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EU MERIT Project:

Minimum Requirements for Driving Instructor Training

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FOREWORD

Driving instructors are the key persons in transmitting road safety strategies and attitudes to drivers. Not all aspects of safe driving can be tested in the driving test. Therefore an efficient transmission of the key messages for safe driving is essential. The better qualified driving instructors are the more they can influence the later driving behaviour of their learner drivers.

To have driving instructors who are real safety experts is a basic precondition for reducing the high accident involvement of novice drivers on European roads. Most importantly, the driving instructor training and testing curriculum must correspond to the demands of road safety.

The goal of the MERIT project was to elaborate minimum European requirements for instructor training and testing, as a basis for an EU directive. But the project team recommends each member state to go, where possible, beyond these minimum criteria. With this in mind, a long-term vision paper is included in the report.

Improvements in instructor training have already taken place during the timeframe of the MERIT project. In Austria a proposal for a new law for instructors training and testing has been drafted following MERIT principles. Also in France initiatives of ECF (l'Ecole de Conduite Française) have been launched in order to implement the MERIT standards prior to an EU-directive.

In this sense the MERIT project can already be seen as the precursor of higher standards for driving instructor training in the EU.

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1. SUMMARY

MERIT is an EU research project on standards for driving instructors, co-financed by the European Commission. Its aims were to:

1. identify current standards and regulations for driving instructors in the EU member states
2. recommend both a long-term vision and a short to medium-term vision on driving instructor standards in Europe.

On request of the European Commission, the GDE matrix (Goals for Driver Education) has been used as a basis for MERIT's undertakings. The GDE matrix identifies different levels of driving behaviour and the knowledge and skills on each level which are important for safe driving. According to this rationale, driving instructors should be familiar with the matrix and be able to transmit – or encourage the development of – the knowledge and skills required by novice drivers to drive safely. Other actors in the road safety field may also bear responsibilities for this, but professional instructors should, in the opinion of the MERIT consortium, at least meet basic standards in this regard.

The MERIT project consortium was composed of the following members:

1. Institut Gute Fahrt, Austria (project manager)
2. EFA: the European Driving Schools' Association
3. CIECA: the International Commission of Driver Testing Authorities
4. VTI, Sweden (traffic research institute)
5. Traffic Test, the Netherlands (traffic research institute)
6. HINT, Norway (Central training college for driving instructors and examiners)
7. DFA, Germany (German Driving Instructor Academy)

MERIT's final report includes the following deliverables:

- A survey of current standards for driving instructors in Europe
- A literature study on scientific research with regard to driving instructors
- A long-term vision paper on future standards for driving instructors
- Recommendations for minimum requirements for driving instructors (short to medium-term)
- Case studies with regard to standards for driving instructors in specific countries

MERIT's recommendations include training for driving instructors on the higher levels of the GDE matrix, and on a range of teaching methods, including coaching, to improve the effectiveness of driving tuition.

In addition to the 7 project consortium meetings held throughout the project, MERIT organised the following events:

1. 2 workshops with stakeholders from around Europe, with a view to discussing the long-term vision paper and the recommendations for minimum requirements.
2. An information day, to present the overall findings of the project.

2. PROJECT OBJECTIVES AND DELIVERABLES

The primary objective of the MERIT project was to propose ways to improve the training of driving instructors with a view to enhancing the road safety of novice drivers. With this in mind, the focus of the MERIT project was on category B driving instructors.

This objective was met by identifying and analysing current standards for driving instructors around Europe (chap.6), and building on these standards by using the GDE matrix (Goals for Driver Education) as a basis. A literature study was also carried out (chap.7), in order to determine how other research results could contribute to the project. (Only a small number of relevant studies were found).

Recommendations have been developed, in the form of a long-term vision paper (chap. 8) and minimum requirements (chap.9), as a basis for a potential European Commission proposal for an EU Directive in this field.

Recommendations have focused on:

- Conditions for accessing the profession
- Initial training and testing: content and structure
- Ongoing training
- Quality assurance

This report includes the following deliverables:

- A survey of current standards for driving instructors in Europe
- A literature study on scientific research with regard to driving instructors
- A long-term vision paper on future standards for driving instructors
- Recommendations for minimum requirements for driving instructors (short to medium-term)
- Case studies with regard to standards for driving instructors in specific countries

3. BACKGROUND

Novice drivers continue to be overrepresented in accidents (on average 3 times more than experienced drivers). In addition, more than 40,000 people are killed each year in road accidents in the old EU-15 member states alone. Consequently, the European Commission has made road safety a priority in its agenda: the European Road Safety Action Programme announced in 2001 aims to halve the number of road accident victims in the European Union by 2010.

Amongst a number of actors in the road safety field (parents, schools, safety organisations and the media), driving instructors are seen to have a key role in preparing learners for safe, independent driving.

Clearly, driving instructors cannot be held responsible for the fate of each young driver. Their time with the learner driver is generally limited, and the interest of the learner is primarily on obtaining a licence rather than developing safe driving competencies. Nor, indeed, can instructors be guaranteed the presence of learner drivers in the right conditions and circumstances. In some countries in Europe (UK, Ireland, Belgium, Sweden, Finland...), learner drivers may choose to avoid professional driving instruction altogether, opting instead for accompanied driving (by parents, or other adults). Furthermore, in most European countries there are no obligatory training modules to be followed by learner drivers, thus allowing them the option of spending as little time on driving lessons as possible.

At the same time, professional driving instructors are called upon in most countries to provide some form of driving tuition to learner drivers. As such, they are in a privileged position, and the opportunity exists for them to impart knowledge and skills which are important for the learners' future driving career. As in any profession therefore, certain professional standards must be upheld. The question is in what areas and to what level these standards should be set.

Research in the field of driver behaviour was boosted in the late-90s through the EU GADGET project: *Guarding Automobile Drivers through Guidance, Education and Technology*. Part of its research culminated in the development of a matrix which identified goals for driver education. This research was based on risk factors gleaned from novice driver accidents and on existing research which identified the operational, tactical and strategic levels of driver behaviour. This GADGET – or GDE (Goals for Driver Education) matrix has been instrumental in subsequent EU projects (DAN, BASIC, Advanced and NovEV) and in providing conceptual support for countries wishing to confront the issue of accident reduction amongst novice drivers (e.g. Norway, Austria).

The GDE matrix identifies 4 levels of driver behaviour: the operational, tactical, strategic and lifestyle/personality levels and the knowledge and skills required on each one (including risk factors and an ability to perceive one's strengths and weaknesses at each level). Benchmarking the goals for driver education from the GDE matrix with most countries driver licensing systems leads to one basic conclusion: current driver training and testing focuses primarily on the lower levels of driver behaviour, namely

the operational and tactical levels (vehicle control and driving in traffic), and fails to address the higher levels of behaviour (trip-related issues and the influence of personality and lifestyle).¹ Another shortcoming is a failure to encourage the learner driver's independent decision-making and self-evaluation capabilities.

