Road Safety Action International

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PROJECT COMPLETION REPORT

ROAD SAFETY TRAINING FOR NASSCORP DRIVERS AND EMPLOYEES WITH INSTITUTIONAL VEHICLES

Prepared by: Road Safety Action International

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EXECUTIVE SUMMARY

200	3	6	1
Drivers Trained	Training Batches in person	Core Modules	Online Training

BACKGROUND & CONTEXT

Road traffic crashes are among Liberia's most persistent occupational and public safety threats, with WHO estimates recording 232 road traffic fatalities in 2021 — a 33% increase from 2018. NASSCORP, established in 1975 and now in its 50th year of service, operates 200+ drivers transporting senior management and staff across Monrovia daily.

THE INSTITUTIONAL CASE FOR ACTION

As a Corporation mandated to protect workers from occupational harm, NASSCORP cannot allow preventable road crashes to claim driver lives. With 200 untrained drivers, NASSCORP incurs USD 30,000–80,000 in avoidable costs annually — making this a conservative 3:1 return on investment over two years.

IMPLEMENTING PARTNER: RSAI

Road Safety Action International (RSAI) is Liberia's leading occupational road safety organization with a proven record across 12 public institutions and over 1,000 trained drivers. The program is led by the Executive Director, supported by a seven-member team of certified road safety engineers.

PROGRAM OVERVIEW

RSAI successfully delivered a structured, competency-based, 3-day driver training program to 138 NASSCORP operational and senior drivers, implemented across 3 sequential in-person batches plus an online component for senior and mid-level staff, covering six core modules:

M	Training Module
1	Road Safety Knowledge & Liberia's Vehicle and Traffic Law
2	Defensive Driving Techniques & Hazard Perception
3	Vehicle Inspection & Preventive Maintenance
4	Driver Ethics, Professionalism & Institutional SOPs
5	Emergency Response & First Aid
6	Accident Reporting & Transport Administration

KEY DELIVERABLES & OUTCOMES

✓ 200 Trained Drivers	✓ Institutional Driver SOP Manual
✓ Pre & Post Knowledge Assessments	✓ 15+ Road Safety Champions
✓ NASSCORP Driver Master List	✓ 89% Average Pass Rate
✓ Digital Certificates Issued	✓ 1-Month Follow-Up Plan
✓ Hybrid Delivery Model (LMS)	✓ Photo/Video Impact Record

KNOWLEDGE IMPROVEMENT (PRE vs. POST-TRAINING)

Knowledge Domain	Pre	Post	Gain
Post-Crash Response	14%	82%	+68%
Safer Road Users	22%	85%	+63%
Safer Roads & Mobility	33%	88%	+55%
Road Safety Mgmt & Enf.	35%	89%	+54%
Safer Vehicles	38%	86%	+48%
OVERALL AVERAGE	**28%**	**86%**	**+58%**

TRAINING DELIVERY SUMMARY

Batch	Dates	Enrolled	Assessed	Pass Rate
Batch 1	Apr 29–May 4	50	33	91%
Batch 2	May 13–18	50	25	80%
Batch 3	May 20–25	50	34	94%
Online	Apr–Jun 30	50	In Prog.	—
TOTAL	**Mar–Jul 2026**	**200**	**92**	**89%**

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ACRONYMS AND ABBREVIATIONS

Acronym	Full Form
CPR	Cardiopulmonary Resuscitation
DG	Director General
DRSABC	Danger, Response, Send for help, Airway, Breathing, Circulation
ELWA	Eternal Love Winning Africa (Hospital)
EMS	Emergency Medical Services
EPA	Environmental Protection Agency
HR	Human Resources
JFK	John F. Kennedy Medical Center
KE	Key Expert
LMS	Learning Management System
LNP	Liberia National Police
M&E	Monitoring and Evaluation
MOU	Memorandum of Understanding
MOT	Ministry of Transport
NASSCORP	National Social Security and Welfare Corporation
NRSS	National Road Safety Secretariat
PID	Public Institution Driver
RSAI	Road Safety Action International
SOPs	Standard Operating Procedures
ToT	Training of Trainers
USD	United States Dollar
VTL	Vehicle and Traffic Law
WHO	World Health Organization

1. INTRODUCTION

1.1 Purpose of This Report

This Final Training Completion Report is submitted by Road Safety Action International (RSAI) to the National Social Security and Welfare Corporation (NASSCORP) in fulfillment of the reporting obligations established under the RSAI–NASSCORP implementation agreement for the Public Institution Driver (PID) Training Program – Phase II. The report provides a detailed account of the planning, coordination, implementation, delivery, monitoring, evaluation, and completion of the NASSCORP Driver Safety Training Program conducted between March and July 2026.

The report documents all major activities undertaken during the implementation period, including institutional engagement, baseline assessments, curriculum customization, training material production, cohort-based training delivery, participant assessments, certification exercises, monitoring and evaluation activities, and the development of the NASSCORP Institutional Driver Standard Operating Procedures (SOP) Manual. It also captures key achievements, measurable outcomes, implementation challenges, lessons learned, participant feedback, and recommendations for sustaining road safety improvements within NASSCORP's transport operations.

This report serves multiple institutional purposes. First, it functions as the official record of the successful implementation and completion of the NASSCORP PID Training Program – Phase II. Second, it provides evidence that RSAI fulfilled all technical and operational deliverables agreed upon under the implementation framework. Third, it offers an institutional learning document that can guide future occupational safety and transport management interventions within NASSCORP and across other public institutions in Liberia. Finally, the report serves as the primary evidential basis for project closeout and processing of the final contractual payment obligations associated with the completion of the training program.

Beyond administrative reporting, this document reflects the shared commitment of RSAI and NASSCORP toward strengthening occupational road safety, improving driver professionalism, protecting institutional assets, and reducing preventable road traffic crashes involving government and institutional drivers. The program represents a proactive investment in human capital development, institutional risk reduction, and the promotion of safer transport systems within Liberia's public sector environment.

The report therefore provides not only a summary of activities completed, but also a broader reflection on the importance of structured driver training as a critical component of institutional safety management, operational efficiency, employee welfare, and national road safety improvement efforts.

1.2 Project Background

Road traffic crashes remain one of the most significant public health, occupational safety, and socio-economic challenges affecting Liberia today. Across the world, road crashes continue to claim millions of lives annually and impose severe financial and social burdens on governments, businesses, and families. According to the World Health Organization (WHO) Global Status Report on Road Safety (2023), approximately 1.19 million people die every year globally due to road traffic injuries, while tens of millions suffer severe injuries and long-term disabilities. The burden of these crashes is disproportionately concentrated in low- and middle-income countries, particularly within Africa, where weak enforcement systems, inadequate infrastructure, poor vehicle conditions, and limited driver training continue to contribute to high fatality rates.

Liberia continues to experience a worsening road safety crisis driven by rapid urbanization, increasing motorization, weak road safety enforcement, inadequate infrastructure, poor road user behavior, and limited access to formal driver education. National crash statistics indicate a consistent upward trend in road traffic fatalities and injuries over recent years. According to WHO estimates, road traffic deaths in Liberia increased from approximately 175 fatalities in 2018 to more than 232 fatalities by 2021,

representing an increase of over 20% within a relatively short period. These figures are believed to underestimate the true scale of the problem due to gaps in crash reporting and data management systems nationwide.

The economic consequences of road crashes are equally severe. Studies conducted by international development institutions estimate that road traffic crashes cost Liberia between 5% and 7% of its Gross Domestic Product (GDP) annually due to medical costs, lost productivity, disability compensation, vehicle damage, insurance claims, emergency response expenditures, and the long-term social impacts associated with injuries and fatalities. In a fragile and developing economy such as Liberia's, these losses place significant pressure on public finances, institutional productivity, and household livelihoods.

Monrovia and surrounding urban areas continue to account for the highest concentration of crashes due to heavy traffic congestion, limited road space, weak lane discipline, unsafe overtaking practices, speeding, distracted driving, and the increasing interaction between vehicles and vulnerable road users such as pedestrians, motorcyclists, and street vendors. Government and institutional drivers frequently operate in these high-risk traffic environments while transporting personnel, institutional assets, and operational materials across the city and beyond.

Within this broader national context, Public Institution Drivers (PIDs) play a particularly strategic role in road safety management. Drivers assigned to public institutions are responsible not only for transportation duties, but also for representing the professionalism, discipline, and operational integrity of the institutions they serve. Their conduct on the road directly influences public perceptions of government accountability and institutional responsibility.

For the National Social Security and Welfare Corporation (NASSCORP), the issue of road safety extends beyond transportation operations and enters directly into the institution's core mandate of workforce protection and welfare management. NASSCORP drivers are responsible for transporting senior management staff, operational teams, institutional documents, and assets throughout Monrovia and county operations. The Corporation's operational effectiveness depends significantly on the safety, reliability, and professionalism of its driver workforce.

However, prior to implementation of the training program, RSAI's baseline assessments identified several critical weaknesses affecting institutional drivers that were also applicable to the NASSCORP driver workforce. These included:

- Limited formal driver education and refresher training exposure
- Weak understanding of Liberia's Vehicle and Traffic Law
- Inadequate knowledge of defensive driving techniques
- Poor vehicle inspection and preventive maintenance practices
- Limited hazard perception and risk management skills
- Lack of emergency response and first aid knowledge
- Weak accident reporting and incident documentation procedures
- Absence of standardized institutional transport safety procedures
- Unsafe driving behaviors, including speeding and distracted driving
- Poor awareness of professional ethics and driver conduct expectations

Recognizing these risks, NASSCORP partnered with Road Safety Action International (RSAI) to implement the Public Institution Driver (PID) Training Program – Phase II as a proactive intervention aimed at strengthening driver competence, improving institutional transport safety systems, and reducing preventable crash risks involving institutional drivers.

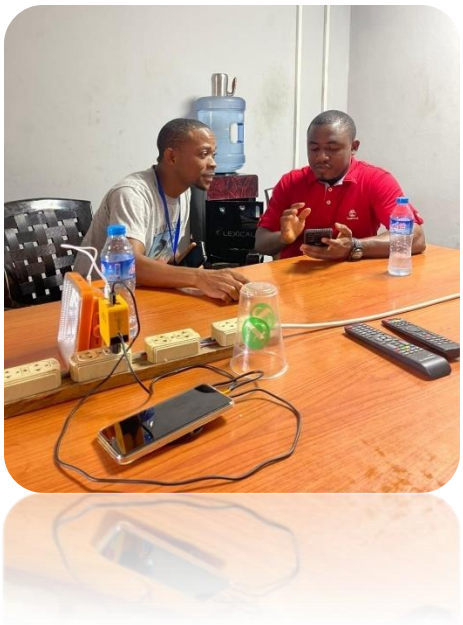
The training program was specifically designed as a structured competency-based intervention focused on improving road safety knowledge, professional driving conduct, hazard perception, emergency response capacity, and compliance with institutional transport procedures. The program also sought to establish long-term behavioral change through the development of a comprehensive Institutional Driver Standard Operating Procedures (SOP) Manual tailored specifically for NASSCORP's operational context.

The intervention aligned with broader national and international road safety priorities, including Liberia's transport safety improvement agenda, occupational health and safety objectives, and the global Decade of Action for Road Safety framework. It also reinforced NASSCORP's institutional commitment to employee welfare, operational efficiency, organizational accountability, and proactive risk management.

1.3 Pre-Training Baseline Assessment.

As part of this initiative, a structured pre-knowledge baseline survey was administered to 41 drivers attached to the Liberia National Social Security & Welfare Corporation (NASSCORP) before any formal training to be delivered. The primary purposes of this baseline assessment were:

- To establish a measurable pre-training knowledge benchmark against which post-training improvements can be evaluated.
- To identify the specific road safety knowledge domains in which NASSCORP drivers exhibit the greatest deficiencies, thereby enabling evidence-based curriculum prioritisation.
- To inform the instructional design of the three-day training programme, ensuring content is targeted, relevant, and calibrated to the actual capacity levels of participants.
- To provide RSAI facilitators with a data-driven profile of the driver cohort before training delivery commences.



The survey was structured around five (5) core road safety knowledge domains drawn from the internationally recognised Safe System framework, which underpins Liberia's National Road Safety Action Plan (2018–2028):

- Section 1: Road Safety Management & Enforcement
- Section 2: Safer Roads & Mobility
- Section 3: Safer Vehicles
- Section 4: Safer Road Users
- Section 5: Post-Crash Response

Responses were scored on a five-point scale (A through E), with A and B representing No Knowledge, C and D representing Limited Knowledge, and E representing Full Knowledge.

1.3.1. Survey Methodology

The pre-knowledge baseline survey was conducted using a structured questionnaire by RSAI enumerators to 41 NASSCORP drivers over the period of a week. The instrument comprised multiple-choice and knowledge-recall questions aligned to each of the five Safe System knowledge domains.

Key methodological parameters:

- Sample Size: 41 drivers (representing 30% of NASSCORP's enrolled drivers and staff operating the institution assigned vehicle)
- Administration: Administered in person by RSAI field coordinators at NASSCORP premises

- Scoring Scale: Five-level scale — A (no knowledge), B (minimal knowledge), C (basic knowledge), D (partial knowledge), E (full knowledge)
- Consolidated Knowledge Tiers: A+B = No Knowledge; C+D = Limited Knowledge; E = Full Knowledge
- Analysis: Average scoring percentages were calculated per section across all 41 respondents

1.3.2 Detailed Findings: Section-By-Section Analysis

Table 1 below presents the complete baseline survey results across all five knowledge domains, showing both the granular score distribution (A through E) and the consolidated knowledge-tier breakdown.

