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CIECA : worldwide driver testing experts

- CIECA is the *International Association for Driver Testing*, based in Brussels, Belgium (www.cieca.be). Founded in 1956 by 7 national driver testing authorities, CIECA now includes members from 33 countries worldwide[1].
- CIECA members are ministries, agencies and private companies who are responsible for driver testing.
- CIECA and its members exchange best practice in the field of driver training and testing, and manage international research projects and events on these themes (Advanced, NovEV, TEST, MEDRIL – http://www.cieca.be/projectsstudies_en.pp).
- Previous external events include *BikeSafety* 2002 (http://www.cieca.be/bikesafety_en.pp).
- CIECA is an established project partner of the European Commission and has contributed significantly to EU Driver Licensing legislation.
- In 2004, CIECA became one of the first signatories of the European Road Safety Charter[2]. CIECA intends to play a major role in ensuring that EU member states properly implement the requirements of the forthcoming 3rd EU Driving Licence Directive[3].

[1] *Algeria, Australia, Austria, Belgium, Croatia, Czech Republic, Denmark, Estonia, Faeroe Islands, Finland, France, Germany (2), Great Britain, Hungary, Iceland, Ireland, Israel, Latvia, Lithuania, Luxembourg, Malta, Monaco, Netherlands, New Zealand, Northern Ireland, Norway, Poland, Portugal (2), the state of Quebec, Spain, Sweden, Switzerland and Tunisia. Associate members include EFA, EUROTRA and AAMVA (USA).*
[2] http://www.europa.eu.int/comm/transport/roadsafety/index_en.htm
[3] http://www.europa.eu.int/comm/transport/home/drivinglicence/doc/2006_memo_driving_licence_en.pdf

Foreword

This is the congress report of CIECA's 50th anniversary congress on the subject of 'Lifelong learning in road safety'. Held in Marseille on June 9 2006. This bi-annual congress brought together over 350 delegates from Europe, North America, North Africa and Australasia. These participants were experts from the scientific and practical world of road safety, representing both the driver training and testing sectors. As a symbol of ongoing cooperation between the training and testing sectors, EFA (the European Driving Schools Association) gained an 'associate member' status of CIECA at the CIECA General Assembly on the previous day.

This lifelong-learning congress addressed the road safety training and educational needs of every member of society, 'from the cradle to the grave'. Internationally renowned speakers from 8 countries – in addition to a European Commission representative – spoke on subjects ranging from driver licensing for learner and novice drivers and educational needs of parents with young children, to fitness to drive issues for older drivers.

All presentations were made in English, with the exception of 2 French speeches. All the following summaries are in English. Full texts are available for download from the CIECA website for the majority of the presentations, as are the powerpoint slides.

We wish you happy reading, and – until 2008!

Willem Vanbroeckhoven
CIECA President

1. The role of education in French road safety policy

Rémy Heitz
DSCR (France)

France has made a considerable impact on the European Commission's objective of halving road deaths in Europe by 50% by 2010, and it wants to continue to play an active role in this area. In the last 4 years, the number of road fatalities in France has been reduced from 8000 to less than 5000.

Jacques Chirac, the President of France, has made road safety one of his main objectives of his mandate between 2002 and 2007. Our national road safety plan is based on:

- Law enforcement
- Involvement of everyone (companies, schools, local authorities and associations)
- A range of different initiatives, congresses and meetings.

In 2006, our work will continue to focus on the fundamental road safety themes of speed, alcohol and drugs, especially cannabis, as well as the non-use of seatbelts.

With respect to enforcement, the number of speed guns will be increased from 1000 to 1500 by the end of this year, and roadside testing of alcohol and drug consumption will continue. We are also working with our international neighbours to sign agreements to aid cross-border enforcement cooperation.

The GDE matrix is a key feature of lifelong learning in road safety education, especially the two higher levels of the matrix. This is particularly important for people between 15 and 24 years old who are overrepresented in road deaths (25.8% of road fatalities but only 13% of the population. Road deaths are the main cause of death for boys between 15 and 19.

France has various road safety educational tools built into its school curriculum:

- Risk awareness begins in primary schools
- Theory training is delivered in a multi-disciplinary manner in the 5th year (14 years old) and 3rd year (16 years old).
- These certificates are necessary to progress to the Brevet de Sécurité Routière (certificate of road safety) which is necessary to ride cyclomoteurs (5 hours practical training) and to progress to the category A or B driving test.

With regard to the AAC Accompanied Driving programme for initial driver training, more than 30% of category B drivers are training using this method in France, combining a mixture of professional driver training and lay instruction (with parents). This approach has had very good results in terms of the pass rate at the driving test but is yet to show a difference in terms of accidents rates amongst novice drivers.

Meanwhile, in an effort to promote mobility amongst young people, the government has decided to introduce the concept of a 'driving licence for one euro per day'. Learner drivers will be able to benefit from special loans to finance their initial driver training. This new initiative is being combined with contracts between driving schools and the State with regard to the quality of training they deliver.

The category B theory test was radically changed in 2003 in an effort to promote risk awareness more in the driving test. The practical test has been extended to 35 minutes across the whole country, and significantly more driving examiners have been recruited. From September 2006, we will also be focusing on other issues, such as environmentally-friendly driving in training and testing.

France introduced a probationary licence in 2004 for novice drivers. It, like many other European states, involves a probationary period of 2-3 years (depending on the type of training taken) and stricter penalties based on the recently introduced penalty points system. These measures are of particular interest to us because it affects novice car and motorcycle drivers which are 2 road user groups which have not benefitted from the overall improvements in road fatalities since 2002.