The MERIT project attempts to address these weaknesses by recommending training and quality assurance of driving instructors based on a holistic approach for developing safe driving competencies, based on all levels and cells of the GDE matrix. Some of the training issues relate to psychological insight into learners and young adults; it should be stressed, however, that the future instructor does not have to be a fully qualified psychologist to be able to address these issues in training.

¹ There are, however, exceptions to this rule. Germany, for instance, has obligatory theory lessons for learner drivers covering a number of issues on levels 3 and 4 of the GDE matrix in driver training.

4. PROJECT TEAM

The MERIT project consortium consisted of the following organisations and individuals:

- Gregor Bartl, Institut Gute Fahrt, Austria (project manager)
- Gerhard von Bressendorf, EFA: the European Driving Schools' Association
- Deirdre Walsh & Nick Sanders, CIECA: the International Commission of Driver Testing Authorities
- Nils-Petter Gregersen, VTI, Sweden (traffic research institute)
- Jan Vissers, Traffic Test, the Netherlands (traffic research institute)
- Kjell Torsmyr, HINT, Norway (Central training college for driving instructors and examiners)
- Gebhard Heiler, DFA, Germany (German Driving Instructor Academy)

The consortium was chosen because of its representativeness in terms of:

- **Geography:** EFA and CIECA are international associations representing the vast majority of EU member states
- **Scientific know-how:** Institut Gute Fahrt, VTI and Traffic Test are acknowledged road safety research centres of excellence
- **Representation of the profession:** EFA represents the driving schools industry in Europe. HINT (Norway) and DFA (Germany) also provided strong representative views from their respective countries

The consortium was led by Institut Gute Fahrt; the secretariat function was performed by CIECA.

5. Consultation: project meetings, workshops and events

As the MERIT project was designed to develop recommendations affecting an entire industry in Europe, consultation with stakeholders was of primary importance.

Consultation was provided in the following forms :

- **Questionnaire survey:** the main national driving schools' association and government ministry/agency responsible for road safety in each EU country was requested to fill out a questionnaire regarding current driving instructor standards and regulations. This was the first opportunity for contributing to the project. All respondents details were stored in the MERIT contacts database.
- **Workshops:** workshops were organised in Brussels on 21 January and 21 March 2005, with a view to discussing the MERIT long-term vision and minimum requirements papers. See annex for further details.
- **Information day:** an information day was held in Vienna on May 19 2005 in order to present the quasi-final results of the project. See annex for further details.
- **Regular email updates:** stakeholders were informed in advance of each event and when project papers were available for consultation.
- **Website:** MERIT had its own website at www.gutefahrt.at/merit, providing, in 3 languages, the main objectives and documents pertaining to the project. This website was updated throughout the project timeframe.
- **Project meetings:** 7 meetings were held with the MERIT consortium during the project.

In addition, stakeholders were encouraged to submit feedback in writing at any stage. See annex for further details.

6. CURRENT DRIVING INSTRUCTOR STANDARDS IN EUROPE

One of the objectives of the MERIT project was to identify and analyse current standards for driving instructors around Europe. This was achieved via an electronic questionnaire sent out to the relevant government agency or ministry AND to the main national driving school association(s), in March 2004.

The questionnaire focused on the following areas of interest, with regard to driving instructors:

1. Conditions for access to the profession	
	• Minimum age
	• Length of school education
	• Driving experience
	• Driving licences held
	• Medical test
	• Absence of traffic offences
	• Good reputation
2. Initial training	
	• Obligatory training:
	– Requirement by law
	– Length of training
	– Training provider(s)
	– Training methods used
	– Content of training
	• Situation regarding voluntary training
3. Testing	
	• Obligatory testing?
	• Theory / practice specialisations
	• Testing organisations
	• Content of testing
	• Practical and theoretical testing methods
	• Relative weighting of theory and practice
	• Relative importance of various driving instructor skills
	• Rules regarding time allowed to pass the test, maximum number of repeats and waiting times
4. Ongoing training	
	• Ongoing training required by law?
	• Availability and participation in voluntary ongoing training
	• Ongoing training providers
	• Content of ongoing training
	• Regularity of ongoing training
	• Failure to participate in obligatory ongoing training
5. Quality Control	
	• Existence of quality control systems

	• Quality controllers
	• Inspection Content
	• Regularity of inspections
	• Test of continued ability

The questionnaire was replied to by representatives of 27 European countries. The full survey report, including the questionnaire itself and list of respondents, can be found in the annex.

Principal conclusions

As expected, the survey results exposed significant differences between countries in terms of the volume, content and requirements for training, testing and ongoing quality in the profession.

The most striking divergences include:

1. Conditions for access to the profession

Length of school education: ranging from a school-leaving age of 14 years old (France) to 18 years old (e.g. Norway, Lithuania).

Minimum age: 18 years old (France, Belgium and the Netherlands) to 25 years old (Slovakia).

Driving experience: No driving experience is required in Belgium, France, Greece, Italy, Netherlands and Spain. Otherwise, the driving experience required (i.e. length of driving licence held) ranges from 2-5 years.

2. Initial training

Obligatory initial training: obligatory training is required by law in most European countries, but there are a number of exceptions: Belgium, Cyprus, Great Britain, Ireland, Italy, Netherlands and Northern Ireland.²

Length of obligatory training: the length of training can vary from a number of hours (e.g. 154 hours in Latvia) to 2 years full-time study (Norway).

3. Testing

Obligatory testing: As of April 2004, all countries surveyed have obligatory tests for applicant driving instructors, with the exception of the Republic of Ireland.

Theory / practice specialisations: most countries surveyed have only one type of driving instructor, namely a combined theory and practical instructor. However, the following countries allow for theory-only and practice-only instructors: Austria, Belgium, Czech Republic, Italy and Latvia.

² In the countries where no obligatory training is required, voluntary training is the norm. It is quite possible, of course, to have high-quality training in a voluntary training establishment. The potential problem with voluntary training is that it may fail to address competencies which cannot easily be tested, e.g. teaching skills. With obligatory training, there is likely to be more control over the content and quality of the training.

Balance of theory / practice in testing: this balance ranges between 75% practical and 25% theory in Portugal to 10% practical and 90% theory in Norway.

4. Ongoing training

Requirement for ongoing training: There are no ongoing training requirements for driving instructors in the majority of European countries. In countries where obligatory ongoing training exists, training may take place every year (e.g. Hungary) or every 5 years (the Baltic States).