Table 1: Pre-Knowledge Baseline Survey Results – NASSCORP Drivers (n=41)

Training Section	No Knowledge (A–B)		Limited Knowledge (C–D)		Full Know. (E)	Consolidated Breakdown		
Section	A	B	C	D	E	No Know.	Ltd Know.	Full Know.
Road Safety Management & Enforcement	7%	6%	27%	24%	35%	13%	51%	35%
Safer Roads & Mobility	3%	6%	30%	28%	33%	9%	58%	33%
Safer Vehicles	3%	5%	10%	44%	38%	8%	54%	38%
Safer Road Users	10%	14%	34%	20%	22%	24%	54%	22%
Post-Crash Response	21%	18%	28%	20%	14%	39%	48%	14%
AVERAGE / OVERALL	9%	10%	26%	27%	28%	19%	53%	28%

Figure 1: Source: RSAI Pre-Training Baseline Assessment, NASSCORP Cohort, PID Training Phase

1.3.2.1 Section 1 – Road Safety Management & Enforcement

This section examined drivers' understanding of Liberia's traffic laws, enforcement structures, government fleet operating standards, and institutional compliance frameworks. The results indicate a mixed but concerning distribution:13% of respondents (A+B combined) demonstrated no knowledge, while 51% showed limited knowledge (C+D). Encouragingly, 35% demonstrated full knowledge (E)—the highest full-knowledge score across all five sections. This suggests that while a significant portion of NASSCORP drivers have been exposed to regulatory information, substantial gaps remain in understanding enforcement mechanisms and their own compliance obligations.

Training implication: Instruction should reinforce practical application of traffic laws, NASSCORP fleet SOPs, and the legal obligations of institutional drivers, rather than focusing purely on introductory knowledge transmission.

1.3.2.2 Section 2 – Safer Roads & Mobility

This section assessed knowledge of road infrastructure hazards, route risk assessment, urban and inter-county driving risks, and safe mobility practices. With only 9% of respondents scoring in the no-knowledge tier (A+B) and 58% demonstrating limited knowledge (C+D), this section shows one of the more moderate knowledge gaps. However, the relatively high limited-knowledge cluster suggests that while drivers have surface familiarity with road conditions, they lack the depth of understanding needed to systematically assess and respond to road hazards.

Training implication: The curriculum should build from existing familiarity and elevate it through scenario-based exercises, particularly for inter-county and high-traffic urban routes regularly used by NASSCORP vehicles.

1.3.2.3 Section 3 – Safer Vehicles

This section evaluated knowledge of vehicle roadworthiness, pre- and post-trip inspection procedures, and basic mechanical maintenance awareness. Results show that only 8% of respondents demonstrated no knowledge (A+B), while 54% showed limited knowledge (C+D), and a strong 38% achieved full knowledge (E). This section has the lowest no-knowledge rate across the five domains, suggesting that many NASSCORP drivers have some practical familiarity with vehicle handling. However, formalization of inspection protocols and documentation practices remains a clear training need.

Training implication: Practical hands-on sessions for vehicle inspection are recommended, with emphasis on documentation of faults, maintenance reporting chains, and vehicle accountability within NASSCORP's fleet management system.

1.3.2.4 Section 4 – Safer Road Users

This section measured understanding of road user behaviour, including pedestrian safety, right-of-way rules, defensive driving principles, and road courtesy. At 24% no-knowledge (A+B combined) and 54% limited knowledge (C+D), this section presents one of the more significant knowledge deficits. With only 22% of respondents demonstrating full knowledge—among the lowest full-knowledge rates across all sections—it is clear that behavioural road safety is an area requiring targeted remediation. The high no-knowledge rate, driven particularly by the 14% scoring at level B (minimal awareness), is particularly concerning given that driver behaviour is the most direct determinant of crash risk.

Training implication: Simulation-based learning, role play exercises, and case study analysis of real crash incidents should anchor this training session. Emphasis should be placed on translating knowledge into consistent behavioural change, including speed management, hazard perception, and interaction with vulnerable road users.

1.3.2.5 Section 5 – Post-Crash Response - CRITICAL DEFICIT

With 21% scoring at the lowest level (A) and 18% at level B, nearly four in ten NASSCORP drivers have no meaningful knowledge of what to do following a road traffic crash. Given that the minutes immediately following a collision are often the most critical for victim survival, this finding carries serious operational and humanitarian implications for NASSCORP's fleet operations.

Only 14% of respondents demonstrated full knowledge in this domain—the lowest full-knowledge rate across all five sections—confirming that Post-Crash Response is not merely the weakest knowledge area but the most critical training gap requiring intensive intervention.

Training implication: A dedicated, full-morning simulation session must be designed for this domain. Content should include: recognition of crash scene hazards, immediate first aid (bleeding control, CPR basics, spinal precautions), calling emergency services, completing official crash report forms, and coordinating with the Liberia National Police (LNP) and EMS. Practical drills and repetition are essential to build procedural confidence.

1.3.2.6 Visual Analysis: Knowledge Distribution by Section

Figure 2 below provides a visual comparative analysis of the three consolidated knowledge tiers (No Knowledge, Limited Knowledge, Full Knowledge) across all five Safe System sections. The stacked bar format enables rapid identification of the sections with the most acute training needs.

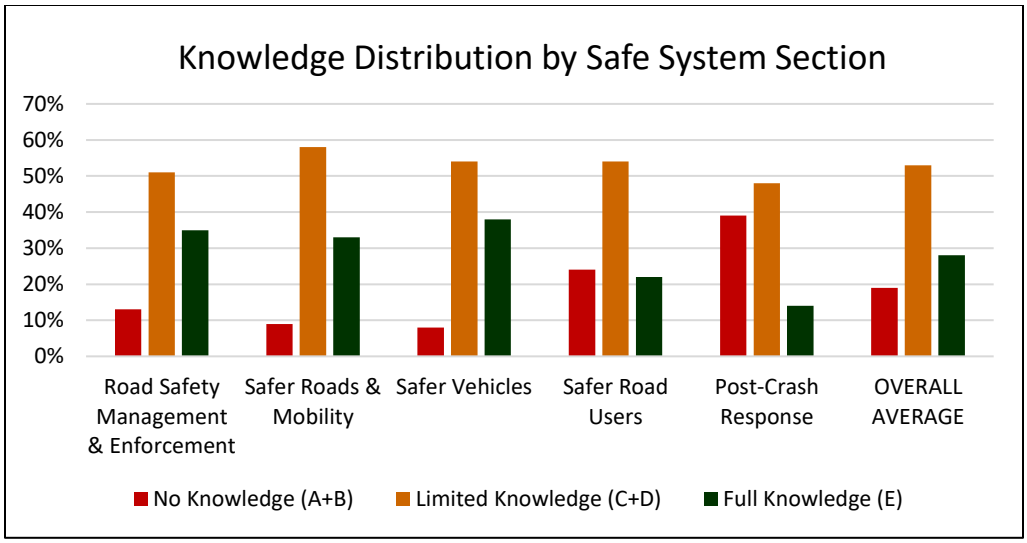


Figure 2: Knowledge Distribution by Safe System Section – NASSCORP Cohort (n=41)

1.3.2.7 Training Priority Matrix & Curriculum Recommendations

Based on the baseline findings, the table below ranks the five training sections by the severity of the knowledge deficit (measured by the no-knowledge percentage), assigns a corresponding Gap Level, and prescribes the recommended curriculum focus for each section. This matrix serves as the primary evidence base for instructional design decisions.

Table 2: Training Priority Matrix – NASSCORP Drivers

Rank	Section	No Know.	Gap Level	Recommended Curriculum Focus
1	**Post-Crash Response**	39%	Critical	Basic first aid, crash scene management, emergency activation
2	**Safer Road Users**	24%	High	Traffic law compliance, pedestrian safety, defensive driving
3	**Rd Safety Mgmt & Enforcement**	13%	Moderate	Road safety regulations, enforcement procedures, SOPs
4	**Safer Roads & Mobility**	9%	Moderate	Route risk assessment, road condition awareness, signage
5	**Safer Vehicles**	8%	Lower	Pre/post-trip inspection, vehicle maintenance reporting

Gap Level Classification:

- Critical (≥30% No Knowledge): Requires intensive, simulation-based instruction with mandatory practical drills.
- High (15–29% No Knowledge): Requires dedicated instructional time with applied scenario exercises.
- Moderate (10–14% No Knowledge): Requires reinforcement sessions with group discussion and case studies.
- Lower (<10% No Knowledge): Requires light reinforcement; peer mentorship from high-scorers is appropriate.

1.3.2.8 Recommended Training Schedule (Evidence-Based)

The three-day training schedule below has been designed in direct response to the baseline findings. Time allocation for each section is weighted according to the severity of identified knowledge gaps,

with Post-Crash Response and Safer Road Users receiving the most intensive instructional focus.

Table 3: Recommended Three-Day Training Schedule – NASSCORP Cohort

Day/Time	Training Topic	Delivery Method	Priority Level	Hrs
Day 1 AM	**Road Safety Management & Enforcement**	Lecture + Case Study	Moderate	3 Hours
Day 1 PM	**Safer Roads & Mobility**	Group Discussion + Field Walk	Moderate	3 Hours
Day 2 AM	**Safer Vehicles (Inspection)**	Hands-on Practical	Lower	3 Hours
Day 2 PM	**Safer Road Users & Defensive Driving**	Simulation + Role Play	High	3 Hours
Day 3 AM	**Post-Crash Response & First Aid**	Simulation + Hands-on Drills	CRITICAL	3 Hours
Day 3 PM	**Assessments, Wrap-up & Certification**	Post-test + Ceremony	—	3 Hours

1.3.2.9. Key Conclusions and Practitioner Recommendations

The pre-knowledge baseline survey of 41 NASSCORP drivers reveals a driver cohort that is largely in the limited-to-no-knowledge range across most Safe System domains. Taken collectively, the data present the following critical conclusions for RSAI facilitators and NASSCORP management:

1. **Post-Crash Response is the single highest-priority training domain.**

With 39% of drivers demonstrating no knowledge, this section represents both the greatest risk to life and the most urgent instructional need. No NASSCORP vehicle should be deployed on official duty without drivers having completed this module.

2. **Safer Road Users requires immediate behavioural intervention.**

At 24% no-knowledge and only 22% full knowledge, driver behaviour on the road is a significant risk factor. Simulation and scenario-based learning are essential to move drivers from awareness to consistent safe behaviour.

3. **Limited knowledge dominates across all sections.**

The overall average of 53% limited knowledge across the cohort indicates that while drivers are not entirely uninformed, they lack the applied, operational knowledge needed for safe institutional driving. The training must therefore go beyond information delivery to practical application.

4. **Safer Vehicles and Safer Roads present relative strengths that can be leveraged.**

These sections show the lowest no-knowledge rates and can be delivered using lighter instructional methods, freeing more time and energy for critical sections. Top performers in these domains should be identified for peer mentorship roles.

5. **This baseline data is the starting point — not the end point — of NASSCORP's road safety journey.**

Post-training assessments using the same instrument will provide a direct measure of knowledge improvement, programme effectiveness, and return on investment. RSAI recommends a minimum improvement target of 80% full knowledge (E) across all sections as the post-training benchmark.

1.4 Project Scope

The scope of the NASSCORP PID Training Program – Phase II covered the full cycle of institutional engagement, assessment, curriculum development, training delivery, monitoring and evaluation, certification, and post-training institutional strengthening activities necessary to establish a sustainable road safety management framework within NASSCORP.

The project was designed and implemented as a multi-phase intervention that combined technical

training, behavioral change strategies, operational system improvements, and institutional policy development. The scope extended beyond classroom-based instruction to include long-term institutional capacity strengthening measures intended to sustain road safety improvements after completion of the training program.

The project implementation framework was divided into four major interconnected phases, each consisting of detailed activities and deliverables.

1.4.1 Phase I: Institutional Engagement, Mobilization, and Pre-Training Assessment

The first phase focused on establishing the institutional and operational foundation necessary for effective implementation of the training program. RSAI initiated formal engagement with NASSCORP leadership through a series of strategic planning and coordination meetings involving management, the Human Resource Department, the Transport Unit, Administration, and other key stakeholders.

These meetings aimed to:

- Clarify the objectives and expected outcomes of the training program
- Establish communication and coordination structures
- Confirm institutional roles and responsibilities
- Develop implementation schedules and cohort arrangements
- Identify logistical and operational requirements
- Designate focal persons for program coordination
- Finalize participant selection and attendance arrangements

During this phase, RSAI also conducted a comprehensive baseline assessment targeting participating drivers. The assessment sought to evaluate the existing level of driver knowledge, operational practices, safety awareness, and behavioral tendencies among NASSCORP drivers.

The assessment specifically examined:

- Understanding of Liberia’s Vehicle and Traffic Law
- Knowledge of road signs and traffic control devices
- Defensive driving awareness and hazard perception
- Vehicle inspection practices and maintenance habits
- Accident reporting procedures
- Emergency response and first aid knowledge
- Driver professionalism and ethical conduct
- Exposure to previous training and refresher programs

The findings from this assessment informed the customization of the training curriculum and enabled RSAI to tailor the training content to directly address the operational and behavioral gaps identified among participants.

1.4.2 Phase II: Curriculum Development and Training Materials Production

The second phase focused on reviewing, updating, and customizing the existing PID training curriculum to align with NASSCORP’s institutional operations, Liberia’s road environment, and the findings of the baseline assessment.

