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ANNUAL REPORT
2020-2021



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WELCOME FROM **CIECA PRESIDENT**

This year, the world has faced an unprecedented crisis. Although the COVID-19 pandemic is now easing in many places due to the progress in vaccination, it has not yet ended. While we come to terms with the health-related consequences of the virus for individuals and families, the broader economic and social consequences will be felt in the short and medium future. Against this background, CIECA's mission of working for the common good of all CIECA organizations and striving to help them make a positive impact on road safety and society has never been more relevant. As CIECA member organizations adapt to new ways of working, they can rely on CIECA to help them find possible new avenues to continue with their work.

Last year, CIECA invested heavily in our digital capacity, which allowed us to adapt to our immediate members' needs. One of the first decisions we made was to programme our first online Webinar Series, so that CIECA member representatives, anywhere in the world, could benefit from the expertise on driver licencing and driver training issues of other CIECA members, and external stakeholders.

Meanwhile, following Belgian regulations, we implemented strict health and safety protocols in the CIECA office, and scheduled all CIECA meetings online, so we have been able to continue with the activity of the organization, and we will continue to do so for as long as it is necessary.

However, we also look, as always, to the future. With the valued support of CIECA members who make our work possible, we will continue to provide our services online, but hopefully, very soon, face-to-face. Together, we hope to emerge from this crisis wiser, stronger, and ready to face the future in times of and beyond the Covid-19 pandemic.

A handwritten signature in dark ink, appearing to read 'M. Claesen'.

RENÉ CLAESEN
CIECA President

ORGANIZATIONAL STRUCTURE

CIECA is a member-based organization, with the following structure:

General Assembly

The General Assembly consists of all CIECA member organizations and is the highest decision-making body within CIECA. The financial accounts and activity report of the Permanent Bureau (Board) need to be approved by the General Assembly. The appointment of members of the Permanent Bureau and any changes to the CIECA Articles of Association (Statutes) must be approved by the General Assembly. The General Assembly is normally convened once a year.

Permanent Bureau (The Board of Directors)

The Permanent Bureau is the executive body of CIECA and is responsible for the management of the organization. The Permanent Bureau (Directors) consists of the President, the Secretary General-Treasurer, and a maximum of seven Vice-Presidents (one of whom is appointed by the Board as First Vice-President). Directors are nominated by effective members. The Permanent Bureau meets on average five times a year to discuss ongoing affairs and can meet ad hoc whenever it is necessary.

Expert Advisory Group

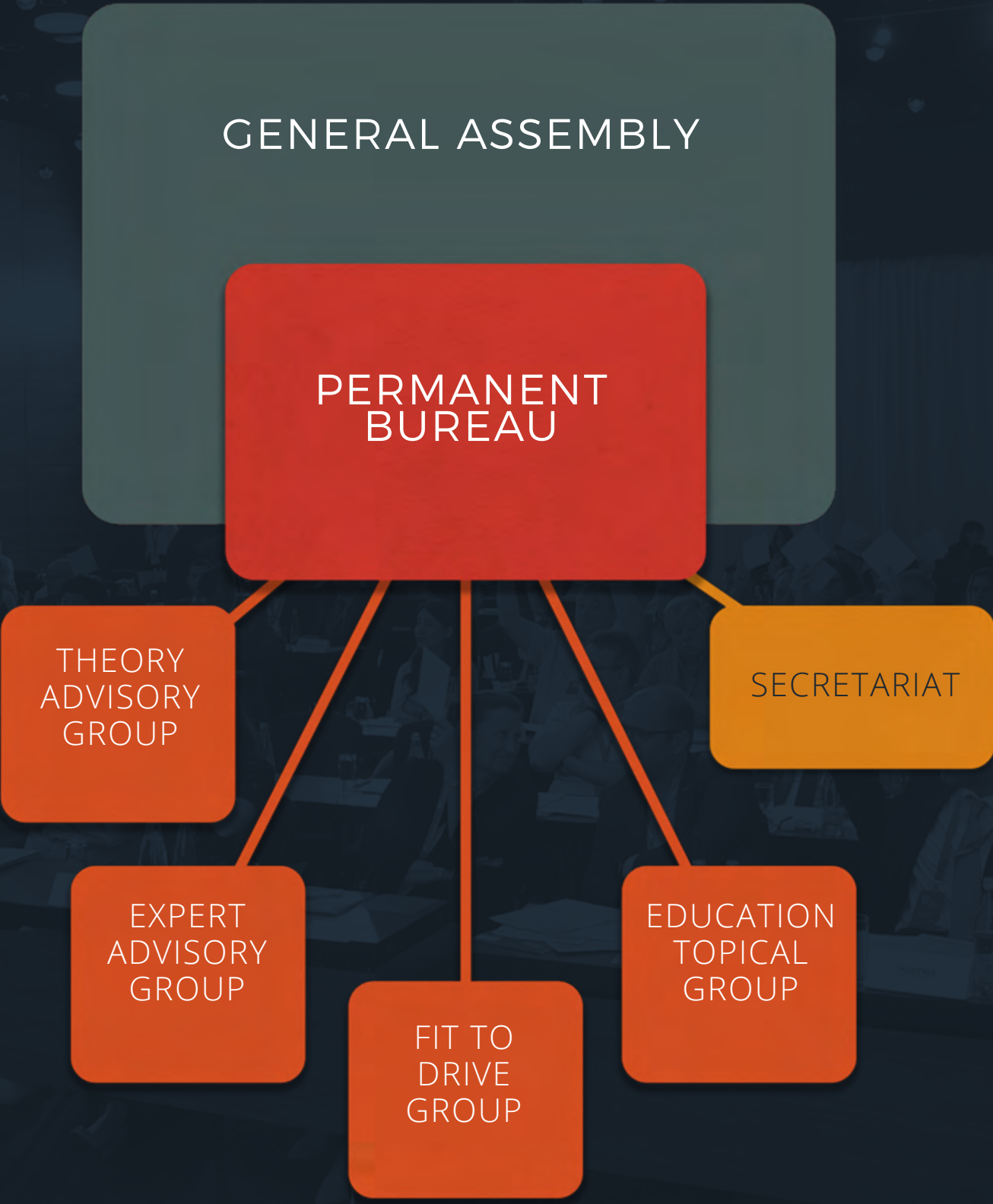
The Expert Advisory Group (EAG) is a permanent group consisting of a maximum of seven members from different member organizations. Members are appointed by the Permanent Bureau, which also approves its work programme. The EAG acts as a source of technical and professional advice, and it helps with studies, workshops, the preparation of the Congress, and also provides an audit service of their driving test systems to members.

Theory Test Advisory Group

Set up in 2010, the Theory Test Advisory Group (TAG) acts as a source of professional and technical advice for CIECA in matters of theoretical and computer-based assessment and supporting education.

CIECA Topical Groups

CIECA topical groups are domain-specific groups which focus on discussions and activities around a given area during a limited amount of time, typically three years. At the moment, there are two topical groups in place: the Fit to Drive (FTD) and the Education Topical (ETG) groups. The work of both groups widens the scope of the CIECA activities giving more attention to fitness to drive and education issues.



CIECA MEMBERS

CIECA currently counts with 68 members from 37 countries, covering almost all of Europe, as well as New Zealand, Republic of Korea, Russia, the United Arab Emirates, and the United States of America.

MEMBER ORGANIZATIONS

Currently, there are four categories of CIECA members:
Effective members: entities responsible for the regulation, execution or auditing of driving tests.
Associated members: organizations involved in research, education and assessment activities related to the Association's competences that are willing to support CIECA's goals though they do not regulate, execute or audit driving tests.
Affiliated members: international umbrella bodies involved in activities related to CIECA's objectives.
Honorary members: persons who have made a particularly special contribution to CIECA.

EFFECTIVE MEMBERS

1.

Austria: Federal Ministry for Climate Action, Environment, Energy, Mobility, Innovation and Technology (Bundesministerium für Klimaschutz, Umwelt, Energie, Mobilität, Innovation und Technologie, BMK)
2.

Austria: Austrian Road Safety Board (Kuratorium Für Verkehrssicherheit, KFV)
3.

Belgium (Flanders): Flemish Administration, Mobility and Public Works Department
4.

Belgium (Flanders): GOCA Vlaanderen
5.

Belgium (Wallonia): Autosécurité
6.

Belgium (Wallonia): Public Service of Wallonia / Department of Strategy and Mobility
7.

Bulgaria: Ministry of Transport, Executive Agency Road Transport Administration
8.

Croatia: Hrvatski Autoklub (HAK)
9.

Cyprus: Ministry of Transport, Communications and Works
10.

Czech Republic: Ministry of Transport, Drivers' Administration Department
11.

Denmark: Danish Road Safety Agency
12.

Estonia: Estonian Transport Administration
13.

Faroe Islands: Akstovan
14.

Finland: Finnish Transport and Communications Agency (Traficom)
15.

France: Ministère de l'Intérieur, Délégation à la sécurité routière (DSR)
16.

Georgia: Service Agency of the Ministry of Internal Affairs of Georgia
17.

Greece: Ministry of Infrastructure & Transport
18.

Germany: DEKRA Automobil GmbH
19.

Germany: Association of Technical Inspection Agencies (Verband der Technischen Überwachungsvereine e.V., VdTÜV)
20.

Germany: TÜV / DEKRA argetp21
21.

Great Britain: Driver and Vehicle Standards Agency (DVSA)
22.

Hungary: Centre for Assessing Fitness to Drive and Drivers' Examinations (KAV)
23.

Iceland: Icelandic Transport Authority
24.

Ireland: Road Safety Authority (RSA)
25.

Korea: Road Traffic Authority (KoROAD)
26.

Kosovo: Ministry of Infrastructure and Transportation
27.

Latvia: Ministry of Transport, Road Traffic Safety Directorate
28.

Lithuania: REGITRA State Enterprise
29.

Luxembourg: Ministry of Mobility and Public Works, Department for Mobility and Transport



- 30. **Malta:** Transport Malta
- 31. **Monaco:** Ministère de l'Etat, Service des Titres de Circulation
- 32. **New Zealand:** Vehicle Testing New Zealand (VTNZ)
- 33. **Northern Ireland:** Driver and Vehicle Agency (DVA)
- 34. **Norway:** Norwegian Public Roads Administration (Statens Vegvesen Vegdirektoratet)
- 35. **Poland:** Ministry of Infrastructure, Road Transport Department
- 36. **Portugal:** ANIECA (Associação Nacional dos Industriais do Ensino de Condução Automóvel)
- 37. **Portugal:** Institute for Mobility and Transport (Instituto da Mobilidade e dos Transportes, IMT, I.P.)
- 38. **Romania:** Ministry of Internal Affairs, Driving Licensing and Vehicle Registration

ASSOCIATED MEMBERS

- 1. Austrian Driving Schools, **Austria**
- 2. CAS, **United Kingdom**
- 3. Driving Mobility, **United Kingdom**
- 4. Ecole de Conduite Française (ECF), **France**
- 5. ENPC-EDISER, **France**
- 6. Flemish Foundation for Traffic Knowledge (Vlaamse Stichting Verkeerskunde, VSV), **Belgium**
- 7. Foundation for Road Accident Prevention, **Poland**
- 8. German Road Safety Council (Deutscher Verkehrssicherheitsrat, DVR), **Germany**
- 9. German Society for Traffic Psychology (Deutsche Gesellschaft für Verkehrspsychologie e.V., DGVP), **Germany**
- 10. Instructional Technologies Inc., **USA**
- 11. Jelly Learn, **United Kingdom**
- 12. National Confederation of Driving Schools (Confederación Nacional de Autoescuelas, CNAE), Spain
- 13. Nord University, **Norway**
- 14. Prometric, **Ireland**
- 15. Vias institute, **Belgium**

- 39. **Spain:** Ministry of Interior, Directorate-General for Traffic (Dirección General de Tráfico, DGT)
- 40. **Sweden:** Swedish Transport Administration (Trafikverket)
- 41. **Sweden:** Swedish Transport Agency (Transportstyrelsen)
- 42. **Switzerland:** Association of Road Traffic Services (Vereinigung der Strassenverkehrsämter, ASA)
- 43. **Switzerland:** Federal Roads Office (Bundesamt für Straßen, ASTRA)
- 44. **The Netherlands:** CBR (Centraal Bureau Rijvaardigheidsbewijzen)
- 45. **United Arab Emirates:** Roads & Transport Authority (RTA)

AFFILIATED MEMBERS

- 1. American Association of Motor Vehicle Administrators (AAMVA), **USA**
- 2. European Driving Schools Association (EFA)
- 3. European Transport Training Association (EuroTra)
- 4. MOVING International Road Safety Association e.V.
- 5. Nordic Union of Driving School Associations (NTU)

HONORARY MEMBERS

- Mr. Jean-Pierre Fougère, **France**, former CIECA Secretary General-Treasurer
- Mr. Kari Hakuli, **Finland**, former CIECA President
- Mr. Peter Ripard, **Malta**, former CIECA Vice-President
- Sonja Spørstol, **Norway**, former CIECA President
- Mr. Jozef-Peter Vaessen, **the Netherlands**, former CIECA President
- Mr. Willem Vanbroeckhoven, **Belgium**, former CIECA President



COVID-19 AND THE PERMANENT BUREAU

The 2019-2020 year was defined by the impact of the global COVID-19 pandemic. To support our members, as they faced challenges and difficult circumstances, the Permanent Bureau made sure that the Secretariat was in position to help share valuable knowledge and resources among members, as well as to transform the way CIECA has traditionally delivered services. All members of the Permanent Bureau were available throughout the crisis to participate in online meetings when necessary, and when circumstances required promptness and flexibility, decision making took place online.

MOVING ONLINE

Previous investment in moving CIECA to the cloud, a decision made back in 2014, proved pivotal when teleworking become mandatory in Belgium for all companies, as the organization had systems and technology in place that allowed CIECA to continue its operations, activities, and services.

Having to cancel face-to-face events allowed our organization to reroute our funding to secure the appropriate technology to deliver our activities in an online format. Although CIECA was prepared in terms of infrastructure for this move, its implementation required a great deal of flexibility and teamwork from the members of the Secretariat who were themselves working from home.