5. Quality Control

Quality control systems: While most countries claim to have a quality control system for driving instructors, it appears that such systems are more likely to apply to administrative provisions, rather than to check the presence of the required skills and standards in the exercising of their profession. Only Great Britain and Northern Ireland have a clear quality control system focusing on the driving instructor him/herself. These are ‘tests of continued ability’ which are carried out by specially trained observers (examiners) in the driving school car during a lesson with a learner driver.

Overall conclusion:

In addition, an overall conclusion of the survey was that most countries focus almost exclusively on competencies relating only to the lower levels of the GDE matrix: vehicle control and driving in traffic. In addition, the emphasis on basic teaching skills in training and testing – to all intents and purposes a pre-requisite of effective driver education - was questionable in at least 2 countries: Luxembourg and Portugal. In this regard, the MERIT recommendations for standards relating to the GDE matrix as a whole are considered both useful and important for improving the quality of driver education and training.

A more detailed report on the findings of the questionnaire survey can be found in the annex.

7. LITERATURE STUDY: Scientific research in the field of driving instructors

Author: Nils-Petter Gregersen, VTI

Introduction

The aim of this chapter is to give an overview of existing and recent research concerning education of driving instructors. The literature has been identified by searching relevant databases through the transport library of VTI in Sweden. In total 30 titles were identified among which 12 titles were selected for further analysis. The result is poor compared to many other literature searches and it is thus a clear sign of the lack of research in the area.

Driving instructors' (DI) education is important from different perspectives. The DI needs knowledge about road safety, psychology, educational methods etc. in order to meet the needs of learner drivers. They become a link between the goals of the curriculum for learner drivers and the national licensing tests. In this position they are expected to be structuring, teaching and coaching the learner drivers by selecting the appropriate methods and content for practical as well as theoretical education.

DI education varies between countries with regard to many aspects such as length, content, access criteria and tests. In the survey among European countries done within the MERIT project, which is presented in detail in the annex of this report, it was as an example shown that the length varies from 154 hours (Lithuania) to 2 years (Norway).

The results of the literature review will be presented in subsections covering different aspects of DI education as follows:

- School level for DI education
- DI entry requirements and entry tests
- Competences of DIs
- Competences for teaching learner driver with disabilities
- Final test and approval of DIs
- Further education
- The DI as driving examiner

School level for DI education

The MERIT survey has also looked into what level of school the DI education is carried out. Also in this respect there is a large variation between countries (see annex). In a research project from Norway (Söderholm, 2003) an analysis was made on the development of a college based education. The initial discussion in Norway was held within a broader discussion about the college system taking larger responsibility for a number of shorter education programmes for specific professions. DI was one of these professions. There was a wish from the government to incorporate these programmes into the existing educational framework instead of being separate schools outside the system. The DI education was earlier a state owned school somewhere in between secondary school and college. Through workshops and working groups the programme was gradually developed, initially as a one year education but now being a two year

education. A conclusion from a working group held in 1999 it was stated that “over time the demands on driver education and on the competence of DIs has changed and created new needs that the DI education must cover” (Söderholm, 2003). In Söderholm’s report the development is analysed in detail. One of the important factors that made the change possible seems to be the cooperation in the development process between the government, the school system, the National Road Administration, the driving school association, road safety researchers, pedagogy researchers etc.

DI entry requirements and test

In a study by Silcock et al. (2000) the entry test for ADI education in UK was evaluated through analyses of pass rate statistics and consultations with various relevant bodies. Their conclusion was that the test procedure, which includes difficulty of the questions, number of distracters in multiple-choice questions, possibility of making re-tests, etc. was too easy and needs to be strengthened. Several recommendations were given with regard to adding issues business administration into the test, adding distracters to multiple-choice questions and limiting the attempts for re-tests, improving the question bank etc.

Competences of DIs

It is clear that the role of the DI has changed throughout the years from basically being an engineer’s task for people with skills in vehicle functioning to gradually become more of a task relating to car control skills and traffic rules knowledge, whilst currently the focus is more on behavioural skills in psychology, sociology and education methods. The variation in general progress between countries has also created a variation today that resembles the historical development stages. Some countries are still on the basic levels while others have adopted new strategies and thinking much more. The conclusion from this is that there is a large potential for improvement in many countries.

There are several areas in which DIs need competences. In a study from UK on “Raising the standards of ADIs” (Silcock et al., 2000) a review was done of requirements for training and qualification as an approved diving instructor (ADI) through a survey to almost 2000 ADIs. One of the aspects covered in the study was to answer the question “What makes a good ADI?” The answers/suggestions have been divided in four categories that cover *personal qualities, professional qualities, required knowledge and skills, and business competences*. With respect to personal qualities the ADI should be patient, inspire confidence, be tolerant, be an effective communicator able to individually adapt communication methods to the client’s needs, be aware of the importance of feedback, be positive, good natured and sympathetic. The ADI should also show a proper concern for the safety and wellbeing of self, clients, passengers and other road users.

For aspects related to professional qualities even though the borders between personal and professional qualities are not precise, the authors conclude that the ADIs should (from the report):

- have a good working knowledge of the range of teaching/learning and communications skills that might enhance the process of driver instruction and have the confidence to apply these as required;

- be able to teach individual clients effectively and help them to apply the knowledge and skills gained
- give prime importance to the needs and expectations of the client, and achieve an understanding and sympathy for individuals' learning problems;
- be able to adapt teaching style and content to the needs of clients at all stages in their driving career;
- be able to negotiate with clients the content of their individual programmes, monitor and assess their progress and review their progress on a regular basis;
- teach learner drivers to understand the full syllabus for learning to drive beyond the basic level of car control skills, so that they understand what they should be doing, why they should do it, and what effect their actions might have on other road users; and
- ensure that every effort is made to achieve success in the driving test for clients at the learner stage, and instil safe driving habits for life.

The report also contains a list of suggestions with regard to the requirements of knowledge and skills. The ADI should (again cited from the report):

- be well aware of the major causes of road accidents and of strategies for avoiding them;
- be in possession of a thorough understanding of the rules and procedures outlined in the Highway Code and the Driving Manual and to be able to put these principles into practice by setting a good personal example when driving;
- be able to provide theory training in both classroom and vehicle;
- be a good driver and maintain a high standard of driving;
- be skilled in facilitating learning through demonstration and instruction of driving skills and methods to individuals;
- be skilled in managing the performance, progress and assessment of a client according to a progressive system for mastering traffic and road conditions;
- be skilled in identifying options for training and development of individual clients of all levels of experience, and to design programmes to satisfy these;
- be able to adapt learning programmes and methods to meet the special requirements of individual clients;
- be skilled in agreeing and delivering plans for assessment of candidate performance, carrying out assessments, and providing good quality feedback from these; and
- recognise that many learner drivers undertake private practice and be able to offer good sound advice and appropriate guidance in this matter to both client and supervising driver.