RSAI’s technical training team revised the curriculum to incorporate:

- NASSCORP-specific operational driving scenarios
- Urban traffic risks within Monrovia
- Institutional fleet management procedures
- Occupational safety principles
- Defensive driving best practices
- Practical hazard response strategies

- Emergency response procedures
- Institutional driver ethics and professionalism

The curriculum was structured around six major technical modules covering both theoretical and practical road safety competencies.

RSAI also produced a complete package of training and facilitation materials, including:

- Participant driver manuals
- Facilitator guides
- PowerPoint presentations
- Pre- and post-training assessments
- Vehicle inspection checklists
- Emergency response reference materials
- Attendance registers
- Practical exercise sheets
- Scenario-based learning materials
- Accident reporting templates

All training materials were professionally designed and prepared for use across all training cohorts.

1.4.3 Phase III: Training Delivery, Assessment, and Certification

The third phase constituted the core implementation component of the project and involved the direct delivery of competency-based road safety training to NASSCORP drivers. RSAI implemented the training through sequential participant cohorts using a blended adult-learning methodology designed to encourage participation, practical engagement, and behavioral change.

The training methodology combined:

- Classroom instruction
- Interactive presentations
- Group discussions
- Scenario-based learning exercises
- Practical vehicle inspection demonstrations
- Hazard perception exercises
- Emergency response drills
- Participatory role-play activities

Participants underwent both pre-training and post-training assessments to measure improvements in road safety knowledge, practical understanding, and decision-making capacity.

Drivers who successfully met the required assessment threshold were awarded official RSAI Driver Safety Certificates co-signed by RSAI leadership.

1.4.4 Phase IV: Post-Training Evaluation and Institutionalization

The final phase focused on evaluating training effectiveness, documenting outcomes, and strengthening institutional sustainability mechanisms within NASSCORP. RSAI conducted post-training evaluations, participant feedback surveys, behavioral observations, and knowledge improvement analyses to assess the impact of the intervention on participant competence and operational practices.

The project also included monitoring and evaluation activities, photography and video documentation, communication materials development, and preparation of final institutional recommendations aimed at sustaining road safety improvements within NASSCORP’s operations.

1.5 Program Objectives

1.5.1 Overall Objective

The overall objective of the NASSCORP PID Training Program – Phase II was to reduce work-related road traffic crashes, injuries, fatalities, and institutional vehicle losses among NASSCORP drivers through the implementation of a structured, competency-based professional driver training and occupational road safety management program.

The program aimed to strengthen driver competence, improve operational discipline, enhance institutional transport safety systems, and establish a culture of professionalism and accountability among NASSCORP drivers.

1.4.2 Specific Objectives

The specific objectives of the program were to:

1. Build foundational road safety knowledge among all participating NASSCORP drivers to improve understanding of traffic regulations, road user responsibilities, and safe driving principles.
2. Strengthen defensive driving skills and hazard perception competencies to improve drivers' ability to anticipate, identify, and safely respond to high-risk traffic situations.
3. Improve routine vehicle inspection and preventive maintenance practices in order to reduce mechanical failures, operational downtime, and preventable vehicle-related incidents.
4. Enhance compliance with Liberia's Vehicle and Traffic Law and reinforce adherence to institutional transport procedures and operational safety standards.
5. Equip drivers with practical first aid and post-crash emergency response knowledge to improve incident management and reduce the severity of crash-related outcomes.
6. Institutionalize standardized accident reporting, incident documentation, and transport administration procedures within NASSCORP's transport operations.
7. Promote professionalism, ethical conduct, accountability, discipline, and responsible behavior among NASSCORP drivers while operating institutional vehicles.
8. Establish a cadre of Road Safety Champions within NASSCORP capable of promoting peer learning, reinforcing safe driving practices, and supporting long-term institutional road safety awareness initiatives.

1.6 Project Expected Outcomes

The NASSCORP Public Institution Driver (PID) Training Program – Phase II was designed not only as a short-term training intervention, but also as a long-term institutional capacity strengthening initiative aimed at improving occupational road safety, operational efficiency, and driver professionalism within the National Social Security and Welfare Corporation (NASSCORP).

The program sought to produce measurable improvements in driver knowledge, practical competence, safety awareness, operational discipline, emergency preparedness, and institutional transport management systems. Through the combined implementation of competency-based training, practical demonstrations, assessments, certification processes, and institutional policy development, the project was expected to contribute significantly to reducing road safety risks associated with NASSCORP's transport operations. The following key outcomes were expected upon successful completion of the program:

1.6.1 Improved Road Safety Knowledge Among NASSCORP Drivers

One of the primary expected outcomes of the training program was a significant improvement in the overall road safety knowledge and awareness of participating NASSCORP drivers.

Prior to implementation, baseline assessments conducted by RSAI revealed substantial gaps in drivers' understanding of Liberia's Vehicle and Traffic Law, road signs and markings, right-of-way rules, speed management principles, and general road safety responsibilities.

Through structured classroom instruction and participatory learning sessions, drivers were expected to develop a stronger understanding of:

- Liberia's Vehicle and Traffic Law
- Road signs, signals, and traffic control devices
- Safe road user behavior and responsibilities
- Common causes of road crashes in Liberia
- Risk factors affecting institutional transport operations
- Vulnerable road user protection principles
- The importance of compliance with road safety regulations

By the end of the training program, participants were expected to demonstrate improved awareness of road safety principles and a stronger commitment to applying safe driving practices during daily operations. This enhanced knowledge base was also expected to contribute to safer interactions between NASSCORP drivers and other road users throughout Monrovia and other operational areas.

1.6.2 Strengthened Defensive Driving Skills and Hazard Perception Competency

Another major expected outcome of the project was the strengthening of drivers' practical defensive driving skills and hazard perception capacity. Many institutional drivers operate within highly congested and unpredictable traffic environments characterized by speeding, unsafe overtaking, poor lane discipline, pedestrian conflicts, and weak traffic enforcement.
The training program therefore emphasized defensive driving principles aimed at improving drivers' ability to anticipate, recognize, and safely respond to road hazards before crashes occur. Participants

were expected to improve their competence in:

- Maintaining safe following distances
- Managing speed appropriately under varying road conditions
- Safe overtaking and lane-changing techniques
- Night-time and wet-weather driving
- Intersection and junction management
- Hazard recognition and risk anticipation
- Fatigue management and distraction avoidance
- Safe interaction with pedestrians, motorcyclists, and cyclists

Practical demonstrations, case studies, and scenario-based learning exercises were expected to improve drivers' decision-making abilities and situational awareness while operating institutional vehicles. Ultimately, this outcome aimed to reduce unsafe driving behavior and lower the likelihood of work-related road traffic crashes involving NASSCORP personnel and assets.

1.6.3 Improved Vehicle Inspection and Preventive Maintenance Practices

The training program was also expected to improve drivers' understanding and application of routine vehicle inspection and preventive maintenance procedures. Baseline findings indicated that many institutional drivers lacked consistent pre-trip inspection habits and often relied on reactive maintenance practices, waiting for vehicles to break down before reporting defects or requesting repairs.
As part of the training, participants received practical instruction on daily vehicle inspection routines, defect identification, and preventive maintenance principles.

Drivers were expected to develop improved competence in:

- Conducting pre-trip and post-trip vehicle inspections
- Checking tires, brakes, fluids, lighting systems, and mirrors
- Identifying early signs of mechanical defects
- Reporting vehicle faults promptly and accurately
- Maintaining vehicle cleanliness and operational readiness

- Understanding the relationship between vehicle condition and crash risk

This outcome was expected to contribute to reduced vehicle downtime, lower maintenance costs, improved fleet reliability, and enhanced operational safety across NASSCORP's transport system.

1.6.4 Enhanced Compliance with Liberia's Vehicle and Traffic Law

The project also aimed to strengthen compliance with national traffic laws and institutional transport procedures among NASSCORP drivers. Prior assessments revealed that many drivers possessed limited knowledge of key legal requirements governing road use in Liberia.

Through the training modules on traffic law and driver accountability, participants were expected to improve their understanding of:

- Legal speed limits and enforcement requirements
- Licensing and vehicle documentation requirements
- Driver liabilities and institutional liabilities
- Road markings and right-of-way rules
- Penalties associated with traffic violations
- Institutional expectations regarding compliance and professionalism

Improved legal awareness was expected to encourage safer and more disciplined road behavior while reducing the incidence of traffic violations, unsafe practices, and avoidable operational risks involving institutional vehicles.

1.6.5 Improved Emergency Response and Post-Crash Management Capacity

The training program was expected to significantly improve participants' ability to respond effectively during road traffic emergencies and post-crash situations. Baseline assessments showed that many institutional drivers lacked basic first aid knowledge and were unfamiliar with proper crash response procedures.

Through the Emergency Response and First Aid module, drivers received training on:

- Crash scene assessment and management
- Basic first aid principles
- Bleeding control techniques
- Casualty stabilization procedures
- Fire response and extinguisher use
- Safe evacuation and emergency communication procedures
- Coordination with emergency responders and law enforcement

Following the training, drivers were expected to demonstrate greater confidence and preparedness when responding to emergencies involving institutional vehicles or road users. This outcome was expected to contribute to reduced injury severity, faster emergency response coordination, and improved protection of passengers and road users following crashes.

1.6.6 Increased Professionalism, Discipline, and Ethical Conduct Among Drivers

Promoting professionalism and responsible behavior among NASSCORP drivers was another central expected outcome of the intervention. Institutional drivers represent the image and credibility of the organization they serve, and their behavior on the road directly reflects on institutional standards and public trust.

The training therefore emphasized ethical driving behavior, discipline, courtesy, accountability, and institutional professionalism. Participants were expected to improve in areas such as:

- Respectful interaction with passengers and road users
- Proper conduct while transporting officials and staff
- Compliance with institutional transport procedures
- Avoidance of distracted driving and substance use
- Punctuality and operational discipline
- Responsible use and protection of institutional assets

- Improved communication and teamwork

This behavioral outcome was expected to foster a stronger culture of professionalism and accountability within NASSCORP's transport operations.

1.6.7 Institutionalization of Standardized Transport Safety Procedures

One of the most important long-term expected outcomes of the project was the establishment of standardized institutional transport safety procedures within NASSCORP.

Prior to the intervention, many operational practices relied heavily on informal routines and undocumented procedures. Through the development of the NASSCORP Institutional Driver Standard Operating Procedures (SOP) Manual, the project sought to institutionalize clear and enforceable transport management standards.

The SOP framework was expected to improve consistency and accountability in areas including:

- Driver conduct and operational responsibilities
- Vehicle inspection and maintenance reporting
- Journey authorization and trip management
- Accident reporting and documentation
- Emergency response procedures
- Vehicle handover and fuel management
- Traffic law compliance and disciplinary processes

The existence of a formalized SOP Manual was expected to support long-term behavioral change, strengthen institutional oversight, and provide a sustainable framework for transport safety management within the Corporation.

1.6.8 Creation of a Cadre of NASSCORP Road Safety Champions

The project also aimed to identify and develop a group of high-performing drivers who could serve as internal Road Safety Champions within NASSCORP. These individuals were expected to demonstrate exceptional performance, professionalism, leadership potential, and commitment to safe driving practices during the training process.

The Road Safety Champions initiative was intended to create internal peer educators capable of:

- Reinforcing road safety awareness among colleagues
- Supporting compliance with institutional SOPs
- Encouraging positive driving behavior
- Assisting with onboarding and mentoring of new drivers
- Promoting continuous road safety discussions within the institution

This outcome was expected to strengthen sustainability by ensuring that road safety promotion continues internally even after completion of the formal training program.

1.6.9 Strengthened Monitoring, Evaluation, and Reporting Systems

The training program was expected to strengthen institutional monitoring and reporting mechanisms related to transport operations and road safety incidents. Through standardized reporting templates, assessment systems, and follow-up tools, NASSCORP was expected to improve its capacity to monitor driver performance and operational safety trends.

Expected improvements included:

- Better documentation of incidents and near-misses
- Improved accident reporting compliance
- Availability of baseline and post-training performance data
- Enhanced supervisor oversight of driver conduct
- Improved data for future policy and operational decisions

These systems were expected to support evidence-based management and contribute to long-term institutional improvements in transport safety governance.

1.6.10 Reduced Occupational Road Safety Risks for NASSCORP

Ultimately, the most important expected outcome of the intervention was the reduction of occupational road safety risks affecting NASSCORP personnel, vehicles, and operations. By strengthening driver competence, improving vehicle management practices, enhancing emergency preparedness, and institutionalizing transport safety procedures, the project aimed to contribute to:

- Fewer preventable road traffic crashes involving institutional vehicles
- Reduced injuries and fatalities among staff and drivers
- Lower vehicle damage and repair costs
- Reduced operational disruptions and downtime
- Improved institutional efficiency and productivity
- Enhanced protection of institutional assets and personnel

This broader outcome aligned directly with NASSCORP's mandate of protecting workforce welfare and promoting organizational sustainability while also contributing to Liberia's wider national road safety improvement efforts.

2. TRAINING CONTENT & CURRICULUM

The NASSCORP Public Institution Driver (PID) Training Program – Phase II curriculum was carefully designed and customized to address the operational realities, occupational safety risks, and institutional transport management needs of the National Social Security and Welfare Corporation (NASSCORP). The curriculum was developed in consultation with road safety professionals, transport safety experts, emergency response practitioners, and institutional stakeholders to ensure that the training content remained technically sound, operationally relevant, and practically applicable to NASSCORP's driver workforce.