France has greatly benefitted from membership of CIECA and it looks forward to more stimulating and fruitful cooperation with CIECA in the future.

2. Lifelong road safety education and EU policymaking

Dr Stefan TOSTMANN
European Commission

(See CIECA website for powerpoint presentation).

Dr Tostmann presented 2 aspects of road safety from a European perspective:

1. The current state of road safety in the European Union (EU)
2. The areas in which the European Commission and EU are active in the field of road safety, with a particular emphasis on safe driving

1. The current state of road safety in the European Union (EU)

The EU's goal of halving road fatalities by 2010 has resulted in continuing reductions in road fatalities, but is falling behind schedule. Of the total of 25000 lives that the 25 members of the European Union are trying to save, 9500 lives have been saved so far (to 2005).

Two-thirds of all road fatalities can be attributed to car accidents, as opposed to mopeds (6%), motorcycles (14%) and bicycles (6%).

Looking into more detail at the national level regarding road fatalities, some countries are making more progress than others. Whereas France (2800 lives saved) and Luxembourg have made significant gains in the last 5 years, the situation in countries like Hungary and Lithuania has actually deteriorated.

Road fatalities in the EU

	1991	2001	2004	2004/2001		1991	2001	2004	2004/2001
Belgique/België	1.873	1.486	-	-	**Luxembourg**	83	70	49	-30%
Česká republika	1.331	1.334	1.382	4%	**Magyarország**	2.120	1.239	1.296	5%
Danmark	606	431	369	-14%	**Malta**	16	16	13	-19%
Deutschland	11.300	6.977	5.842	-16%	**Nederland**	1.281	993	804	-19%
Eesti	490	199	170	-15%	**Österreich**	1.551	958	878	-8%
Ελλάδα (Elláda)	2.112	1.880	1.619	-14%	**Polska**	7.901	5.534	5.712	3%
España	8.837	5.517	4.749	-14%	**Portugal**	3.217	1.670	1.294	-23%
France	10.483	8.162	5.530	-32%	**Slovenija**	462	278	274	-1%
Ireland	445	412	379	-8%	**Slovensko**	614	614	603	-2%
Italia	8.109	6.691	5.625	-16%	**Suomi/Finland**	632	433	375	-13%
Κύπρος (Kypros)/Kibris	103	98	117	19%	**Sverige**	745	583	480	-18%
Latvija	923	517	516	0%	**United Kingdom**	4.753	3.598	3.368	-6%
Lietuva	1.173	706	752	7%	**EU**	**71.160**	**50.396**	**43.500**	**-14%**

The European Commission plans to further encourage the EU member states by:

- Organising a European Road Safety Day (April 2007)
- Maintaining a road safety scoreboard – with visible benchmarking between the member states
- Implement Europewide campaigns
- Give higher visibility to the European Road Safety Charter (http://ec.europa.eu/transport/roadsafety/charter.htm)
- Joining forces with the health community - UN/WHO

2. The areas in which the European Commission and EU are active in the field of road safety

The European Union is active in developing policy and legislation with regard to:

- Vehicle safety
- Driver licensing
- Road infrastructure safety, and the
- Road Safety Observatory

In terms of driver licensing and education, the European Commission is particularly involved in user behaviour in fields of education, training, licensing, enforcement, and driver rehabilitation.

Involvement in these fields mostly takes the form of EU research projects and studies. For more details, see http://ec.europa.eu/transport/home/drivinglicence/research/index_en.htm

Recently, political agreement was reached for a 3rd Driving Licence Directive, paving the way for the introduction of new tighter rules on issues such as anti-fraud, harmonisation of vehicle licence categories and minimum training requirements for driving examiners. A single licence model in credit card format will replace the more than 110 different models currently in circulation. The Directive will enter into force by the end of 2006 and therefore be applicable at the latest at the end of 2012.

A directive on mandatory training / testing / ongoing training for professional drivers (2003/59) will also come into effect soon (2008 / 2009).

A recent study involving CIECA on future standards for driving instructors (MERIT – see www.gutefahrt.at/merit or www.cieca.be) may lead to a Commission initiative in this area. The Commission also intends to draft a synthesis of research in the field of driver education, for debate and future action.

Important Commission websites include:

Commission transport website
http://europa.eu.int/comm/transport/index_en.html

CARE database
http://europa.eu.int/comm/transport/home/care/index_en.htm

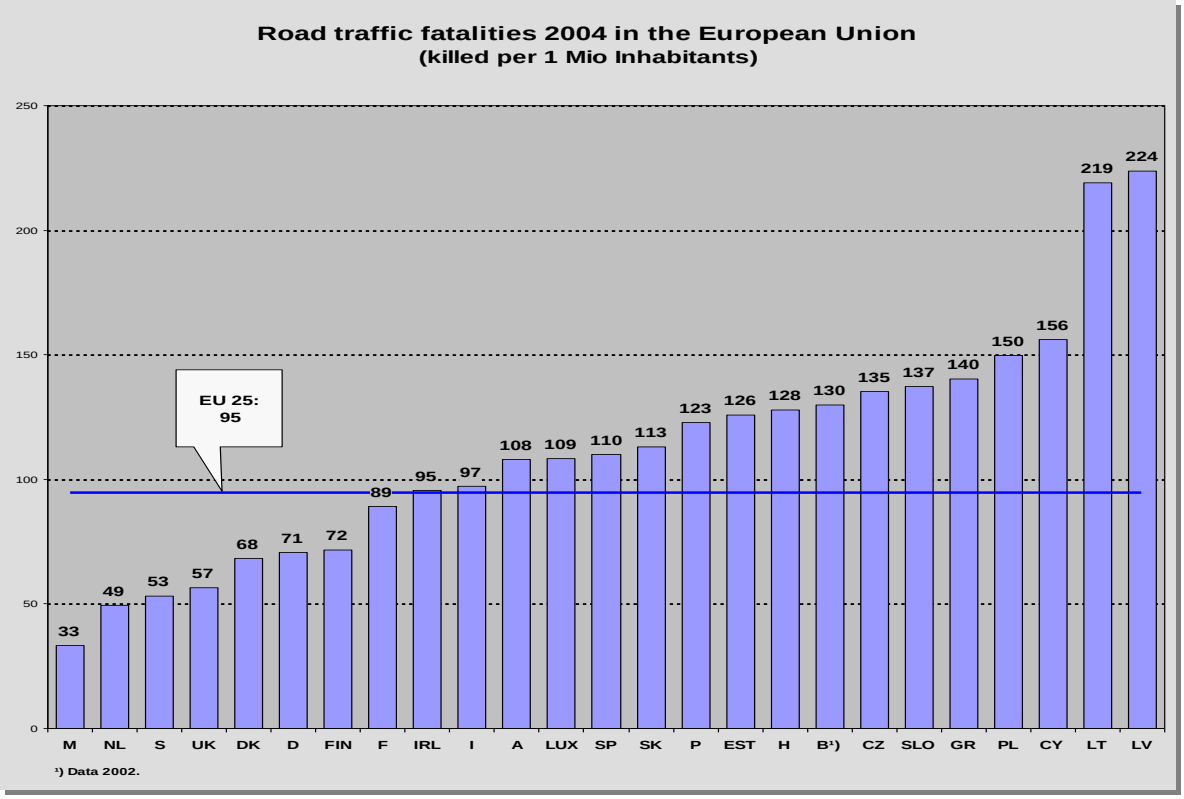
Driving licences
http://europa.eu.int/comm/transport/home/drivinglicence/index_en.htm

3. Lifelong education: the context in terms of road accidents

Dr Gregor BARTL
Institut Gute Fahrt (Austria)

(See CIECA website for full text and powerpoint presentation).

Dr Bartl pointed that, whilst there have been significant reductions in road fatalities in Europe over the last two decades, the number of injured as a result of road accidents has not. Whilst this may be linked with increasing numbers of vehicles on European roads, it is likely that improved vehicle safety has contributed significantly to saving lives, whereas driver behaviour remains responsible for accidents and injury.



In general, women tend to have more road accidents per kilometre than men, but accidents involving males tend to be more serious. In terms of pedestrians, more men are killed as pedestrians than women, with one exception: Finland.

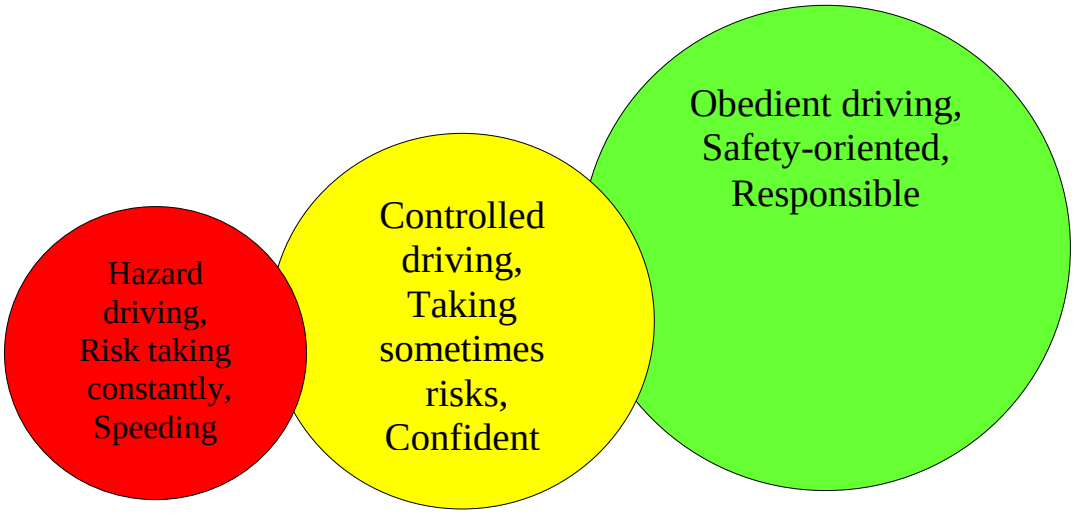
Young drivers are more likely to be involved in single-vehicle accidents, i.e. where no other vehicle is involved. In contrast, older drivers are more likely to have accidents at crossroads. Also, as age increases, the likelihood of accident involvement in the early afternoon increases considerably.

Motorways are relatively safe compared to national highways: 3 times more people are killed on national highways than on motorways. Drivers are 8 times more likely to die as a result of a road accident if they are not wearing a seatbelt.