For the final type of skills, the business competence, Silcock et al. suggest aspects such as providing value for money service, organising the work, maintaining records of clients, accurate financial and administrative records, a good working environment, safe vehicles etc.

Sweden has a DI education that is fairly well developed with a secondary school based education for 1½ years theoretical and practical education. In research from Sweden (Gregersen and Nyberg, 2002) where the driver training process for learner drivers was analysed, it was concluded that the education of these learner drivers have severe gaps and solutions for improvement were suggested. One of these suggestions was that DIs should have a more central role in the education. Another conclusion was that the

learner drivers need to learn much more about aspects that relates to the upper and rightmost parts of the GDE matrix (which is presented in detail in chapter 8). A consequence of this is that DI education in Sweden needs an improvement in order to meet the needs that have been created by modern research such as the creation of the GDE matrix and all the knowledge that forms the base of it. A consequence is also that the DI must be the one who takes care of the aspects of the education that the lay instructor cannot handle. The Swedish study is an example of the fact that even in fairly well developed systems there is a need for continuous development.

Meadows and Stradling (1998) have studied the teaching of driver instructors through interviews with candidates. They conclude that driver training and testing focuses chiefly upon the skill of learner drivers rather than their attitudes toward driving. They argue that driving instructor has a unique opportunity to improve learner drivers' attitudes to road safety since they are on a one to one basis with their learners for many hours. From the studies of Meadows et al. (1998) there is evidence that driving instructors attempt to influence the views of any learners who clearly hold poor attitudes towards driving, but according to the authors, they do this in an uninformed, intuitive manner. In order to improve the situation a set of resources was developed to educate driving instructors in the way in which attitudes influence crash involvement and suggest ways in which they could improve the attitudes of their learner drivers. Combined with this set of resources a package for the learner driver was also developed. In an evaluation among 709 young drivers their attitudes towards a selection of driving behaviours were measured. The results suggest that the resources had a small but positive effect on learners' attitudes, intention and behaviour. The authors also conclude that it was best to use both the instructor and learner resources in conjunction to each other rather than alone, but the results also show that the improvement that driver instructors gained from the instructors' resources alone also resulted in improvements of the learner driver.

In an Australian research project, Bailey (2002) investigated what approaches driving instructors have in their work. Bailey underlines that traditionally, driving instruction tends to be characterised by teacher-focussed approaches, typically when developing skills for vehicle control. Yet higher order cognitive skills such as risk awareness, hazard perception, and decision-making are known to have a major influence on driving. Educational research has shown that many higher order skills are best acquired through instructors who exhibit student-focussed approaches and who consequently provide active learning experiences. A survey was thus conducted among driving instructors, in which questions were asked to what extent they adopted teacher or student-focussed approaches. Preliminary results show that driving instruction necessarily involves a substantial component of teacher-focussed approaches. However, the results also indicated that many instructors also more or less value student-focussed approaches, This was regarded as an encouraging finding since this may be particularly valuable when attempting to nurture those higher order skills associated with the driving task that have been found to be important for safe driving. The instructors, however, although most of them were aware of the importance of student-focussed approaches, they generally offered few practical examples when responding to open-ended questions about this.

Fitzgerald and Harrison (1999) reported a similar finding in relation to instructors teaching higher order cognitive skills. They carried out in-depth interviews with fifty driving instructors in order to investigate their approach to training learner drivers. They found that, while the instructors were aware of importance of the higher order cognitive skills they could not explain why these skills are important more than in very simplistic terms. Driving instructors identified many of the cognitively based skills which are identified in the young driver literature. Twenty percent of the driving instructors interviewed rated hazard perception skills as the most important skill for learner drivers to learn in order to become safer. Instructors generally used a combination of explanation and practice as their teaching method. One conclusion from the Fitzgerald and Harrison study was that there is a need for further training of driving instructors to enable them to develop effective teaching approaches for developing these cognitive skills in novice drivers. They also conclude that the basic education of instructors should address methods to provide higher order skills.

In a Norwegian study by Söderholm (2003), a qualitative interview-based study with instructor trainers and DI candidates was carried out at the DI training centre in Norway. One of the objectives of the study was to assess "how the formal instructor training curriculum is carried out by trainers in the one year basic training course, and how the curriculum is perceived by the DI candidates?" The results show that the educational culture on which the curriculum is based constitutes an entrenched tradition linked to the system-model of goal/resource thinking, along with a large element of module-building, skills and levels instruction. At the same time, the trainers strive to include a greater degree of relationship-building and a course built on total learning. "The "both/and" dilemma is seen as problematic for trainers and DI candidates, which the latter expressed as largely cognitive instruction and skills training. The DI candidates say that there was less emphasis on the affective side, time for reflection and room for individual and personal development. The candidate respondents would have preferred more focus on issues such as attitudes and risk awareness.

Heinrich (1993) distributed questionnaires to new drivers with questions about how they assessed their education and the driver instructors that had helped them through the education. The results showed that approximately 80% were satisfied with the learning style and the social climate in the driving schools. It was also shown that older respondents tended to be more satisfied than younger. Questions were asked about why the respondents chose the school they did and their answers showed that next to geographical closeness, choice of school was based on the school's reputation. The respondents declared that personal competences of the driving instructors were of high importance and that those who had a higher pass rate on test also assessed the learning climate as better. When asked about gaps in the education, aspects such as self-assessment, risk awareness and peer pressure were mentioned. The teaching strategy was described as mostly teacher-centred lecturing. One conclusion from the study was that improvements were needed in DI education.

Competences for teaching learner drivers with disabilities

A special situation for driving instructors is the teaching of learner drivers with disabilities. For this task the instructor needs skills that take into account the abilities of the learner driver to understand the messages and to be able to apply and exercise the skills and knowledge provided. One of the outcomes of the EU project ODIGO, in

which an aim was to study approaches to learner drivers with disabilities resulted in a set of recommendations which was published in an operation manual for DIs (Falkmer et al., 2000a). An overall approach in their study was the importance of recognising everyone's right to mobility. As far as possible, individuals with disabilities should be offered the possibilities to obtain a driver's licence. Before the education starts, the instructor should, however, come to a common agreement with the appropriate medical, ergonomic, technical, psychological, legal and financial bodies concerning the goals for the specific learner driver in terms of mobility, modal choice, etc.

Research has shown that learner drivers with disabilities more often than others fail to obtain a licence. They also spend much more time in the education process and many of these drivers are of great need to be informed that their probability of succeeding in their effort is very low. They need help in the termination of the training before too much investment have been put into the learning process. A part of this is also related to the instructor's knowledge about alternative ways of transport and mobility (Falkmer et al., 2000b).