NEW FORMATS FOR THE DELIVERY OF SERVICES

The one positive impact that the outbreak of the COVID-19 had on our activities, is that our online webinars were very well attended, and that many CIECA members that had not participated in our presential events, registered in our online activities. For this crucial reason CIECA will strive to develop a programme of blended services that will cater for the needs and circumstances of all CIECA members, and that will combine face-to-face events and online activities. We want to make sure that all CIECA members have

the possibility to attend our events, and we also intend to open the floor of our organization to all CIECA members and external stakeholders that have a valuable message to share with the CIECA community.

ENSURING SAFETY

During the de-escalation phases, restricted measures to ensure safety of members of the Secretariat and the Permanent Bureau were implemented. With new health and hygiene protocols, with particular emphasis on controlled office access to minimize any risk of infection.

All Permanent Bureau, and group of experts' meetings took place online, and the members of the Secretariat strived to adapt in a timely manner to changing circumstances. Their work focused on delivering practical tools (reports, online activities, etc.) that could help CIECA members to manage the crisis and prepare for the "new normal".

CIECA's commitment to our members is not new, and we will continue to work together to strengthen connections with our members and stakeholders. We support our members as they support us with their invaluable initiatives, participation, and enthusiasm, which allow us to carry out our vision. We were happy to see that COVID-19 had not altered this support.



Photo of the CIECA Permanent Bureau taken during the 51st CIECA Congress that took place in Tbilisi (Georgia) in 2019: Pat Delaney, Director of Operations in DVA, Northern Ireland; Roland Krause, from DEKRA; René Claesen, President of CIECA and Manager of Research & Development in CBR, the Netherlands; Lauris Kumpiņš, representative from the Ministry of Transport of Latvia, and Chair of the TAG; Hanna Hakonen, Director General of Transport Operators Sector at Traficom (who left the Permanent Bureau in 2020); Susana Pavlina, Regional Director of the Institute of Mobility and Transports of Portugal; Augusta Sica, CIECA Business Manager; and Per Gunnar Veltun, CIECA Secretary General-Treasurer, ex-EAG Chair, and representative of the Norwegian Public Roads Administration.

10 NOVEMBER 2020 52ND CIECA GENERAL ASSEMBLY (ONLINE)

Restrictions of movement in the past few months due to the outbreak of Covid-19 have forced the CIECA Permanent Bureau to take an unprecedented decision to postpone until next year our most important annual event: the 2020 Congress.

However, important decisions needed to be taken, especially regarding the budget and the annual accounts of the association, the strategy for the next years and the renewal of posts within the Permanent Bureau. The 52nd CIECA General Assembly was held online on Tuesday 10 November 2020. These are the decisions that were made during the event:

- The President provided an overview of past year's activities and work performed by the various CIECA bodies and shared ideas about future developments and stressed the importance of partnerships to face the challenges of the Association.
- Mr Per Gunnar Veltun, CIECA Secretary General-Treasurer (SG-T), presented the financial figures for 2019. He explained that the accounts for 2019 had been reviewed by CIECA's bookkeeper, cabinet Bofidi in Brussels, and that, as every year, an external audit of the accounts had also been performed. Following the presentation of the Financial Report 2019 and reading of the Auditor's report, the General Assembly unanimously approved the 2019 accounts.
- The Secretary General – Treasurer presented the new budget for 2021. The budget should provide a balance whilst allowing CIECA to progress. It anticipates an income of 524.500,00 € and expenditures of 520.500,00 €. It allows for staff salaries, office accommodation and services, travel costs, congress/workshops, funding of (permanent / temporary) groups, representation costs, contingency, and taxes. The General Assembly approved the budget provisions for 2021 with the simple majority of the votes (50 yes) and one abstention (Canada, Quebec).
- In 2020, following the end of René Claesen's and Susana Paulio's mandates in their positions within the CIECA Permanent Bureau, the candidacy for the CIECA Presidency and five Vice-presidencies were opened. Both candidates submitted their applications to be reelected for their positions, and the CIECA General Assembly unanimously accepted René Claesen (CBR, The Netherlands) as President, and Susana Paulino (IMT, Portugal) as Vice-President.
- The General Assembly accepted the revised strategy with a majority of votes. The new Strategy is available in the Members-only part of the CIECA website.

<https://www.cieca.eu/sites/default/files/members-area/Strategy/New%20Strategy%20Proposal%20-%20Final.pdf>





THE NEW CIECA STRATEGY 2021 - 2025

The development of the CIECA Strategy for 2021 – 2025 had to overcome the difficulties brought by the Covid-19 pandemic. The Permanent Bureau developed the initial proposal for a renewed strategy during two preliminary sessions held by the CIECA Board in December 2019 and February 2020. CIECA Members were initially convened to evaluate the proposal during a Strategy workshop that had been scheduled to take place on 18 March 2020. However, the outbreak of Covid-19 led to the cancellation of this event.

Therefore, the Secretariat developed a new working plan to compile all comments and suggestions by CIECA members that could be included in a new Strategy document. The PB was responsible to complete the draft with the input received from members, and a final document was presented to CIECA Members during the 52nd online General Assembly for its approval.

Pat Delaney, CIECA Vice-President (DVA, Northern Ireland) presented to members the new CIECA Strategy 2021- 2025 during the event.

The CIECA Strategy 2021-2025 is ambitious. It defines how we will be successful within a challenging and fast changing environment which, as we have seen with the global Coronavirus pandemic, is not always within our control, but the test will be how well we in CIECA respond to it.

The Strategy has been devised to enrich the experience of our members, whether they are Effective, Associated or Affiliated members, and has been developed in large part through their involvement and consultation either on paper or through online meetings to ensure, as far as possible, our exciting aspirations, objectives and goals can be achieved over the next few years.

This Strategy, which will guide CIECA's work to 2025, captures our key priorities that will enhance our reputation, boost our competencies, and position us as the leading global organisation in the field of driver testing and training. Our aims, objectives and goals sit within a structure that integrates research, learning, development, training, collaboration, and technology that will advance still further our acclaimed widening participation with academia and industry to positively impact how CIECA can influence the role driver behaviour has in future vehicle design and innovation everywhere.

Pat Delaney, Director of Operations, DVA (Northern Ireland) & CIECA Vice-President



THE KEY GOALS OF THE NEW CIECA STRATEGY

1. Develop membership. CIECA will continuously develop its membership in order to boost its position in the driver training and testing worldwide. CIECA is only as strong as its members.
2. Develop and disseminate knowledge and expertise widely. CIECA will develop effective work and programme through the creation and sharing of knowledge and expertise in the field of driver training, assessment, and testing. CIECA will include in its priorities the education and the fit to drive issues (including the clinical driver assessment), will respond to the new technology challenges (including lifelong learning), and will also focus on the issues related to the exchange of driving licence.
3. Create innovative products and services for members. CIECA will monitor the social, technological, and political developments that may have an impact on driver training and testing to improve its quality of service. CIECA will develop a modern, effective, and efficient working method for all members.
4. Develop and encourage collaboration with partners. In order to create a strong position in the sector of Driver Testing and Training CIECA needs to develop partnerships with relevant stakeholders that have an influence in the developments of factors influencing these contexts globally. During the presentation of Goal 4 (develop and encourage collaboration with partners), Mr. Delaney informed CIECA Members of a new partnership agreement signed by CIECA with EReg, the Association of European Vehicle and Registration Authorities.
5. Develop CIECA for long-term sustainability In order to realize all the ambitious goals, set up and to make the organizational change, CIECA needs to develop a sustainable financial strategy.
6. Embrace, develop and promote technology. Taking into consideration that the technology developments are rapidly expanding, CIECA needs to have a position on the impact of the Advanced Driver-Assistance Systems (ADAS) and future automated car technology on driver testing and training.

26 NOVEMBER 2020

FTD SUBGROUP 2: PRESENTATION OF FINAL REPORT

<https://www.cieca.eu/news/1017>

Subgroup 2 “Setting Standards for the Evaluation of Medical Fitness to Drive” was reviewing the stipulations for medical fitness to drive for the range of medical conditions outlined in the directives against emerging knowledge in traffic medicine. The final report provides an overview of the key findings and recommendations after a thorough investigation of nine areas: Vision, Diabetes, Sleep apnoea and narcolepsy, Alcohol dependency, Cognitive disturbances, Mental health, Neurodevelopmental disorders, Comorbidity, and General procedures.

Both final reports incl. the Guidelines forming the ‘ideal’ driver assessment are available in the CIECA website section Project & studies. The findings and recommendations were shared at two information events in November 2020 and March 2021. We are very happy that besides a large number of participants these presentations attracted representatives of the European Commission as well who underlined CIECA's role as a "key stakeholder" in road safety in general and the ongoing revision of the Directive on driving licences.

This success is first and foremost owned to the expertise of the CIECA Fit to Drive Group members and their hard and committed work over the last 3 years. Therefore, we would like to sincerely thank all members who have contributed to the report and shared their expertise and knowledge with such commitment, and especially Sandra Hoggins and Dr Anu Varshney from Driving Mobility UK who acted as chairmen of Subgroup 1, and Dr Lars Englund and Prof. Des O'Neill, chairmen of Subgroup 2.

Even if formally the Fit to Drive Group has finished its work, there will be further development in this matter on which we will keep you updated. To speak with the words of our President, "this is not the final point, but the starting point".

3 MARCH 2021

FTD SUBGROUP 1: PRESENTATION OF FINAL REPORT

<https://www.cieca.eu/news/1081>

Subgroup 1 “Setting Standards for Disabled Driver Assessment” focussed on the development of best practice guidelines for disabled driver assessment and the creation of a structure to share information to be available to all practitioners involved in driver assessment. The final report features a set of six guidelines containing the elements to form the ‘ideal’ driver assessment, these are:

- Knowledge and skills of professionals undertaking driver assessment
- Competencies of assessors undertaking driver assessment
- Physical and cognitive assessment (prior to in-car on-road assessment)
- Elements to include within the in car, on-road diver assessment
- How to reach a recommendation
- Legal aspects following driver assessment outcome.

KatarzynaBialasiewicz



CIECA MEMBERS INVOLVED IN THE FTD TOPICAL GROUP:

<i>Austrian Road Safety Board (KFV)</i>	<i>Austria</i>
<i>CAS</i>	<i>United Kingdom</i>
<i>CBR</i>	<i>The Netherlands</i>
<i>DEKRA / DGVP</i>	<i>Germany</i>
<i>Driver and Vehicle Standards Agency (DVSA)</i>	<i>Great Britain</i>
<i>Driving Mobility</i>	<i>United Kingdom</i>
<i>EFA</i>	<i>int.</i>
<i>Finnish Transport and Communications Agency (Traficom)</i>	<i>Finland</i>
<i>General Direction of Traffic (DGT)</i>	<i>Spain</i>
<i>German Road Safety Council (DVR)</i>	<i>Germany</i>
<i>Ministry of the Interior / DSR CT</i>	<i>France</i>
<i>National Confederation of Driving Schools (CNAE)</i>	<i>Spain</i>
<i>Nord University</i>	<i>Norway</i>
<i>Road Safety Authority</i>	<i>Ireland</i>
<i>Swedish Transport Administration</i>	<i>Sweden</i>
<i>Swedish Transport Agency</i>	<i>Sweden</i>
<i>VdTÜV</i>	<i>Germany</i>
<i>Vias Institute (formerly BRSI)</i>	<i>Belgium</i>

30 NOVEMBER 2020

DIGITAL SERVICES FOR DRIVER LICENCES AND EXAMINATIONS

<https://www.cieca.eu/node/1060>

HANNA KUUSI
Traficom

MARJO IMMONEM
Traficom

An e-service should not be a replica of the service that it is replacing. The various situations of the customer always need to be taken into consideration when defining the functionalities. The customer should not be asked for any information that is not necessary in the context.

DIGITAL SERVICES

OmaAsiointi (Self-service) has been Traficom's portal for digital services since year 2013. The goal is to provide swift and trustworthy services for the customer via the same platform although the operative systems and processes behind the digital services may vary.

Currently Traficom has four e-Services related to driving licence matters: apply for a first driving licence, order a new driving licence, renew your driving licence and upgrade a driving licence.

We use common solutions for customer's authentication and identification. Our e-services retrieve information of driving health data from the national Patient Data Repository.

Offering customers functional e-services has clear benefits. When the customers do not have to visit a service desk but instead use the e-Services, the resource savings are major (lower application fees, personnel costs, travel time and environmental aspects).

There are also some challenges. It takes time for a new service to reach all the potential customers. Easy use of the service is even more important than the price (but lower prices do have an effect on the use of the service).

THE PROVISION OF THEORY TEST IN FINLAND

Computer based theory tests have been used in Finland since 1999. In 2016, we introduced our new theory test that is made with a tablet computer. At the same time, real photographs were changed to still pictures made with animation program. Tests are made with a 10" tablet. There are approximately 200 000 theory tests made every year.

We also wanted to change the handling of driving tests. Previously the examiner took the driving tests to Traficom's system in the office after the exam was taken. Nowadays the examiner has a tablet in the car. With the driving exam app the examiner is able to see the examiner's information and any kind of restriction, like driving ban, that might affect to the driving test in real time.

After starting the test, the examiner has a guidebook to the exam, self-evaluation page for the student, overall evaluation for the examiner, feedback page and decision page. After the exam, the examiner sends the decision, and the student has the driving right in electronic system immediately and the driving license is ordered automatically. Also, the feedback from the exam is sent directly to customer's e-mail address.

The development continues and we have plans to receive more information electronically. Driving schools could send the customers theory and driving information via an interface and after the exam the customer would have the right to drive in a mobile driving license.