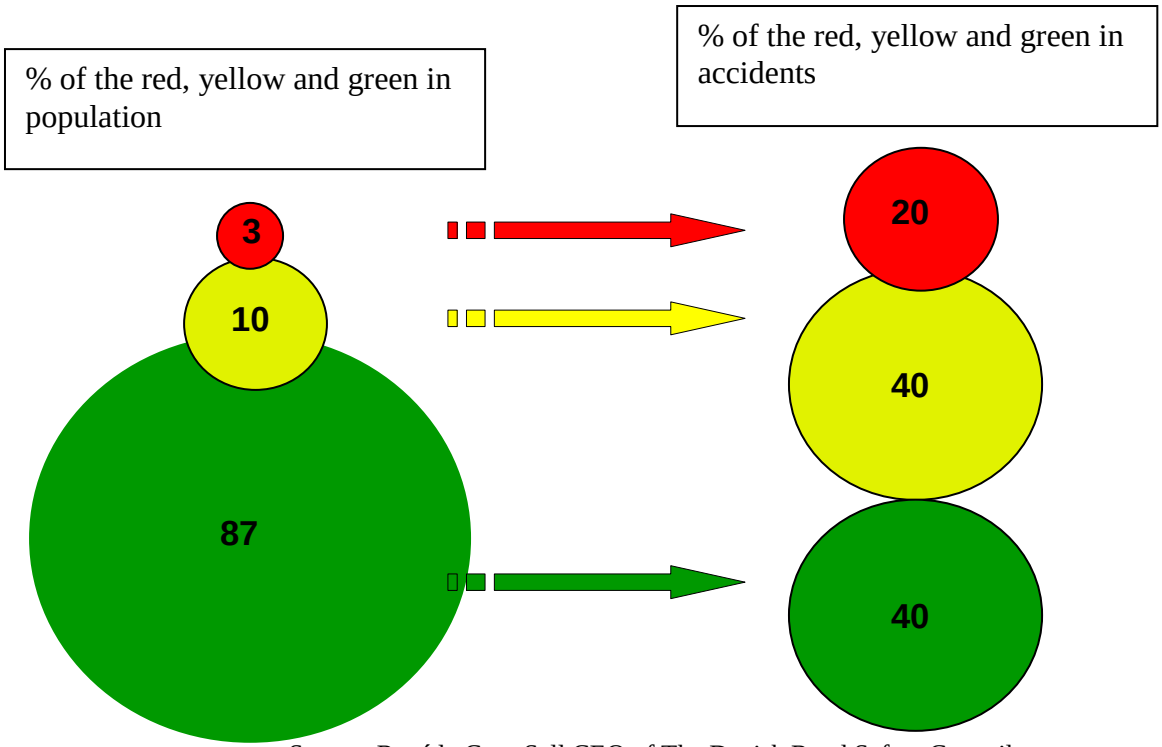
A recent study in Austria (www.gutefahrt.at) suggests that lack of attention is the main cause of road accidents, particularly for drivers between 45 and 54 years old, and 17 to 24 years old. The reasons for this lack of attention are presented in the study; being 'lost in thought' is the most frequent response. A poor appreciation of the situation features highly as a cause of road accidents amongst 17-24 year old.

Young drivers' accident involvement is highly correlated with lifestyle. A Danish study showed that 13% of young drivers were responsible for 60% of accidents. These 13% were classified as either high or moderate risk in terms of lifestyle, as opposed to low risk.

3 Categories of Young Drivers



Source: René la Cour Sell CEO of The Danish Road Safety Council



Source: René la Cour Sell CEO of The Danish Road Safety Council

4. Education and training in schools

Jan VISSERS
DHV (Netherlands)

(See CIECA website for full text and powerpoint presentation).

Mr Vissers explained how the Dutch are introducing a lifelong road safety education programme in the Netherlands. In particular, he explained:

- The concept of lifelong learning
- The different steps in the process of developing a lifelong education programme
- The different target groups
- The need for educational goals
- How the GDE matrix (Goals for Driver Behaviour) was being used to develop educational goals for each age category

The concept of lifelong learning in road safety focuses on the development of the necessary knowledge, skills and attitudes for safe participation in traffic. It is important to identify the classic shifts in modes of traffic participation at various ages in life, and to develop programmes to take account of these shifts.

The different phases in the programme implementation process used in the Netherlands are:

1. Definition of target groups
2. Formulation of general goals
3. Specific educational goals (GDE-matrix)
4. Inventory and assessment of materials
5. Development of new materials

The target groups were identified as:

1. Pre-school education (0-4 years)
2. Primary school (4-12 years)
3. Secondary school (12-16 years)
4. Novice drivers (16-25 years)
5. Licence holders (25-60 years)
6. Elderly traffic participants (60+ years)

Educational goals were then set for each of these target groups. The goals were based on the specific needs for each age category and were founded on the GDE matrix. The GDE matrix outlines goals for road safety education on different levels of driver behaviour (vehicle manoeuvring, participating in traffic, journey-related goals and finally goals for life and skills for living). The goals are then split into 3 categories: knowledge and skills, risk awareness and self-evaluation, as below:

		Essential elements of driver training		
		Knowledge and skills	Risk-increasing factors	Self-evaluation
Hierarchical levels of driver behaviour	Personal characteristics, ambitions and competencies	• lifestyle • peer group norms • personal values and norms • etc.	• sensation-seeking • adapting to social pressure	• impulse control • risky tendencies • personal risky characteristics
	Trip-related context and considerations	• choice of route • estimated driving time • estimating urgency of the trip	• physiological condition of driver • social context and company in vehicle	• personal skills with regard to planning • typically risky motives when driving
	Mastery of traffic situations	• application of traffic rules • observation and use of signals • anticipation of events	• vulneable road users • breaking traffic rules / unpredictable behaviour • information overload • difficult (road) conditions	• strengths and weaknesses regarding driving skills in traffic • personal driving style
	Basic vehicle control	• control of direction and position of car • technical aspects of vehicle	• improper use of seatbelt, headrest, sitting position • under-pressure tyres	• strengths and weaknesses of basic vehicle control

Once the educational goals are defined for each target group, the next step is to survey any existing road safety educational material to see what already can be used to meet the goals. A gap analysis is then performed to see what is missing so projects can be undertaken to fill the gaps.

