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Development of Responsible Drivers  
– the Norwegian way

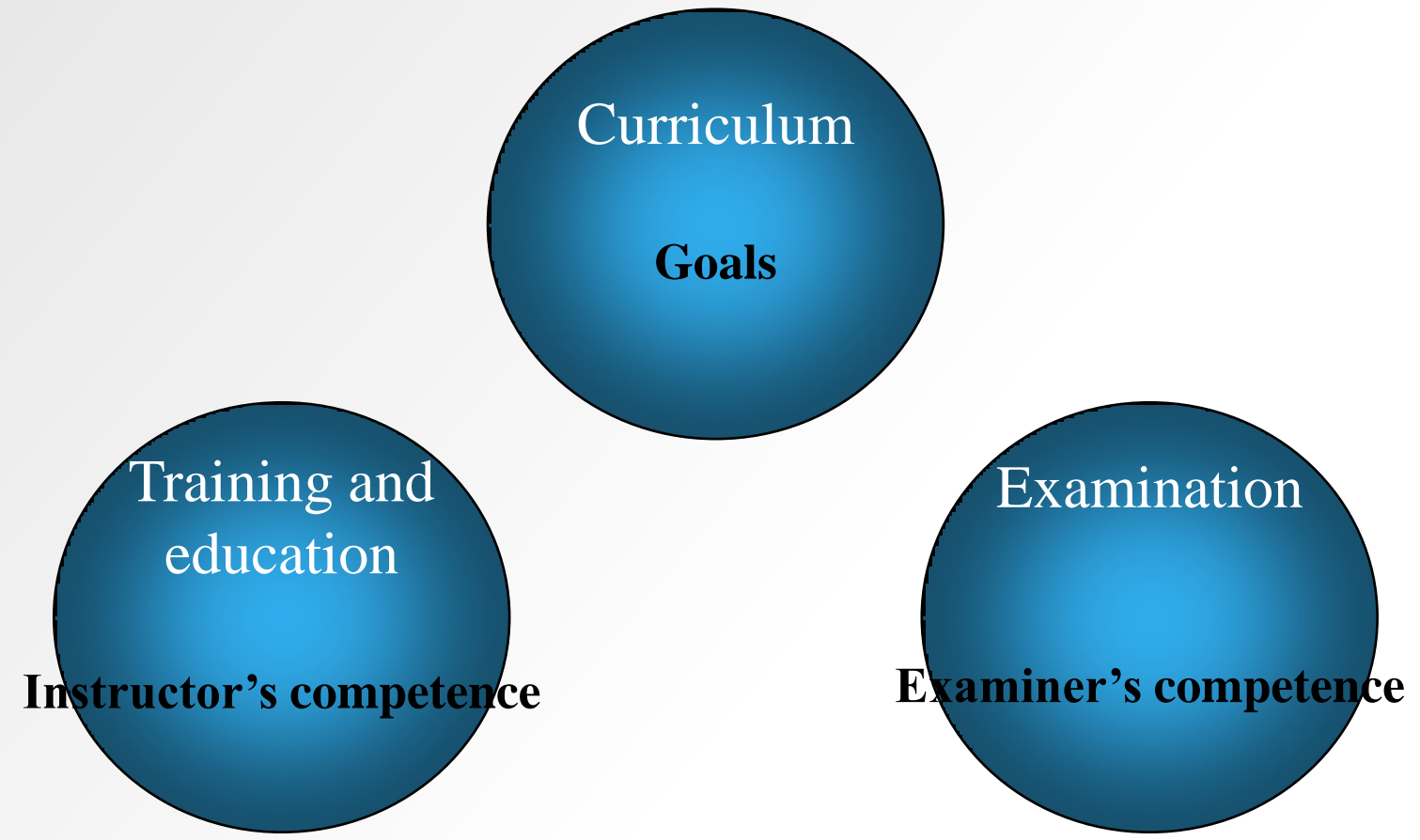
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# Responsible driver



- Safe
- Eco-friendly
- Responsible

# Educational model



<b>Subject:</b>	Skills and knowledge	Risk-enhancing factors	Self-assessment
Social environment			<b>Personality-related competencies</b> <ul style="list-style-type: none"> <li>• Self-awareness</li> </ul>
Personal goals for life and skills for living			<ul style="list-style-type: none"> <li>• Background motives for actions, values etc</li> <li>• Person's own life management</li> </ul>
Goals and context of driving			
Mastery of traffic situations	<b>Task-related competences</b> <ul style="list-style-type: none"> <li>• Basic knowledge and skills (manoeuvring and risk)</li> </ul>		
Vehicle handling and manoeuvring	<ul style="list-style-type: none"> <li>• Knowledge regarding traffic situations and risk increasing factors</li> </ul>		

Methods:	Skills and knowledge	Risk-enhancing factors	Self-assessment
Social environment			<ul style="list-style-type: none"> <li>• Experiences</li> <li>• Reflection</li> <li>• Dialogue</li> <li>• Self-assessment</li> </ul>
Personal goals for life and skills for living			
Goals and context of driving			<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Critical thinking</li> <li>• Analyzing</li> <li>• Problem-solving</li> </ul> <p><b>Lifelong learning</b></p>
Mastery of traffic situations	<ul style="list-style-type: none"> <li>• Vehicle handling</li> <li>• Reading (legislation, etc.)</li> </ul>		
Vehicle handling and manoeuvring	<ul style="list-style-type: none"> <li>• Exercises</li> </ul>		



	Skills and knowledge	Risk-enhancing factors	Self-assessment
Social environment			Assessment <b>FOR</b> learning
Personal goals for life and skills for living			
Goals and context of driving			Assessment <b>OF</b> learning
Mastery of traffic situations			
Vehicle handling and manoeuvring			

# Instructor's competence

## Pedagogical

- Arrange the possibilities for the learner to experience and reflect upon those experiences
- The learners assumptions have to be taken into account
- Analyze, understand and reflect upon the content and working methods in the curriculum and regulations
- Help the learner in developing learning strategies and create a constructive and including learning environment

# Driving test



- Observable skills
- Minimum standard
- Support to the training
- It is not possible to assess responsibility
- It is difficult to assess self evaluation skills related to the higher levels of GDE



# Examiner's competence



- Directive requirement:
  - «..be able to drive to a consistently high standard»
- Examiner's driving standard
  - Emphasised in initial and periodic training
- Holistic assessment of candidate's performance
  - Largely competence based
- Written confirmation of candidates competence



Thank you for your attention!