The balance between skill and insight in education is also underlined in the study. Learner drivers with disabilities often need more traditional skill based training in order to be able to control the car, but this does not mean that insight training becomes less important. Educational efforts designed to improve insight may also be different for those with disabilities, who may have to accept a different, more cautious driving style. An aspect that is pointed out is that many drivers with disabilities have suffered very negative experiences in life, which could have had a devastating influence on their self-confidence. Problem-oriented learning is thus considered as a way to re-establish this confidence. The results of the study underline the needs for special qualifications and abilities for DIs that will teach learner drivers with disabilities.

Final test and approval of DIs

In UK there is a final stage of the education where the candidate is assessed in a role-play set up where the examiner acts as learner driver during a one-hour drive. In the study by Silcock et al. (2000) a sub-study was carried out where members of DSA senior management assessed the candidate independently in 42 tests, whilst sitting in the rear seat during the test. The results of this dual assessment showed a high degree of agreement. The examiner and the observer were, with only one exception, in agreement about the overall pass/fail results. There were slight variations in the award of grades for individual items of the test. According to the authors, this variation may partly be explained by problems arising from rear seat observation.

Further education

In the survey among almost 2000 DI in UK done by Silcock et al. (2000), they asked about issues related to the working situation. One of these questions concerned further education and the result showed that very few of the driver instructors, around 76% had not undertaken any further training during the last five years. In an additional survey to almost 3000 ADIs questions were asked about all types of continuous professional and personal development (CPD). In general it was found that the lesser experience the ADI had, the greater was the support for CPD. Based on their findings it was suggested to set up a study to investigate the feasibility to set up a system of continuous professional and

personal development for driving instructors. The suggested study is currently carried out and no report has been available for this review.

The need for further education is also supported by findings in Australian studies (Fitzgerald and Harrison, 1999, Bailey, 2002). The results of their studies are described more in detail above.

The DI as driving examiner

An example of shift of responsibility for the test from the examiner can be found in Australia. As a part of the “Competency Based Assessment” system for driver education in Australia, driving instructors have been given the right to assess and “sign off” new drivers as competent during the education process. The basic idea behind this is that the learning process becomes more complete and the teacher who follows the student through the education is better qualified to assess the competences of the student than someone meeting the student only once. The South Australia system is a multi-session cumulative assessment programme as one alternative way to do the driver education. An evaluation study from South Australia has been carried out (McDougall, 2002), which failed to show any effect on crash involvement. In another evaluation study (AustRoads, 1999) with focus on the education process an interview study with newly licensed drivers was carried out. The conclusion from this study was that it was popular among the learner drivers since around 66% selected this form instead of the traditional on-off test, even if the CBA is more expensive. The drivers also had more professional lessons at driving schools and experienced a wider variety of driving tasks and conditions during these professional lessons. The disadvantages were that the CBA graduates tended to be younger and to have less private practice (AustRoads, 1999).

In Sweden there has been a discussion about the possibilities of transferring the examination of the learner drivers to the approved driving schools. In a special governmental investigation about driving examiners (SOU, 1993) one aim was to find alternative to the Swedish National Road Administration with regard to who should carry out the examination. One conclusion in the investigation was that a transfer to approved driving schools would be positive for the learning process, but it would also put higher demands on the qualifications of the DIs. It was concluded that a transfer would require a higher level education of DIs on college or university level. No such transfer has yet been decided.

Conclusions from the literature review

Very little research has been published on driver instructors’ education and competence. The existing studies together with the general knowledge about what the learner drivers need to know and what educational approaches and methods that may be used, however, may be concluded as follows:

- Many countries have short and in other respects poor education of driving instructors. There is a large potential for improvement. The huge variations in quality and quantity of DI education underline the need for minimum standards in EU.
- The content of DI education is still not covering enough of knowledge about the higher order cognitive skills and the higher order skills of the GDE matrix that the learner driver needs to achieve during the driver education.

- DIs appear to rely on teacher-focussed approaches and methods in contrast to student-focussed. Student-focussed methods are necessary if teaching of higher order cognitive skills should be effective.
- The DI must have the ability to educate learner drivers with disabilities. This task demands special skills, which should be incorporated in the education of DIs.
- There is a need for improvement of the basic education of driving instructors.
- There is a need for more further education of driving instructors.

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8. A LONG-TERM VISION FOR DRIVING INSTRUCTOR STANDARDS (also available in German and French on www.gutefahrt.at/merit)

As explained earlier in this report, the MERIT recommendations were split into 2 parts: first, a long-term vision for driving instructors, and second, a shorter term vision for more immediate application (the ‘minimum requirements’ paper).

The long-term vision paper was developed first, with a view to explaining the needs of novice drivers and how driving instructors can help provide these needs. The aim was to discuss this paper in full consultation with stakeholders (Workshop 1, Brussels 21 March) before progressing to recommendations for minimum requirements.

Generally speaking, there was a consensus amongst stakeholders on the structure of this long-term vision (see next pages). At the same time, a small number of national organisations expressed concerns on the following issues:

1. There is no proof that the application of driver training based on the GDE matrix leads to enhanced road safety amongst novice drivers.
2. The requirements may be too high for the current type of driving instructor working in Europe.
3. Some of the requirements may be wasted if the structure of driver training – or the driving test - in the country in question does not provide an opportunity or a motivation for the driving instructor to apply the new knowledge and skills. For instance, training on the higher levels of driver behaviour may be disregarded if the driving test itself does not assess these levels.
4. The requirement for knowledge of the higher levels of driver behaviour – and the teaching methods to reach these levels – may be redundant because there is research which suggests that the brains of youngsters (late teens and early 20s) are insufficiently developed to receive and process information on these levels.
5. The terminology with regard to the name of the profession: some countries, in particular France, object to a new, better-trained generation of such professionals being referred to simply as driving instructors. A French suggestion was to call them Driving and Road Safety Teachers.
6. The rights of existing instructors, once (and if) an EU directive on standards for driving instructors comes into force.

With regard to these questions, the response from the MERIT project has been the following:

1. This is correct. The GDE matrix has been developed on the basis of scientific evidence but there is no evidence as yet to prove that its application in driver training will improve existing road safety levels. It is indisputable, however, that the matrix provides a holistic understanding of the competencies needed to drive safely. With this in mind, it would be irresponsible to overlook the potential

safety effects provided by driving instructors with new knowledge and skills in this area.