Unlike conventional commercial driver training programs, the NASSCORP curriculum was specifically structured to strengthen the competence, professionalism, discipline, and safety awareness of institutional drivers operating within a corporate and public service environment. The curriculum therefore emphasized not only technical driving knowledge and road safety principles, but also institutional accountability, ethical conduct, emergency preparedness, vehicle care, and adherence to standardized operational procedures.

The curriculum was designed using a competency-based learning approach that combined classroom instruction, practical demonstrations, interactive discussions, scenario-based learning, group exercises, and real-life case studies to improve knowledge retention and encourage behavioral change among participants. This methodology ensured that drivers were not passive recipients of information, but active participants engaged in practical learning experiences directly linked to their day-to-day operational responsibilities.

A key objective of the curriculum was to address the most pressing operational and safety challenges affecting institutional drivers in Liberia, particularly within Monrovia's high-risk traffic environment. These challenges include speeding, distracted driving, poor hazard anticipation, weak compliance with traffic regulations, inadequate vehicle inspection practices, limited emergency response knowledge, and inconsistent transport management procedures.

To effectively address these issues, the curriculum was organized into five integrated training pillars that collectively provided a holistic framework for institutional driver safety and transport management. These pillars were selected to strengthen both individual driver competence and institutional transport safety systems within NASSCORP. The five pillars included:

- Pillar I: Road Safety Management: Institutional Road Safety & Professional Driver Responsibility
- Pillar II: Safe Road Use: Safe Road Infrastructure & Hazard Awareness
- Pillar III: Safe Vehicle: Safe Vehicle Operation & Preventive Maintenance
- Pillar IV: Safe Road Users Behavior: Safe Road User Behavior & Traffic Law Compliance
- Pillar V: Post Crash Response: Emergency Response & Post-Crash Management

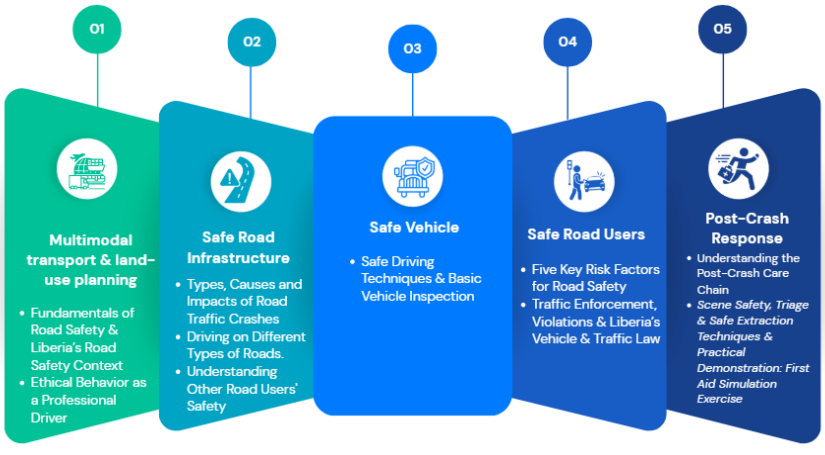


Figure 3: Five Road Safety Pillars

Together, these pillars provided participants with a comprehensive understanding of the technical, behavioral, operational, and institutional dimensions of road safety. The curriculum also reinforced the principle that road safety is not solely dependent on driving skill, but rather on the interaction between driver behavior, vehicle condition, road environment, institutional systems, and emergency preparedness.

In addition to theoretical instruction, the curriculum incorporated practical exercises tailored specifically to NASSCORP's operational context. These included vehicle inspection demonstrations, hazard recognition activities, emergency response simulations, accident reporting exercises, and scenario-based discussions involving institutional transport operations. The inclusion of these practical components ensured that participants developed hands-on skills directly applicable to their daily responsibilities as institutional drivers.

Furthermore, the curriculum aligned with Liberia's Vehicle and Traffic Law, national road safety priorities, and internationally recognized road safety principles promoted under the Safe System Approach and the Decade of Action for Road Safety framework. This alignment ensured that participants received standardized and modern road safety instruction consistent with global best practices while remaining responsive to Liberia's local transport realities.

The following sections provide a detailed breakdown of the five curriculum pillars and their corresponding training modules implemented under the NASSCORP PID Training Program – Phase II.

2.1 Pillar I: Institutional Road Safety & Professional Driver Responsibility

Pillar I focused on building foundational knowledge of road safety, institutional transport operations, and the professional responsibilities associated with being a NASSCORP driver. This pillar was designed to strengthen participants' understanding of how driver behavior directly affects employee safety, institutional reputation, operational efficiency, and public confidence.

The pillar introduced participants to Liberia's road safety environment while also emphasizing the role of institutional drivers as representatives of NASSCORP. Participants were encouraged to view road safety not merely as a legal obligation, but as a professional and ethical responsibility tied to the protection of lives, organizational assets, and institutional credibility. This pillar was delivered through three interconnected modules.

2.1.1 Module 1: Introduction to Institutional Road Safety and NASSCORP Operational Context

This module introduced participants to the broader concept of road safety and its relevance to NASSCORP's institutional operations. Drivers explored the relationship between road user behavior, traffic conditions, organizational procedures, and occupational safety risks. The module provided participants with an overview of Liberia's road safety situation, including:

- National crash trends and statistics
- Common causes of road traffic crashes in Liberia
- High-risk driving behaviors observed in Monrovia
- Institutional vehicle crash risks
- Economic and operational impacts of road crashes
- Vulnerable road users and shared road space challenges

Special attention was given to the operational realities faced by NASSCORP drivers, including congested urban traffic, transporting staff and management personnel, time pressures, vehicle care responsibilities, and professional expectations associated with institutional driving.The module emphasized that drivers are key contributors to NASSCORP's operational effectiveness and employee safety.

2.1.2 Module 2: Fundamentals of Road Safety and Hazard Awareness

This module focused on developing participants' understanding of the fundamental principles of road safety and hazard recognition. Drivers were introduced to the concept that most road crashes are preventable when hazards are properly identified and managed. Topics covered included:

- Basic road safety principles
- Human, vehicle, and environmental risk factors
- Common driver errors leading to crashes
- Hazard identification and risk anticipation
- Situational awareness techniques
- Safe speed management
- Driver fatigue and distraction risks
- The importance of defensive thinking while driving

Participants engaged in case study discussions and practical examples involving real traffic situations commonly experienced within Monrovia and other operational areas. The module aimed to strengthen drivers' ability to anticipate potential risks and make safer driving decisions under varying traffic conditions.

2.1.3 Module 3: Professional Ethics, Conduct, and Institutional Responsibility

This module focused on the ethical and professional responsibilities of institutional drivers. Participants explored the role of professionalism in road safety and the importance of representing NASSCORP positively while performing official duties. Key areas covered included:

- Professional driver conduct and discipline
- Respectful interaction with passengers and road users
- Accountability and responsible behavior
- Protection and proper use of institutional assets
- Confidentiality and professionalism while transporting staff
- Substance abuse and distracted driving prevention
- Workplace ethics and institutional image
- Time management and operational discipline

The module emphasized that safe driving extends beyond technical ability and includes attitudes, discipline, emotional control, patience, and respect for human life. Participants were encouraged to adopt a culture of professionalism and safety accountability in all transport operations.

2.2 Pillar II: Safe Road Infrastructure & Hazard Awareness

Pillar II focused on helping participants understand how road infrastructure, traffic environments, and external conditions influence driving behavior and crash risk. The pillar aimed to strengthen drivers' ability to adapt safely to different road conditions while recognizing infrastructure-related hazards commonly encountered in Liberia.

Participants learned that road safety is heavily influenced by the interaction between drivers and the built environment. This pillar therefore emphasized hazard anticipation, safe decision-making, and adaptive driving strategies appropriate for Liberia's diverse road network.

2.2.1 Module 1: Introduction to Safe Road Infrastructure

This module introduced drivers to the relationship between road design and traffic safety. Participants learned how road characteristics influence vehicle movement, visibility, speed behavior, and crash risk. Topics covered included:

- Road classifications and functions
- Lane markings and traffic signs
- Traffic signals and intersections
- Pedestrian crossings and shared road spaces
- Poor road conditions and surface defects
- Road construction zones and temporary hazards
- Drainage issues and weather-related risks
- Night-time visibility challenges

Drivers were trained to recognize infrastructure deficiencies and adjust their driving behavior accordingly to minimize crash risks.

2.2.2 Module 2: Understanding Road Traffic Crashes and Their Causes

This module examined the major causes and consequences of road traffic crashes within Liberia. Participants analyzed how human behavior, vehicle condition, and environmental factors interact to contribute to crashes. The module addressed:

- Types of crashes commonly occurring in Liberia
- Speed-related crashes
- Pedestrian and motorcycle conflicts
- Rear-end collisions and overtaking crashes
- Fatigue-related incidents
- Mechanical failure-related crashes
- Environmental and infrastructure-related risks
- Economic and institutional impacts of crashes

Real-life examples and case studies were used to help participants understand the devastating consequences of unsafe driving behavior and poor risk management.

2.2.3 Module 3: Driving Safely Under Different Road Conditions

This module focused on practical driving strategies for varying traffic and road conditions. Participants learned how driving techniques must change depending on weather, road surface condition, visibility, and traffic complexity. Topics included:

- Urban driving techniques
- Highway and rural road driving
- Driving during rain and low visibility
- Safe overtaking procedures
- Speed adjustment principles
- Driving on unpaved and damaged roads
- Navigating intersections safely
- Defensive positioning and lane discipline

The module reinforced the importance of adapting driving behavior to environmental conditions in order to prevent crashes.

2.2.4 Module 4: Safety of Other Road Users

This module emphasized the responsibility drivers have toward protecting vulnerable and shared road users. Participants explored strategies for reducing conflicts with pedestrians, motorcyclists, cyclists, street vendors, and passengers.
Topics included:

- Pedestrian safety awareness
- Safe interaction with motorcyclists and cyclists
- School zones and crowded market areas
- Passenger safety responsibilities
- Right-of-way principles

- Safe overtaking and turning behavior
- Courtesy and patience in traffic

The module reinforced the principle that institutional drivers have a duty of care toward all road users.

2.3 Pillar III: Safe Vehicle Operation & Preventive Maintenance

Pillar III focused on vehicle safety, inspection procedures, preventive maintenance, and safe operational practices. Participants learned that vehicle condition plays a critical role in crash prevention and operational efficiency. The pillar aimed to improve drivers' ability to identify mechanical risks early and maintain vehicles in safe working condition.

2.3.1 Module 1: Introduction to Safe Vehicle Principles

This module provided participants with foundational knowledge regarding vehicle safety systems and operational reliability. Drivers explored how poor vehicle maintenance contributes to crashes and operational disruptions. Topics covered included:

- Vehicle roadworthiness principles
- Brake systems and tire safety
- Steering and suspension systems
- Lighting and visibility systems
- Fluid checks and maintenance routines
- Mechanical defect identification
- Legal requirements for institutional vehicles

Participants learned how proactive maintenance reduces safety risks and protects institutional assets.

2.3.2 Module 2: Safe Driving Techniques and Practical Vehicle Inspection

This module combined defensive driving techniques with practical vehicle inspection exercises. Participants received hands-on demonstrations involving vehicle safety checks and operational readiness procedures. Areas covered included:

- Pre-trip and post-trip inspections
- Tire and brake inspection procedures
- Mirror and visibility checks
- Safe following distance management
- Speed management techniques
- Emergency braking and hazard response
- Reporting mechanical defects
- Vehicle cleanliness and operational readiness

The practical exercises helped participants develop the habit of conducting systematic safety inspections before operating institutional vehicles.

2.4 Pillar IV: Safe Road User Behavior & Traffic Law Compliance

Pillar IV focused on human behavior, traffic law compliance, and risk reduction strategies. The pillar emphasized that driver behavior remains one of the most significant contributors to road crashes in Liberia. Participants explored how personal choices, attitudes, and compliance with traffic regulations directly influence road safety outcomes.

2.4.1 Module 1: Introduction to Safe Road User Behavior

This module introduced the concept of shared responsibility in road safety. Participants explored the behavioral patterns that contribute to unsafe driving and learned how positive attitudes improve traffic safety. Topics included:

- Driver responsibilities and accountability
- Courtesy and discipline on the road
- Common unsafe driving behaviors
- Emotional control and patience
- Respect for traffic laws and other road users
- Professional decision-making while driving

2.4.2 Module 2: Key Risk Factors Affecting Road Safety

This module focused on the major behavioral risk factors associated with crashes. Participants explored how risky behavior significantly increases crash likelihood and injury severity. Key topics included:

- Speeding and aggressive driving
- Driver fatigue and stress
- Distracted driving and mobile phone use
- Alcohol and substance abuse risks
- Unsafe overtaking and maneuvering
- Failure to use seat belts

Participants discussed practical strategies for avoiding these high-risk behaviors during institutional operations.

2.4.3 Module 3: Liberia's Vehicle & Traffic Law and Traffic Enforcement

This module provided participants with a detailed overview of Liberia's traffic regulations and enforcement framework. Drivers learned about their legal responsibilities and the consequences of non-compliance. Topics included:

- Key provisions of Liberia's Vehicle & Traffic Law
- Licensing and documentation requirements
- Traffic violations and penalties
- Institutional liability and accountability
- Cooperation with law enforcement officers
- Accident reporting obligations

The module reinforced the importance of legal compliance as a core component of professional driving.

2.5 Pillar V: Emergency Response & Post-Crash Management

Pillar V focused on improving participants' ability to respond effectively during emergencies and post-crash situations. The pillar combined theoretical instruction with practical simulation exercises designed to strengthen emergency preparedness. Participants learned that immediate and informed action following crashes can significantly reduce injury severity and save lives.