Mr Vissers emphasised the importance of new teaching methods, such as coaching – rather than traditional teaching – and the active participation of pupils, learning by experience and ensuring that there is continuity in the learning process in the shift from one target group to another. He also insisted that there should be more focus on higher order skills than is currently the case (see the top two levels of the GDE matrix).

The EU ROSE-25 project aimed at inventorising existing educational material and programmes for young people in the field of road safety. More information can be found at http://ec.europa.eu/transport/rose25/index_en.htm .

5. Driver Licensing: an European perspective

Dr Mika HATAKKA
Liikenneturva (Finland)

(See CIECA website for powerpoint presentation).

Dr Mika Hatakka was project manager of the EU BASIC project, which looked at new models in initial driver training in Europe. The report (http://www.cieca.be/basicdoc_en.pp) concluded that there is no single measure that is effective on its own for producing safe drivers. All available training measures should be used, including:

- Training with professional driving instructors
- Driving with parents or other adults (accompanied driving)
- Phasing the training into different modules, possibly before and after the test
- Developing the driving test itself, to improve its validity in assessing safe driving competencies and for guiding the content and methods used in initial driver training
- The use of demerit-point systems

Dr Hatakka argued that there are no clear results demonstrating the superiority of any existing – formal or informal – training system for learner and novice drivers. There may be a fundamentally better way of training novice drivers, but this optimal system has not yet been found.

He described an ideal educational system for learner and novice drivers to contain the following elements:

- Clear goals and contents for training
- Enough feedback to improve behaviour and for learning
- Theoretical and practical training must support each other
- Possibility to gain enough experience
- A valid environment to practise necessary skills
- A learning period long enough to consolidate the skills and knowledge into memory
- An optimal learning climate

Policymakers can use these elements and the list of available training measures (above) to benchmark their existing programmes for learner and novice drivers, and to see how existing systems can be improved.

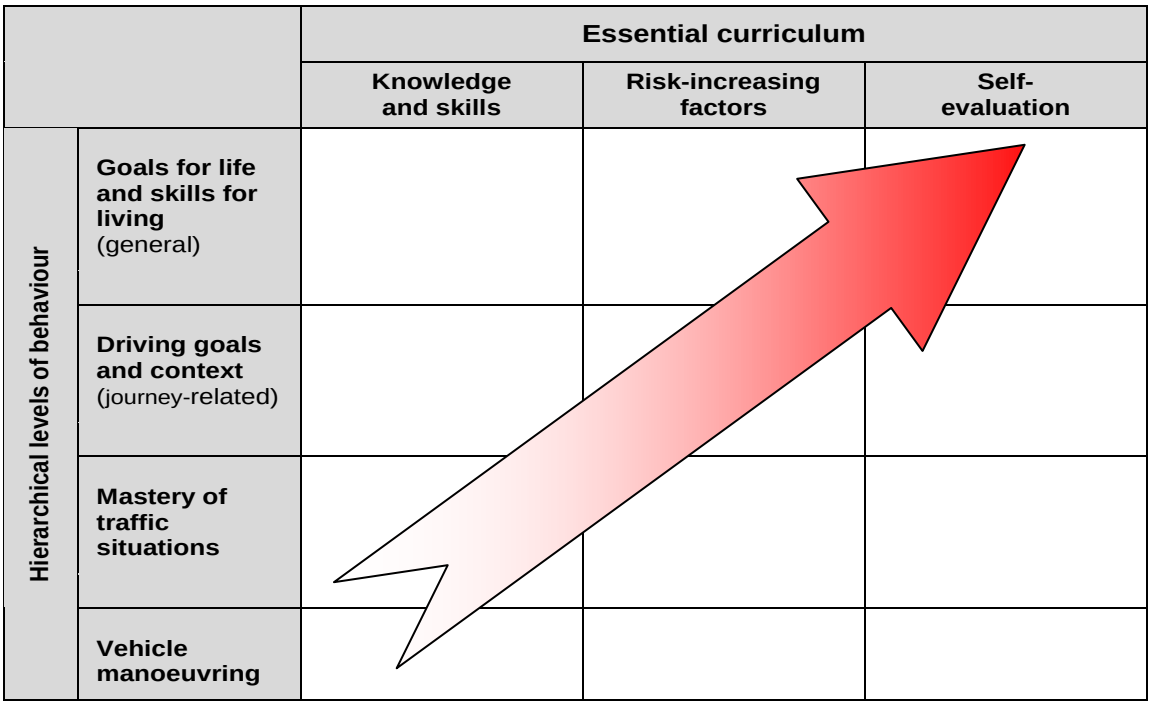
The BASIC project proposed an IDEA approach to driver training whereby both structured professional methods and practice through accompanied driving are used. The professional driver training is a good way to develop basic driving skills, for getting advice on how to learn, giving goals for training and tools for learning to learn. Accompanied driving is beneficial for accumulating more experience and making driving an everyday activity.