2. It is possible that some existing driving instructors would have difficulty learning and applying the knowledge and skills outlined in the long-term vision paper. The paper outlines a long-term vision and this may correspond to a future driving instructor with a slightly different profile to some instructors currently working in the sector. It is important to note, however, that the MERIT recommendations do not require psychologists to do the work of the instructor. Rather, they require instructors with an understanding and awareness that psychology influences driving style and road safety. There is a distinct difference between the two.
3. Clearly, if specific skills are learned during training and are not needed afterwards, there is a risk that they will never be used and will therefore go to waste. However, the MERIT recommendations do not include skills that are this specific. Rather, the recommendations refer to training of general knowledge and skills which can be applied by instructors in a number of different situations and circumstances, throughout the daily work.
4. Research in area of brain development is a developing one, and evidence remains inconclusive that the brain is not sufficiently mature before the mid-20s to address higher order behaviour in driver training. There is also evidence to suggest that the brain develops more quickly, the more it is stimulated. This argues in favour of addressing higher order behaviour in driver training.
5. The question of the nomenclature for driving instructors is considered both a linguistic and political issue which should not be commented on in any further detail by the MERIT project team.
6. The MERIT team understands that grandfather rights would apply to existing driving instructors following the introduction of an EU Directive in this area. Ongoing training and quality control would, however, apply to both existing and new instructors.

The following section is the full version of the long-term vision paper.

Driving instructors' education in Europe: a long-term vision

(also available in German and French on
www.gutefahrt.at/merit)

**The content of driving instructor training with regard to
driving behaviour and road safety, based on the GDE matrix:**
Nils Petter Gregersen, VTI

Teaching skills and methods: Gregor Bartl, Institut Gute Fahrt

The content of driving instructor training with regard to driving behaviour and road safety, based on the GDE matrix

Author: Nils Petter Gregersen, VTI

1. The problem of unsafe driving

The basic assumption for defining the content of driving instructors' education is, firstly, that instructors must know all the things that the learner drivers need to know and, secondly, they need to know them better in order to explain how and why these things are important. They must also possess pedagogical and didactical skills which provide many efficient tools to help the learner drivers incorporate the competencies they need into their attitudes, knowledge, skills and actual behaviour (see chapter 4).

Knowledge about what constitutes a safe and an unsafe driver is extensive. A vast amount of research is available, which shows that becoming a safe driver is a very complicated matter. In a recent literature review of young novice drivers and driver training³, the following aspects were found to be important correlates to unsafe driving:

- **Gender** (exposure, driving style...)
- **Geographical differences** (exposure, transport needs, licensing rates...)
- **Lifestyle** (car interest, drug abuse, problem behaviour...)
- **Social position** (education, occupation...)
- **Personality** (sensation seeking, testing limits, conscious risk taking)
- **Ability to reflect** (consequences of own behaviour)
- **Immigrants from certain parts of the world** (driver education, cultural differences)
- **Peer pressure** (outside and inside the car)
- **Alcohol** (party drinking, alcohol dependence)
- **Tiredness** (professional drivers, young drivers)
- **Time** (evenings and weekend nights)
- **Safety belts** (young men...)
- **Routine** (automatisation, mental workload, visual search...)
- **Integration in traffic** (co-operation, informal rules...)
- **Overconfidence** (risk assessment, youth socialization process, lack of feedback/calibration)
- **Excessive speeding** (single accidents, loss of control, injuries)

One of the things that we really are certain of is that life-related factors such as the age of young drivers are important predictors of why they are overrepresented in accidents. Here, we are addressing things that are typical for youngsters such as their lifestyle, peer groups, the youth socialisation process, etc. These all influence attitudes, motives and the decisions which drivers make about driving behaviour. For young drivers, these decisions often result in excessive speed, drink driving, not using seatbelts and other forms of dangerous behaviour. We also know that gender is important. Men and women

³ Engström et al, 2002

have for example different types of exposure, and this affects their exposure to hazardous situations. We know, for instance, that young women generally have a more careful driving style, which also reduces their risk. Women are safer and better at driving in traffic but not at parking the car.

There are also large variations depending on where geographically drivers live, such as in urban or rural areas. The environment, for example, influences the exposure type, type of peer groups, transport needs and the licensing rates. The reduced licensing rates among youngsters in Sweden is geographically very different in for example Stockholm, where less than 10% of 18 year olds have a licence, compared to less populated rural areas in northern Sweden where the corresponding figure is 60%.

It has also clearly been shown that social position in terms of educational level, profession, school grades, and different types of problem behaviour such as drug abuse, criminal activities etc. are-related to accident involvement in traffic.

Looking into personality traits, we know that most correlation with crash risk is rather weak – if they exist at all. There is, however, one exception and that is those drivers known as sensation seekers. They are deliberately on the lookout for new challenges and risks and they are eager to test the limits of their ability. These drivers are high risk drivers that are involved in more accidents than others. For many youngsters this trait serves only to increase the already typical youth socialisation process, where testing limits and taking risks are commonplace.

A driver's ability to (self-)reflect is also an interesting aspect. Studies have indicated a pattern of poorer than average self-reflection skills among young drivers who have been involved in accidents.

Cultural aspects have been found when looking at crash rates among immigrants from certain parts of the world. In Sweden, immigrants from the Middle East and North Africa have a 4 times higher crash risk than drivers born in Sweden. The reason for this is partly cultural and partly due to the lack of opportunities to learn about the Swedish traffic system.

Peer groups in general, peer passengers in the car, driving too fast, driving under the influence of alcohol, being tired behind the wheel or not using seat belts, have all been shown to be especially severe problems for young, novice drivers.

The flipside of the same coin, relating to skills, knowledge and insight about driving, is that drivers with little routine are more often involved in accidents than ones with much routine. This is relevant to all ages of drivers. Lack of routine is dangerous due to the time-consuming development of mental processes and automatization of driving tasks which are important for safe driving. This is a complex problem in many countries because the only way to gain routine is through driving. And the only time to do this is often during the first months with a licence which, paradoxically, is also the most dangerous period in the driving career.

In the real world, we do not meet all these accident-increasing aspects one at a time, but rather in different combinations. It is important to realise, for example, that the

combination of being a novice driver, young, overconfident, driving with peer passengers under influence of alcohol during night hours can easily have catastrophic consequences.

Many of these aspects are-related to individual and social aspects of life in general, such as gender, lifestyle and personality. Others are more directly-related to driving skills, such as the level of routine, integration in traffic and excessive speeding. It is, however, clear that most of the aspects mentioned above interact in different ways.

For some time now, the dichotomy of age and experience has been used to describe the difference between life--related factors of using the car and direct driving-related factors. The concepts of age and experience have helped us in some ways to understand certain dimensions of young novice drivers' behaviour and crash involvement, but in order to reduce crash risk in practice we need another framework or structure because most aspects of age and experience interact.

