (inc.vat)

I enclose our official order:

Number.....

Signed.....

Authority.....

Address.....

Post Code.....

Tel:.....

Please return to: Course Organiser
**BITER, Kent House, Kent Street
Birmingham B5 6QF**

BTEC Continuing Education Diploma in Accident and Safety Management

Welcome to Manchester - a thriving and multi-cultural city of 2.6 million people and capital of the north of England. Manchester is a cosmopolitan commercial, educational and cultural centre which caters for thousands of students from all over the world.

Manchester College of Arts and Technology is the UK's sixth largest further education organisation and provides a wealth of programmes in education and training throughout Greater Manchester, the North West and nationwide.

Manchester College of Arts and Technology (MANCAT) has nearly 30,000 student enrolments, taking part in up to 500 different courses. The college has three campuses around Manchester. The City Centre Campus is set at the heart of the city, while Openshaw Campus is in the east of the city and Moston Campus is to the north.

Studying in Manchester gives you the opportunity to enjoy the huge variety of cultural activities available here: nightlife, cinemas, theatres, museums, pubs, cafes and restaurants offering food from around the globe. Manchester's world-renowned music scene includes rock, pop, alternative, classical, musicals, ballet and opera - everything from Oasis to the Halle Orchestra.

The city is famous for its football, and fans all over the world follow the fortunes of Manchester United. If you are a cricket enthusiast, the Old Trafford ground hosts Test Matches and One-Day Internationals. Tennis fans can watch famous names competing in tournaments at the Royal Northern Tennis Club.

Manchester International Airport is 10 miles from the city centre and was recently voted Best Airport in the World for International Travellers. The British Council Headquarters are in Manchester, and Manchester College of Arts and Technology works closely with the International Society which welcomes a large number of students from abroad and has a full programme of activities for you to enjoy.

Stunning countryside is within easy reach of Manchester including four National Parks - the Lake District, Snowdonia, the Yorkshire Dales and the Peak District. Famous towns such as Blackpool, Liverpool, Chester and York make an exciting day-trip.

Facilities for Manchester College of Arts and Technology Students

- Guidance and Student Services will guide you through finding the best programme for your needs, practical aspects of becoming a student, any difficulties you may encounter while a student, and deciding on the best career path as you leave college.
- Education Support Team. Manchester College of Arts and Technology encourages all students to apply for any of our programmes regardless of disability.
- Learning Resource Service. As a Manchester College of Arts and Technology student you can book time in the resource-based learning centres at each Campus and use the materials and facilities on offer.
- Libraries containing over 50,000 books
- Creche facilities
- Refectories, cafes, coffee bars and Elizabeth's Restaurant
- Multi-faith Prayer Rooms
- Students' Union
- Sports Facilities

This course has been successfully delivered at MANCAT for the past 5 years and is designed for:

1. Local Authority Road Safety Officers
2. Consultant Traffic Accident Investigators
3. Police Traffic Accident Investigators
4. Experienced Driving Instructors who wish to pursue a career in Road Safety
5. Others with a professional involvement in the area of road safety and/or traffic accident investigation.

The course is accredited at Diploma Level by the Business and Technological Council of London, the largest accreditation body in the United Kingdom, giving a qualification comparable to National Vocational Qualification Level 5.

Overseas students would be expected to complete the course in one year, during which time they will live in Manchester near to the college. MANCAT has an accommodations officer to help students to find suitable places to live and a personal tutor will be allocated to the students to help them settle in to the City of Manchester which will be their home for the year.

The aims of the course are:

1. To improve management performance and effectiveness within the field of road safety.
2. To enable students to understand and analyse management processes and practice.

3. To develop techniques appropriate to the management of change.
4. To improve understanding of road safety techniques at an advanced level.
5. To stimulate personal academic development and growth.

Entry requirements for overseas students:

1. Minimum age of 21 years
2. Evidence of a students ability to succeed at advance/degree level.
3. A good level of understanding of English both written and spoken. We will offer any student who requires help with English the opportunity to attend a four week Summer School in July. This English as a Foreign Language course is designed for beginner, intermediate and advanced with Pitman's Board Examinations at all three levels.

There will also be the opportunity to attend such classes through the academic year (September - July)

4. Ideally, students should have some occupational experience in the fields of road safety, traffic management etc. Students who do not have this experience however would be offered extensive work placement during the year in Road Safety Units throughout the U.K. Work experience will be an integral part of the course for all students regardless of previous experience. MANCAT has many contacts with Senior Road Safety Officers throughout the U.K. who have already agreed to provide work experience placements for our overseas students.

The Course

For U.K. students the course is offered on an Open Learning basis. This means that these students attend residential schools during the courses but complete most of their assignments from their own homes. Overseas students will be based in Manchester, they will attend the residential courses with the U.K. students giving them the opportunity to interact with road safety officers and traffic accident investigators with a wide range of experience and duties. The overseas students will also meet with subject tutors at the residential and will have close contact with their subject tutors throughout the course; in addition each student will have a personal tutor with extensive experience of the course and they will meet with their personal tutors in College on a very regular basis. The overseas students will have study facilities within the College but for at least some of the time will work independently with tutorial help as required.

