

Improving Road Safety through National and Regional Standards for Professional Driver Training in East Africa

Authors: Neil Rettie (Transaid) neilrettie@transaid.org and Caroline Barber (Transaid) barberc@transaid.org

Contributing author: Sam Clark (Transaid)

Abstract:

Transaid's Road Safety programme has made significant progress in raising professional driver training standards through working with partners in Eastern and Southern Africa. In 2015, Transaid was given the opportunity to strengthen driver training standards in East Africa further, through the development of a driver training curriculum for drivers of large commercial vehicles (passenger and freight) with the development of associated training materials for East African Community (EAC) member states as well as the development of a national motorcycle taxi training curriculum in Tanzania.

Whilst East Africa has significant trade potential, high transport costs are restrictive, in part attributed to high incidences of road crashes. Inadequate professional driver training and a lack of clearly recognised regional standards led the EAC Secretariat to support the harmonisation of standards throughout the region. Transaid carried out a review of current training procedures used across the EAC to identify best practice and inform the development of the driver training curriculum and associated training materials. Best practices were reviewed and led to the development of content on topics such as load security and carriage of dangerous goods. Transaid completed a standardised competence-based training curriculum specifying minimum standards of ability for drivers and clear training (theoretical and practical) modules with guidelines for trainers. The final curriculum will now be adopted as a regional standard by EAC member states and should act as a catalyst for the adoption of similar standards elsewhere in sub-Saharan Africa contributing to improvements in road safety and to a more efficient road transport sector.

Motorcycle crash rates remain stubbornly high in East Africa and it is likely that this is linked to the lack of good quality, accessible training programmes for riders. Regulation of the use of motorcycle taxis (boda boda) has proved difficult in an industry dominated by fragmented informal associations. Transaid collaborated with the transport regulator in Tanzania to assess current training provision for boda boda riders, review existing training materials and develop a new standardised curriculum. This was achieved through working closely with driving schools, boda boda riders and owners, their representative associations and passengers, and other key stakeholders. The new curriculum was officially launched in March 2016.

Key words: Boda Boda, motorcycle taxi, training, HGV, PSV, EAC, curriculum,

Background

This paper shares the findings from two Transaid assignments aimed at strengthening driver training standards in East Africa, with application beyond. One assignment reviewed existing standards for drivers of large commercial vehicles (passenger and freight) and produced associated training materials and developed a curriculum for use across the East African Community. The other looked at boda boda training standards in Tanzania and developed a new training curriculum.

Efficient and effective transport services and infrastructure facilitate domestic and international trade, contribute to national integration and provide access to markets, jobs, health care, education and other essential services. As nations continue to rapidly urbanise, public transit agencies/operators as well as commercial freight operators will play a key role in ensuring sustainable growth in Africa (TMEA, 2014). However, substantive and coordinated efforts are required to ensure that this growing demand for transport services does not translate into increased death and injury on the roads.

The World Health Organisation's Global Status Report on Road Safety 2015 estimates that in 2013 1.24 million people lost their lives on the world's roads with a further 20 to 50 million people suffering injury and/or disability. Road traffic crashes are now the leading cause of death for young people aged 15-29, the majority of which occur in economically developing countries (WHO, 2015). The cost of dealing with these consequences represents billions of dollars and the effects are felt from the household up to the national level. Road traffic injuries are therefore a huge burden for already over-stretched public health services and have a substantial impact on a country's development. Without action in a rapidly motorising world, the impact will only increase, with casualty rates being highest in the countries that can least afford it.