The benefit of having electronic services is mainly seen in customer satisfaction, but also in user satisfaction. Electronic systems may also reduce the risk of fraud.



greenbutterfly



HANNA KUUSI
Researcher

- Background: Master's degree in Political Science (2013, University of Helsinki)
- Special adviser working in Driving Licences and Examinations unit since 2014
- Team leader of the Driver systems development team that consists of 9 other business representatives
- Previously worked as a product owner in two different projects



MARJO IMMONEM
Project Manager, Senior Researcher

- Bachelor of Business Administration, 2015
- Adviser in Examinations-team
- Worked with driving licences since 2008
- Business owner of Traficom's examinations system

9 DECEMBER 2020

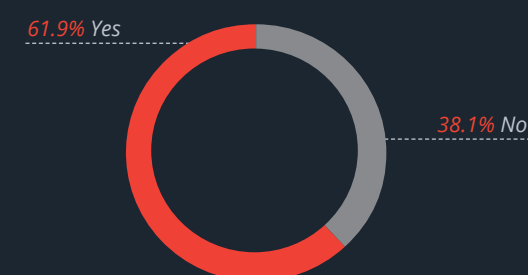
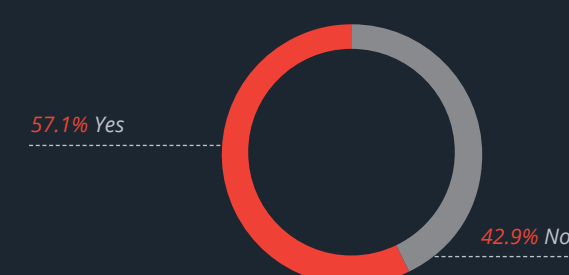
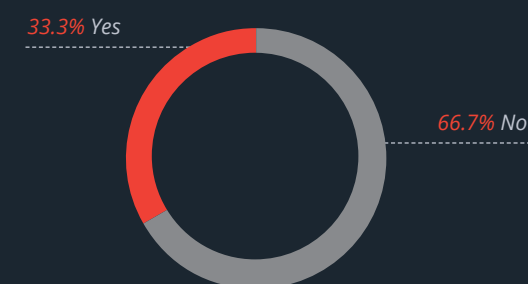
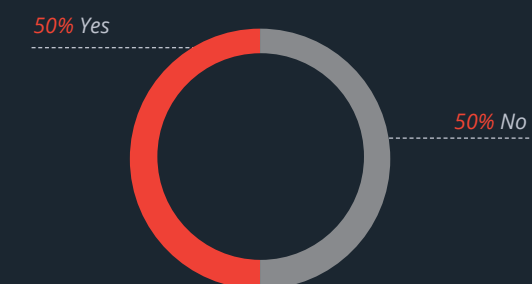
DRIVING SCHOOLS ACTIVITY IN EU DURING COVID-19<https://www.cieca.eu/node/1058>**DR. MANUEL PICARDI***EFA, Europe*

The impact that COVID-19 has had on driving schools and driving lessons has been significant. Students and their instructors were required to postpone their lessons for months which in turn has altered their driving education. Most driving licencing authorities paused theoretical and practical tests, causing important backlogs in theory and driving exams. In order to deal with these delays, that in some countries were already a problem before the Covid-19 outbreak, EFA proposes that new examiners should be hired, and that driving schools should be able to perform the assessment of certain elements of the curriculum. The introduction of technological systems can guarantee the control of the training, and the correct execution of the exams. This scheme is similar to the one used in Portugal which has given good results so far.

Regarding full online training, for driving schools this experience is only positive if the candidate can be individually accompanied in his learning process. When earning theoretical content, it is important to differentiate between knowledge transfer and behaviour acquisition (or skills), and the latter can only be achieved through face-to-face training.

**MANUEL PICARDI***General Secretary of EFA, Europe*

His credentials include a degree in "Political Science", a bachelor of "Science in Education with Teaching Professions" and a PhD in "Civil Engineering, Section for Transport". He has completed the First Form of the Master in "Psychology of traffic" and the First Form of the Master in "Further professional teacher and trainer" in Italy. He is the Head of Training and co-author of the "Logbook for Responsive Guide" for Teachers and Instructors at the National Driving School Consortium "La Nuova Guida", and he is a lecturer in initial and periodic training for Teachers and Instructors of Driving School. Manuel Picardi is a member of the CIECA Education Topical group, the last group of experts set up by CIECA working on the driver education field.

ARE DRIVING SCHOOLS STILL OPERATING IN YOUR COUNTRY?**ARE THEORY LESSONS SUSPENDED IN DRIVING SCHOOLS?****HAS THE EXPIRY DATE OF TEMPORARY DRIVING PERMITS BEEN EXTENDED?****HAS THE EXPIRY DATE OF TEST CERTIFICATES BEEN EXTENDED?****IS YOUR GOVERNMENT PROVIDING ANY FINANCIAL SUPPORT FOR YOUR DRIVING SCHOOLS?****IF NO ARE YOU EXPECTING GOVERNMENT SUPPORT?****DUE TO THE OUTBREAK OF CORONAVIRUS DISEASE COVID-19, DOES YOUR COUNTRY EXTEND THE VALIDITY OF DRIVING INSTRUCTOR'S LICENSE OR CERTIFICATION (PROVIDED THAT PERIODIC TRAINING AND/OR TESTING IS REQUIRED)?**

16 DECEMBER 2020

TRAINING AND LICENCING AS A ROUTE TO SAFER MOTORCYCLING

<https://www.cieca.eu/node/1064>

MARIA NORDQVIST

Swedish Motorcyclists Association

ELAINE HARDY PHD

Independent Researcher

DR. VENETA VASSILEVA

The European Association of Motorcycle Industry

TRAFFIC VIOLATIONS OF MOTORCYCLE RIDERS IN FATAL AND SERIOUS INJURIES ACCIDENTS IN SWEDEN - MARIA NORDQVIST

It becomes more evident that many serious traffic violations are a problem mainly amongst those who ride a motorcycle without a valid driver license. In Sweden within 2011-2018, 94 riders were missing a valid driver's license out of 297 fatalities, which corresponds to 32%. The average age of those who died and did not have a valid license was 32.6 years old, a much younger group compared to the average of 45.64 years of the license holders. 97% were men.

The absolute requirement to have driving license, when using a vehicle with a motor engine, should be given priority on a large scale. The police have the best opportunity to intervene against riders and drivers who do not have a valid driver's license, or commit driving offenses.

It is quite important to change the road users' attitude towards road safety.

THE DYNAMICS OF MOTORCYCLE CRASHES - ELAINE HARDY PHD

An online survey was carried out in 2019 which focused on motorcyclists who had been involved in a crash. The survey was disseminated throughout Europe, the USA, Asia, Australia and South America in order to get as much of a global response as possible. This research involved in the analysis of the study are most importantly riders bringing their personal experience and their expertise above that of simple academia.

A sample of 1,578 motorcycle riders from 30 different countries answered a questionnaire which included 39 questions on much more than the typical parameters of crashes.

The survey's overall results highlight the relationship between speed, protective equipment, assistance systems and injuries, as well as how post-crash motions change the patterns of crash occurrence and injury outcome.



Smederevac



MARIA NORDQVIST

Political Secretary

She is the Political secretary at the Swedish Motorcyclists Association, SMC, since 1st December 1999.

She works with all kinds of political issues concerning motorcycles, national and international.



ELAINE HARDY PHD

Independent Researcher

As a research analyst and project manager, Elaine has carried out numerous studies.

From 1995 to 2003 her research focussed on the automotive sector, specifically, vehicle crime.

From 2004, she became actively involved in research focussing on motorcycles and road safety.

Between 2010 and 2015, she analysed the reports of the Forensic Science Northern Ireland Crash Investigation Team and wrote in depth reports on 150 road traffic fatalities in that region.



EUROPEAN MOTORCYCLE TRAINING QUALITY LABEL

- DR. VENETA VASSILEVA

In 2020 ACEM presented "The safe ride to the future 2.0", the motorcycle industry's safety strategy setting the motorcycle sector's vision for Horizon 2030 in areas such as advanced safety technology and connectivity. It also elaborates on the industry's initiative to increase the quality of post-licence motorcycle training in Europe.

Adina Vălean, European Commissioner for Transport, welcomed the industry strategy:

"The industry initiative "European Motorcycle Training Quality Label" has been strongly supported by the European Commission. High-quality safety training is a fundamental element in the safe system approach."



DR. VENETA VASSILEVA

Safety Manager, The European Association of Motorcycle Industry

- She is responsible for coordinating the road safety activities of ACEM and its members.
- She coordinated the preparation of IMMA's policy document "The Shared Road to Safety – A global approach for safer motorcycling" (edition 2014) and ACEM Safety Strategy "The shared road to safety" 2.0 (2020).

The "Ready to Ride" motorcycle training programme, by the Flemish Foundation for Traffic Safety (VSV), was today awarded the European Motorcycle Training Quality Label. "Ready to Ride" was introduced in 2015 to promote motorcycle safety training in Belgium. This programme is currently offered across the Belgian region of Flanders in 9 different training centres. Almost 2,000 motorcyclists have followed this programme so far. The photograph was taken during one of these training sessions.
Photo: VSV



13 JANUARY 2021 NEW LEARNING METHODS FOR DRIVING EDUCATION

<https://www.cieca.eu/node/1067>

EDDY KLYNEN

Driver & Vehicle Standards Agency, UK

JURI ESS

Liikluslab, Estonia

VSV EXPERIENCE ON E-LEARNING AND DRIVING EDUCATION

E-learning and driver education. An interesting topic anyway, but corona made it especially relevant. Not only because a lot of physical courses are forbidden, but also because corona had and will have an enormous impact on learning methods. Needless to say, online learning is the new normal. It would be very naïve to think that the teaching of the future will take place in classrooms (even if vaccines are successful).

This does not mean that all kind of e-learning is positive or that all kind of physical education is negative or out of time. It would be wrong to throw the baby out with the bath water. It is very important to realise that existing material has to be adapted to the new learning methods. Merely using the same content in a e-learning environment is a recipe for disaster. Not only the content and the method have to be 'translated', also the best e-learning tools have to be selected.

VSV has some experience in this field. For instance, the website www.mijnrijbewijsB.be which is the 'perfect co-pilot to get your driving licence B'. It started as a platform to prepare candidate drivers for the theory test, but with a practical part.

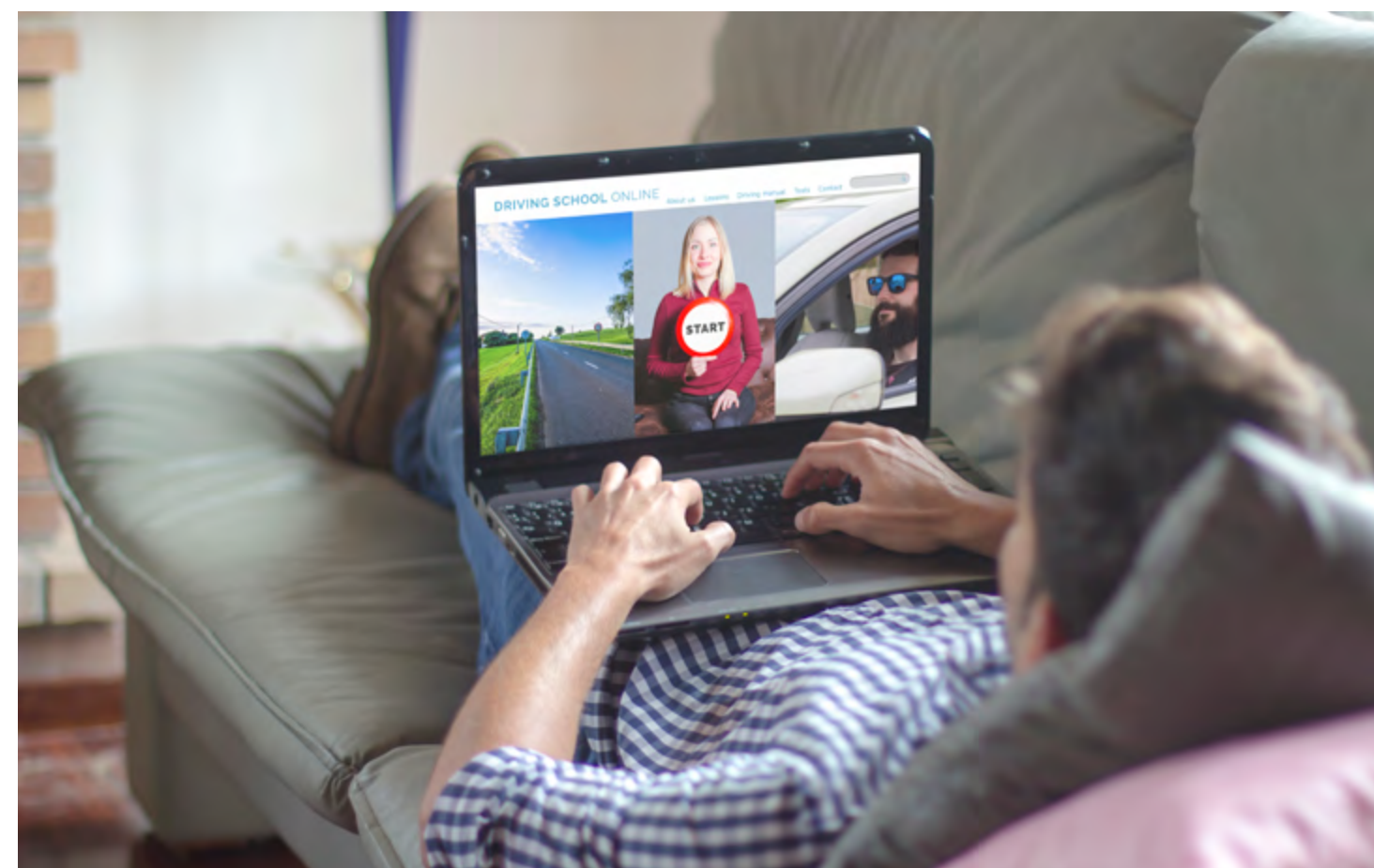
BLENDED LEARNING IN ESTONIA DRIVING SCHOOLS

The second presentation on the day was delivered by Juri Ess and focused on blended learning in Estonian driving schools where candidates have benefited from this learning methodology since 2011. Nowadays nearly 80% of Estonian driving schools offer the possibility to study and prepare to drive vehicles of all types of categories through blended learning. He explained how Liikluslab developed its courses and gave some recommendations to design relevant courses for driving students.

The base of this site is the existing platform used by important players for blended learning (Flowsparks.com). We took a licence on this software and created new material concerning driving education which was uploaded on this personalised site. When starting with the platform we launched a public procurement to find partners.

We realise that many driving schools are facing very difficult times. And that starting efficient e-learning methods is very costly. In this perspective it is good to know that our platform is free and accessible for everyone and that we are preparing a pilot project with driving schools so that they can use the website for free for their lessons.

To conclude: blended learning is the new normal. Youngsters will expect that also driving schools will offer methods who meet their demands. In different European countries interesting projects have started. VSV is just one of them.