The use of age and experience as concepts may become confusing since many of the life-related aspects such as gender and personality are relatively constant during life. The age-related aspect of gender is defined by several other, more directly age-related aspects, such as peer groups, youth socialisation process and family situation, but also by type of exposure in traffic. We know that young men and young women have different exposure patterns, which results in different types of experience and thus also in different patterns of driving style and driving skills.

Similar reasoning applies to geographical differences. Living in rural or urban environment in itself is not an age-related aspect, but becomes age-related under the influence of exposure and thereby by experience. Types of road environment, types of errands, traffic density and driving speed are examples of experience-related aspects that are different in different geographical environments.

Alcohol consumption and driving under the influence is yet another example where age and experience interact. Current knowledge in this area tells us that young novice drivers do not drive under the influence of alcohol more often than others. Nevertheless, youngsters have greater problems with drunk driving. Several studies have shown that the crash risk of young novice drunk drivers is higher than for other groups of drink-drivers. And even if alcohol consumption and a decision to drive under the influence is an age-related process, the road safety problem refers to a large extent to routine and experience in how to interact in traffic, to detect hazards and to handle them when they occur. Alcohol reinforces the general weaknesses that novice drivers have when they are sober.

2. Competencies for safe driving

In the section above, a description of a dangerous driver and dangerous driving behaviour was given. Another challenging perspective is to look at the safe driver and safe driving behaviour. A safe driver may be described as someone who is not only skilled in vehicle control and manoeuvring, but who is also sensible and wise.

A hierarchical approach helps us to structure and to understand more clearly what competencies a safe driver needs. One of the important outcomes of the EU-project GADGET was a matrix for defining the goals of driver training. The GDE (Goals for Driver Education) matrix is based on the assumption that the driving task can be described as a hierarchy. The idea of the hierarchical approach is that abilities and preconditions on a higher level influence the demands, decisions and behaviour on a lower level. The hierarchy used here is developed by Keskinen (1996) and shows many similarities with the Michon hierarchy. The most important difference is the goal-oriented perspective instead of the behaviour description perspective of Michon. What is also important is the addition of a fourth level relating to personal preconditions and ambitions in life in general, which have shown to be of great importance for driving and road safety. The following four levels are described by Keskinen and were later also applied in the EU-project GADGET (Hatakka et al. 2002):

4. Goals for life and skills for living
3. Goals and context of driving
2. Driving in traffic situations
1. Vehicle control

The fourth and highest level refers to personal motives and tendencies in a broader perspective. This level is based on knowledge that lifestyles, social background, gender, age and other individual preconditions have an influence on attitudes, driving behaviour and accident involvement.

On the third level, the focus is on the goals behind driving and the context in which driving is performed. The focus is on why, where, when and with whom the driving is carried out. More detailed examples include the choice between car or bus, day-time or night-time driving, rush-hours or not, decision to drive under the influence of alcohol, fatigue or stress etc., all in relation to the purpose of the trip.

The second level is about mastering driving in traffic situations, which are defined as more limited than the driving context above. A driver must be able to adapt his/her driving in accordance with the constant changes in traffic, for example in junctions, when overtaking or when encountering vulnerable road users. The ability to identify potential hazards in traffic is also on this level.

The bottom level emphasises the vehicle, its construction and how it is manoeuvred. Knowing how to start, change gears, etc. well enough to be able to use the car in traffic belongs to this level as well as more complex evasive manoeuvres, reducing skids on low friction and understanding the laws of physical forces. The functioning and benefits of injury preventive systems such as seat belts and airbags also belong here.

Driver training traditionally focuses on levels 1 and 2.

A safe driver is, however, not only skilled but also aware of risks and of his own abilities and characteristics as a person. In order to cover these different dimensions the hierarchy was expanded into a matrix, which - in addition to the four levels – includes the following three dimensions:

- Knowledge and skills
- Risk increasing factors
- Self-assessment

The content of the first column describes the knowledge and skills that a driver needs for driving under normal circumstances. On the lower hierarchical levels, this equates to how to manoeuvre the car, how to drive in traffic and what rules must be followed. On the higher levels, the column relates to how trips should be planned and how personal characteristics may influence behaviour and safety.

In the second column about risk-increasing factors the focus is on awareness of aspects related to traffic and life in general that can be associated with higher risk. On the basic level, this may be worn-out tyres, poor brakes, lack of routine in performing basic manoeuvring, etc. Higher in the hierarchy the column refers to risky driving in darkness, on low friction, among vulnerable road users, excessive speeding, mental overload, etc. It also relates to dangerous motives and risk-increasing aspects of lifestyle and personality.

The third column is about how the driver assesses his/her own situation on the four levels. It relates to the calibration of one's skills on the basic levels⁴ and awareness of one's personal characteristics and tendencies, as well as abilities in decision-making about trips and in life in general on the upper levels.

The cells in the matrix thus define a framework for the definition of detailed competencies needed to be a safe driver. The matrix can be used for defining educational goals and educational content in driver training. The suggestion from the designers of the matrix is that driver training strives to cover as much as possible of the whole matrix, and not only the bottom left cells that are traditionally focused on.

An important prerequisite for a driving instructor who should teach these matters is that he/she possesses the same competencies. Thus, the GDE matrix is suggested as a framework for defining the part of the instructors' education that applies to road safety and driver behaviour.

Many learner drivers in EU are not well educated on these things. Most countries are still focusing on traffic rules and managing the vehicle in different traffic situations, which is the historical basis for driver education all over the world. Some countries have gone much further, but there is no licensing system that provides all the necessary competencies to all candidates.

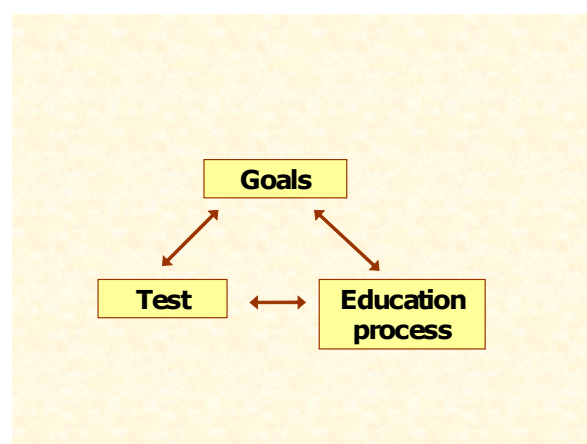
⁴ Good calibration is when the driver's self-perceived skills correspond to his/her actual skills. Young drivers often tend to overestimate their skills.