Whilst East Africa has significant trade potential, high transport costs are restrictive, in part attributed to high incidences of road crashes. An important challenge in overcoming this is the lack of standardised training and the capacity to deliver such training. The EAC Secretariat has been supportive towards harmonising improved standards to virtually all aspects of road transport operations and policies among the EAC member states, in an effort to fulfil the requirements of the EAC Treaty (TMEA, 2014). As part of its support to programme coordination, TradeMark East Africa (TMEA) pledged to provide assistance for the development of a common regional training curriculum, together with related training materials for drivers of large commercial vehicles (freight and passengers). This initiative was part of regional efforts to improve the training of road transport operators in East Africa. TMEA has already sponsored a Training Needs Assessment study to establish the actual situation on the ground within the EAC, which was completed in August 2012. Likewise, the EAC commissioned a Study for the Preparation of a Transport Facilitation Strategy for the East African Community focusing to a large extent on the harmonisation of driver training and testing, which was approved in June 2014 (TMEA, 2014).

Similar efforts were carried out by the Central Corridor Transit Transport Facilitation Agency (CCTTFA) in collaboration with Transaid and the National Institute of Transport (NIT) in Tanzania. Other institutions which have undertaken efforts to address transport safety in the region by focusing on enhancing driver training include the Kenya Transporters Association (KTA), the Chartered Institute of Logistics and

Transport (CILT - Tanzania), Uganda's Ministry of Works & Transport and Kenya's National Transport and Safety Authority (NTSA). The studies identified above reveal an acute shortage of professionally trained and qualified commercial vehicle drivers in the region, with only about 38% of the transport operators having ever undergone a professional training since being recruited. The study also established that there is an inadequate supply of trainers and training facilities and that with few exceptions, the quality and scope of training does not fully address the requirements of the industry. This situation has made it difficult for the EAC member states to generate professional transport operators that are recognised and accepted in the region.

As with the large commercial and passenger transport services, motorcycles also experience a lack of regulation and standardised training processes. The motorcycle taxi, known in many parts of East Africa as 'boda boda', has emerged as a key feature of rural and urban transport services. Boda bodas often operate where more conventional services are uneconomic or physically impossible. They are found in urban and rural areas and often act as feeder services to towns or major public transport routes (Howe, 2002). They are becoming increasingly available across East Africa, due to their convenience and their ability to meet demands that other services cannot, particularly door-to-door travel and accessing communities located beyond paved roads. Boda boda transport services were originally a Ugandan innovation that grew from small beginnings in the 1960s in the border region with Kenya (Calvo-Malmberg, 1994). The term itself is a corruption of the English 'border border'. Boda bodas mainly provide a passenger taxi service, although they can sometimes be hired to move goods (Howe, 2002).

There were reported to be a total of 10,036 registered boda bodas in Tanzania as of May 2013. In Dar es Salaam alone, there were at least 4,432 (Mugarula, 2014). The actual figure is likely to be much higher. In 2016 the total number of vehicles in Tanzania exceeded two million and over half of those were motorcycles and tricycles; a high percentage of which are used as boda bodas rather than for personal, private use. A recent study by road safety NGO Amend found that over 70% of all injuries suffered on rural roads [in Tanzania] involve a motorcycle and that boda boda riders have a 69% chance of being injured in any given year (Bishop, 2014). This being the case road safety interventions that target boda bodas could have a potentially transformational effect.

There are increasing road safety concerns about the rise of boda boda in Tanzania and increasing efforts by the Government of Tanzania to start regulating them. With a growing focus on boda boda regulation and pressure from the highest levels in government, SUMATRA (the Surface and Marine Transport Regulatory Authority) has been tasked with 'solving the boda boda problem'. It has proved difficult for the government to regulate the boda boda industry and a number of informal associations have developed in the region. In rural areas of Tanzania many associations are based around friendship groups according to previous AFCAP-funded research delivered by Transaid. SUMATRA is considering making it mandatory for boda boda riders/operators to join associations and undergo training. There is a risk that over-regulation could have a negative impact on the important service that boda bodas provide to people living in rural Tanzania. However, a level of regulation, support to boda boda associations, efforts to professionalise and provide quality training for boda boda riders and owners all hold considerable potential for positive change. In addition,

an improved service for boda boda users (including vulnerable groups) and a review of the processes for testing and licence acquisition can also have a significant impact.