GENETTICA



EDDY KLYNEN

Head of Theory Test Policy & Service Development

Since 1998 Eddy Klynen is the General Manager of the Flemish Foundation for Road Safety. He acts as an adviser for the Flemish Parliament and the Flemish government. He is in charge of organising and co-ordinating courses, congresses and other events on road safety and sustainable mobility, topics in which he is extremely interested.



JURI ESS

CEO

Juri is the CEO of Liikluslab, he has experience as driving teacher. He has worked as Traffic Studies Specialist at Teede Tehnokeskus AS, and as a lecturer at the Tallinn University of Technology and the TTK University of Applied Sciences. He is the author of study materials on the topic of driver training and road safety.

20 & 27 JANUARY 2021

HOW DRIVER SERVICES IN CIECA MEMBER COUNTRIES HANDLED THE PANDEMIC IN RELATION TO THE PRACTICAL TEST

<https://www.cieca.eu/node/1068>

<https://www.cieca.eu/node/1075>

CIECA EXPERT ADVISORY GROUP



Belgium
France
Portugal

Canada
Germany
Spain

Estonia
Lithuania
Sweden

Finland
Netherlands
UK

General measures taken in EAG member countries

Countries with lockdown:

Spain	16 March - 22 June
Belgium (Flanders)	1st: 16 March - 18 May 2nd: 2 Nov - 11 Jan (Partial opening on 14 Dec)
Estonia	16 March - 06 May
Lithuania	1st: 22 April - 4 May 2nd: 16 Dec - 31 Jan
Portugal	16 March - 18 May
United Kingdom	19 March - 22 July

Countries without lockdown:

Finland **Sweden**

Specific measures in the practical test

Belgium (Flanders), France, Germany, Spain

- 3 persons allowed in car (candidate, examiner, instructor or mentor)
examiner in back seat = safer
- Obligatory face mask
- Disinfecting hands before entering
- Cleaning and disinfecting the car before starting the test (or after every exam)
- Ventilation of car between each candidate and if possible also during test.
- Early termination of test when candidate failed, to reduce contact time.

Portugal

- 3 persons allowed in car, but no more pairing of candidates.
- Obligatory face mask
- 15 min between each exam
- Disinfecting hands before entering
- Cleaning and disinfecting car before starting the test
- Obligatory use of plastic seat cover (not anymore)

Estonia

- Face mask + disinfection
- Ventilation of car
- Time for practical test reduced (from 75 to 60 min).

Lithuania

- 2 persons allowed in car, candidate and examiner separated with protective shield (cars belong to the exam-centre).
- Obligatory face mask
- Disinfecting hands before entering
- Cleaning and disinfecting the car before starting the test
- Ventilation of car between each candidate and if possible also during test.
- Declaration of no-Covid symptoms
- Measure of body temperature (not obligatory, but only if an examiner is suspicious).

Netherlands, UK

- 2 persons allowed in car (candidate, examiner)
- Obligatory face mask
- Disinfecting hands before entering
- Cleaning and disinfecting the car before starting the test.
- Ventilation of car between each candidate and if possible also during test.
- Optional: seat covers, gloves (UK)

Finland, Sweden

No lockdowns, but recommendations and advices instead.

- | | |
|--|--|
| • Limited number of driving tests per day in order to get more time between tests. | • It is possible to use face mask and eye protection during the test |
| • Test are not started or are interrupted in case of disease symptoms | • Ventilate the car between tests |
| • 2 persons allowed in the test vehicle | • Disinfecting hands and inside the car before entering, and if it's possible between tests (no handshakes). |

3 FEBRUARY 2021

HOW CGI HAS TRANSFORMED THE ACCESSIBILITY AND FLEXIBILITY OF THE THEORY TEST IN THE UK

<https://www.cieca.eu/node/1074>

HELEN LUKER

Driver & Vehicle Standards Agency, UK

MICHAEL BENNET

Jellylearn Ltd, UK

In this presentation, Helen Luker, and Michael Bennett outlined how the DVSA, Jellylearn and other stakeholders worked closely to change the format of the case studies in the UK Theory Test using CGI technology making it a whole new and more engaging experience for the candidates. They responded the following questions:

- Why the existing case studies in the theory test have been changed to CGI formats
- How they went about producing the new case studies and questions
- What the benefits of this change are
- What the reaction from the candidates has been

Case studies were originally introduced into the UK driving tests in 2009, but more recently DVSA had become concerned about the accessibility of these case studies in the car test – evidence that some candidates struggled to understand them due to the amount of text involved.

In 2015 DVSA had introduced a CGI version of their hazard perception test and they wondered if the same technology could be used in a different way. There were many potential benefits, covered in their presentation, including (looking to the future) compatibility with the next generation VR technology. Stakeholder engagement, and prototyping of options with their development partners, JellyLearn and Pearson VUE, allowed them to design in some principles that they wouldn't have thought of, such as:

- full screen playback option
- restricting to first person view only

Feedback from one of our the focus group members: John Rogers, Disability Driving Instructors, said:

'A picture paints a thousand words, especially for candidates with special educational needs. Having to go back and forth between the text in the written scenario and the written questions and answers was a big obstacle to understanding what was required. Video scenarios should prove much easier to follow and the questions will hopefully appear more relevant.'

Both presenters trust that the presentation helped to generate ideas about how other CIECA members could introduce a similar capability in their theory tests.



HELEN LUKER

Head of Theory Test Policy & Service Development

She has worked for the Driver & Vehicle Standards Agency (and its predecessor the Driving Standards Agency) since 2003 and been involved in the creation of content for the UK theory test since 2015. Adapting content for the end user and improving road safety is something that she is passionate about. She joined the TAG as the DVSA representative in 2020.



MICHAEL BENNET

Business Development Director Jellylearn

Business Development Director of Jellylearn. During his time working with the board he lead the team that successfully won the DVSA tender to redevelop their existing video based Hazard Perception Test using CGI technology. Building on the success of the DVSA project, his work is now focused on the development of road safety projects.

10 FEBRUARY 2021

THE IMPACT OF COVID-19 ON DRIVER THEORY TESTING AND THE ACCELERATE MOVE TO REMOTE TESTING AS A MODALITY OF DELIVERY

<https://www.cieca.eu/node/1076>

JIM DARLING
Prometric

GARRETT SHERRY
Prometric

As part of the CIECA Webinars Series, Jim Darling, Business Development Director, Europe, Prometric, and Garrett Sherry, Vice President EMEA, Prometric, gave a presentation on the impact of the global Covid-19 pandemic on assessment and driver theory test delivery across Europe and the Middle East, as national lockdowns and travel restrictions were introduced.

Their presentation focused on the trends during 2020 that have led to an increased take-up of remote forms of learning and assessment, in particular the surge in home-based “remote proctoring”, sitting exams at home while being supervised remotely by exam administrators.

They summarized the recent research from a number of influential sources from McKinsey, Accenture and the Organisation for Economic Co-operation and Development (OECD) showing how increased digital adoption rates and broadband penetration during the pandemic have culminated in high consumer expectations for home-based transactions, encompassing retail at home, home learning and sitting computer-based exams at home. Their presentation also focused on best practices in remote assessment that ensure business continuity and offer choice and flexibility to the consumer.

Their presentation concluded with a Q&A, in which they looked at some specific examples of remote assessment, in particular the collaboration between Prometric and the Road Safety Authority (RSA), to pilot remote assessment for professional driver theory tests in Ireland.

The Prometric presentation demonstrated that a combination of human proctoring at scale, secure browser lockdowns and selective use of AI, can help other organizations to navigate the way forward in a changed world.



fizkes



JIM DARLING

Business Development Director, Europe

Jim joined Prometric in late 2008, to lead the management of Prometric’s major European clients across diverse sectors from financial services to the IT Certification industry. He now focusses on managing Prometric’s business development activity across Europe, with particular interest in helping organizations transition to more innovative forms of assessment in an increasingly digital world. He has been a leading member of the Steering Committee of the European Association of Test Publishers for a number of years and was pleased to attend his first CIECA conference in Georgia in 2019.



GARRETT SHERRY

Vice President - Europe, Middle East & Africa

Garrett leads the Prometric commercial team in the region and is responsible for client testing programme delivery and strategic partnerships. He has worked in the assessment industry for over 16 years with a focus on delivering technology-enabled testing and assessment solutions to a variety of client organisations in the Driver Testing, Pre-Employment, Healthcare and Professional Certification sectors. He is a regular presenter at assessment industry conferences in EMEA and the USA and has been a contributor to CIECA events since 2005. Prior to joining Prometric Garrett spent 14 years with Reuters, the global media and technology company in a number of international management roles. He is also a member of the Advisory Board of the Centre for Assessment Research, Policy and Practice in Education (CARPE) at Dublin City University.

17 FEBRUARY 2021

THE THEORY TEST IN TIMES OF PANDEMIC

<https://www.cieca.eu/node/1079>

TAG ADVISORY GROUP

The TAG delivered a webinar focused on specific challenges faced by CIECA member organizations in relation to the implementation and organization of the theoretical driving test during the Covid-19 pandemic.

In the context of these circumstances, TAG experts presented measures and shared experiences of their efforts to maintain theory testing during these challenging times. Furthermore, the webinar focused on ways to tackle issues that arise when testing restarted after a period of severe restrictions.

The data used to prepare the presentation was provided by the following TAG organizations:

- GOCA-VL, Belgium – Flanders
- Estonian Road Administration
- Ministry of Interior, France
- VdTÜV and TÜV / DEKRA arge tp 21 GbR, Germany
- Ministry of Transport, Latvia
- Regitra State Enterprise, Lithuania
- Norwegian Public Roads Administration
- Swedish Transport Administration
- ASA, Switzerland
- CBR, the Netherlands
- DVSA, UK



Theory Test carried out in Estonia during Covid-19 outbreak.

CHANGES IN PASS TEST

Once test activities resumed, the pass rates observed in all countries were better than the ones registered in 2019. There were, however, great variances among countries, with pass rates increases going up to 14% points in some instances.

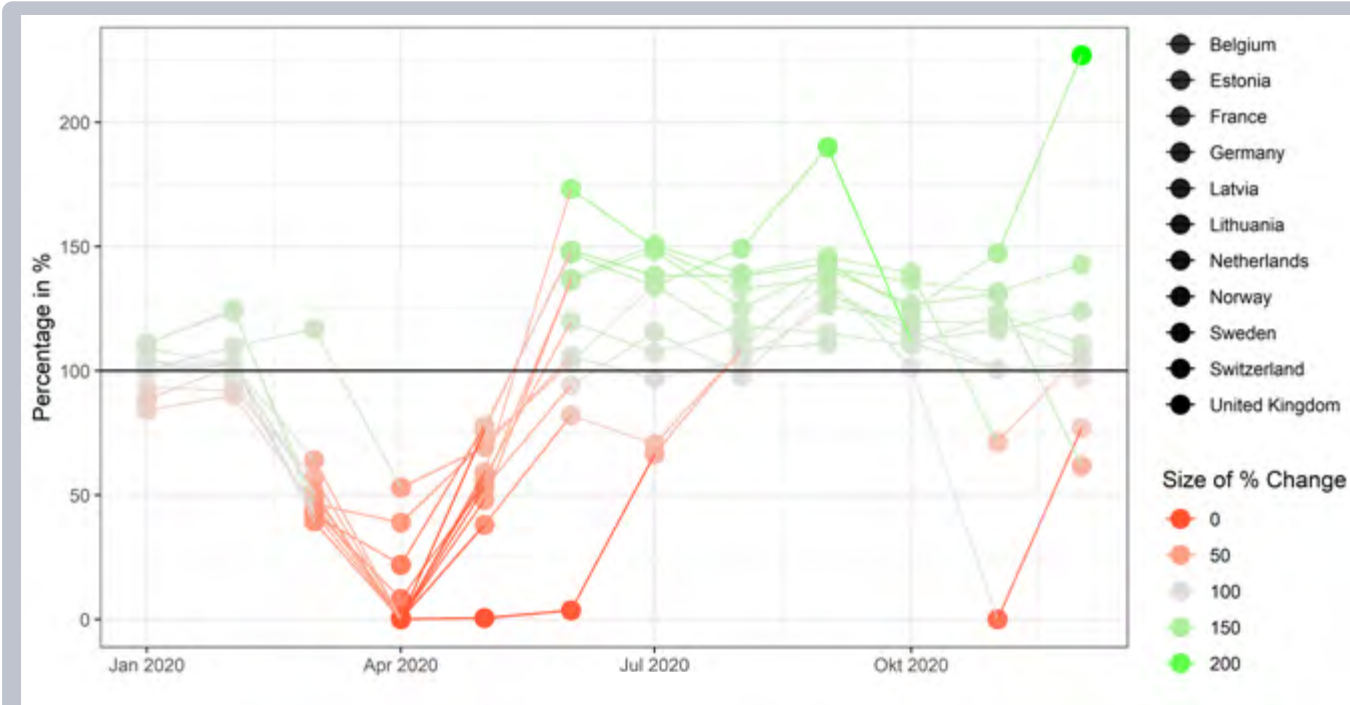
There are reasons that could explain a "Covid-19 effect" on pass rates:

- candidates had more time to prepare for the theory test
- learning strategies, more flexible and self-guided, were adapted to candidates' individual needs
- candidates were motivated to pass the test at

first attempt in order to avoid the possibility of infection while taking the test a second time

- higher motivation for motorized individual transport in times of pandemic
- changes in candidates characteristics (sample) during post lock-down phase, e.g. more younger people were tested

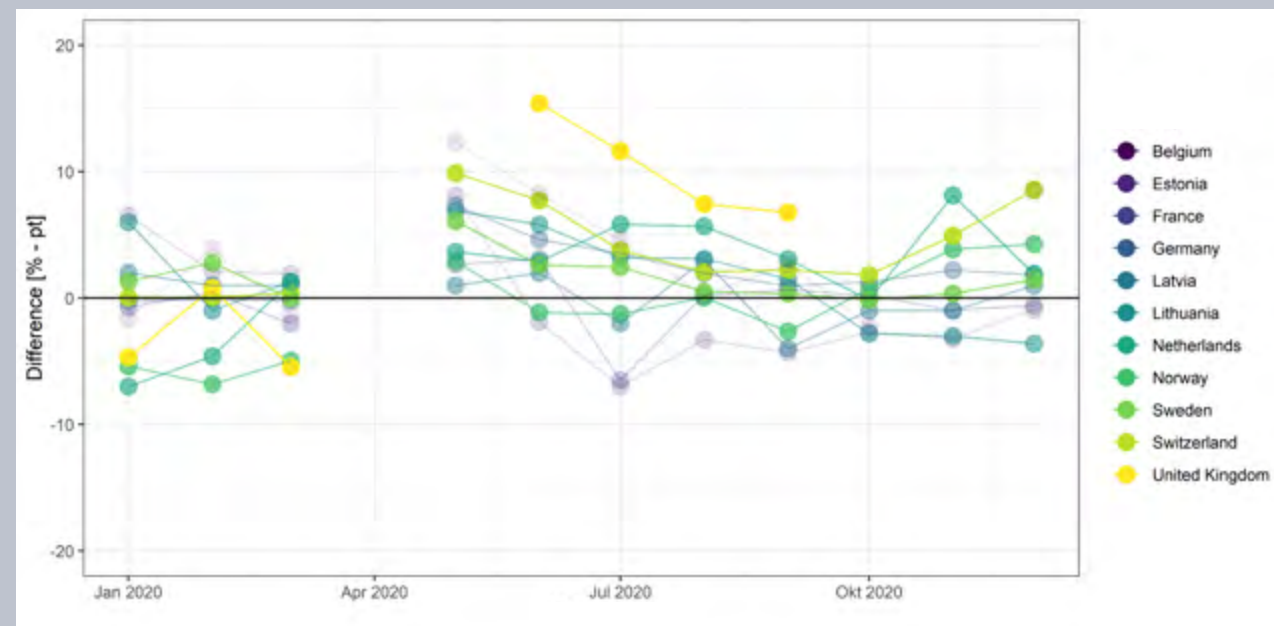
With increasing temporal distance to lockdown, this effect diminished, and the pass rate approached that of previous year. Further analyses (and more data) are necessary in order to rule out additional trend and seasonal effects, and therefore these findings have to be interpreted with caution.



