



# Setting the test



Brussels, 3 December 2010



# Presentation themes

1. CIECA – members and activities
2. Setting the scene – drink-driving regulations in Europe
3. Addressing risks in driver testing and training (test, post-licensing measures, risk awareness education)

# CIECA - Key Facts

- **Platform organisation**

- 47 Members in 37 countries – mostly in the EU – who design and deliver theoretical and practical driving tests
- Managed by a Permanent Bureau elected by the General Assembly with a Secretariat based in Brussels
- Consultative status at the United Nations Economic Commission for Europe

- **Working arrangements**

- data collection and analysis
- workshops, seminars, conferences, audits
- permanent expert groups to enhance peer-to-peer learning and exchange of good practice information

# CIECA - close to EU developments

## So far...

- CIECA helped inform about and deliver various EU Directives
- Significant involvement in EU projects since 2000
- Contributed to preparatory work for EU Road Safety Action Programme 2011-2020 (Consultation Paper, Report, two preparatory workshops)

## Objectives

- Designing CIECA strategy that is consistent with the next EU Road Safety Action Programme 2011-2020
- CIECA to be a forward-thinking organisation especially in the fields of driver/rider education and training as well as assessment

# Drink driving - setting the scene

- The problem:
  - 7.4% of health problems and premature deaths are alcohol-related
  - Young people particularly at risk (10% of deaths among young women [age 15-29]; 25% among young men)
- Legislation:
  - Commission Recommendation of 17 January 2001 on the maximum permitted blood alcohol content (BAC) for drivers of motorised vehicles
  - 3rd Driving License Directive (content of theoretical and practical driving test)
  - Focus of EU Road Safety Action Programme 2011-2020: Priority 4 – Strengthening education and training for road users