The literature shows us that there is a lack of a standardised regional training standards and programmes for professional drivers in East Africa. It is likely that the lack of such standards and processes for quality training and testing is one of the causes of high death and injury rates amongst the driving population.

Methodology

Recognition of inadequate professional driver training and a lack of clearly recognised regional standards led the EAC Secretariat to support the harmonisation of standards throughout the region. In January 2015, TradeMark East Africa (TMEA) contracted Transaid to conduct a review of existing Passenger Service Vehicle (PSV) and Heavy Goods Vehicle (HGV) training curricula, instructor manuals and other training materials across the five partner states of the East African Community for adoption as a new EAC regional standard.

Transaid was also contracted to undertake an applied research project to review the current training available for motorcycle riders in Tanzania, work closely with key stakeholders and to make recommendations for adequate training programmes, with particular consideration to boda boda riders. This work was commissioned by the Africa Community Access Partnership (AFCAP, now RECAP) and funded by UKAid. There was clearly strong local support for building training capacity for boda boda riders in Tanzania. Once fully implemented, a curriculum to support professional training and certification of boda boda riders is expected to help reduce the number of deaths and injuries amongst the boda boda community and passengers/vulnerable road users. It is also hoped that this approach, which focused on engaging boda boda riders and a range of user needs, will help to ensure an improved service particularly for vulnerable groups. By bringing the boda boda riders and public authorities together, win-win positions can be achieved. Within this context Transaid was contracted to undertake an applied research project to review the current training available for motorcycle riders in Tanzania, to work closely with key stakeholders and to make recommendations for adequate training programmes, with particular consideration to boda boda riders.

HGV and PSV curriculum development methodology

The starting point was a literature review. The consultants began by reviewing the relevant curricula and training material sourced through official request from the EAC Secretariat and TMEA. This assignment was intended to be based on desk research, which meant that contact with driver training schools and government authorities was largely carried out remotely and using the official channels of the EAC. However, face to face interviews were also sought with key stakeholders where possible and in Tanzania and Uganda particularly, this was very fruitful. The team gained the endorsement from the respective national authorities (for example SUMATRA in Tanzania, the NTSA in Kenya etc.) to facilitate the sharing of materials by all involved. Where this was difficult, assistance was sought from the EAC Secretariat in achieving

this purpose. Material from beyond the EAC was also gathered for comparative purposes.

The review of curricula and training materials gathered helped to identify best practice and informed the development of the proposed EAC Standardised Regional Curriculum. The materials were assessed according to criteria including: clarity, current levels of utilisation, driver assessment criteria, practical content and how comprehensive they were. A summary of each existing curriculum was produced identifying its strengths and weaknesses. Identifiable gaps were addressed through developing training content with input from key stakeholders. Best practices were incorporated into training modules, covering topics such as driver walk-around checks, coupling and uncoupling a trailer, carriage of dangerous goods and load safety.

A combined stakeholder and technical meeting was held in May 2015 in Nairobi. A draft version of the curriculum was circulated two weeks prior to the workshop to allow input from the key stakeholders. Following feedback from this process and the workshop, the curriculum was further updated. Work then commenced to develop an instructors' reference manual and training materials for drivers of large commercial vehicles. Transaid found that there was limited existing material specific to large vehicles available at this level across the EAC. As such, considerable content had to be written as part of this assignment. The draft manual and training materials were then shared with the key stakeholders from across the EAC at the third meeting of the Regional Technical Committee of the East Africa Trade and Transport Facilitation Project on the 22nd July in Kigali, Rwanda and then updated based on feedback from stakeholders. This workshop included further discussion on recommendations for national and regional institutional frameworks that will regulate the training and certification of trainees.