THEORY TEST ACTIVITY IN 2020

At the beginning of 2020, theory testing stayed at the same level as 2019.

- During the first wave of the Covid-19 pandemic, between the months of March and May 2020, the number of theory tests halved with an almost complete suspension of the testing activity in April 2020 in all countries considered.
- By mid-2020 this trend had been corrected and a significant increase of test activities in comparison to 2019 was registered, showing the effort of testing authorities to deal with backlog issues (up to 225% of previous year's capacity).
- By the start of the second wave, as organizations were facing particular situations, greater variance in testing activity levels among countries was observed.



24 FEBRUARY 2021

ADAS AND AUTOMATED DRIVING IN DRIVER EDUCATION<https://www.cieca.eu/node/1080>**PHILIPP BLASS***KFV, Austria***SUSANNE KAISER***KFV, Austria*

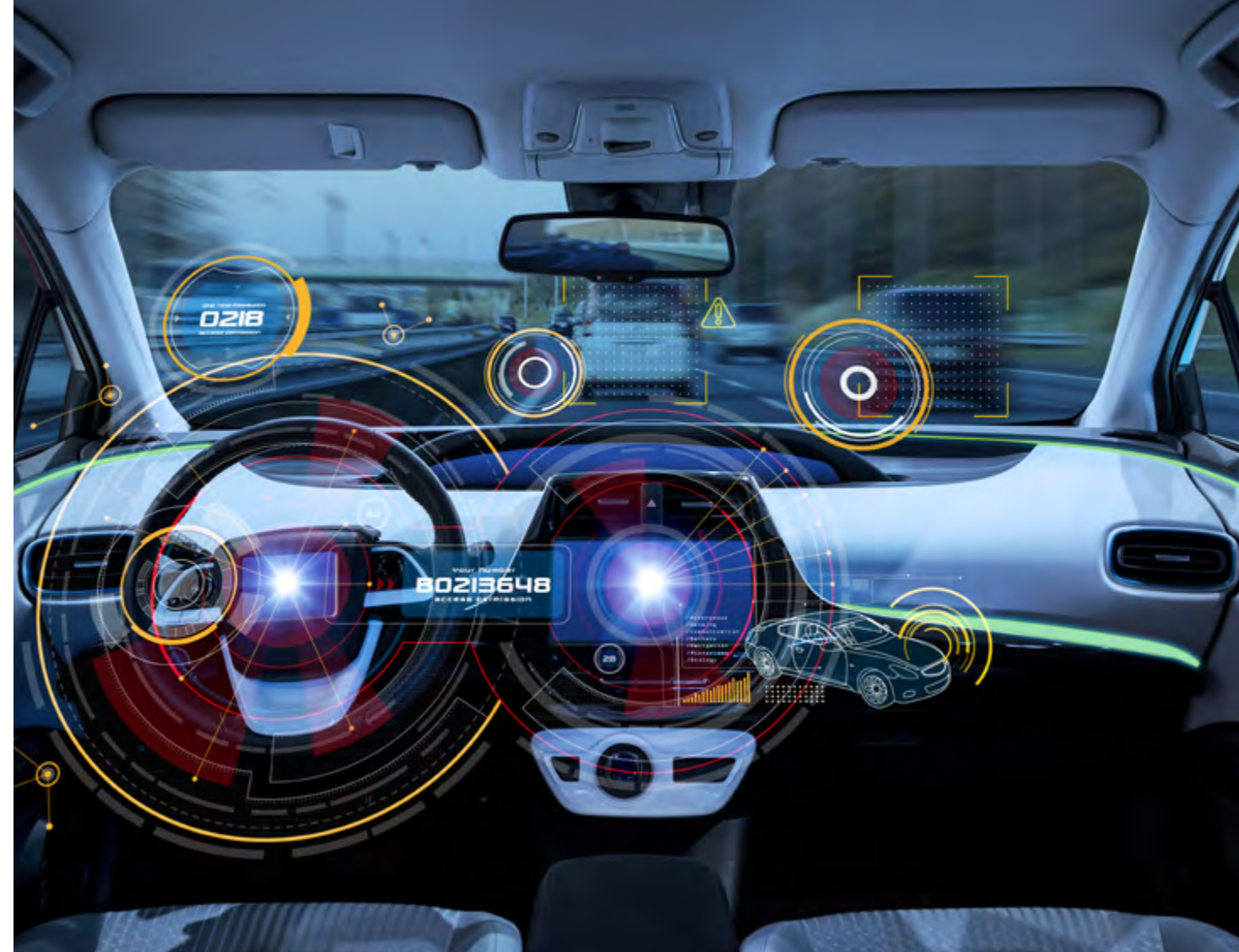
In Austria, like in many other European countries, the topics of advanced driver assistance systems and automated driving are hardly covered in the theoretical driver education. At the same time these topics gain more and more practical importance as the number of ADAS even in affordable cars is on the rise and many OEMs are advertising some kinds of automated driving functions. In this webinar, KFV shared its ideas on how to implement the topics of ADAS and AD into the curriculum of theoretical driver education in Austria.

'INTEGRATION OF AUTOMATED DRIVING AND ADAS INTO THE THEORETICAL DRIVER TRAINING'

In view of the fast-paced advancements of ADAS and their increasing prevalence, the Austrian Road Safety Board (KFV) started to address potential safety impacts early on. The resultant AMA-project was presented during the webinar. The goal of AMA was to develop and evaluate a concept for the integration of issues related to ADAS and automated driving into the theoretical driver training in Austria. Based on workshops and interviews with road safety experts, driving school owners and driving examiners, content for a 90-minute pilot lesson was created and tested in five Austrian driving schools with about 100 learner drivers. The lesson was designed to not only address the limitations of specific



ADAS and newly required skills (monitoring, take over requests etc.) but also, to convey a more realistic picture of the overall development of automated driving and its potential societal impacts as well as its legal foundation. A survey completed by n=97 learner drivers showed high values for intelligibility and subjective knowledge growth. In a next step, the pilot lesson will be adapted according to the received feedback and tested in a large-scale setting all over Austria. The outcome will be well-founded training materials placed at the disposal of driving schools about how they could introduce a similar capability into their theory test.

*metamorworks***PHILIPP BLASS***Researcher*

Traffic safety researcher at the Austrian Road Safety Board (KFV) with a strong focus on automated driving and advanced driver assistance systems (ADAS). Within this field he contributes to several national and international research projects and aims to educate novice as well as experienced drivers in the topic of ADAS.

**SUSANNE KAISER***Project Manager, Senior Researcher*

Psychologist and researcher at the Austrian Road Safety Board (KFV) since 2013 and lecturer at the University of Applied Sciences FH Technikum Wien since 2018. Her work is focused on human aspects in vehicle automation, driver state assessment, aggression in traffic as well as traffic safety culture.

10 MARCH 2021

TEACHING AND TESTING OF ROAD HAZARD PERCEPTION IN LITHUANIA: STATE OF THE ART - UPDATE 2021

<https://www.cieca.eu/node/1084>

AUKSĖ ENDRIULAITIENĖ

Vytautas Magnus University, Lithuania

LAURA ŠEIBOKAITĖ

Vytautas Magnus University, Lithuania

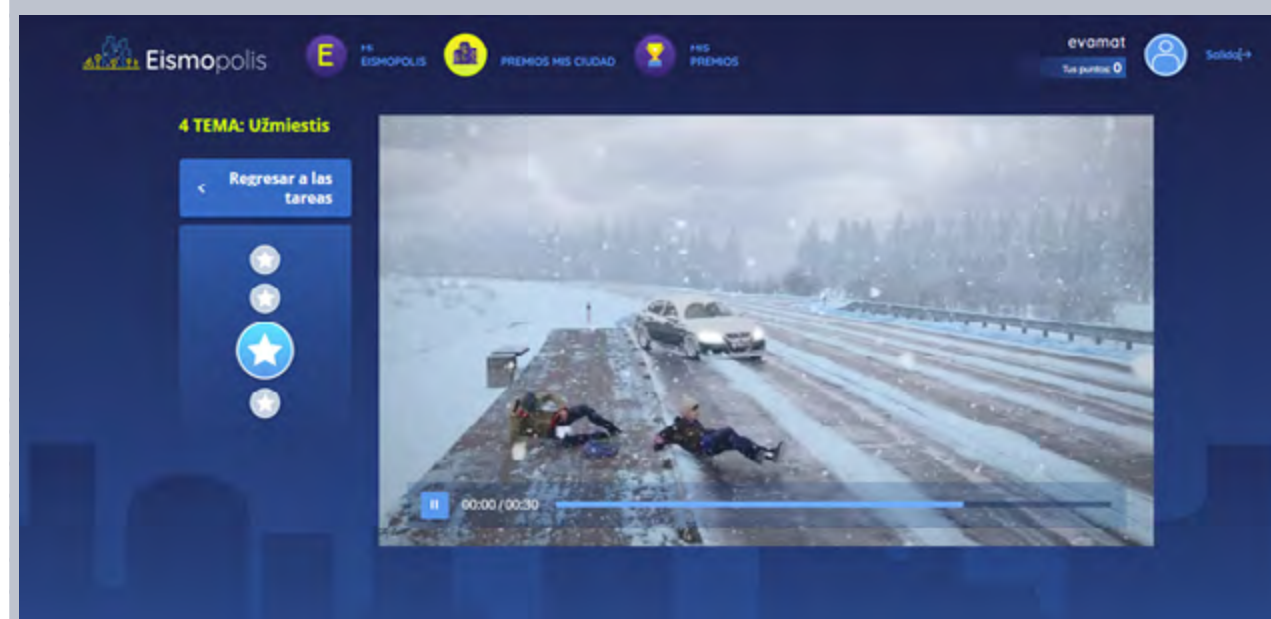
In this webinar, the current empirical knowledge in the area of road hazard perception testing and training mainly based on Lithuanian data. The content included the distinction between related terms as hazard perception, prediction, avoidance etc.

The strengths and weaknesses of different approaches in hazard perception testing were discussed as well. The main focus was given to the empirical data of Lithuanian samples. Several testing instruments (static image test; video clip test, CGI test), the rationale of their development and evidence of their validity were introduced. The presentation included several studies where hazard perception tests might yield important results in older adults' and children's samples.

Finally, the attention was given to existing teaching approaches of hazard perception. The principles behind few experimental cases of hazard perception training in Lithuania were presented.

What is hazard perception?

- The ability to detect, evaluate and respond to dangerous situations on the road (Crundall et al., 2012)
- One of the few measurable aspects of driving competency (Malone, Brunken, 2015)
- Can explain the high accident risk of some groups of drivers (Crundall, Kroll, 2018; Moran, 2019)
- Experienced drivers usually outperform novice drivers (Lim et al., 2013, Horswill, Hill, Jackson, 2020).



An example of hazard perception and traffic safety training for children in Lithuania: Eismopolis

- Eismopolis is a digital tool developed in Lithuania based on the gamification paradigm to teach hazard perception and road safety to children. It can be access at <https://eismopolis.lt/>



Kara



AUKSĖ ENDRIULAITIENĖ

Professor

Aukšė Endriulaitienė is a Professor of the Department of Psychology, Faculty of Social Sciences at the Vytautas Magnus University. Her research interests include research on urgent problems of modern society like the psychological aspects and consequences of safe and risky driving across the lifespan of individuals, psychological aspects related to health and wellbeing, with special focus on workaholism and occupational burnout, and sustainable leadership and related attitudes.



LAURA ŠEIBOKAITĖ

Associate Professor

Laura Šeibokaitė, PhD in Social Sciences, Psychology, currently works as Associate Professor in Psychology Department of Vytautas Magnus University. She teaches Developmental Psychology, Research Methods, and Group Theory and Practice for Bachelor level students at university, Advanced Topics of Research Methodology in Psychology for Master level students. Most of current research pieces are dedicated to the topic of traffic psychology. She is a member of CADROSA (Consortium of Adolescent Road Safety) and TPI (Traffic Psychology International).

17 MARCH 2021

ROUND TABLE: THE USE OF SIMULATORS IN TRAINING AND TESTING - LATEST DEVELOPMENTS AND EXPERIENCE

<https://www.cieca.eu/node/1089>

Simulators have been increasingly used in the driver training field to complement the training provided in driving schools, and to prepare professional drivers. However, their use in the assessment field is still a controversial matter. Given the latest circumstances that have had an impact in the world, like the outbreak of Covid-19, the general trends in mobility among the world population, the acceptance of new technologies in all educational contexts (i.e., university, primary and secondary schools, professional training, etc.) it is important to revisit and reconsider the presence and use of simulators in the fields of driver training and testing.