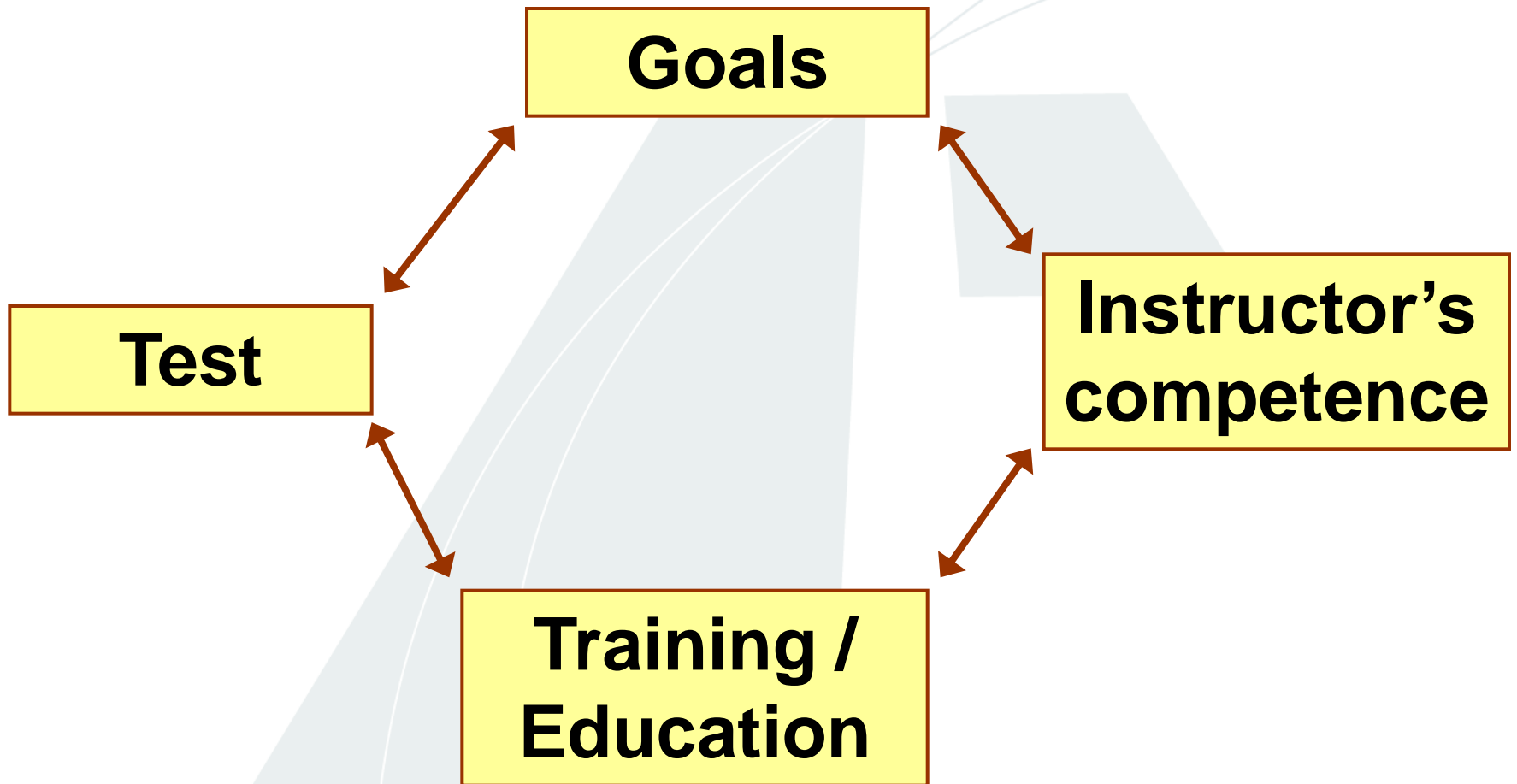
# Drink driving regulations - overview

Country	Blood Alcohol Limit (Licensed Drivers)	Blood Alcohol Limit (Novice Drivers)
Austria	0.5 ‰	0.1 ‰
Belgium	0.5 ‰	
Bulgaria	0.5 ‰	
Croatia	0.5 ‰	
Cyprus	0.5 ‰	0.2 ‰
Czech Republic	0.0 ‰	
Denmark	0.5 ‰	
Estonia	0.2 ‰	
Finland	0.5 ‰	
France	0.5 ‰	
Germany	0.5 ‰	0.1 ‰
Great Britain	0.8 ‰	
Hungary	0.0 ‰	0.0 ‰
Ireland	0.5 ‰	0.2 ‰
Latvia	0.5 ‰	0.2 ‰
Lithuania	0.4 ‰	0.2 ‰
Luxembourg	0.5 ‰	0.2 ‰
Malta	0.8 ‰	
Netherlands	0.5 ‰	0.2 ‰
Northern Ireland	0.8 ‰	
Norway	0.2 ‰	
Poland	0.2 ‰	
Portugal	0.5 ‰	
Romania	0.0 ‰	
Slovenia	0.5 ‰	0.0 ‰
Spain	0.5 ‰	0.3 ‰
Sweden	0.2 ‰	
Switzerland	0.5 ‰	