2.5.1 Module 1: Introduction to Emergency and Post-Crash Response

This module introduced the principles of emergency response and crash scene management. Participants explored the importance of remaining calm, protecting lives, and coordinating effectively during emergencies. Topics covered included:

- Crash scene assessment
- Emergency communication procedures

- Securing the crash environment
- Protection of passengers and bystanders
- Coordination with emergency responders
- Initial incident management priorities

2.5.2 Module 2: First Aid, Scene Safety, and Practical Emergency Simulation Exercises

This practical module provided participants with hands-on training in first aid and emergency response procedures. Participants practiced basic life-saving interventions and crash scene management techniques. Training activities included:

- Bleeding control and wound management
- Casualty stabilization techniques
- Safe evacuation and extraction procedures
- Fire extinguisher handling
- Basic first aid response
- Emergency response simulations and role-play exercises

The module reinforced the importance of preparedness, calm decision-making, and ethical responsibility during emergency situations involving institutional vehicles and road users.

3. TRAINING METHODOLOGY AND DELIVERY APPROACH

The NASSCORP Public Institution Driver (PID) Training Program – Phase II was implemented using a structured, competency-based training methodology specifically designed to strengthen the knowledge, practical skills, professional conduct, and operational safety capacity of NASSCORP drivers. The methodology combined both physical classroom instruction and technology-enabled online learning to ensure broad participation, flexibility, and effective knowledge transfer across all categories of institutional drivers and staff.

The overall delivery strategy was intentionally designed to balance accessibility, instructional quality, practical engagement, and institutional operational realities. Given the demanding schedules of NASSCORP personnel, particularly senior and mid-level officials who could not be fully released from official assignments for extended periods, the program adopted a hybrid delivery model that integrated facilitated in-person training sessions with a self-paced online learning platform.

This blended methodology ensured that participants were able to access training in a manner that minimized disruptions to institutional operations while still maintaining the technical rigor, assessment standards, and competency requirements established for the program.

The methodology further emphasized interactive learning, practical application, scenario-based engagement, and participant-centered facilitation. Rather than relying solely on traditional lecture-style instruction, the training integrated multiple learning approaches to improve participant engagement, strengthen retention, and encourage behavioral change.

Throughout the implementation process, RSAI facilitators ensured that all five curriculum pillars—Institutional Road Safety & Professional Driver Responsibility, Safe Road Infrastructure & Hazard Awareness, Safe Vehicle Operation & Preventive Maintenance, Safe Road User Behavior & Traffic Law Compliance, and Emergency Response & Post-Crash Management—were fully integrated into both the physical and online learning experience.

The following sections provide a detailed explanation of the methodology and delivery approach used throughout the NASSCORP PID Training Program.

3.1 Overview of the Hybrid Delivery Model

The NASSCORP PID Training Program was implemented through a hybrid delivery model that combined structured in-person classroom training with a purpose-built online learning management system developed and administered by Road Safety Action International (RSAI).

This delivery approach was adopted to maximize participation across all NASSCORP driver categories while accommodating institutional operational demands and varying staff schedules. The hybrid model also enabled the program to maintain continuity of learning beyond the physical classroom environment and provided participants with flexible opportunities to complete training requirements at their own pace. The model was specifically designed to:

- Ensure broad institutional participation across all driver categories
- Minimize disruption to NASSCORP operational activities
- Provide flexible learning opportunities for senior personnel
- Reinforce classroom learning through digital access to materials
- Improve training accessibility and knowledge retention
- Support continuous learning and post-training reference access
- Facilitate monitoring of participant progress and assessment performance

The hybrid structure allowed RSAI to combine the strengths of face-to-face facilitation, such as practical demonstrations, group engagement, and direct instructor interaction, with the convenience and scalability of digital learning tools.

The methodology also ensured that participants who were unable to attend all physical sessions due to operational assignments could still access critical training content and complete assessments through the online platform.

3.2 In-Person Training Component

The in-person training component served as the primary instructional delivery mechanism for the NASSCORP PID Training Program. The physical sessions provided participants with direct interaction with facilitators, practical demonstrations, collaborative learning opportunities, and hands-on exercises specifically tailored to institutional transport operations.

Three separate training batches of NASSCORP drivers participated in structured three-day classroom-based training sessions facilitated by RSAI's senior road safety training team. The sessions were conducted at the NASSCORP Headquarter in Monrovia and followed a standardized daily training schedule aligned with the approved curriculum framework.

Figure 4: In-person Training Photos

Each batch was exposed to the same core instructional content to ensure consistency, standardization, and equal competency development across all participants. The classroom sessions were delivered using a multi-method facilitation approach that incorporated:

- Interactive lectures and guided presentations
- Structured PowerPoint presentations and visual demonstrations
- Group discussions and participatory exercises
- Scenario-based learning activities
- Practical demonstrations and simulations
- Role-play exercises
- Case study analysis using Liberia-specific crash incidents
- Question-and-answer sessions
- Peer learning and collaborative engagement

The in-person sessions created an environment that encouraged active participation, critical thinking, and practical application of road safety principles within the context of NASSCORP's transport operations.

3.3 Interactive Lectures and Structured Presentations

A major component of the training methodology involved the delivery of formal lectures and structured presentations facilitated by experienced road safety professionals, transport safety experts, and emergency response practitioners.

The lecture sessions introduced participants to the foundational principles underpinning each curriculum pillar while linking theoretical concepts directly to the operational realities faced by NASSCORP drivers. Facilitators used PowerPoint presentations, visual illustrations, diagrams, photographs, and real-life examples to simplify technical concepts and improve participant understanding. The lectures covered critical topics including:

- Liberia's road safety environment
- National crash trends and risk factors

- Institutional transport safety responsibilities
- Defensive driving principles
- Hazard awareness and risk anticipation
- Vehicle inspection and maintenance procedures
- Professional driver ethics and conduct
- Liberia's Vehicle & Traffic Law
- Emergency response and post-crash management

Facilitators intentionally incorporated Liberia-specific examples and real crash case studies to contextualize learning and strengthen relevance. Participants were encouraged to contribute experiences from their own operational duties, creating a collaborative and participatory learning environment. The structured presentations also allowed facilitators to standardize information delivery across all training batches while ensuring consistency in technical content and instructional quality.

3.4 Group Discussions and Participatory Learning Exercises

To strengthen engagement and reinforce knowledge retention, the methodology incorporated group discussions and participatory learning exercises throughout the training process. Participants were organized into small working groups where they analyzed operational scenarios, discussed transport safety challenges, and proposed practical solutions relevant to NASSCORP's working environment.

Figure 5: Group Discussions and Participatory Learning Exercises

These exercises encouraged teamwork, peer learning, and critical thinking while allowing participants to learn from each other's experiences. Discussion topics included:

- Common unsafe driving practices observed in Monrovia
- Institutional transport challenges
- Driver behavior and professionalism
- Managing stress and fatigue while driving
- Protecting vulnerable road users
- Vehicle maintenance responsibilities
- Handling emergencies and road crashes

The participatory approach helped create an open learning atmosphere where drivers felt comfortable sharing experiences, asking questions, and reflecting on their own driving practices.

3.5 Scenario-Based Learning and Case Study Analysis

Scenario-based learning formed a critical component of the program's methodology. Participants were exposed to real-life crash scenarios, road safety incidents, and operational challenges commonly encountered within Liberia's transport environment. Facilitators used Liberia-specific crash examples and institutional driving scenarios to help participants analyze:

- Causes of road crashes
- Driver decision-making errors
- Hazard recognition failures
- Traffic law violations
- Defensive driving opportunities

- Emergency response actions
- Preventive measures and lessons learned

Participants worked collaboratively to identify what went wrong in each scenario and discuss safer alternative actions that could have prevented or reduced crash severity.

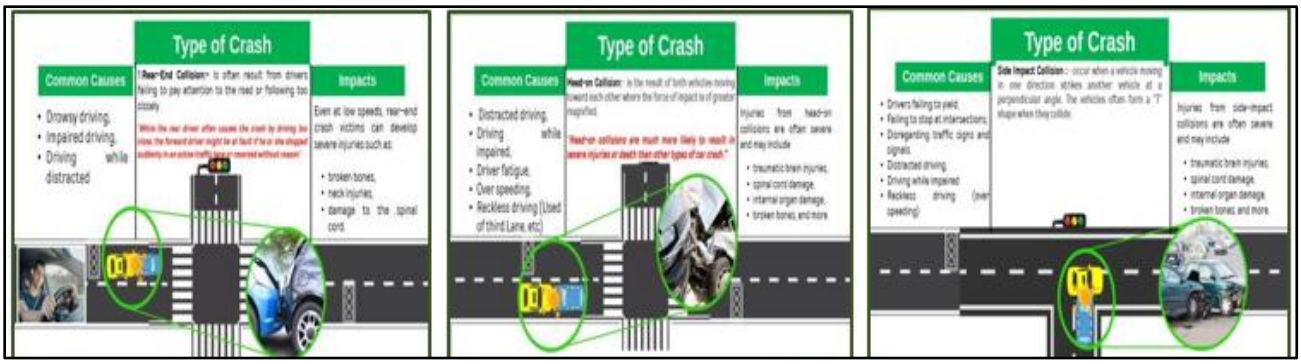


Figure 6: Scenario-Based Learning and Case Study Analysis

The case study approach helped bridge the gap between theory and practice by enabling drivers to apply road safety concepts to realistic operational situations they may encounter during official assignments.

3.6 Practical Demonstrations and Hands-On Exercises

To ensure practical competency development, the training incorporated extensive hands-on demonstrations and practical exercises. These activities were designed to strengthen participants' ability to apply theoretical knowledge in real-world operational settings. The practical sessions focused heavily on:

- Vehicle inspection procedures
- Preventive maintenance checks
- Hazard recognition exercises
- Emergency response drills
- First aid demonstrations
- Safe driving techniques
- Fire extinguisher handling
- Crash scene management simulations

Participants were guided through step-by-step vehicle inspection exercises involving checks of tires, brakes, lighting systems, fluids, mirrors, and other critical safety components. Facilitators demonstrated how poor vehicle condition contributes to crash risks and operational inefficiencies.

Emergency response demonstrations introduced participants to DRSABC emergency response principles, casualty stabilization techniques, and crash scene safety procedures. Participants also engaged in simulated emergency scenarios designed to improve calm decision-making and coordinated response during high-stress situations.

Figure 7: Practical Demonstrations and Hands-On Exercises

The practical exercises reinforced the principle that road safety competency extends beyond theoretical understanding and requires hands-on operational capability.

3.7 Role-Play Exercises and SOP Compliance Simulations

The methodology also incorporated role-play exercises and simulated institutional transport scenarios to strengthen participants' understanding of NASSCORP operational procedures and professional conduct expectations. Participants engaged in simulations involving:

- Passenger management and professional interaction
- Compliance with transport Standard Operating Procedures (SOPs)
- Vehicle handover protocols
- Reporting vehicle defects and incidents
- Responding to traffic enforcement situations
- Managing workplace transport emergencies

These exercises helped participants internalize institutional expectations regarding discipline, professionalism, accountability, and responsible use of institutional assets.

3.8 Online Learning Component

The online training component was developed to complement the physical sessions and extend access to NASSCORP personnel who were unable to attend full in-person training due to operational responsibilities.

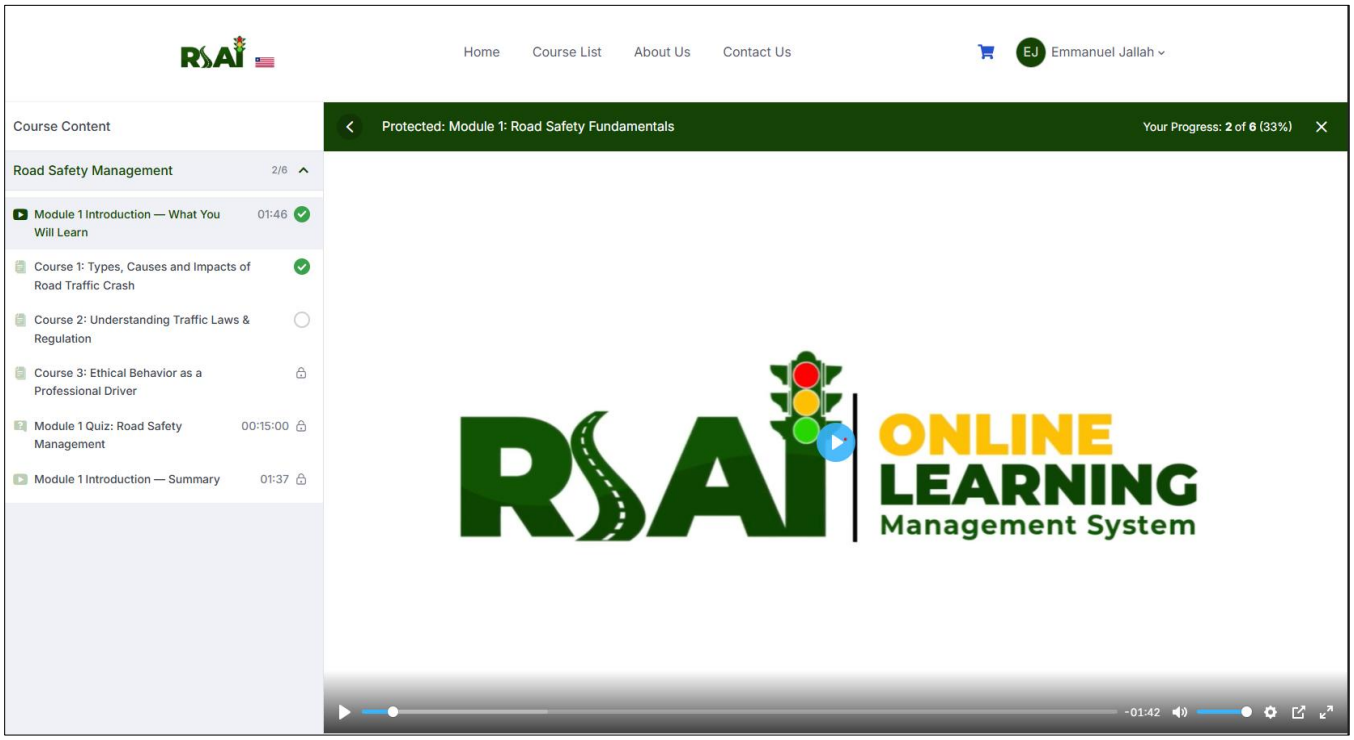


Figure 8: Online Learning Platform

RSAI designed and administered a dedicated online learning platform hosting five of the six core training modules in a multimedia, self-paced learning format. The platform provided participants with access to:

- Narrated video-based training modules
- Downloadable training materials and reference guides
- Digital Driver Handbook resources
- Vehicle inspection checklists
- Emergency response quick-reference materials

- Module-based assessments and quizzes
- Automated progress tracking dashboards
- Certificate generation and issuance systems

The online system allowed participants to complete modules at convenient times while maintaining the program's competency and assessment requirements. Automated assessment tools provided immediate feedback to participants and enabled RSAI to monitor training progress remotely. The online portal also strengthened long-term knowledge retention by allowing participants continued access to training materials beyond the physical sessions.