ON LATEST DEVELOPMENTS

In the case of simulators for the heavy classes, we are currently seeing a development towards multifunctional devices that can be used for the track training for the basic qualification for the bus training. In addition, some of these simulators can even be converted into a forklift, or they can be used for operational driving, so the software is also correspondingly wide ranging as it covers all these needs.

From my point of view, class B training is going into smaller and more compact and simpler simulators which become more attractive for a broader target group so more trainers could use these simpler, easier to afford simulators.

I have seen a very sensible concept of the combination of VR and the real car: you sit in a real car, you have the VR headset on, and you use the real car, the gearbox, you use the steering wheel, and you drive. I always liked the immersion being really in the simulation, and that you would have a feeling for distance, and for speed.

The biggest trend I see in simulators is gamification. I was able to see a very interesting concept in France. I learned how to use the steering wheel correctly, literally with the game, and it turned out that this session, I really knew how to use my hands. And the same goes for the shifting of the gears.

The second big trend is regionalization. They are able to rebuild the city of the learner driver in the app, so they recreated Munich

in the simulation, and I was able to practice some driving tasks and dangerous situations in my surroundings right here is our streets. It only takes two days to regionalise the software because they are using concepts like Open Street Map and combining it with 3D.

Josua Stiegler

ON TRAINING WITH SIMULATORS

Actually, the main thing about all of the studies that they have done (in Finland) is that there is no major difference between the driving with the simulator and the driving with the car. And we have also collected some information as Traficom from the driving tests and we have seen that there is no major difference if the student has driven a lot with the simulator or a lot with the car.

Marjo Immonen

Maybe we can think about simulators in training terms in some areas of the driving training process, because as some of you mentioned, the hazard perception area could be trained in a simulator, and also any driving conditions... even simulating a distracted driver, or alcohol and drugs (in driving).

Susana Paulino

One of the pros is that you can evoke certain weather conditions in a driving simulator, and also you can evoke potentially dangerous situations according to hazard perception.

Elleke Hoogakke



ON THE ROLE OF TEACHERS

Virtual driving teachers are getting better and better as they guide the learner with more and more precision, and in the new models, you don't need a teacher anymore. You need it because of the regulations in the different countries, but from a software side, you don't need them anymore.

Josua Stiegler

In France simulators are limited to driver training, and the teacher must be present from the 6th to the 10th hour. In other words, out of 20 compulsory driving hours, five can be done with a simulator using only the simulator programme without a teacher being present, but from the 6th to the 10th hour, the presence of the teacher is required. So, the simulator experience is very short, and for the exam, actually, the question is not open in France.

Sylvie Ogor-Mezzoug

I am not sure if you can drop the driving teacher or the instructor because the simulator will become just a machine without any pedagogical aspect. Maybe candidates will think they are just in a game, in a video club, or in their own house.

Susana Paulino

ON GAMIFICATION

They did not show me a video (like they do in Germany), but it was a game in which I learned how to shift the gears. I immediately could put the skills I have acquired into action, so it was not only fun for me, but it was a much easier way to learn.

Josua Stiegler

And one of the things that was mentioned is the risk of gaming, and that is something that I'm very concerned in terms of driver training because driver candidates, while they are take lessons in the simulator, they are not really thinking of driving, they do not consider that they are driving, they are just simulating a driving.

Susana Paulino

Candidates always ask why they have to do this, it has no meaning, because they have an aspect of just get over with it. And they don't really drive at the simulator at the training, (...) they kind of just do gaming with the simulator. That might be fun, but they learn nothing useful.

Gábor Szabó

ON USING SIMULATORS FOR TESTING

In the Netherlands we certainly are interested in using the simulators for exams, but the national legislation gives no room for doing that. So right now, we can't do it, but maybe there will be some room for special manoeuvres, for testing only special manoeuvres in a simulator. But on short notice we don't have any plans to implement exams in simulators because of the legislation.

Elleke Hoogakker

We use simulators for exams of professional truck and bus drivers, for code 95. (...) The candidate sits in the simulator and he has to solve the assignment that is chosen by the examiner. For example, the examiner says that there should be a popup obstacle, and the instructor runs the software, chooses the test, and the simulation happens. The simulator measures the reaction time, but to tell you the truth, it is hard to fail this exam, it is not very common, (candidates) usually jump the scale, so they usually pass the exam.

Gábor Szabó

ON THE SPECIFICATIONS FOR SIMULATORS

It's quite easy to evaluate candidates, because every single action a person takes in a simulator is recorded, and you can compare what the software requirements were, and what the person did in this very situation. And for the theoretical parts, the same evaluation with software is easy as it is standardised. A machine is unbiased, and the evaluation done by a machine is always advantageous and more advanced than that done by a real person.

Josua Stiegler

The simulator's parameters for the assessment must be done and tested very carefully, and even after very thorough testing, there might be some situations that are questionable because the student might be doing something differently, but it still might be right. But in overall, I would say that we have very good assessment for the simulators. And I agree with Joshua that we have noticed that the evaluation is always very equal, and never as subjective, because there is no human factor in there. So that is one good advantage. Of course, there might be some situations in which human factors would actually benefit the student, but not so many.

Marjo Immonen

If we think about exams, we would like to define more objective and more subjective areas in terms of having a report produced by a machine, and of course, having also the intervention of the examiner for behaviour, and adaptation. In that case, I could see the use also of a simulator in exams if we predefined what we want to evaluate.

Susana Paulino

There are requirements for simulators: they should have data capture, retrieval, and evaluation capabilities. The simulator should keep a permanent record of the students' identification of the time in which the exercise is performed, and the evaluation of a lot of his performance. This is done by the machine, and it is advantageous if the simulator does that.

Gábor Szabó

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MODERATOR:

Erica PÉREZ, Head of section in the Deputy Directorate of Road Training, DGT (Spain)

Erica worked as driving examiner and was responsible for the aptitude tests to obtain all kinds of driving licenses both theoretical and practical for 5 years. She is also a member of the Education Topical group within CIECA.

PANELISTS:

Susana PAULINO, Head of the Department of Driving Licences and Public Policies, IMT (Portugal)

Susana works in the Institute for Mobility and Transports in Portugal as Head of the Department of Driving Licences, Driving Exams and professional certification. With a Law degree and a Master in Management and Public Policies, she has worked for more than 20 years in the area of road safety, especially in driving training and exams. Susana has participated in many CIECA events and since 2017 is a member of the Permanent Bureau as Vice-President.

Elleke HOOGAKKER, Senior Product Manager at CBR (The Netherlands)

Elleke works at CBR as a Senior Product Manager at the Driving Skills Department for the following driving licence categories: A, AM, B and BE. She has a background in educational sciences, specialized in testing.

Sylvie OGOR-MEZZOUG, Head of Unit of Driver Training, Ministry of Interior, (France)

Sylvie has joined the Theory Advisory group as the representative of the Ministry of Interior of France very recently and is a delegate for road safety education since 1999. She manages the driving tests and the examiners in the Morbihan department, in Brittany, France.

Marjo IMMONEN, Adviser, Traficom (Finland)

Marjo holds a Bachelor in Business Administration, works as an Adviser in the Examinations Team within Traficom, and has worked with driving licences since 2008. She is the business owner of the Traficom's examinations system.

Gábor SZABÓ, General Department of Specialist Trainings of KAV Centre for Assessing Fitness to Drive and Drivers' Examinations (Hungary)

Gábor's field of work is training and exams of road transport professionals (CPC, ADR driver, taxi driver) and he took part in the accreditation of simulators that can be used for CPC training and testing.

Josua STIEGLER, Publishing Director of Verlag Heinrich Vogel (Germany) and representative of MOVING (International)

Josua was appointed managing director of digital advisors GmbH in 2017, and with the merger of Drivers Coach GmbH into Springer Fachmedien München GmbH in 2020, his position as managing director of Drivers Coach GmbH expired.

24 MARCH & 7 APRIL 2021

EXPERIENCE, KNOWLEDGE, AND SOCIOCULTURAL BACKGROUND AS IMPORTANT FACTORS TO DRIVE SAFELY

<https://www.cieca.eu/node/1090>
<https://www.cieca.eu/node/1092>

KAY SCHULTE

DVR, Germany

The encounter of different driving styles due to different driving training, driving experience, driving motivation, or driving culture can quickly lead to critical driving situations. It is therefore necessary to develop instruments that enable risk assessment in order to support prevention to avoid accidents. This can also support driving education.

We live in a time, where people much more often decide to live in other countries than in former times. Also, the development of new technical tools (Advanced Driver Assistance Systems) runs very fast. Drivers are unique, and with very different levels of competences. This means also that we will find different behaviour, safe and unsafe, in the daily traffic.

This behaviour is the result of the learning process influenced by a number of factors like driving education, training, knowledge, personal motivation, social background, culture background, religious background, experience in traffic, understanding of rules, attitudes, etc. There are different models and theories that, since 40 years ago, have tried to describe behaviour in traffic.

On being a member of the CIECA Education Topical Group

The rapid development of vehicle technology, especially towards automated driving functions, is influencing driving education and the driving test at ever shorter intervals. In addition, the SARS-CoV-2 pandemic has had a massive impact on driving education and driving tests. For me, the CIECA Educational Topical Group is the platform that ensures the possibility to develop a common understanding of upcoming challenges and to develop solution strategies on an international level very quickly. The work in the first year has already shown that members share similar ideas, and important experiences are available. Bringing these experiences together will help us to find a common path for the future.



KAY SCHULTE

General Coordinator - Prevention of work-related road accidents

- Driving teacher education 1985/1986 Class A, BE, C1E
- Driving teacher education 1988 Class CE
- Studied Pedagogy from 1987 to 1993 Technical University Berlin
- Driving instructor from 1986 to 1993 (self-employed since 1988)
- Since 1993 permanently employed at the German Road Safety Council (today „General Coordinator of the Department „Prevention of work related road accidents“)
- Active member in CIECA since 2007



21 APRIL 2021

YOUNG DRIVERS: DRIVING WITHOUT A LICENCE<https://www.cieca.eu/node/1094>**LUISA LÓPEZ***Moving*

A quarter of Germans who caused an accident with personal injury without a driving license were between 25 and 35 years old. 22 percent of Germans who took to the wheel without a driving license and caused an accident were even under 25 years of age.¹ "This poses a major problem for road safety on German roads," said President Jörg- Michael Satz of the MOVING International Road Safety Association e.V.

"Driving without a driving license must be a thing of the past, so that we can make a major contribution to road safety on German roads," said the MOVING President.

However, driving without a driving license is not only a problem in the young age groups: even if the number of road traffic accident perpetrators decreases with increasing age, drivers between the ages of 35 and 45 still account for 17 percent of the total number of those without a valid driving license who caused an accident with personal injury. The share in the age group between 45 and 55 years was 15 percent. Only from the age of 55 did the proportion decrease significantly².

In 2017, a total of two percent of all accidents in which people were injured or even killed were caused by drivers without a driving license. Looking at the proportion of fatalities caused by drivers without a driving license, the figure is at three percent².

"We need an information campaign that shows how many people risk the lives of others and their own by driving without a driving license. And not only in Germany. Because driving without a driving license is a Europe-wide problem," demands Jörg-Michael Satz.

¹ Federal Statistical Office 2018, Accident statistics 2017

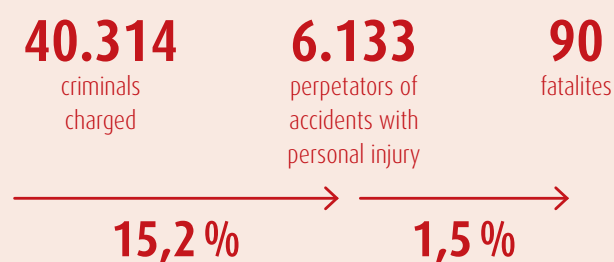
² Federal Motor Transport Authority 2019, Flensburg

**LUISA LÓPEZ**

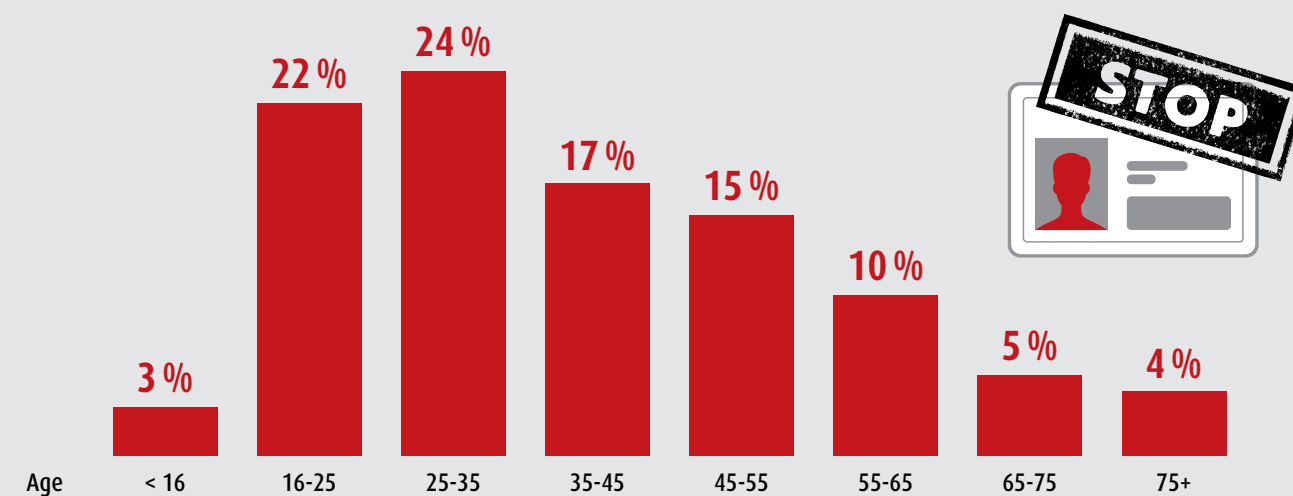
Luisa López Leza graduated in Law from the Faculty of Law in Zaragoza, and she has a Master's Degree in Public Community Law and a Master's Degree in Community Law.

Since January 2008 to August 2012, she was the General Secretary of the Association of International Transport by Road, Chief Executive Officer of SETIR, and Deputy Chairman of the Commission on Services of the IRU.

