# DRIVER TRAINING CAPABILITY ASSESSMENT TOOLKIT

**About this tool:** The objective of this practical toolkit is to support any interested party in conducting an assessment of the capacity and capability of training institutions to conduct effective driver training. It can be used in a wide range of countries to assess driver training provided to students of any license class, and is intended to support an assessor to identify the key gaps and make recommendations on what capacity building or policy changes may be required. This toolkit is one of the outputs of a two-week driver training capacity assessment that took place in Cambodia. This toolkit is intended for practical use and is not exhaustive in content.

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## Methodology

The assessment should be carried out by a person sufficiently familiar with driver training/testing, with a full understanding of internationally recognised best practices as well as of minimum standards suitable for the environment where the assessment is taking place.

The assessment can be broken down into the following sections:

1. Review applicable laws and other related literature
2. Interview the key stakeholders
3. Observe current general driving standards
4. Observe training of drivers on the relevant classes of vehicles
5. Observe the testing of drivers of the relevant classes of vehicles
6. Review data developed and make appropriate recommendations

## Review applicable laws and other related literature

It is highly recommended that any assessment start with identifying the laws and other literature that are relevant to driver training in that country/context.

Key documents that should be reviewed:

1. Road Traffic Act and any amendments
2. Supporting regulations
3. Curricula for training drivers for each category of licence
4. Testing system for each category of licence
5. Curricula for training the trainer for each category of licence
6. Testing system for certifying trainers
7. Other relevant literature

Each document should be evaluated for:

* relevance
* comprehensiveness
* fitness for purpose
* conformity with other legislation (not being contradicted by other legislation/documents)
* weaknesses or omissions

## Interview the key stakeholders

The next step is to engage with the key stakeholders, who are outlined in the diagram below:

**Training Institutions:**

Management and Trainers

**Drivers:**

Student drivers and existing drivers of the relevant classes of vehicles

**Authorities:**

Agencies responsible for:

Developing and monitoring driving standards; regulating training institutions; conducting driving tests; enforcing the law

**End Users:**

Passengers and organisations/companies that employ drivers

**Figure 1: Stakeholder groups and their relationships**

The questions used in the interviews are designed to capture information from the four key stakeholder groups, whose opinions and feedback will not only be critical to assess their perception of the capability of training institutions, but should also be able to capture the current situation with regards to road safety and the concerns each interviewee may have.

Stakeholders such as drivers and passengers can be interviewed in groups of six to ten but there is need then to encourage participation and discussion rather than just answering the questions included in this toolkit person by person. Interviewing two or three people together can result in getting limited responses such as ‘I agree’ or ‘the same’ and an experienced facilitator is recommended. Use of ‘ice-breakers’ and active promotion of the sharing of stories and experiences can be useful techniques to promote openness and encourage dialogue. Take the time to create an environment where people feel their views are valued and importantly that the information they share will be treated respectfully and confidentially.

Use of a translator can greatly restrict the ability to fully interact with the interviewees and get the maximum amount of information. Try and minimise the impact of this by investing in some training of the translator so that they understand clearly the objectives of the study and why these questions are being asked.

## 5.1 Authorities’ Questions

As countries manage/oversee driver training in different ways; with various Ministries having varying responsibilities, the questions here are more discussion topics whose relevance will vary depending on the system in place.

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| 1. Road Crash Statistics |
| 1. Vehicle registration statistics |
| 1. Driving licence statistics |
| 1. Level of enforcement of licensing requirements and limiting factors |
| 1. Key Issues regarding driver training |
| 1. Identify good training institutions and why |
| 1. Identify bad training institutions and why |
| 1. Process for testing drivers for each category of licence |
| 1. Oversight/control – how are training institutions monitored and evaluated for the training they provide? |
| 1. Powers to ensure training is conducted to the minimum standard |
| 1. Weak points in training |

## 5.2 Training Institution Questions – Management

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| 1. For what categories of licence does your school/institution train drivers? |
| 1. How many vehicles do you have for each category? |
| 1. How many instructors do you have for each category? |
| 1. How do you recruit instructors? |
| 1. What qualifications do your instructors have? |
| 1. Where did/do your instructors get their training? |
| 1. Do they receive refresher training? |
| 1. What student to trainer do you operate? |
| 1. What are the duration of your training courses? |
| 1. How much classroom training is conducted? |
| 1. How much practical training is conducted? |
| 1. Do you train new or existing drivers? |
| 1. What curriculum do you follow? |
| 1. Did you create it yourself or source it from elsewhere? |
| 1. What oversight is there from the authorities? |
| 1. What facilities do you have? |
| 1. What constrains the amount of training you conduct? |
| 1. Describe how a driving test is conducted? |

## 5.3 Training Institution Questions – Instructor

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| 1. How many years have you been driving instructor? |
| 1. How many years have you been with this training school? |
| 1. For what categories of licence do you train students? |
| 1. Have you received formal training as an instructor? |
| 1. What was this training? |
| 1. Where did you receive this training? |
| 1. How long did the training take? |
| 1. How many hours theory training does a student driver get? |
| 1. How many hours practical training does a student driver get? |
| 1. Do you believe this is enough for the average student? |
| 1. Would you benefit from receiving more training as an instructor? |
| 1. What type of training would you want? |
| 1. Should refresher training for instructors be compulsory? |
| 1. How often should this refresher training take place? |
| 1. What constraints are there in the amount of training a student receives? |
| 1. What would improve the quality of the training for students? |
| 1. What could be done other than training drivers to improve road safety? |