The subjects covered will be:

- Accident Analysis
- Human Factors Engineering
- Traffic Management
- Traffic and Transportation Planning
- Road Traffic Engineering
- Legislation with Respect to Road Safety
- Management Studies
- Presentation and Report Writing
- Psychological Perspectives of Behaviour
- Aspects of Accident and Safety Management - Research Document of approximately 12,000 words.

For further information please contact:

Mrs. J. Leech (ASM)
Head of the Health and Safety Unit
Manchester College of Arts and Technology
Lower Hardman Street
Manchester
M3 3ER
United Kingdom
Tel: (44) 161 953 5995 ext. 2214
Fax: (44) 161 965 2259

DRAFT TERMS OF REFERENCE FOR FURTHER TECHNICAL ASSISTANCE

ROAD SAFETY EDUCATION ADVISOR

Location: National Road Safety Council Secretariat

Reporting to: Ministry of Education/NRSC Secretariat

Objective: To increase local capability in the provision of road safety education over the next 12 - 18 months and to oversee initial implementation of projects recommended under IDC.

Description of Role and Tasks:

1. Develop and field test a flip chart for use in NFE programmes in association with DNFE and NGOs;
2. Identify other techniques for including road safety in other NFE and literacy programmes, for example street theatre, and assist in their development;
3. Develop in-service teacher training programme for formal and non-formal education systems;
4. Develop and field test supplementary materials/teachers guide for teachers of each grade, including rationale for road safety education and examples of practical activities;
5. Finalise, print and pilot IDC worksheets;
6. Arrange translation of Child-to-Child activity sheet on road accidents from English to Bangla;
7. Arrange for Secretariat Education/Publicity Officers to attend BITER course;
8. Develop twinning arrangement with UK road safety section;
9. Develop comprehensive in-service training programme for Secretariat Education and Publicity Officers on the organisation and provision of road safety education and publicity;
10. Monitor and evaluate all activities.

Qualifications and Experience:

1. Practical experience of developing road safety education programmes.
2. Overseas experience.

Counterparts: Education and Publicity Officers at Secretariat

Milestone Achievements:

1. Production of flip chart
2. Training materials for teachers seminars
3. Supplementary materials/teachers guides
4. Road safety materials/programmes
5. End of visit reports

Timing of Input:

6 months (4 visits) over 18 months elapsed time

Risks and Assumptions:

1. Individual appointed/seconded to Secretariat;
2. Funds available for implementation

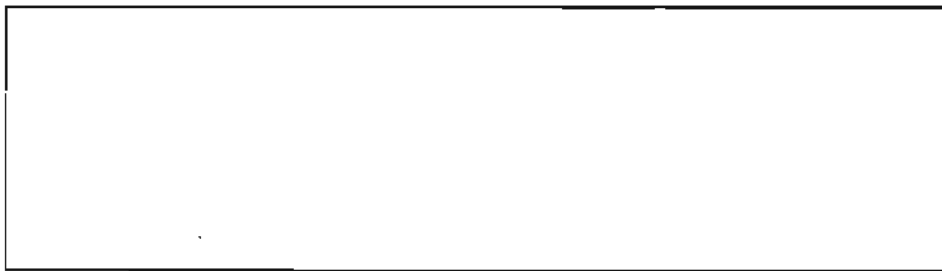
DRAFT PROGRAMME OF WORK

	1999	2000	2001	2002	2003	2004
1. CURRICULA						
Identify primary areas	■					
Identify secondary areas		■				
Road safety in curricula (Formal & nfe)	■					■
2. TEACHER TRAINING						
Programme developed	■					
Trainers for sub-cluster training	■	■				
Sub-cluster training undertaken		■	■	■	■	■
NGO trainers trained	■	■				
NGO teacher training seminars		■	■	■	■	■
PTI instructors trained				■		
Sessions in PTIs				■	■	■
3. MATERIALS						
IDC worksheets finalised/distributed	■	■	■	■		
NFE flip chart developed	■	■				
CiC sheet translated/distributed	■					
Foreign materials adapted			■	■	■	
Bangladeshi materials developed			■	■	■	■
Community programmes			■	■	■	■
4. TRAINING OF LOCAL STAFF						
In-service training	■	■	■	■	■	■
BITER course		■	■			
IRSO conference		■	■			
MANCAT course				■	■	
5. TECHNICAL ASSISTANCE (2 year input to also include publicity and coordination)	■	■	■	■		■

IDC is a Government of Bangladesh Project

funded by

The Department for International Development (DFID)



IDC Consultants

O'Sullivan & Graham Ltd.

Mott MacDonald Ltd.

Transport Research Laboratory (UK)

Development Design Consultants Ltd.