Dr Hatakka, like Mr Vissers, also believes that driver training should focus more on the higher levels of driver behaviour and on self-evaluation skills (see GDE matrix). He sees the challenges as follows:

1. Driving instructors need more knowledge of the social and motivational aspects of driving, and on how to coach as well as instruct

2. The higher levels of driver behaviour - goals and contents of driving, and goals and skills for life - should be addressed based on personal experiences (constructivistic learning)

3. Learner and novice drivers require an extended, protected learning period which includes accompanied driving, a low violation threshold, and strict consequences for non-compliance.



6. Driver Licensing: A North American perspective

Dr Allan WILLIAMS
Insurance Institute for Highway Safety (USA)

(See CIECA website for powerpoint presentation).

Initial experiences with structured professional driver training were negative in North America. A series of worldwide reviews on the effectiveness of professional training seemed to confirm these results. This paved the way for an alternative approach to driver training in the mid-1990s when 'Graduated Licensing' systems began to be introduced on a state-by-state basis.

The principles of graduated licensing are as follows:

- Keep young beginners out of high-risk driving situations
- Encourage low-risk on-road practice driving
- Find appropriate trade-off between safety and mobility
- Delay full driving privileges until teenagers are older and starting to mature out of risky driving practices

Based on these principles, the following foundations were created for graduated licensing:

1. A pre-test *learner stage* of at least 6 months, requiring parent certification of at least 50 hours of practice
2. A post-test *intermediate stage* where the driver is allowed to begin driving solo, but cannot drive unsupervised late at night or when transporting young passengers.
3. A *full-licence* is delayed for 18 months following the driving test. (Parts of Canada and New Zealand have a second 'exit' driving test at the end of this period, but it is more usual for this period simply to lapse and for the novice driver to apply for a full licence).

Graduated licensing is thus based heavily on the concept of accompanied driving (learning to drive with parents) and compliance with post-test restrictions (late night driving, passenger restrictions).Graduated licensing has now become the norm in the vast majority of US states, as shown below:

	# of states	
	1995	**2006**
Learner stage at least 6 months	**0**	**44**
At least 30-50 hours of certified practice	**0**	**30**
Nighttime restriction	**8**	**45**
Passenger restriction	**0**	**35**

Evaluations of graduated licensing programmes have been highly positive, leading to up to 34% reductions in crashes amongst 16-17 year old drivers.

Evaluation of graduated licensing programmes

	Age groups	Crash reductions
British Columbia	**16-18**	**16%**
California	**16**	**22%**
Florida	**15-17**	**9%**
Michigan	**16**	**29%**
North Carolina	**16**	**34%**
Nova Scotia	**16**	**23-37%**
Ohio	**16-17**	**23%**

Whilst school-based driver training programmes and professional driving instruction is declining in the USA, Dr Williams feels that there are components of both graduated licensing and a more European-system of professional instruction that can work successfully together, such as:

- 2-phase driver education programmes (Austria, Finland, Switzerland…)
- Programmes with a parent component
- Partnering driver education and lay instructors (parents) to maximise supervised driving experience
- Giving an advisory capacity to driving instructors so they can help motivate parents to become better supervisors.

In conclusion, Dr Williams stated that:

- Graduated licensing in the U.S. has become popular, well accepted, and has reduced the young driver problem.
- Graduated licensing and driver education co-exist, and coordinating these two programs has potential for further reducing the problem.
- The possibilities for coordination have not been fully explored or tested.

7. Challenges for the driving test

Chris BAUGHAN
TRL (United Kingdom)

Chris Baughan was unable to attend the Congress due to a last-minute inconvenience. The full text of his speech, and powerpoint presentation, can be found in the annex.

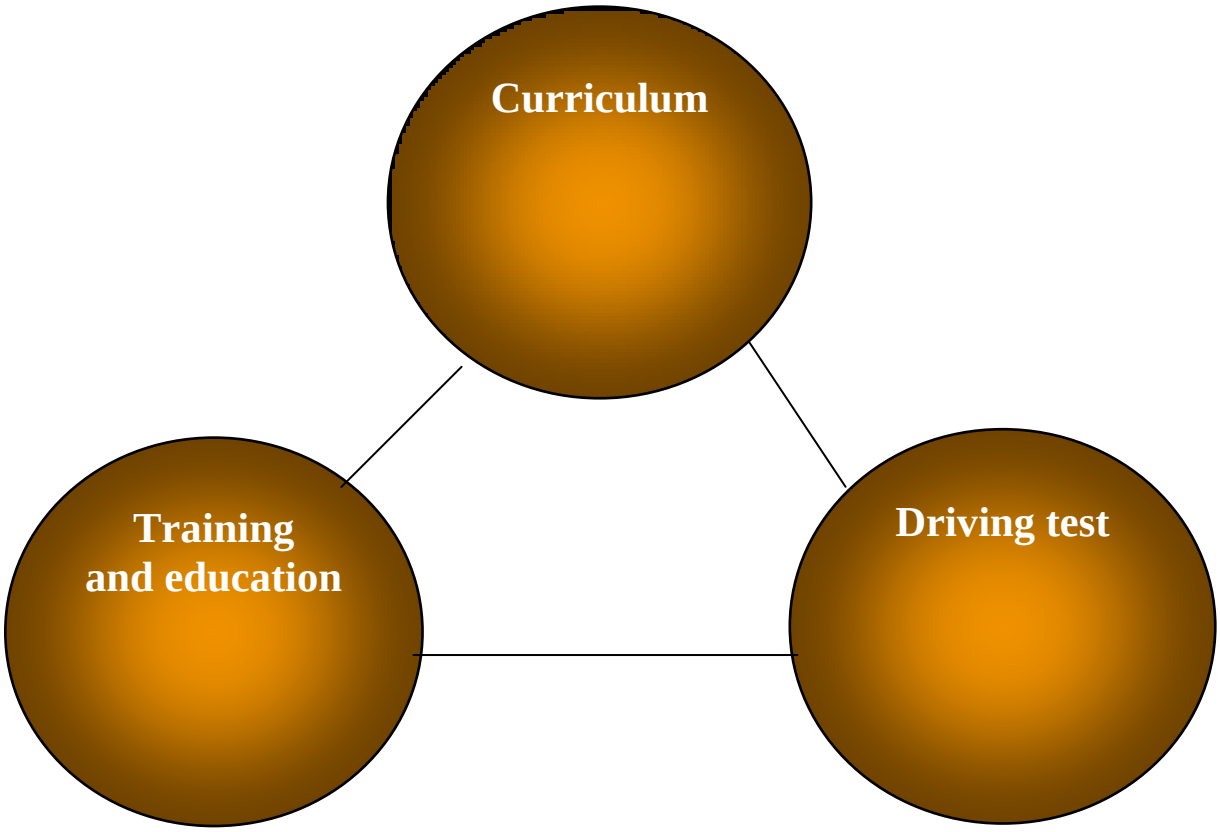
8. Ongoing training for driving instructors and examiners