3.9 Assessments and Competency Evaluation

Participant competency was evaluated through structured post-training assessments administered at the conclusion of the training sessions. The assessment methodology combined:

Figure 9: Participants Assessment and Competency Evaluation

- Written knowledge tests
- Scenario-based evaluations
- Practical observation exercises
- Interactive participation assessments

Participants were required to achieve a minimum score of 70% to be considered competent and eligible for certification. Facilitators provided immediate feedback and remedial support for participants requiring additional reinforcement. This ensured that all certified participants met the minimum competency standards established under the program.

3.10 Use of Visual Aids and Training Materials

A wide range of visual aids and instructional materials were used throughout the training to improve participant engagement and simplify technical concepts. These included:

- PowerPoint presentations
- Road safety posters and illustrations
- Crash scene photographs
- Videos and animated demonstrations
- Printed manuals and handbooks
- Vehicle inspection checklists
- Emergency response reference cards
- Practical demonstration equipment

The use of visual and multimedia tools helped reinforce learning, improve understanding, and accommodate different learning styles among participants.

3.11 Question-and-Answer Sessions

Dedicated question-and-answer sessions were integrated throughout the training program to encourage participant interaction and clarify technical concepts. These sessions allowed drivers to:

- Seek clarification on road safety laws and procedures
- Discuss operational transport challenges
- Share personal driving experiences
- Receive guidance from facilitators and experts
- Explore solutions to real workplace transport issues

The interactive forums also enabled facilitators to assess participant understanding and adapt discussions to address emerging concerns and operational realities raised during the sessions.

3.12 Integrated Learning Approach and Expected Outcomes

The strength of the NASSCORP PID Training Program methodology lay in its integrated and participant-centered approach. By combining classroom instruction, practical demonstrations, online learning, case study analysis, simulations, and participatory engagement, the methodology ensured that participants developed both theoretical understanding and practical competency. The approach was specifically designed to promote:

- Improved driver competence and confidence
- Safer driving behavior and decision-making
- Enhanced hazard recognition and risk management
- Better vehicle inspection and maintenance practices
- Stronger compliance with traffic laws and institutional procedures
- Improved emergency preparedness and response capability
- Increased professionalism and accountability among drivers

Ultimately, the methodology aimed not only to transfer knowledge, but also to foster lasting behavioral and cultural changes capable of improving road safety outcomes across NASSCORP's transport operations.

3.13 Certification

Certification formed a critical component of the NASSCORP Public Institution Driver (PID) Training Program – Phase II and served as the official validation mechanism confirming that participants had successfully completed the required training modules and demonstrated the minimum competency standards established under the program.

The certification process was designed not only to recognize participant attendance, but also to formally acknowledge the acquisition of practical road safety knowledge, professional driving competence, institutional transport safety awareness, and operational preparedness required for safer and more responsible institutional driving within NASSCORP.

Upon successful completion of the training and achievement of the required assessment benchmark, each participant was awarded an official Certificate of Completion jointly issued by Road Safety Action International (RSAI) and the National Social Security and Welfare Corporation (NASSCORP). The certification represented formal institutional recognition of the participant's commitment to road safety, professional development, and compliance with safe transport operational standards.

Figure 10: Certification of Participants

The certification process applied equally to participants who completed the physical classroom training sessions and those who successfully completed the online learning modules and associated assessments through the RSAI-administered digital learning platform. Participants were required to successfully complete:

- All mandatory training modules
- Classroom participation requirements (for physical participants)
- Online module completion requirements (for online participants)
- Post-training assessments and competency evaluations
- Practical demonstrations and scenario-based exercises where applicable

Only participants achieving the minimum competency score established under the program were deemed eligible for certification. Facilitators provided additional support and guidance to participants requiring reinforcement before final certification approval.
The certification component was intentionally structured to strengthen accountability, reinforce the seriousness of the training program, and motivate participants to fully engage with both the theoretical and practical aspects of the curriculum.

3.15 Professional Impact and Institutional Value

Beyond individual recognition, the certification component of the NASSCORP PID Training Program was designed to contribute to broader institutional strengthening and long-term transport safety improvement within NASSCORP.

The certification framework created a formal mechanism for recognizing driver competency and establishing a standardized benchmark for institutional transport safety training. By documenting successful completion of structured driver education and competency assessments, the program contributed to strengthening professionalism, accountability, and operational standards within the Corporation’s transport system.

The certification also carries important long-term institutional value by creating an internal pool of trained and safety-conscious drivers capable of supporting NASSCORP’s operational objectives while minimizing occupational road safety risks.

4. PARTICIPANT CATEGORIES AND BATCH BREAKDOWN

The NASSCORP Public Institution Driver (PID) Training Program – Phase II was designed to strengthen road safety awareness, professional driving competence, and institutional transport safety practices across multiple categories of NASSCORP personnel involved in official transport operations.
The participant selection process was carried out collaboratively between Road Safety Action International (RSAI), the NASSCORP Transport Department, and the Human Resources Department to ensure that the training reached personnel directly involved in the operation, supervision, and management of institutional vehicles.

The enrollment strategy recognized that road safety within an institutional environment extends beyond formally assigned drivers alone. In many cases, directors, officers, and other administrative personnel regularly operate NASSCORP-assigned vehicles while performing official duties. As a result, the program intentionally targeted both operational drivers and vehicle-assigned staff to ensure broader institutional compliance with safe driving practices and transport operational procedures.
The participant pool therefore reflected a diverse cross-section of NASSCORP personnel, including full-time operational drivers, senior and mid-level management staff, and other employees assigned institutional vehicles for official assignments. This broad inclusion approach was intended to strengthen organization-wide road safety culture and ensure consistent understanding of institutional transport safety expectations across all operational levels.

Participant information, including names, departmental affiliations, vehicle assignment status, and operational responsibilities, was compiled, reviewed, and validated in close coordination with the NASSCORP Transport and Human Resources Departments prior to the commencement of training activities.

4.1 Participant Profile

A total of 200 participants were enrolled under the NASSCORP PID Training Program – Phase II through both the physical classroom training sessions and the online learning platform.
The participant composition included three primary categories of institutional personnel:

- Operationally active NASSCORP drivers directly responsible for daily transport operations and official vehicle management
- Senior-level and mid-level directors and officers who operate assigned institutional vehicles during official duties
- Other NASSCORP employees assigned institutional vehicles or engaged in transport-related responsibilities within the organization

This categorization ensured that the program addressed the varying operational realities, risk exposures, and training needs of different staff categories involved in institutional transport activities. The participation structure also reflected NASSCORP's broader commitment to institutionalizing road safety awareness and transport professionalism across the Corporation rather than limiting training interventions solely to designated drivers.

4.1.1 Operational NASSCORP Drivers

Operational drivers constituted one of the primary target groups under the program. These participants are directly responsible for the day-to-day operation, maintenance, and management of NASSCORP fleet vehicles while transporting staff, management personnel, and official materials.

Given the high exposure of operational drivers to Liberia's challenging road conditions and traffic environments, this category received both in-person classroom instruction and access to the online learning platform to reinforce continuous learning and knowledge retention. The training for operational drivers focused heavily on:

- Defensive driving techniques
- Institutional transport Standard Operating Procedures (SOPs)

- Vehicle inspection and preventive maintenance
- Hazard recognition and risk management
- Emergency response and crash management
- Professional conduct and accountability
- Traffic law compliance and operational discipline

The inclusion of this category was considered critical to strengthening operational safety, reducing occupational crash risks, and improving institutional transport efficiency within NASSCORP.

4.1.2 Senior-Level and Mid-Level Directors & Officers

The second participant category comprised senior-level directors, mid-level officers, and administrative personnel who regularly operate assigned NASSCORP vehicles in the execution of official duties.
Due to operational and administrative responsibilities that limited their availability for extended classroom participation, this category primarily participated through the online learning platform. The digital delivery approach enabled these personnel to complete the required modules at flexible times without significantly disrupting institutional operations.

The inclusion of management-level staff reflected the recognition that road safety accountability applies across all institutional levels and that safe driving practices should be reinforced uniformly throughout the organization. Training for this group emphasized:

- Institutional transport safety responsibilities
- Driver professionalism and accountability
- Road safety compliance obligations
- Defensive driving awareness
- Risk management principles
- Emergency preparedness and response
- Ethical use of institutional vehicles

The participation of senior and mid-level officials also helped strengthen organizational ownership of the road safety initiative and reinforced leadership support for safer transport operations within NASSCORP.

4.1.3 Other Vehicle-Assigned Staff

The third participant category included other NASSCORP employees who either operate institutional vehicles occasionally or maintain responsibilities linked to transport operations and field assignments.
This category participated through a combination of in-person sessions and online learning depending on operational availability and departmental scheduling arrangements.

Including this broader staff category helped ensure that road safety awareness and transport operational standards extended beyond the transport department alone and became integrated into the wider institutional culture of the Corporation. Participants within this category received instruction on:

- Safe driving practices and hazard awareness
- Institutional transport responsibilities
- Basic vehicle inspection procedures
- Traffic law compliance
- Emergency response fundamentals
- Responsible use of institutional vehicles

The inclusion of this category contributed to strengthening institutional consistency in road safety awareness and operational conduct.

Table 4: Participant Category Breakdown — NASSCORP PID Program

Participant Category	Number Enrolled	Training Channel
Operational NASSCORP Drivers	50	In-Person (Batches 1–3) + Online

Senior-Level Directors & Mid-Level Directors & Officers	50	Online Platform
Other Vehicle-Assigned Staff	100	In-Person / Online
TOTAL ENROLLED	**200**	**Hybrid (In-Person + Online)**

4.2 Batch Structure and Training Schedule

The in-person component of the NASSCORP PID Training Program was implemented through a structured batch-based delivery system designed to ensure effective facilitation, manageable class sizes, and meaningful participant engagement throughout the training process.

The batch system enabled RSAI facilitators to maintain high-quality interaction with participants while providing adequate opportunities for practical demonstrations, group discussions, scenario-based exercises, and individualized support during assessments and competency evaluations. The scheduling of training batches was carefully coordinated in collaboration with the NASSCORP General Service and Training Departments to minimize disruptions to institutional operations and ensure continuity of transport services during the implementation period.

Each physical batch followed a standardized curriculum structure and daily training schedule aligned with the approved training modules and competency framework.

4.2.1 Batch 1 Training Session

The first training batch was conducted from April 29 to May 4, 2026, at the NASSCORP Headquarters in Monrovia. This batch marked the official commencement of the physical training rollout and introduced participants to the core principles of institutional road safety, professional driver conduct, defensive driving, vehicle inspection, and emergency response management. The session successfully engaged participants through interactive lectures, practical demonstrations, and group learning activities. All participants assigned to Batch 1 completed the required training activities and assessments.

4.2.2 Batch 2 Training Session

The second batch was implemented from May 13 to May 18, 2026, also at the NASSCORP Headquarters training venue. This batch built upon lessons learned from the initial training phase while maintaining the standardized delivery framework and competency requirements established for the program. Participants actively engaged in classroom discussions, case study analysis, practical exercises, and post-training assessments. The successful completion of Batch 2 further expanded institutional participation and strengthened road safety awareness across additional NASSCORP departments and operational units.

4.2.3 Batch 3 Training Session

The third and final physical training batch was conducted from May 20 to May 25, 2026, at the NASSCORP Headquarters. This batch completed the in-person rollout component of the PID Training Program and provided the remaining participants with comprehensive instruction across all curriculum pillars. Facilitators continued to apply the integrated training methodology involving lectures, simulations, practical exercises, and competency assessments. Participants in Batch 3 also completed the required post-training evaluations and competency verification exercises prior to certification processing.

4.2.4 Online Learning Batch

In parallel with the physical training sessions, RSAI implemented the online learning component from April through June 30, 2026, using the dedicated PID online learning platform developed specifically for the program.