Rüdiger Koltman

**Possible consequences of driving without a license**

Source: © Federal Statistical Office (Destatis), 2018, accident statistics 2017, and law enforcement 2017

Age structure: Road accidents involving personal injury caused by driving without a license in 2017

Source: © Federal Statistical Office (Destatis), 2018, accident statistics 2017, all types of motor vehicles

28 APRIL 2021

YOUNG DRIVERS: EFFECTIVE COMMUNICATION FOR THE DEVELOPMENT OF RESPONSIBLE YOUNG DRIVERS

<https://www.cieca.eu/node/1095>

KAY SCHULTE

DVR, Germany

This presentation, delivered by Kay Schulte from DVR, was based on the "The Effects of Social Norms Among Peer Groups on Risk Behavior: A Multilevel Approach to Differentiate Perceived and Collective Norms" (Sarah Geber, Eva Baumann, Fabian Czerwinski, and Christoph Klimmt, 2019 – BAST M 292). The presentation illustrated which kind of communication within the driving education may help to build up young responsible drivers.

According to the statistics corresponding to year 2019, 15.5% of all injuries and 11.9 % of all fatalities in German roads belonged to the group of 18 to 24-year-olds, although this group only accounts for 7.6 % of the total population in Germany.

One important fact related to young drivers is that their driving behaviour is greatly influenced by the peer group. Young people take more risks while driving (speeding, drinking and driving, and texting while driving) when they are accompanied in the car by other youngsters. In order to develop effective programmes to respond to this risky behaviour and address the role that peers play in young driving, it is important to consider how adolescent developmental factors influence peer behaviour and understand what type of messages from peers can influence drivers' behaviour positively. Therefore, it is important to establish an active communication channel with peer groups which in turn can send positive messages to young drivers in the for of social and/or relationship appeals: "If you don't give up alcohol at the disco and give us a lift in the car sometime, you can look for other party friends!"

The idea behind this approach to building responsible behaviour at the wheel comes from the fact that young drivers are less likely to take risks while driving if they perceive that their peers disapprove of this type of behaviour. At the same time, positive reinforcement through positive comments from peers could have the same outcome. To sum up, the nature and quality of peer interactions in a vehicle can be crucial for the development of safe young drivers, and consequently, being able to modulate peer influences could have a positive impact in young drivers' behaviour.



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5 MAY 2021

ROUND TABLE ON DRIVER LICENCE EXCHANGE<https://www.cieca.eu/node/1097>

Following the two workshops organized by CIECA on this issue, and the publication of the report after both events, CIECA wants to continue this needed discussion on Driving Licence Exchange issues so CIECA Members understand how other licencing authorities are responding to ongoing policy and operational challenges. During the first part of the event CIECA member representatives briefly introduced the Driver Licence Exchange systems in place in their countries. The second part of the discussion focused on possible areas of collaboration to make this exchange process easier for administrations as well as citizens.

ON SAVING RESOURCES AND ADMINISTRATIVE PROCEDURES

One point we look carefully is the administrative burden that new measures may create. We look at the resources we can save at national level (...). For example, if we assess the suitability of road safety and driving licence schemes in place in a third country at European level, how much it would cost in terms of effort and how much it would save at national level by avoiding doing the same for this third country in all members states interested to exchange licences with this third country.

Frederic Cornet

We are a small licencing authority within the RSA, and we find that it's a pretty big administrative burden for us. (...) So, we collect as much information as we possibly can, about the way somebody in that third country might go about acquiring a licence. So, it's a pretty involved process. (...) For example, over the last couple of years, we've been dealing with Canada (...) on a provincial basis, so we dealt with five, six, seven different provinces, we went through exactly the same process pretty much with every individual province. So as you can see, it's a fairly big administrative burden for ourselves.

Declan Naughton

The main difficulties in our system could come out of that there are more than 100 very different contracting states, (...) from Great Britain to Switzerland, to, for example, various countries

in Asia and Africa. Our system treats all the contracting states similarly even though we don't have the same amount of knowledge of all their driving licence systems. Of course, many of these countries don't have the same kind of requirements for driving instruction and examination as we do in Finland. Making exchanges even though the issuing country has a very different weather conditions and also traffic culture than in Finland is one of the problems, since we do have most of the year very difficult conditions to drive in.

Henna Antila

Unilateral acts are much easier, and we consume less time to put them in place as bilateral agreements need to be ratified by our parliament, and after that we have to issue a ministerial decision that describes the exchange procedure.

Despoina Dimostheniadou

Because some countries haven't got adequacy arrangements (about GDPR), we would now be expected to go back to each country that we already have an exchange arrangement with and put in place an administrative arrangement to cover the sharing of unlicensed data, because they may not be covered by GDPR. And I guess it raises the question, if a long-standing country with which we have an arrangement, let's say Australia said "Well, you know, we're not going to sign this", where does this leave us then?

Declan Naughton

ON GUARANTEEING ROAD SAFETY

For driving licences by third countries, there are two main cases to cover: the people that are travelling in the Union, and the people establishing their residence in the Union. For the first one, it is already covered by the UN Convention and we have not identified any need to go further considering what we have in the current directives. (...) I will focus now on people establishing their residence in the Union. The is a current framework which exists (...) and we will assess if it would be relevant to add possible measures to ease access of foreigners to the Union, while at the same time delivering on road safety.

Frederic Cornet

We verify the validity and expiry date of all the driving licence that we exchange because we want to have the same guarantees than in a European exchange.

Mª José Aparicio

The main challenge or problem that we have is that even before signing all the agreements we asked for the legislation, we check the legislation in the countries (of origin) in accordance with European (standards), and we send to the country a questionnaire made for these cases by the European Union some years ago, we check that, but just on the paper and sometimes we have a lack of security on the obtaining conditions in the country of origin. So, what we are doing now (...) we may require a theoretical or practical test (...)in case of doubt in a particular case, or in case of doubt in the general process of obtaining (the licence), because not all countries we have an agreement with have the same stability as our countries, and the international negotiation after the signature of the agreement is not so flexible.

Mª José Aparicio

For the UK to enter into a licence exchange agreement, we must be satisfied that such an agreement supports the integrity of the UK driver and rider qualification regime and is compatible with domestic legislation and our road safety aims. The key factors for licence exchange purpose are the applicant country having satisfactory testing and licencing arrangements in place which meets these criteria.

Chris Parr

It's important to know what we are doing in our countries because our driver licence is a European one, and it is valid to drive in the European Union (...) and if it's possible (to achieve) some type of harmonization because as we can see here today, every country is doing things in a different way.

Mª José Aparicio

The approach we take is that we bid like the UK, we have a questionnaire, the underlying principle we want to establish is: is the licencing regime in the other country similar to ours? In other words, does it respect road safety?

Declan Naughton

ON SHARING INFORMATION

We would be really keen to get a minimum, a minimum base, if you like for exchanging with third countries, because I think that would help the process very much, or at least that there would be some arrangement across the EU countries it could be an informal arrangement, where we share information more readily, and make that administrative burden easier.

Declan Naughton

Sometimes a country with no historical relationship with Spain asks us t sign an agreement, and they tell us that they have an agreement with Ireland, or France... it would be very good if we knew the systems around us. Because if I know the system in Ireland, and Ireland has an agreement with this third country, then I am sure that that the agreement is good, that we are not doing something wrong for road safety in Europe. I think it's very important to share our information with all countries. If after that we get some harmonization in the exchange system, even better, but first, an information exchange for us is important.

Mª José Aparicio

We also send some questionnaires like Ireland and the UK in order to find out how they do the exams and the training, and how the whole system works. Of course, it would be useful to have this information at the beginning, so we will have less administrative burden, as Declan said.

Despoina Dimostheniadou

Maybe we couldn't use that information in our current system, or we wouldn't need it because we do accept all those driving licences, and maybe it would be information interesting for us, but not that useful. But even though the exchanging doesn't depend on the system of the issuing country, we would be interested in sharing information on the equivalence of the categories, maybe, and of course, on all of the authenticity features.

Henna Antila

It's really important to understand what other countries have agreed to exchange licences (with a given third country), so we can evaluate the process that they've gone through before they allowed the exchange of the licence for this country.

Chris Parr

If we have a request from Macedonia, Moldova, for example, (...) there's not a formal arrangement for us to go to another country that already has an arrangement with these countries, and say, "Well, you know, you've been through the process, what have you found out so that in other words, the information intelligence that might come out of that process might short circuit the process for us, and make administrative burden much easier.

Declan Naughton

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MODERATOR:

Susana PAULINO, Head of the Department of Driving Licences and Public Policies, IMT (Portugal)

Susana Paulino works in the Institute for Mobility and Transports in Portugal as Head of the Department of Driving Licences, Driving Exams and professional certification. With a Law degree and a Master in Management and Public Policies, she has worked for more than 20 years in the area of road safety, especially in driving training and exams. Susana has participated in many CIECA events and since 2017 is a member of the Permanent Bureau as Vice-President.

PANELISTS:

Frederic CORNET, Principal Administrator, Road Safety Legal and Policy Officer, DG MOVE, European Commission

Frederic started his career in the French Space Agency, working on various scientific and military projects. He was seconded to the Commission in 2012 to deal with national security issues in relation to the EU space and defence programmes. He joined DG MOVE last year, where he is now in charge of preparing the revision of the Directive on driving licences and of the road safety dimension of the Common European Mobility Data Space.

Maria José APARICIO, Assistant Director General, DGT (Spain)

She graduated in Law from the Universidad Pontificia Comillas in Madrid and is a career official of the Higher Scale of Traffic Technicians since 2009. Her professional life as a public servant has taken place mainly at the Directorate General for Traffic (DGT). In first instance, she was Deputy Assistant Director of road training, being responsible for the training of drivers and driver licenses. From August 2020 she is the Assistant Director-General for road traffic safety training and education with the added responsibility for the education for safe mobility.

Chris PARR, Assistant Chief Examiner, DVSA (UK)

Chris Parr is Assistant Chief Driving Examiner with DVSA. He is the rider policy manager, heavily involved in motorcycle road safety initiatives. He has been with the DVSA for just over 21 years, where he has carried out a very wide range of roles. He describes himself as not an expert on licence exchange, but he sits on the panel that deal with any DLE requests received by the UK.

Athanasios KLENTOS, Head of Unit for Driving Licences and Drivers' Training at the Directorate of Road Traffic and Safety / Ministry of Infrastructure & Transport (Greece)

Thanassis has been in charge of the Unit for Driving Licences and Drivers' Training since 2011. He is a civil engineer, graduated by the Aristotle University of Thessaloniki with MSc in Transport Planning and Engineering by the Southampton University. He is a Transportation Engineer. He participates on the Committees for Driving Licence and CPC.

Despoina DIMOSTHENIADOU, Public Officer, Directorate of Road Traffic & Safety /Ministry of Infrastructure & Transport (Greece)

Despoina Dimostheniadou is a public officer with 10 years of working on the Road Safety Sector at the Directorate of Road Traffic & Safety /Ministry of Infrastructure & Transport. She has studied Civil Engineering (Major in Infrastructure Engineering) at the Technological Educational Institute (TEI) of Larissa and she has a MSc in Energy from Herriot Watt University. Despoina has been the national contact person for EUCARIS platform and EReg since Greece joined them. She is also a member of the EU Committees for Driving Licence, CBE and WP1 of UNECE.

Henna ANTILA, Team Leader, TRAFICOM (Finland)

Henna ANTILA, Team Leader in Finnish Transport and Communications Agency TRAFICOM (Finland) Henna Antila works as a Team Leader in Personal Licences team. The team handles applications for personal licences in road traffic that require discretion, such as driving instruction permits, taxi driver licences, driving instructor's licences, age exception permits for category B, exchanges of foreign driving licences. She has been working with road traffic and licencing affairs for 8 years. Her field of specialty is the exchange of foreign driving licenses, inspection of authenticity and security features in driving licences.

Declan NAUGHTON, Director, Driver testing & Licencing, RSA (Ireland)

Declan Naughton works in the Irish Road Safety Authority. He was involved in the setting up of the Authority and since 2007 has headed up the Driver Testing and Licensing Directorate. This is mainly focussed on the delivery of services including the driver licences service, the driver theory test, and the driving test. This involves delivering these services to over 1m customers annually. In addition, the Directorate provides policy recommendations to the Government on each of the operational areas. Declan also represents the RSA on the EU Driver Licensing Committee.

THE CIECA WEBSITE AND THE GUIDE ON DRIVER LICENCING



Collecting driver testing data and making it available to members is an integral component of the CIECA Strategy. The CIECA website represents an important tool to access information, which is regularly used by the CIECA members.

The Guide on Driver Licensing (<https://www.cieca.eu/category-surveys>) is an online catalogue accessible only to members. It is an information tool which contains approximately 50,000 records and all sorts of driver testing information. The information contained in the database is provided by effective members and updated by them on a regular basis. Effective members can also create questionnaires directly in the website. Members can consult and download reports drawn from the data in major areas of interest: the driving licence, the theory test, the practical test, test centres, examiners, legislation, etc.

The Secretariat helps CIECA members with collecting driver training and testing information, which is disseminated back to members and other stakeholders who have legitimate interest in it. In 2020 - 2021, the following queries originating from members were processed, which covered a wide range of topics in the field of driver training and testing.

Most of the reports are available in the Guide on Driver Licensing; alternatively, they can be found in the "A-Z Reports, subjects and events" section of the CIECA website.

The information gathering process has been improved with member queries being conducted electronically via the Guide on Driver Licensing, rather than using paper questionnaires. Furthermore, a follow-up system allows the administrators to get a precise overview of the status of each questionnaire.