With ongoing involvement from key stakeholders, and drawing on best practices in the region, Transaid has developed a standardised training curriculum that applies to drivers of large commercial vehicles (freight and passengers) for the East African Community. The competency-based curriculum specifies the minimum standards of ability for drivers of large commercial vehicles (freight and passengers). This includes the specification of training modules discerning clearly practical and theoretical training hours, entry requirements and duration of the course, as well as required previous training and experience. The final curriculum has been reviewed and approved by the Regional Technical Committee on East Africa Trade, Transport Facilitation Project.

This curriculum, when implemented across the EAC, will help to ensure a more harmonised approach to training drivers of large commercial vehicles. The curriculum is competency-based rather than merely knowledge-based. As a driver it is vitally important to be able to competently apply the knowledge gained into everyday situations and not just have the basic understanding.

The major topics covered by the curriculum are:

Classroom-based theory modules on:

1. Driving philosophy
2. Drivers' welfare & fitness to drive
3. Traffic laws, rules, regulations and other relevant laws

4. Road signs, signals & markings
5. Basic mechanical principles
6. Defensive driving
7. HIV/AIDS awareness
8. Customer care
9. Managing incidents
10. First aid
11. Transport documentation
12. Environment & transport
13. Carrying a load

On-vehicle based practical modules on:

1. Basics of driving
2. Reversing
3. Negotiating the road safely
4. Vehicle checks HGV
5. Vehicle checks PSV
6. Coupling & uncoupling the trailer

A driving instructor's manual was also developed, which is intended to complement the curriculum for large commercial vehicles. It is aimed primarily as a training aid and as a tool for instructors to help ensure quality and to provide key training materials to be shared with drivers during the training.

Rather than prescribe a rigid regime for trainers to follow, the instructors' manual should be seen as a guide to the content and skills that needs to be passed on to the trainees. Standard lesson plans have not been developed in order to allow the trainer and or training institution the flexibility to develop their own; in this way they can deliver the training in the most suitable manner for their customers, so long as the content of the curriculum is covered in full. Literacy levels amongst the trainees can vary greatly and the method of delivery would need to change in order to ensure all understand what is being taught so that they can implement this learning on the road safely and appropriately.

The approach used to develop the curriculum was highly participative. Examples of best practice were sought from the private sector, from associations, from the police, regulators and road safety professionals. It was important to build in adequate time for material gathering and evaluation. As outlined earlier, the existing materials were reviewed and mapped to develop a competency-based curriculum that represented best practices in areas such as load security and carriage of dangerous goods but that also responded to the regional context. Stakeholders were given the time to input and also to review drafts of the new curricula; this also helped to engender a spirit of shared ownership. The EAC took a leading role in bringing the stakeholders together across five member states and helping to manage the process within a six month timeframe. Collaboration with the authorities and associations was essential and should enable a smooth implementation of the new curriculum. Such an approach was effective and it is recommended in the development of future regional standards.

Boda boda curriculum development in Tanzania

The boda boda AFCAP-funded project in Tanzania began in December 2014 by gathering and assessing existing motorcycle training curricula and materials to identify any gaps that need to be addressed.

It was found that the majority of driver training schools contacted do not offer any motorcycle training. Of those that do, the majority only offer classroom-based theory training and do not offer practical training or any training specific to carrying passengers. The team contacted a total of 40 training schools, many of which are members of the Tanzania Private Driving Schools' Association (TAPDSA) or, in Swahili, Chama cha Shule Binafsi za Udereva Tanzania (CHASHUBUTA). The team found that less than half of them conducted motorcycle training and only eight agreed to share their materials.

A number of the training schools that were contacted did not conduct motorcycle training, or used to but this training had now ceased. For each of these, the researcher asked why this was the case. The following challenges were cited:

- Too few students attending the course
- Students failing to pay for the training
- Many boda boda riders do not have time to engage in the training as scheduled by the trainers
- Some training centres do not have the facilities to train motorcycle riders

Road Safety NGO Amend conducted research into the magnitude and characteristics of road traffic injury on low-volume rural roads in Kilolo District in early 2015 as part of an AFCAP funded study. They interviewed a sample of 125 boda boda riders and found that only 25% of the riders had licences. Furthermore only 4% of riders had received formal training which supports the findings of this study that training in rural areas is uncommon. Of the training schools that did conduct motorcycle training, most of them focused on theory training and did not conduct any practical training.