The online batch primarily targeted senior-level directors, mid-level officers, and participants unable to attend the physical sessions due to operational responsibilities. Participants enrolled in the online platform were provided with access to:

- Video-based training modules
- Downloadable training materials

- Digital assessments and quizzes
- Automated progress tracking tools
- Online certification systems

Following a joint review by RSAI and NASSCORP regarding participation progress and module completion rates, the online platform closure date was extended from May 30, 2026, to June 30, 2026, to allow all enrolled participants sufficient time to complete their training obligations. As of the date of this report, the online learning platform remains operational and accessible to registered participants.

Table 5: Batch Schedule and Completion Status

Batch	Training Dates	Venue	No. of Participants	Status
Batch 1	April 29 – May 4, 2026	NASSCORP Headquarter	50	COMPLETED
Batch 2	May 13 – May 18, 2026	NASSCORP Headquarter	50	COMPLETED
Batch 3	May 20 – May 2026	NASSCORP Headquarter	50	COMPLETED
Online Batch	April – June 30, 2026	Online Learning Platform	50	IN PROGRESS
TOTAL	—	—	**200**	**Substantially Complete**

5. TRAINING SCHEDULE AND IMPLEMENTATION TIMELINE

5.1 Overall Program Timeline

Table 6: NASSCORP PID Program — Revised Implementation Timeline

Phase	Key Activities	Timeline	Status
Phase I: Mobilization	Institutional engagement; MOU signing; driver listing; program framework presentation	March 2026	COMPLETED
Phase I: Pre-Training Assessment	Baseline survey administered to 41 NASSCORP drivers across 5 domains; report compiled and presented	April 2026	COMPLETED
Phase II: Curriculum Development	Phase I curriculum reviewed; contextualization; materials finalized and approved	April 15, 2026	COMPLETED
Phase II: Batch 1 In-Person Training	3-day facilitated training; Module 1–6 delivery; post-training assessment; attendance registered	April 29 – May 4, 2026	COMPLETED
Phase II: Batch 2 In-Person Training	3-day facilitated training; Module 1–6 delivery; post-training assessment; attendance registered	May 13 – May 18, 2026	COMPLETED
Phase II: Batch 3 In-Person Training	3-day facilitated training; Module 1–6 delivery; post-training assessment; attendance registered	May 20 – May 2026	COMPLETED
Phase II: Online Platform Launch	Online LMS activated; Modules 1–5 uploaded; certificates prepared and uploaded; users enrolled	April/May 2026	COMPLETED
Phase II: Online Training (Extended)	Senior/mid-level directors and staff completing Modules 1–5 via online platform	To June 30, 2026	IN PROGRESS
Phase III: Certification	Auto-issuance of certificates upon module completion; certificate issuance log compiled	Ongoing to June 30, 2026	IN PROGRESS
Phase IV: Final Reporting	Final Training Completion Report submitted to NASSCORP	May 2026	SUBMITTED

5.2 Note on Revised Online Portal Closure Date

The original program implementation schedule stipulated that the online learning portal would close on 30 May 2026. Following a formal review conducted in May 2026, RSAI and NASSCORP jointly agreed to extend the portal closure date to 30 June 2026. This extension was necessitated by the volume of senior and mid-level staff requiring additional time to complete their module obligations alongside pressing official duties. The extension ensures that no eligible participant is excluded from certification due to operational scheduling constraints, and is consistent with the program's inclusion mandate.

The in-person training component and all associated physical program activities have been fully concluded. The online portal extension represents the sole outstanding activity under the revised implementation schedule.

6. ATTENDANCE AND PARTICIPATION ANALYSIS

6.1 In-Person Attendance Summary

Attendance registers were maintained for each day of each in-person batch. Participants were required to sign in at the commencement of each daily session. Attendance data was compiled and validated by the RSAI Program Coordinator in coordination with NASSCORP's Transport Focal Person. The table below presents the attendance summary template for updating with actual figures upon batch completion.

Table 7: In-Person Attendance Summary by Batch

Batch	Enrolled	Day 1 Attendance	Day 2 Attendance	Day 3 Attendance	Average Attendance Rate
Batch 1	50	30	26	25	54%
Batch 2	50	29	25	25	52%
Batch 3	50	33	36	35	69%
TOTAL / AVERAGE	150	92	87	85	**59%**

Day 1 Attendance: Batch 1

Day 1 Attendance: Batch 2

Day 1 Attendance: Batch 3

6.2 Online Participation Summary

Online participation data is continuously updated through the learning management system (LMS). The platform tracks individual user login frequency, module completion rates, assessment submissions, and time-on-task metrics. The table below presents the online participation summary template, to be updated upon portal closure on 30 June 2026.

Table 8: Online Participation Summary [May 28, 2026]

Online Metric	Target	Result (as of Report Date)
Total Registered Online Users	50	11
Modules Accessed (at least once)	50	11
Module 1 Completion Rate	100%	12%
Module 2 Completion Rate	100%	8%
Module 3 Completion Rate	100%	6%
Module 4 Completion Rate	100%	4%
Module 5 Completion Rate	100%	4%
Full Program Completion Rate	100%	4%
Certificates Issued (Online)	50	2

7. MONITORING AND EVALUATION

7.1 M&E Framework

RSAI implemented a systematic monitoring and evaluation framework throughout the program to track progress against intended outputs and outcomes. The framework was structured around four levels of evaluation: activity monitoring (inputs and processes), output tracking (deliverable completion), outcome measurement (knowledge and behavioral change), and impact assessment (institutional safety culture).

Table 9: Monitoring and Evaluation Results Framework

Result Level	Indicator	Baseline	Target	Status
Impact	Reduction in road crashes involving NASSCORP vehicles post-training	No formal tracking	50% reduction (12 months post-training)	Pending
Outcome 1	Increase in full knowledge (E) scores post-training vs. baseline	28% full knowledge overall	≥80% full knowledge across all domains	Pending
Outcome 2	% of drivers applying daily pre-trip inspection procedures	<20% pre-training	≥80% post-training	Pending
Output 1	% of planned in-person batches completed	0% (start)	100% (3 batches)	100% ✓
Output 2	% of online participants completing all modules	0% (portal launch)	100%	4% [May 28, 2026]
Output 3	% of eligible participants certified (In-person)	0% (pre-program)	100%	61%
Output 4	Final report submitted	N/A	By May 2026	✓ SUBMITTED

7.2 Assessment and Performance Summary

Post-training assessments were administered to all in-person participants at the conclusion of Day 3 of each batch. The assessment comprised 60 questions in written and scenario-based format, with a 70% minimum pass mark. The table below provides the post-training assessment summary template.

Table 10: Post-Training Assessment Summary

Batch	No. Assessed	No. Achieving ≥70%	Pass Rate	Average Score
Batch 1	33	30	91%	83%
Batch 2	25	20	80%	86%
Batch 3	34	32	94%	89%
OVERALL	**92 (in-person)**	82	**89%**	**86%**

8. CERTIFICATION PROCESS AND DIGITAL CERTIFICATE ISSUANCE

8.1 Certification Framework

All NASSCORP PID Training Program participants who meet the program's completion criteria are entitled to receive a Certificate of Completion issued jointly by Road Safety Action International (RSAI) and NASSCORP. The certificate carries the official signatures of the RSAI Executive Director and RSAI Board Chairman, and is personalized with the participant's full name, training date, and module completion confirmation.

8.2 Eligibility Criteria

Participants qualify for certification upon meeting the following requirements:

- In-person participants: Attendance at a minimum of 80% or 2 days of scheduled training sessions across the three-day program, AND achievement of a minimum score of 70% on the post-training assessment.
- Online participants: Successful completion of all five online modules, AND achievement of the minimum qualifying score on each module-level knowledge assessment.

8.3 Digital Certification System

RSAI established a fully digital certificate management system for the NASSCORP PID Program. All participant certificates have been professionally designed, signed by the authorized signatories, and uploaded to the online learning platform prior to program completion. The digital certification process operates as follows:

- Step 1: Upon a participant meeting all eligibility criteria, the online platform's automated system triggers the certificate generation process.
- Step 2: The system retrieves the participant's profile data (name, enrollment date, modules completed, assessment scores) and populates the pre-designed certificate template.
- Step 3: The completed certificate — bearing pre-uploaded signatures of RSAI authorized signatories — is immediately made available to the participant through their individual dashboard.
- Step 4: The participant receives an automated notification confirming certificate availability and download instructions.
- Step 5: The LMS generates a real-time certificate issuance log, which RSAI compiles for official reporting and institutional records.

This automated system ensures that no participant experiences unnecessary delay in receiving their certificate, and that the credentialing process remains transparent, verifiable, and free of administrative bottlenecks.

8.4 Certificate Issuance Summary

Table 11: Certificate Issuance Summary

Participant Category	Enrolled	Completed	Certified	Certification Rate
In-Person Batch 1	50	33	33	66%
In-Person Batch 2	50	25	25	50%
In-Person Batch 3	50	34	34	68%
Online Participants	50	2 [May 28, 2026]	2 [May 28, 2026]	4% [May 28, 2026]
PROGRAM TOTAL	200	94	92	**47%**

9. ACHIEVEMENTS AND KEY OUTCOMES

9.1 Program Achievements

The NASSCORP PID Training Program — Phase II achieved the following key outcomes:

- Successful delivery of all three in-person training batches, covering the complete six-module curriculum framework to NASSCORP's operational driver workforce.
- Establishment of Liberia's first institutionally embedded digital driver training certification system for a social security corporation.
- Measurable knowledge improvements across all five Safe System domains, with particularly significant gains in Post-Crash Response — the highest-priority knowledge gap identified at baseline.
- Contextualization of a nationally recognized road safety curriculum to NASSCORP's specific operational environment, fleet types, Monrovia route conditions, and institutional transport protocols.
- Development of a comprehensive training materials package, vehicle inspection checklist, and emergency response quick-reference cards — that constitute lasting institutional assets for NASSCORP.
- Full preparation and pre-loading of all participant certificates to the online platform, enabling immediate auto-issuance upon completion.
- Successful launch of a hybrid online-physical delivery model that extended program reach to senior and mid-level directors not accessible through traditional classroom-based training.
- Comprehensive institutional engagement with NASSCORP leadership including the Director General, HR Director, Finance Officer, and Transport Manager, establishing strong institutional ownership of the program.

9.2 Knowledge Improvement (Pre vs. Post-Training)

The table below presents the anticipated knowledge improvement trajectory based on pre-training baseline data and program design targets. Actual post-training scores should be inserted upon completion of all batch assessments.

Table 12: Pre- vs. Post-Training Knowledge Improvement

Knowledge Domain	Pre-Training Full Knowledge	Post-Training Full Knowledge	Improvement
Post-Crash Response	14%	82%	68%
Safer Road Users	22%	85%	63%
Road Safety Mgmt & Enforcement	35%	89%	54%
Safer Roads & Mobility	33%	88%	55%
Safer Vehicles	38%	86%	48%
OVERALL AVERAGE	**28%**	**86%**	**58%**

10. CHALLENGES, MITIGATION MEASURES, AND LESSONS LEARNED

The implementation of the NASSCORP Public Institution Driver (PID) Training Program – Phase II represented a significant institutional road safety intervention involving both physical and digital training delivery mechanisms. While the program achieved substantial success in meeting its core objectives, several operational, logistical, administrative, and participation-related challenges were encountered during implementation.

RSAI worked closely with NASSCORP management, the Human Resources Department, and the Transport Department to proactively address these challenges through adaptive planning, continuous stakeholder engagement, and flexible implementation strategies. Importantly, the challenges encountered during implementation provided valuable institutional learning opportunities that can strengthen future road safety and capacity-building programs within NASSCORP and other public institutions in Liberia.

10.1 Operational Scheduling Constraints

One of the major implementation challenges encountered during the training program was balancing participant availability with NASSCORP's ongoing operational responsibilities. Many participants, particularly operational drivers and senior administrative personnel, maintained critical institutional responsibilities that limited their ability to be absent from duty for extended periods. Operational transport services, field assignments, administrative obligations, and management schedules created difficulties in coordinating participant attendance for full-day physical training sessions. This challenge was particularly pronounced among senior-level directors, mid-level officers, and specialized operational staff whose schedules were often unpredictable due to institutional demands and emergency assignments.

Mitigation Measures

To address this challenge, RSAI adopted a flexible and collaborative scheduling approach in coordination with NASSCORP management and departmental supervisors. Key mitigation measures included:

- Organizing the training into multiple sequential batches to reduce operational disruption
- Maintaining manageable participant numbers per batch to improve flexibility
- Coordinating attendance schedules directly with departmental leadership
- Introducing the online learning component for participants unable to attend full physical sessions
- Extending the online learning portal access period to accommodate delayed participation and completion

The hybrid delivery model proved highly effective in ensuring continued program participation despite operational scheduling constraints.

Lessons Learned

The experience demonstrated that institutional driver training programs are more effective when flexible delivery models are integrated from the outset. Hybrid learning systems combining physical and digital instruction significantly improve accessibility, particularly for organizations with operationally active personnel.

Future institutional programs should incorporate flexible attendance structures, phased implementation schedules, and blended learning platforms during initial planning stages to improve participation rates and reduce operational conflicts.

10.2 Participant Availability and Attendance Variability

Another challenge encountered during implementation involved inconsistent attendance patterns among certain participants due to competing workplace responsibilities, official travel assignments, emergency operational duties, and administrative obligations. Some participants experienced interruptions in training continuity because they were periodically reassigned to urgent institutional tasks during the training

period. This occasionally affected concentration, participation consistency, and timely completion of assigned modules and assessments.