Per Gunnar VELTUN
NPRA (Norway)

(See CIECA website for full text and powerpoint presentation).

Driving instructors and examiners are trained together in Norway. This reflects the Scandinavian approach to safe driving whereby the success of driver training is dependent on full coordination between:

- The curriculum (research-based goals for producing safe drivers)
- Training and education (involving driving instructors, in terms of content and methods)
- The driving test (involving driving examiners)



Importantly, the driving test cannot – at least currently – assess the attitudes and motivation of the driving licence candidate. Where items relevant to safe driving cannot be properly tested, the Norwegian approach is to integrate these items into mandatory training modules.

A significant challenge for driving instructors in the future will be how to address the subjects of attitudes and motivation in mandatory training, and for maximum effect. This requires coaching skills on the part of the driving instructor, who needs to involve and activate the learner drivers in discussions, in order to stimulate their self-awareness and self-evaluation skills. This is a clear theme for ongoing training for driving instructors and will have implications for driving examiners as well.

Other challenges for instructors and examiners include developing and assessing the independent driving skills of the learner driver / candidate. Much current training and testing does not do this, although independent decision-making in traffic is something that needs to be learned and developed over time. Instructors and examiners should also be able to drive in a consistently high social, defensive and environmentally-friendly manner and these skills have to be maintained over time, for all categories of vehicle they operate with.

Ongoing training can and should involve exchanges and visits with instructors and examiners from other countries, as CIECA has been doing with driving examiners for some years now..

Mr Veltun quoted the EU Advanced report (on post-licence driver training) which stated that:

”Driver trainers require immense skills and ability over a wide range of disciplines” and that there is a ”lack of individuals that can bridge the gap between programme designers (the theorists) and programme implementors (the pragmatists)”.

This, Mr Veltun claims, also applies to initial driving instructors and so there is a great challenge to find, train, maintain and broaden the skills of instructors over time. A lot is expected of them in their contribution to road safety.

9. Training and awareness for parents with young children

Jean-Pascal ASSAILLY
INRETS (France)

(See CIECA website for full text and powerpoint presentation, in French).

Mr Assailly spoke of the many influences that parents have on their children, through their genes, their mother-child relationship when the child is very young, imitation in driving situations and road environments, the relationship between parent and teenager, etc.

A study in Quebec has already shown that a significant proportion of pregnant mothers are not using a seatbelt while driving – so road safety should start in the pre-natal class! Genes also play a role in determining character traits, such as sensation-seeking, which can lead to accidents. Research has also shown that the early mother/child relationship can effect driving behaviour. Children who become overly attached to their mother at that young age have a tendency to seek sensations to re-find those emotions of old when teenagers.

Another theme related to risk is the difference in the upbringing of boys and girls. Parents tend to encourage 'dangerous or risky behaviour' amongst boys where as it is taboo with girls. This can have consequences on risky behaviour in later life.

But in general, many parents are not sure how to address issues of road safety with their children. And this is worse, of course, amongst poorer families.

Some themes of relevance to parents with their children include:

- Using seatbelts and baby seats
- Accompanying the child as a pedestrian
- Driving behaviour of the parent observed by the child

In terms of seatbelt use, a recent study in France showed that seatbelt use varied between 50% and 90% of the time. The worst compliance rates are when driving for leisure and when driving a child to school…

Mr. Assailly suggests encouraging social security systems to provide for subsidised high-quality baby restraints for cars.

When walking as a pedestrian, children are too often dragged along and are not encouraged to be active road safety participants. Projects to train children to cross roads (in safe non-public road environments) have been shown to be successful in England, for instance. Children in poor areas are more likely to spend time on the streets, which automatically makes them more vulnerable, and not only in terms of road safety.

The driving behaviour, attitudes, and values displayed by parents while driving their children around for 18 years have a significant impact on the child's own driving behaviour. Children have sometimes accompanied policemen on speed-control exercises, in order to emphasise the vulnerability of young people and to give them insight into correct/incorrect behaviour.

Various studies from a range of countries have indeed shown that parents who have driving accidents are more likely to have children who also have driving accidents. Accidents are more predictive than just traffic offences. There is also a link with aggression here. These intergenerational links can be established relatively easily in countries with insurance databases that can trace back different generations of the same family.