Even the schools offering training only offered this as bespoke training usually on behalf of private companies, as opposed to regular training offered to the public. The team also found that most driving schools are located in major urban centres. With a lack of enforcement capacity in rural areas there is little perceived demand for training and licensing, meaning that riders would have to travel for many kilometres to urban centres to receive training, which is often undesirable as it means missing valuable days of work. According to the traffic police, most riders 'in the interior' do not have a licence as there is limited means for enforcement. As such, many have not undergone any formal training and lack the motivation to do so, hence a lack of demand for rural schools. This supports the findings from Tanzania of AFCAP research on transport operator associations conducted in late 2013/early 2014. Of the almost 1.7 million vehicles registered in Tanzania between 1st May 2003 and 31st December 2014, 55% were motorcycles or tricycles. The police estimated that not only are 70% of all registered vehicles in Tanzania based in Dar es Salaam (with most of the remaining vehicles being in other towns), but also that up to 70% of all motorcycles are used as boda bodas. In rural areas it is expected that a much higher proportion of vehicles are motorcycles and, that they are ridden by unlicensed riders. While over 1.6 million

vehicles are registered in Tanzania, there are only one million valid licences as of January 2015. This leaves an important emerging picture of motorcycle taxi riders operating in rural areas where many may be unlicensed and where by the police force's own admission, enforcement is limited. Even if motorcycle riders wish to attend formal training and undertake formal licence acquisition they would likely have to travel to urban or peri-urban areas which may be prohibitively expensive.

It was vital that the development of the training curriculum had strong support from the relevant training schools and regulatory authorities, as well as feeding in valuable input from the motorcycle taxi riders themselves and that it addressed the needs of passengers. To ensure this key stakeholder input and support, SUMATRA and the Traffic Police were engaged from the outset and the project team conducted interviews with driving schools and regulatory authorities. Two stakeholder workshops were facilitated, the first being in Bagamoyo, which took a strongly participatory approach, gathering input from boda boda riders, owners and passengers. The second workshop took place in Dar es Salaam and focused on gathering feedback and input from the key regulatory authorities and ministries.

The needs of passengers with limited mobility, such as the elderly, expectant mothers and those with short term illnesses and long term disabilities have been addressed particularly in the 'Customer Care' module of the curriculum. Key to the development of this module were inputs from HelpAge International's Tanzania Country Director and Transaid consultants working on maternal health transport projects in collaboration with boda boda riders in Uganda.

To ensure that global and regional best practice was incorporated, input was also sought from outside Tanzania. This input included a highly experienced trainer from Zambia working closely with the lead consultants in the curriculum development. This was also supported by a key input from Uganda through the participation in the review workshop held in Dar es Salaam of a licensing officer from their Transport Licensing Board. An international road safety expert was also part of the project team.

As with the development of the EAC-wide HGV/PSV curriculum a participative approach proved highly effective. Transaid worked closely with the regulators and also consulted with the riders to understand the different perceptions and different needs from a new training approach. It was vitally important for the curriculum to meet the needs of all stakeholders and particularly regulators, operators and passengers.

Discussion and the way forward

Large commercial vehicles

To implement the new curriculum/instructors manual for large commercial vehicle training the following strategies are recommended:

1. Ensure an appropriate legal framework is in place to mandate use of the EAC standardised curriculum:

The Emergency Transport Scheme (ETS) project is running between July 2013 and June 2018. The ETS is a five-year project which covers 16 LGAs of Adamawa State, North-eastern Nigeria and is funded by Comic Relief and implemented by Society for Family Health (SFH) and Transaid, in collaboration with the National Union of Road

Transport Workers (NURTW), the Adamawa State Government and the communities. The scheme aims to provide affordable, accessible, safe, and timely means of transport for pregnant women during labour or obstetric emergencies by taking them to the nearest health facility using an existing, functioning and well-organized transport system, as provided by the NURTW. Since the first ETS drivers were trained in August 2014 routine data collection has shown that up until September 2016 8,126 women have used the scheme.