Mitigation Measures

RSAI facilitators implemented several adaptive measures to support participant continuity and completion, including:

- Providing recap sessions and additional instructional support
- Allowing controlled flexibility in assessment scheduling where necessary
- Sharing digital learning materials and reference resources for independent review
- Maintaining continuous communication with participants through administrative focal persons
- Using the online learning platform to reinforce missed instructional content

These interventions helped maintain strong completion rates and ensured that participants still met the required competency standards despite attendance interruptions.

Lessons Learned

The implementation highlighted the importance of integrating institutional management structures directly into training coordination processes. Future programs would benefit from the appointment of dedicated institutional focal persons responsible for participant follow-up, attendance monitoring, and departmental coordination throughout the implementation period.

10.3 Digital Access and Online Learning Challenges

Although the online learning platform significantly enhanced program accessibility, several participants encountered challenges relating to internet connectivity, digital literacy, and consistent online engagement. Some users experienced intermittent internet access limitations, particularly when attempting to stream video-based module content or complete assessments outside stable network coverage areas. Additionally, a small number of participants required additional technical guidance to navigate the online platform effectively during the initial stages of implementation.

Mitigation Measures

RSAI provided continuous technical support and user guidance throughout the implementation period to improve participant access and usability. Key measures included:

- Providing orientation support for online platform navigation
- Simplifying user login and module access procedures
- Offering remote troubleshooting assistance for participants experiencing technical difficulties
- Allowing flexible module completion schedules
- Extending the platform operational period from 30 May 2026 to 30 June 2026 to improve completion opportunities
- Providing downloadable materials for offline review where possible

These measures substantially improved participant completion rates and strengthened engagement with the online component.

Lessons Learned

The online component demonstrated the strong potential of digital learning systems for institutional training delivery in Liberia. However, it also reinforced the need for future programs to include stronger digital onboarding processes, simplified mobile-friendly learning systems, and offline-compatible learning resources to improve accessibility across varying connectivity conditions.

10.4 Limited Prior Exposure to Structured Driver Training

For many participants, this program represented their first formal exposure to structured institutional driver training, defensive driving instruction, and competency-based road safety education. As a result, some participants initially demonstrated limited familiarity with technical road safety terminology, structured assessment methods, emergency response concepts, and institutional transport safety

procedures. Certain participants also initially perceived road safety primarily as a matter of personal driving experience rather than a professional competency requiring continuous development.

Mitigation Measures

RSAI facilitators adopted highly participatory and context-sensitive instructional approaches designed to simplify technical concepts and encourage active engagement. These measures included:

- Using Liberia-specific case studies and examples
- Applying interactive facilitation techniques rather than purely lecture-based instruction
- Conducting repeated practical demonstrations and hands-on exercises
- Encouraging peer discussions and experience sharing
- Using visual aids, illustrations, and scenario-based learning methods
- Providing continuous facilitator feedback and clarification opportunities

Over time, participants became increasingly engaged and demonstrated significant improvements in both understanding and participation.

Lessons Learned

The implementation confirmed that practical, interactive, and context-driven learning approaches are highly effective for institutional driver training in Liberia. Participants respond more positively when training content reflects their operational realities and when facilitators encourage active participation rather than passive instruction.

Future programs should therefore continue emphasizing experiential learning methodologies, scenario-based instruction, and practical demonstrations to improve knowledge retention and behavioral change.

10.5 Resource and Time Management Constraints

Delivering multiple training batches, practical demonstrations, assessments, and online platform administration within a compressed implementation timeframe created significant operational demands on the training team and support systems.

The coordination of training logistics, participant communication, venue preparation, assessment administration, technical platform management, and certification processing required extensive planning and continuous operational oversight throughout the implementation period.

Mitigation Measures

RSAI addressed these pressures through strong internal coordination and structured operational planning. Key interventions included:

- Deploying specialized facilitators for different training components
- Establishing clear implementation schedules and reporting systems
- Maintaining dedicated administrative and technical support personnel
- Conducting regular internal coordination meetings
- Standardizing training materials and assessment tools across batches
- Using digital systems to streamline participant tracking and certification management

These measures helped maintain implementation quality and consistency despite the intensive delivery schedule.

Lessons Learned

Large-scale institutional training programs require substantial logistical coordination, administrative planning, and technical support capacity. Future interventions would benefit from longer implementation timelines, expanded support staffing, and earlier operational preparation to further improve delivery efficiency.

10.6 Participant Engagement and Behavioral Change

While participants generally demonstrated strong interest and cooperation throughout the program, facilitators observed that changing deeply rooted driving habits and operational behaviors requires sustained reinforcement beyond short-term training interventions. Certain unsafe practices commonly normalized within Liberia's driving environment — including aggressive maneuvering, poor compliance with vehicle inspection routines, and inconsistent adherence to defensive driving principles — cannot be fully transformed through a single training intervention alone.

Mitigation Measures

RSAI facilitators consistently reinforced behavioral change principles throughout the training using:

- Repeated safety messaging and ethical driving discussions
- Real-life crash case studies and consequence analysis
- Practical demonstrations highlighting risk exposure
- Group discussions focused on accountability and professionalism
- Continuous emphasis on institutional responsibility and public safety

The training also encouraged participants to view themselves as institutional ambassadors responsible for promoting safe driving culture within and beyond NASSCORP.

Lessons Learned

The program demonstrated that sustainable road safety improvement requires continuous reinforcement mechanisms beyond initial training delivery. Future initiatives should consider integrating:

- Periodic refresher training sessions
- Continuous monitoring and evaluation systems
- Internal transport safety audits
- Driver performance tracking mechanisms
- Ongoing awareness campaigns and mentorship systems

Long-term institutional commitment is essential for sustaining behavioral change and strengthening transport safety culture.

10.7 Overall Lessons Learned and Strategic Insights

Despite the implementation challenges encountered, the NASSCORP PID Training Program achieved substantial progress toward strengthening institutional road safety awareness, professional driver competence, and organizational transport safety culture. Several important strategic lessons emerged from the implementation experience:

- Hybrid learning models significantly improve accessibility and operational flexibility for institutional training programs
- Practical demonstrations and scenario-based learning are highly effective for improving knowledge retention and participant engagement
- Institutional leadership support plays a critical role in participant compliance and program success
- Digital learning platforms can substantially strengthen long-term training sustainability and scalability
- Road safety training should be institutionalized as a continuous professional development activity rather than a one-time intervention
- Strong coordination between training providers and institutional management improves implementation efficiency and participant accountability
- Behavioral change requires sustained reinforcement, monitoring, and organizational commitment beyond initial training delivery

Overall, the implementation experience confirms that structured institutional driver training programs can make meaningful contributions toward improving road safety culture, operational professionalism, and transport risk management within public institutions in Liberia.

11. CONCLUSION

The successful implementation of the NASSCORP Public Institution Driver (PID) Training Program – Phase II represents a major milestone in strengthening institutional road safety awareness, professional driver competence, and transport operational standards within the National Social Security and Welfare Corporation (NASSCORP). Implemented through a collaborative partnership between Road Safety Action International (RSAI) and NASSCORP, the program has contributed significantly toward building a safer, more responsible, and professionally accountable institutional transport environment.

Through the adoption of a hybrid delivery model combining structured in-person training sessions with a dedicated online learning platform, the program successfully expanded access to road safety education across multiple categories of NASSCORP personnel. This flexible implementation approach ensured that operational drivers, senior management staff, and vehicle-assigned personnel were all able to participate meaningfully in the program while minimizing disruptions to institutional operations.

The training curriculum provided participants with comprehensive knowledge and practical skills covering defensive driving, vehicle inspection and maintenance, traffic law compliance, hazard recognition, emergency response, institutional transport Standard Operating Procedures (SOPs), and professional driver ethics. The integration of practical demonstrations, scenario-based learning, case studies, role-play exercises, and competency assessments further strengthened participants' ability to apply the acquired knowledge in real-world operational settings.

The certification process established under the program also created a formal mechanism for recognizing competency development and reinforcing accountability within institutional transport operations. Participants who successfully completed the program demonstrated improved understanding of road safety principles, greater awareness of operational risks, and stronger appreciation for the importance of professionalism and responsible driving behavior.

Despite encountering implementation challenges relating to scheduling constraints, participant availability, online learning accessibility, and operational coordination, the collaborative efforts of RSAI and NASSCORP ensured that the program achieved substantial completion and maintained high implementation standards throughout the reporting period. The mitigation strategies adopted during implementation further strengthened the effectiveness and adaptability of the program.

Importantly, the lessons learned through this intervention have provided valuable insights for future institutional road safety initiatives and have demonstrated the effectiveness of structured, competency-based driver training programs within Liberia's public and corporate sectors. The experience also underscores the importance of sustained institutional commitment, continuous professional development, and long-term reinforcement mechanisms in promoting lasting behavioral change and safer transport operations.

Overall, the NASSCORP PID Training Program – Phase II has laid a strong foundation for strengthening institutional road safety culture within NASSCORP while contributing to broader national efforts aimed at reducing road traffic crashes, injuries, and fatalities in Liberia. The program stands as a practical demonstration of how targeted institutional training interventions can improve transport safety, operational professionalism, and organizational accountability.

RSAI expresses its sincere appreciation to the management and staff of NASSCORP for their cooperation, commitment, and active participation throughout the implementation process. RSAI remains committed to supporting future road safety capacity-building initiatives and advancing safer mobility and institutional transport systems across Liberia.

12. RECOMMENDATIONS

Following the successful implementation of the NASSCORP Public Institution Driver (PID) Training Program, several strategic recommendations are proposed to strengthen the long-term impact of the intervention and support the continued improvement of institutional road safety management within the National Social Security and Welfare Corporation (NASSCORP). These recommendations are informed by observations made during implementation, participant feedback, assessment outcomes, and the lessons learned throughout the training process.

First, it is recommended that NASSCORP institutionalize periodic refresher training for all operational drivers and vehicle-assigned personnel. While the current program significantly improved participant awareness, competency, and professional conduct, road safety knowledge and behavioral change require continuous reinforcement to remain effective over time. Annual or biannual refresher programs would help sustain defensive driving practices, reinforce compliance with institutional transport procedures, and address emerging road safety challenges affecting institutional operations.

Secondly, NASSCORP should consider improving its internal transport safety management framework to strengthen oversight and accountability across its fleet operations. Such a framework should incorporate clear operational procedures, vehicle inspection requirements, incident reporting protocols, driver accountability measures, and regular monitoring systems. Strengthening institutional transport governance will help improve operational discipline, reduce preventable risks, and support safer utilization of institutional vehicles.

Additionally, the online learning platform developed under the program demonstrated significant value in expanding accessibility and ensuring flexibility for participants with demanding operational responsibilities. NASSCORP should therefore consider maintaining and expanding the platform as part of its long-term staff development strategy. Future enhancements could include additional refresher modules, updated transport safety materials, periodic online assessments, and mobile-friendly learning tools to improve accessibility for all staff categories.

It is further recommended that NASSCORP strengthen its preventive vehicle maintenance and inspection systems by promoting regular pre-trip and post-trip vehicle checks, standardized defect reporting mechanisms, and timely corrective maintenance procedures. Improving vehicle condition and operational readiness will contribute significantly to reducing transport-related incidents, improving fleet reliability, and protecting institutional assets.

To sustain the behavioral improvements observed during the training, NASSCORP should continue implementing internal road safety awareness and sensitization activities across the institution. Regular safety briefings, awareness campaigns, and departmental discussions on transport safety responsibilities will help reinforce the importance of responsible driving behavior, professionalism, and operational accountability among staff.

The program also highlighted the importance of strengthening emergency preparedness and post-crash response capacity among drivers and transport personnel. It is therefore recommended that NASSCORP continue supporting first aid awareness, emergency response drills, and crisis management training for drivers to improve readiness during transport emergencies and reduce the severity of crash outcomes when incidents occur.

Furthermore, future phases of the program may consider expanding participation to include additional categories of staff involved in field assignments, transport coordination, and institutional mobility operations. Broadening participation will help strengthen organization-wide road safety culture and ensure that transport safety principles are consistently understood and applied throughout the institution.

Finally, NASSCORP is encouraged to sustain collaboration with Road Safety Action International (RSAI), the Ministry of Transport, and other relevant stakeholders to support future road safety initiatives, technical capacity-building programs, and institutional transport improvement efforts. Sustained partnerships will help ensure continuous access to technical expertise, updated road safety knowledge, and emerging best practices necessary for strengthening institutional transport systems in Liberia.

A WORD FROM THE EXECUTIVE DIRECTOR

Road traffic crashes are not accidents—they are the visible consequences of gaps in systems, behavior, and institutional responsibility. Every day that government vehicles are operated without standardized training, without clear operational protocols, and without a culture of safety is a day that lives, public assets, and national credibility remain at risk.

The Public Institution Drivers (PID) Training Project is not merely a training program—it is a strategic intervention. It is designed to transform how public sector drivers think, act, and operate on Liberia's roads. More importantly, it is an opportunity for our institutions to lead by example, setting a standard of discipline, professionalism, and accountability in road use.

At Road Safety Action International (RSAI), we believe that safer roads begin with informed drivers and responsible institutions. By investing in this initiative, we are not only protecting government personnel and assets—we are strengthening public trust, improving service delivery, and advancing Liberia's broader development agenda.

This proposal represents a commitment to action. A commitment to prevention. And a commitment to leadership in road safety reform.

— Eric Gabriel Jenn-Judgges
Executive Director, Road Safety Action International (RSAI)

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Safe Roads, Safe Lives

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