# GDE matrix (Goals for Driver Education)

		Essential elements of driver training		
		Knowledge and skills	Risk-increasing factors	Self-evaluation
Hierarchical levels of driver behaviour	4. Personal characteristics, ambitions and competencies	<ul style="list-style-type: none"> <li>lifestyle</li> <li>peer group norms</li> <li>personal values and norms</li> <li>etc.</li> </ul>	<ul style="list-style-type: none"> <li>sensation-seeking</li> <li>adapting to social pressure</li> </ul>	<ul style="list-style-type: none"> <li>impulse control</li> <li>risky tendencies</li> <li>personal risky characteristics</li> </ul>
	3. Trip-related context and considerations	<ul style="list-style-type: none"> <li>choice of route</li> <li>estimated driving time</li> <li>estimating urgency of the trip</li> </ul>	<ul style="list-style-type: none"> <li>physiological condition of driver</li> <li>social context and company in vehicle</li> </ul>	<ul style="list-style-type: none"> <li>personal skills with regard to planning</li> <li>typically risky motives when driving</li> </ul>
	2. Mastery of traffic situations	<ul style="list-style-type: none"> <li>application of traffic rules</li> <li>observation and use of signals</li> <li>anticipation of events</li> </ul>	<ul style="list-style-type: none"> <li>vulnerable road users</li> <li>breaking traffic rules / unpredictable behaviour</li> <li>information overload</li> <li>difficult (road) conditions</li> </ul>	<ul style="list-style-type: none"> <li>strengths and weaknesses regarding driving skills in traffic</li> <li>personal driving style</li> </ul>
	1. Basic vehicle control	<ul style="list-style-type: none"> <li>control of direction and position of car</li> <li>technical aspects of vehicle</li> </ul>	<ul style="list-style-type: none"> <li>improper use of seatbelt, headrest, sitting position</li> <li>under-pressure tyres</li> </ul>	<ul style="list-style-type: none"> <li>strengths and weaknesses of basic vehicle control</li> </ul>

# Cornerstones of driver education/ training



# Addressing risk in training & testing

- Drink-driving and influence of alcohol addressed in theoretical driving test
- Post-licensing measures for novice drivers
- Risk awareness education
- AND -> Test influencing training and elements that cannot be tested need to be trained

# Role of theoretical tests

- Raise awareness of alcohol and other impairment issues
- Improve understanding of alcohol risks
- Check knowledge of consumption rules
- Check knowledge and raise awareness of penalties

For the future –

- Assess driver attitudes and motivation?

# Post-licensing measures: reduce exposure

## Examples of Post-Licensing Measures (probationary period):

- ✓ Zero alcohol tolerance
- ✓ Easier licence withdrawal/ lower tolerance for offences
- ✓ Improvement courses for novice offenders
- ✓ Night-time driving ban or obligatory night-time accompaniment
- ✓ (Peer-age) passenger restrictions
- ✓ Mobile phone restrictions
- ✓ Restrictions on engine power
- ✓ Speed restrictions
- ✓ Novice driver display plates
- ✓ (Facilitate cheap access to public transport for target group)

# Risk awareness education: examples

- Accompanied driving
  - Before or after the driving test
  - With a parent or designated person
  - Increase practice & make aware of risks
  - Opportunity to develop risk reducing strategies
  - German post-license accompanied driving suggests 22% of accident reduction
- Obligatory risk education
  - Training modules e.g. Sweden (180 minutes theory and practical training)

# Risk awareness education: 2<sup>nd</sup> phase

- 1. Themes:** Social behaviour in general/ alcohol/ fatigue/ distraction/ driving with friends/ speeding/ driving as a form of self-expression/ showing off...
- 2. Methods:**
  - Accident case studies (analysis & countermeasures)
  - Novice driver risk profiling (e.g. questionnaire)
  - Self-evaluation: what would be my typical accident?
  - Role plays/ dilemma games
  - Discussion of driving experiences

# Risk awareness education: remedial

- **High risk groups identified by their behaviour**
  - Convictions? Accident involvement?
- **Trying to re-integrate those drivers**
  - Employment and educational opportunities
- **Smarter responses**
  - Challenging the cause, rather than relying just on deterrence
  - EU project Module Close to (peer-education)

# Enabling instructors

Ensuring instructors have the knowledge and skills to help trainees to understand and accept responsibility for their actions

## **MERIT project (2004 – 2007)**

**Minimum European Requirements for Driving Instructor Training**

- Focus on the skills and competencies of driving instructors
  - Recommendations for driving instructor standards

## **HERMES project (2007 – 2010)**

**High impact approach for Enhancing Road safety through More Effective communication Skills**

- Development of a coaching training package for driving instructors:
  - Make training more learner oriented and more effective

More information [www.cieca.be](http://www.cieca.be) (Projects and Studies)

**Thank you for your attention!  
Questions?**

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