- i. MoU or a protocol from the EAC and Member States to mandate the EAC regional new large commercial vehicle training programme (this includes the new EAC standardised curriculum and instructors reference guide).
 - ii. This MoU/Protocol should also include details on regional coordination and mechanisms to ensure harmonised training and testing, licensing and auditing of driver training schools that are utilising the curriculum.
 - iii. It is recommended that training is made mandatory for large commercial vehicle drivers and that refresher training for licence renewal be required at regular intervals of a minimum three years and a maximum of 6 years. Mandatory refresher training for driving examiners is also recommended every three years.
2. Build large commercial vehicle driver training capacity in the region:
 - i. Selection of a regional centre of excellence. It is envisaged that such a centre would:
 - Act as a central point for regional capacity building programmes.
 - Take an important role in quality assurance and auditing of other training schools.
3. Ensure harmonised testing and licensing that is in line with the standards as defined by the curriculum, and is carried out by the appropriate national bodies.
4. Dissemination strategy; to raise awareness of the new curriculum and to support with buy-in from key stakeholders:
 - i. Effective communication to promote awareness of the new curriculum, targeting the stakeholders. Mass media may be used to promote awareness to transport operators as well as drivers.
 - ii. Directly engage training schools in all EAC partner states. The communication to training schools offering training on large vehicles should be more targeted. It is recommended that copies of the new EAC standardised curriculum and instructors manual be printed and distributed to all training centres in the EAC.
5. Investment in training facilities:
 - i. Investment is proposed in developing a regional centre of excellence for professional driver training. It is envisaged that an existing national training centre would be selected to be developed into a regional centre of excellence. As such investment would only be required where facilities are lacking.
6. Ensure robust auditing and a quality assurance mechanism:

- i. It is recommended that the regional centre of excellence be responsible for developing a robust auditing and quality assurance mechanism to ensure regional training standards are maintained.

Boda boda training

The boda boda AFCAP-funded work has seen the development of a new motorcycle curriculum for application across Tanzania. This is an important first step towards improving the quality of training delivered in Tanzania. However, there remains a significant challenge in that currently only a small proportion of training schools offer motorcycle training and most of these do not offer practical training elements. Even the training schools that do provide more comprehensive training do not currently run regular scheduled programmes for the public, but respond to ad hoc requests as and when they arise. The training schools are typically located in urban centres where they can anticipate higher volumes of trainees and where enforcement around licensing and testing is more active. Despite the existence of this new curriculum, there is still a lack of capacity around motorcycle training in general and especially motorcycle taxi training within Tanzania.

According to the Deputy Commander of the Traffic Police, there are no major regulatory barriers to implementing the curriculum, as driver training falls under the Ministry of Home Affairs and specifically the Commander of the Traffic Police. Hence they have a mandate to direct all driving schools to follow this curriculum for all new riders without the need for additional legislation. There is no separate driving licence for boda boda riders and this curriculum is broad enough to encompass both. The only module specific to boda boda riders is the important customer care module. Hence for licence acquisition for motorcycle riders, this curriculum is now well positioned for adoption by the Traffic Police and SUMATRA. However, for existing motorcycle rider licence holders, legislation will be required to mandate training in line with the new curriculum. Requirements for compulsory refresher training post licence acquisition would require legislation to be amended in line with what has been established for PSV and what is in the process of being established for HGV drivers.