- The impact of Covid-19 on the periodic training of professional drivers – March 2020 <https://www.cieca.eu/survey/192/responses>
- The impact of Covid-19 on the ADR certification (CFP) dangerous goods <https://www.cieca.eu/survey/193/responses>, periodic technical inspection of motor vehicles <https://www.cieca.eu/survey/194/responses>, and driving instructor qualification <https://www.cieca.eu/survey/195/responses> – March 2020
- The impact of Covid-19 on driving licences – March 2020 <https://www.cieca.eu/survey/191/responses>
- The quality control of driving schools (online system between driving schools and the regulatory body) – April 2020 <https://www.cieca.eu/survey/184/responses>
- Practical driving test on simulator – May 2020 <https://www.cieca.eu/survey/198/responses>
- Licence renewal <https://www.cieca.eu/survey/8/responses> and traffic fines <https://www.cieca.eu/survey/197/responses> – May 2020
- Drug abuse in traffic – May 2020 <https://www.cieca.eu/node/351>
- Neurodevelopmental disorders ADHD ASD – June 2020 <https://www.cieca.eu/node/351>
- Mechanical equipment (forklift and shovel) – July 2020 <https://www.cieca.eu/survey/203/responses>
- Driving test evaluation form – August 2020 <https://www.cieca.eu/survey/70/responses>
- Validity period of driving school training courses – August 2020 <https://www.cieca.eu/survey/208/responses>
- Enforcement network to exchange information on CPCs issued or withdrawn (Directive (EU) 2018/645) – August 2020 <https://www.cieca.eu/survey/209/responses>
- Novice driver accident data – September 2020 <https://www.cieca.eu/survey/211/responses>
- The category B theory test questions <https://www.cieca.eu/survey/111/responses> and languages <https://www.cieca.eu/survey/105/responses> – October 2020
- Fees 2019 for the theory and the practical test, and for repeating the theory and the practical test – October 2020 https://www.cieca.eu/surveys?category_id=63
- System for managing licencing operations – October 2020 <https://www.cieca.eu/survey/212/responses>
- Specific fitness to Drive case of a professional driver – October 2020 <https://www.cieca.eu/node/351>
- Driving instructors (quality of work <https://www.cieca.eu/survey/182/responses> and statistics <https://www.cieca.eu/survey/216/responses>) and quality of driving school education <https://www.cieca.eu/survey/184/responses> – November 2020
- Driver licensing measures taken as a response to Covid 19 – November 2020 <https://www.cieca.eu/survey/191/responses>
- Practical test during hours of darkness – December 2020 <https://www.cieca.eu/survey/219/responses>
- Graduated Driver Licensing (GDL) for Category A – December 2020 <https://www.cieca.eu/survey/220/responses>
- The acceptance of medical certificates issued by doctors practicing abroad at issue <https://www.cieca.eu/survey/5/responses> / renewal <https://www.cieca.eu/survey/8/responses> of driving licence – January 2021
- Examiner's performance – January 2021 <https://www.cieca.eu/survey/21/responses>
- Driving licence exchange (residence related issues) – January 2021 <https://www.cieca.eu/survey/222/responses>
- Remote testing in the theory test – February 2021 <https://www.cieca.eu/survey/223/responses>
- Booking of tests and passing the tests and other measures which could help to motivate the candidates – March 2021
Related questions were integrated into several existing questionnaires:
<https://www.cieca.eu/survey/93/responses> Guide / Statistics / 03. Number of practical tests
<https://www.cieca.eu/survey/95/responses> Guide / Pass rate / 02. Pass rate practical test
<https://www.cieca.eu/survey/184/responses> Guide / Driving schools / 05. Quality control of driving schools
<https://www.cieca.eu/survey/107/responses> Guide / Theory test category B / 01. General information on the category B theory test
<https://www.cieca.eu/survey/117/responses> Guide / Theory test other categories / 02 - Theory Test – General
<https://www.cieca.eu/survey/108/responses> Guide / Theory test category B / 02. Administrative information regarding the theory test
<https://www.cieca.eu/survey/155/responses> Guide / Practical test category B / 09. Waiting Period
<https://www.cieca.eu/survey/25/responses> Guide / Failing during theory or practical test / 01. Obligatory minimum waiting periods when failing theory or practical tests
<https://www.cieca.eu/survey/208/responses> Guide / Practical test category B / 09. Waiting Period
- The importance of theory test pass rates – March 2021.
Related questions were integrated into several existing questionnaires:
<https://www.cieca.eu/survey/117/responses> Guide / Theory test other categories / 02 - Theory Test – General
<https://www.cieca.eu/survey/114/responses> Guide / Theory test category B / 08. Assessment of the theory test
<https://www.cieca.eu/survey/111/responses> Guide / Theory test category B / 05. Item format / Questions in the theory test
<https://www.cieca.eu/survey/115/responses> Guide / Theory test category B / 09. Future development of the theory test
- Driving examiners (periodic training <https://www.cieca.eu/survey/19/responses> and quality assurance <https://www.cieca.eu/survey/21/responses>) – March 2021
- Dealing with UK driver CPC qualification post Brexit – March 2021 <https://www.cieca.eu/survey/224/responses>
- The exchange of digital driving licence – March 2021 <https://www.cieca.eu/survey/167/responses>
- Fraud – March 2021 <https://www.cieca.eu/survey/225/responses>
- Impact of the Coronavirus pandemic on test waiting times <https://www.cieca.eu/survey/226/responses> and pass rates <https://www.cieca.eu/survey/227/responses> – March 2021

CIECA EXPERT GROUPS ACTIVITIES AT A GLANCE

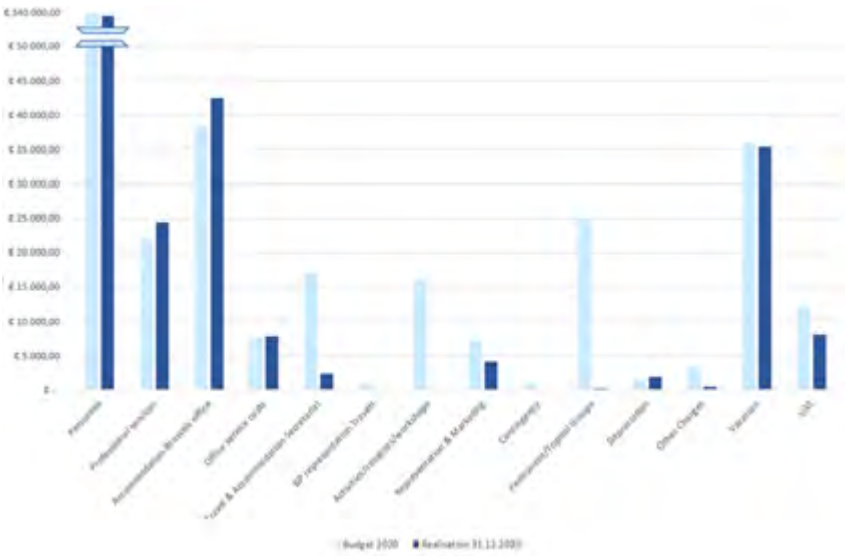
	EAG	TAG	ETG
MEMBERS	<ul style="list-style-type: none">Saulius Suminas, Regitra, Lithuania - EAG Deputy ChairmanOlof Stenlund, Transportstyrelsen, SwedenElina Uusitalo, Traficom, FinlandJaap Kroon, CBR, the NetherlandsGordon Witherspoon, DVSA, UKMarcellus Kaup, TÜV SÜDSteven Raes, GOCA-VL, Belgium (Flanders)Javier Galindo (DGT, Spain)Paulo Figueiredo (ANIECA, Portugal)Philippe Usson (French Ministry of Transport) – EAG ChairmanChristian Lapierre (SAAQ, Canada) – SAAQ leftPriit Tamra (Estonian Road Administration)	<ul style="list-style-type: none">Lauris Kumpins, Ministry of Transport, Latvia - TAG ChairJosée Noé, GOCA-VL, Belgium (Flanders)Sinan Alispahić, HAK, CroatiaSanja Brnadić, HAK, CroatiaLars Rößger, TÜV / DEKRA arge tp 21 GbR, GermanyHelen Luker, DVSA, UKAlgimantas Tarabilda, Regitra State Enterprise, LithuaniaKarsten Nikolaisen, Norwegian Public Roads AdministrationMikael Stenberg, Swedish Transport Administration, SwedenJasmine Atmaca, ASA, SwitzerlandJasper Tammelting, CBR, the NetherlandsMiguel Angel Redondo, DGT, SpainSylvie Oggor-Mezzoug, Ministry of Interior, FranceRasmus Ojamets, Estonian Road AdministrationMarc-Philipp Waschke, VdTÜV, Germany	<ul style="list-style-type: none">Joaquim Costa, ANIECA, PortugalStephen Dent, Driving Mobility, UKArcadio González, CNAE, SpainRisto Kasemae, Estonian Transport AdministrationMarcellus Kaup, TÜV SÜD, GermanyEddy Klynen, VSV, BelgiumConor Neacy, Prometric, IrelandErica Pérez Prada, DGT, SpainManuel Picardi, EFA, InternationalKay Schulte, DVR, GermanyJorg Satz, MOVING, InternationalJohn Sheridan, DVSA, UKJan Petter Wigum, Nord University, NorwaySusanne Kaiser, KFV, AustriaPhilipp Blass, KFV, Austria (replaced)Anthony Harte, RSA, Ireland (temporary left)
ONLINE MEETINGS	<ul style="list-style-type: none">22 Sept 202023 Oct 202017 Nov 202024 Nov 202015 December 20207 May 2021	<ul style="list-style-type: none">6 October 202023 November 202028 January 202127 April 2021	<ul style="list-style-type: none">15 September 202019 October 202018 November 20204 December 202011 February 20212 March 202112 April 2021
WEBINARS	<ul style="list-style-type: none">20 & 27 Jan 2021 - CIECA WEBINAR SERIES - 1st EAG Webinar: COVID-19 - How driver services in CIECA members countries have handled the pandemic in relation to the practical test.	<ul style="list-style-type: none">17 February 2021 - TAG WEBINAR: The Theory Test in times of pandemic	<ul style="list-style-type: none">9 December 2020 - The impact of Covid-19 in driving schools around Europe13 January 2021 - New learning methods for driving education10 Feb 2021 - ETG Webinar: The impact of Covid-19 on Driver Theory testing and the accelerate move to remote testing as a modality of delivery24 February 2021 - ADAS and automated driving in driver education17 March 2021 - ROUND TABLE: The use of simulators in training and testing - Latest developments and experiences24 March – 7 April 2021 - Experience, knowledge, and sociocultural background as important factors to drive safely21 April 2021 - Young Drivers: Driving without a licence28 April 2021 - Young Drivers: Effective communication for the development of responsible young drivers
FURTHER ACTIVITIES	<ul style="list-style-type: none">Following working agreement with Dutch Ministry of Infrastructure and Water Management, the CIECA Expert Advisory Group acted as consultative body and participated in an online meeting with GoudappelPrepared CIECA's response to the EC public consultation set up by the EC for the Driving licence legislation evaluation.Response to query from RSA on Post Covid-19 measures	<ul style="list-style-type: none">Response to query submitted by CBR regarding issues to consider when planning a new construction system: suppliers of delivery and logistics systems.Response to query submitted by CBR regarding Directive 2003/59/EC, initial qualification of drivers for the carriage of goods and passengers.	<p>Established two subgroups:</p> <ul style="list-style-type: none">RUE SUBGROUP: Development of a new service for members that will allow the revision of educational programmes based on the tools included in the RUE project.BLENDED LEARNING SUBGROUP: Preparation of webinars to be scheduled from September to December 2021.

FINANCIAL INFORMATION

Fiscal year 2020 will be remember as the year of Covid 19, the year that triggered a global health and financial crisis. The pandemic has hit hard and obliged CIECA to change its main operational mode. However, this circumstance, together with the capacity of reaction of the organization, has allowed CIECA to invest part of the funds that should have been used to organize face-to-face events in the setting up of an online platform through which CIECA continued to develop the working programme of expert groups, and delivered an interesting programme of activities for all members. The final result of fiscal year 2020 was a positive net income of €128,711.30

IMPACT OF COVID-19 OUTBREAK IN CIECA FINANCES

Although the result of fiscal year 2020 was very positive, CIECA finances have also registered the impact of the Covid-19 outbreak, as some charges which could not be anticipated had not been budgeted increased the expenses of some budget lines. For transparency purposes, here is an explanation of the situation regarding the budget lines in question:



Professional services: The purchase of the WebEx package that allowed the scheduling of online meetings of expert groups, and delivery of the 1st CIECA Webinar series.

Accommodation Brussels office: From 2018 since 2020, the landlord of the CIECA premises in Brussels failed to apply the indexation to rental charges. This was corrected in 2020 when the indexation for three last years was applied (4.79%). As a result, rental expenses exceeded budgeted amount.

Office service costs: The distribution of the 2019 – 2020 CIECA Annual Report sent by regular post had a negative impact in the initial budget.

Operating Income	Realisation 2019	Budget 2020	Realisation 2020
Membership fees	€ 479,196.10	€ 500,000.00	€ 552,175.50
Other income (Bank interest, research projects, events, etc)	€ 1,022.19	€ 500.00	€ 1,718.80
Total operating Income	€ 480,218.29	€ 500,500.00	€ 553,894.30
Operating expenses			
Personnel	€ 327,875.12	€ 340,000.00	€ 333,417.85
Services	€ 20,714.28	€ 22,000.00	€ 24,421.36
Accomodation Brussels office	€ 41,694.09	€ 38,500.00	€ 42,525.71
Office service costs	€ 9,175.37	€ 7,500.00	€ 7,729.28
Travel & accomodation Secretariat	€ 15,138.82	€ 17,000.00	€ 2,354.90
BP representation Travels	€ 0.00	€ 1,000.00	€ 0.00
Activities congress/workshop and visits	€ 500.00	€16,000.00	€ 0.00
Permanent Advisory Groups	€ 9,008.09	€ 25,000.00	€ 222.35
Representation and marketing	€ 9,545.37	€ 7,000.00	€ 4,128.15
Contingency		€ 1,000.00	€ 0.00
VAT	€ 7,655.68	€ 12,000.00	€ 8,043.70
Communal Taxes	€ 2,868.00	€ 3,000.00	€ 161.28
Total operating expenditures	€ 11103.00		€ 0.00
Total operating Income	€ 455,277.82	€ 490,000.00	€ 423,004.58
Economic result			
Depreciation	€ 24,940.47	€ 10,500.00	€ 130,889.72
Financial Charges			
Extraordinary Charges	€ 3175.02	€ 1,400.00	€ 1,883.81
Provision vacation Y+1	€ 1072.48	€ 300.00	€ 294.61
Provision vacation Y	€ 35400	€ 36,000.00	€ 35,400.00
Financial result	€ 20692.97	€ 8,103.00	€ 128,711.30

Financial information for 2020-2021 is consolidated, as financial information has already been audited.

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