## 5.4 Drivers’ Questions

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| 1. How many years have you been driving? |
| 1. What vehicles are you licensed to drive? |
| 1. How did you get your licence? |
| 1. What training have you undertaken? |
| 1. How long was the training? |
| 1. How much did the training cost? |
| 1. On a scale of 1 to 5 (1 being very poor and 5 being excellent) how would you rate the training provided? |
| 1. What do you think of the driving standard here in Siem Reap? |
| 1. Who are the best drivers? |
| 1. Who are the worst drivers? |
| 1. Would you want more training? |
| 1. What prevents/encourages you to undertake training? |
| 1. What areas of your driving would you most like to improve? |
| 1. Can you identify some good training institutions? |
| 1. Can you identify some bad training institutions? |
| 1. Why did you identify the ones you have? |
| 1. What made them good/bad? |
| 1. Do you work for a company? |
| 1. Is it a good company to work for? Why/Why not? |
| 1. Do they provide training? |
| 1. How many hours per day do you work/drive? |
| 1. In one month, how many days rest do you get? |
| 1. Are the vehicles you drive well maintained? |
| 1. In the last 3 years, how many accidents have you been involved in? |
| 1. Was there any loss of life in any of those accidents? |

## 5.5 Student Drivers’ Questions

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| 1. For what category of licence are you training? |
| 1. How much classroom based theory training have you received so far? |
| 1. How much classroom based theory training do you expect to undertake? |
| 1. How much vehicle based practical training have you received so far? |
| 1. How much vehicle based practical training do you expect to undertake? |
| 1. Do you enjoy the training? Why/why not? |
| 1. What part of the training do you enjoy most? |
| 1. On a scale of 1 to 5 (1 being excellent and 5 being very poor) how would you rate the quality of the theory and practical training you are receiving? |
| 1. Why have you chosen to attend this training school/institution? |

## 5.6 Operator Questions

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| 1. How many drivers do you employ? |
| 1. Where do you find your drivers? |
| 1. How do you assess the driving skills of prospective drivers? |
| 1. Do you training provide for your drivers? |
| 1. Who does this training? |
| 1. What is your retention rate for drivers? |
| 1. What is your perception of the standard of **your** drivers? |
| 1. What is your perception of the standard of **other** drivers? |
| 1. What is your perception of the quality of the training that is available locally? |
| 1. What type of training would you like to see available locally? |

## 5.7 Passenger Questions

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| 1. What types of public transport do you use? |
| 1. How often do you take public transport? |
| 1. How far do you travel by public transport? |
| 1. Why do you use that particular type? |
| 1. Do you use a particular company? Why? |
| 1. On a scale of 1 to 5 (1 being totally unsafe and 5 being very safe) how do you rate the safety of each form of public transport?    1. Motorcycle    2. Three Wheeler Vehicle (tuk tuk)    3. Taxi    4. Small bus    5. Large bus |
| 1. Rank the following in the order you would rate them from most important to least important:    1. Price    2. Quality of vehicle    3. Quality of driver    4. Fast journey time |
| 1. What **good** experiences have you had with public transport? |
| 1. What **bad** experiences have you had with public transport? |

## Observe current general driving standards

General observations should be made regarding the driving practices of drivers in the location where the assessment is being carried out.

1. Are traffic laws being obeyed?
2. Are there visible signs of effective enforcement?
3. What bad practices are common?

# Observe training of drivers on the relevant classes of vehicles

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| * Quality of theory training conducted and the classroom facilities available |
| * Quality of practical training and the training vehicles |
| * Lesson plans used to structure each training session |
| * Students briefed on learning outcomes for each lesson at the start |
| * A safe system of car control (e.g. The Hazard Drill) used throughout |
| * Instructions clearly given in good time and in a consistent manner |
| * Curriculum followed |
| * Safe practices taught |
| * Constructive criticism provided in encouraging manner |
| * Students de-briefed at end of lesson |
| * Learning outcomes for next lesson explained at end of the lesson |

# Observe the testing of drivers of the relevant classes of vehicles

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| * Testing conducted to a consistent standard |
| * Theory testing appropriate to the class of licence |
| * Practical testing assesses the candidate’s ability to manoeuvre the vehicle through set exercises safely |
| * Practical testing assesses the candidate’s ability to negotiate the road safely, obeys the law and interacts courteously with other road users in a safe manner |
| * The testing method clearly understood by the candidate |
| * Result of the test given and clearly understood by candidate, especially in regard to reasons for not having met the required standard to pass the test |

# Review data developed and make appropriate recommendations

At the end of the assessment all the information and data should be reviewed and complied into a report that can be easily read and understood. Where data is available it should be clearly presented and use of graphs, charts and photographs are recommended to illustrate key points. The recommendations should come out clearly. If the study has been comprehensive enough and if the data is available, it may be useful to prioritise recommendations and assign timescales and costs to each recommendation. Perhaps most importantly, the findings should not just be written down and then filed away. If opportunities for improvement have been identified they should be presented to those with the means to affect change. In this way it is hoped that such studies will be a catalyst for change and contribute to a reduction in deaths and injuries on the roads.