Another challenge is likely to be people's ability to pay for the training when it becomes a mandatory part of licence acquisition. The proposed curriculum is designed to take 55 hours allowing flexibility in the number of days and the exact structure of the training; so that it can be offered full-time (10 days, each of approximately five hours training, plus theory and practical testing at the end of the course) or part time (20-30 days). This flexibility is likely to be very important so that people can continue to work and earn a living whilst training. The assumption is that riders will bring their own motorcycles and use their own fuel. This is likely to be acceptable for existing riders, but for licence acquisition a lack of training school owned motorcycles could be a limiting factor. Training schools will need to make this investment once training is made mandatory if they do not currently have adequate motorcycles that can be used for training. The NIT in Tanzania has a structure whereby potential students can deposit funds to an NIT account set up for this purpose. It allows people to save over time for the training and has proven popular for HGV and PSV courses. Other schools could look into similar arrangements. Finding the balance between quality training and affordable training in rural areas is a likely to be a challenge.

The following next steps are recommended:

- SUMATRA and the Traffic Police are to ensure that the new curriculum is endorsed and implemented as the national standard.
- SUMATRA and the Traffic Police should sensitise driving schools and the public through workshops and/or roadshows to highlight the requirements for implementing this curriculum.
- Comprehensive training material should be developed to support this curriculum to be used by all training schools/institutions to deliver effective and standardised training across Tanzania.
- Copies of this curriculum plus additional materials should be made available to all driving schools/institutions.
- The NIT could be engaged to deliver mini training sessions on the curriculum to groups of trainers from driving schools/institutions.
- Capacity building for training schools (training of trainers), associations and those responsible for testing and licensing.
- Follow up visits from SUMATRA, the Traffic Police and NIT to ensure training is being delivered to the required standard.
- SUMATRA could work with existing training schools to encourage the development of outreach training centres to service rural populations.
- The Traffic Police have plans to enhance enforcement in rural areas and this may also serve as a motivation for rural boda boda riders to undergo training and testing.

A new motorcycle riding test should be developed that will fully assess the candidates ability to ride a motorcycle safely. The test should include off-road manoeuvring as well as on-road riding assessment. The test should focus on ensuring that the competencies established within the curriculum are reached to a sufficient standard in order for the candidate to be eligible for a driving licence of the specific motorcycle category.

Driving examiners will need to be trained in order to be able to assess the competency of riders based on the standards set forth in this curriculum. The National Institute of Transport currently train driving examiners for the Tanzania Police Force and their curriculum for the 'Vehicle Inspector and Driver Examiner' course needs to be updated for use by new examiners. Existing examiners will need to undergo a short course to update their skills to meet the new motorcycle training and testing requirements. Candidates should only be eligible to sit the official Traffic Police riding test for licence acquisition, on presentation of the certificate awarded after successful completion of the training. This is the process followed for HGV and PSV licence acquisition. A driving licence should only be issued on presentation of valid certificate of training and proof of passing the police riding test in the category being applied for. This is the preferred approach in Tanzania and has already been adopted for PSV and is in progress for HGV.

An essential next step is the development of a boda boda instructor's manual in English and Swahili as well as the development of further training materials. These will support the implementation of the curriculum and help to ensure that training standards are consistent across the country. To address the issue of a lack of skilled motorcycle trainers, phase two should also consider how capacity can be built in Tanzania. This should focus on practical training of trainers for instructors from key training schools,

prioritising those that serve rural locations. Boda boda associations and regulators and those responsible for testing should also be included in this training.

Conclusion

These two initiatives have delivered a review of existing materials and the development of curricula and training materials for large commercial vehicles across the EAC and an appropriate training curriculum for motorcycle and tricycle taxi riders in Tanzania. The entire process has been supported by key stakeholders who include training schools and regulatory authorities, as well as feeding in valuable input from drivers, riders and addressing the needs of passengers in innovative ways. The proposals in this paper present opportunities that will transform lives by reducing death and injury on the roads. It is sincerely hoped that the newly developed curricula will be implemented and that the proposals for training, testing and licensing are also realised.

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