As Mr Assailly points out, however, the rise in divorces means that mothers are often left to look after the children – and this seems to have a positive influence on their traffic behaviour!

It is also quite typical for parents to be rather obsessive about safety in the 0-14 years old period and then to be rather laissez-faire in teenagehood. What is needed in the 'difficult teenage years' is a happy medium to be struck between authoritarian control and a laissez-faire attitude on the part of the parents.

On a positive note, a study in the USA has shown that road safety training for parents can have positive effects on parental supervision and control of their children, with only short training courses.

10. Fitness to drive requirements for older drivers

Professor Desmond O'NEILL
Adelaide and Meath Hospital (Ireland)

(See CIECA website for forthcoming publication and powerpoint presentation).

Professor O'Neill argued that, despite media and scientific hype to the contrary, older drivers are in fact the safest category of drivers. Whilst they are more vulnerable when accidents do occur (due to their frailty), their general responsible behaviour and driving strategy (choosing quiet times to drive, staying in the local area) means they do in fact pose a very low risk for other drivers. Statistics often suggest that older drivers become more risky as they get older, but these statistics overlook the fact that these drivers:

- drive less miles (lower mileage is intrinsically risky)
- drive on more risky roads (small local roads are considerably more risky than motorways, for instance)
- are more likely to be injured or killed in the event of an accident, due to their physical frailty.

Whereas most countries in the European Union impose medical testing requirements on passenger car drivers above a certain age, Prof. O'Neill argues that these tests are redundant, ageist and can be dangerous. Research in Scandinavia, for instance, has shown that many older drivers prefer to relinquish their licence rather than undergo testing. They then end up as pedestrians and thus become more vulnerable road users than they were before, leading to more deaths than before.

Driver licensing rules should, the Professor argued, be designed to support rather than victimise older people. Proper assessment centres should be set up, along with the necessary guidelines, focusing more on functional and behavioural pathways, rather than cognition and medical testing. On-road assessments fit into this scheme, although there is a need for such on-road tests to be standardised. Furthermore, age-based medical testing should not be imposed. Rather, informal networks in society should be used to make sure that any older driver who may be a risk to himself or others undergoes the necessary counselling.

Professor O'Neill also claims that the risk of dementia on safe driving is exaggerated. Several studies suggest that dementia is too often – and unjustly – used as the reason for depriving older drivers of their licences.

In conclusion, Professor O'Neill outlines 8 major policy issues for older drivers:

1. Support and funding to enable lifelong mobility, including better assessment and rehabilitation of older drivers
2. Support for older people to continue driving safely
3. Provision of suitable transportation options to the private car
4. Safer, better designed vehicles for older people
5. Development of safer roads and infrastructure
6. Appropriate land-use practices
7. Involvement of older people in policy development
8. Educational campaigns to promote maximum mobility and safety for older persons.

11. Lifelong learning with the Ecole de Conduite Française

Gérard ACOURT
ECF (France)

(See CIECA website for powerpoint presentation).

As President of the ECF (Ecole de Conduite Francaise), Mr Acourt presented the various ECF actions devoted to lifelong education in road safety. He argued that his trainers – road safety and driving teachers – are not just there to teach people how to drive. They are trainers of all categories of road users, from the young to the old, the private, the professional and the handicapped.

Road safety education is heavily linked to how children are brought up and the civic values they are taught by their parents, peers, school and professional training centres such as ECF. The ECF motto in lifelong road safety education is to encourage a sense of conviviality, in the sense of 'living together'.

France already has a system of road safety certificates built into early school education, such as the Certificate of First Road Safety Education in primary school, the ASSR 1 and 2, and the BSR Road Safety Certificate in early secondary school. ECF can therefore build its products and services around these stages.

ECF has over 3000 trainers nationwide in France, designed to deliver various road safety programmes, including:

- A traffic safety village for children
- The Conduit'Athlon, designed for children and based on the principles of physical education
- VIE days: Vehicle – Individual – Environment for teenagers between 12 and 14 years old
- The BSR road safety certificate for teenagers
- Motorcycle training
- Initial driver training (including AAC, the accompanied driving programme in France)
- Post-licence training for novice drivers (in cooperation with MACIF insurance company)
- Post-licence training for more experienced drivers
- Adaptations and training for handicapped drivers
- Professional driver training, including lifting, recuperation of lost penalty points
- Social and professional insertion programmes for e.g. the unemployed

For more information, please contact Gérard Acourt at ECF: acourt@ecf.asso.fr

FULL TEXTS:

Full texts of the following speeches, in addition to the accompanying powerpoint presentations, can be found on the CIECA website at www.cieca.be :

	TEXT	PPT SLIDES
The role of education in French road safety policy Mr Rémy Heitz		
Lifelong road safety education and EU policymaking Dr Stefan Tostmann		YES
Lifelong education: the context in terms of road accidents Dr Gregor Bartl	YES	YES
Education and training in schools Jan Vissers	YES	YES
Driver licensing: a European perspective Dr Mika Hatakka		YES
Driver licensing: a North American perspective Dr Alan Williams		YES
Challenges for the driving test Chris Baughan	YES	YES
Ongoing training for driving instructors and examiners Per Gunnar Veltun	YES	YES
Training and awareness for parents with young children Jean-Pascal Assailly	YES	YES
Fitness-to-drive requirements for older drivers Professor Desmond O'Neill	YES	YES
Lifelong learning with the Ecole de Conduite Française Gérard Acourt		YES