The GDE matrix with examples of competencies that need to be covered in a driver education programme

GDE matrix
(Goals for Driver Education)
(Hatakka, Keskinen, Glad, Gregersen, Hernetkoski, 2002)

	Knowledge and skill	Risk increasing aspects	Self assessment
Goals for life and skills for living	Lifestyle, age, group, culture, social position etc, vs driving behaviour	Sensation seeking Risk acceptance Group norms Peer pressure	Introspective competence Own preconditions Impulse control
Goals and context of driving	Modal choice Choice of time Role of motives Route planning	Alcohol, fatigue Low friction Rush hours Young passengers	Own motives influencing choices Self-critical thinking
Driving in traffic	Traffic rules Co-operation Hazard perception Automatization	Disobeying rules Close-following Low friction Vulnerable r.u.	Calibration of driving skills Own driving style
Vehicle control	Car functioning Protection systems Vehicle control Physical laws	No seatbelts Breakdown of vehicle systems Worn-out tyres	Calibration of car-control skills

In order to understand this situation, the triangular model of education can provide some help. Driver education is built on three interdependent elements which are continuously interacting. These are the *goals*, the *education process* and the *test*. Changes in one of these ‘boxes’ must be followed by changes in the other two. The goals of a national curriculum for driver training must be fulfilled in an education process that provides the correct knowledge and skill through the appropriate educational methods in order to reach the goals defined in the curriculum. One of the most important components of such a well-functioning system is highly educated teachers that possess the correct knowledge and teaching skills to convey all the necessary aspects that should be covered.



2.1. The relevance of the GDE-matrix for driving instructors

One assumption of the GDE matrix that is based on a vast amount of road safety research is that the whole matrix needs to be covered if instructors are to understand the complexity of the driving task and what is needed to become a safe driver. It is clear that the current driver education which instructors have to transmit cannot cover the whole matrix, but in order to gain as much as possible from the hierarchical and matrix idea, the teacher must at least be aware of the importance of the hierarchical levels as well as the different aspects of the columns approach. By doing so, the latest research findings concerning young and novice drivers and what competencies they need can be integrated into the learning process. This is not sufficiently done today since the driving instructors in most countries do not have the competencies they need for this.

By using the matrix it is also possible to acquire an understanding of why certain types of educational strategies do not produce the expected results. To learn advanced driving techniques and how to handle the vehicle in critical situations (evasive manoeuvres, skid handling, emergency braking) may increase safety among drivers that, on the higher hierarchical levels, are motivated to increase their safety by using the new skills to increase their safety margins. It may, however, be counterproductive to safety for those drivers that have more dangerous preferences on the higher levels, such as sensation seeking, or belonging to certain peer groups where norms encourage dangerous driving, etc. For a driving instructor, this understanding is crucial in order to adapt the training strategy to each individual and also to enable the learner driver to understand these factors.

3. Curriculum for instructors' education

Based on the above assumptions, a driving instructor's education should enable them to teach in all of the cells of the GDE-matrix. Much of this content is more advanced than is currently the case in most European countries. Some countries are closer to this approach, while others are far from it⁵. This framework should be seen as the basis for the minimum requirements for instructor training and testing developed in the next chapter.

Since the hierarchical approach is based on the idea that abilities and preconditions on a higher level influence the demands, decisions and behaviour on a lower level, the basic and most important part for driver education is GDE-level 4. Goals for life and skills for living is held as preconditions for the choices that are made on level 3 and how the car is driven on levels 2 and 1. This approach is different from the traditional one, where vehicle control has been regarded as the basis. When this traditional approach first emerged, road safety was not as high a priority as it is today. The priority at that time was mobility and the ability to use the vehicle as an effective tool for transportation of people and goods. Gradually, the safety aspect of driving has developed, but driver training and the demands on - and training of - driving instructors have not incorporated an overall safety approach. This is obvious when looking at the development of crash

⁵ Please consult the results of the questionnaire survey to see which countries claim to be closer to this approach than others.

statistics. The overrepresentation of young novice drivers is as present today as it was many years ago.

In the following proposal, the approach has thus been to turn driving instructor training upside-down. As such, level 4 is used as a basis for the training of instructors with individual “goals for life and skills for living”, followed by level 3 (trip-related “goals and context of driving”), level 2 with more situation-related “driving in traffic” and finally level 1 with - from a mobility point of view - the most basic “vehicle control”. This strategy is based on a vast amount of safety research and has been chosen in order to prioritise the safety aspect of driving before the mobility aspect.

The following aims and content of driving instructor education is thus to be regarded as necessary in order to develop safe drivers:

3.1. Content regarding overall aspects

The main task of all driving instructors is to develop responsible car drivers and to help these drivers to realise that their driver education is a life-long process. As discussed above, much of the driving task concerns personal decision-making based on situations and goals in life which are not directly-related to driving. Learner drivers must be trained in critical self-thinking, an ability to evaluate facts and decisions in every single situation and to realise the consequences of different choices. Aspects of ethics, norms and attitudes-related to driving should also be covered as well as the influence of driving and driving style on the global environment. Without the competence of an instructor, the driver will have severe difficulty in achieving the abilities and skills they need. The instructor must not only be able to provide the learner with knowledge and skill, an understanding of the importance of making the right choices and adopting a safe driving style. He must also develop the learner driver’s willingness to follow these principles.

The driving instructor candidate should develop an understanding of the hierarchical approach to safe behaviour and should also be able to provide understanding to the learner driver about how abilities and preconditions on a higher level influence the demands, decisions and behaviour on a lower level.

3.2. Content of GDE level 4:

The aim of “*Goals for life and skills for living*” is to provide understanding to the driving instructor candidate on how different personal and social preconditions influence one’s role as a driver. The candidate should learn facts about and understand how driving behaviour and accident risk is correlated with factors such as age, gender, personality, lifestyle, socio-economy, education, and peer groups. By understanding these relations the candidate should develop the ability to teach learner drivers about the complex relations between individual, social and cultural aspects of life and driving behaviour.

Individual aspects

- age and gender
- personality

- general values and attitudes
- intelligence, education and learning style
- disabilities, special needs, vehicle adjustment
- diseases and abilities

Social aspects

- group norms and peer pressure
- youth socialisation process
- lifestyle
- socio-economic position

Cultural aspects

- immigration and different cultures in traffic

Statistics

- road safety/accident statistics, national and international for different sub groups of population and road users-related to GDE level 4-aspects

3.3. Content of GDE level 3:

The aim of the part “*Goals and context of driving*” is to give the driving instructor candidate knowledge about safe and dangerous alternatives when drivers are making trip-related choices. The candidate should also understand the importance of planning the trip with regard to where, when, how, under which circumstances and why a trip should be carried out. This knowledge shall be used to encourage the learner driver to make trips as environmentally friendly as possible and to avoid travelling under dangerous circumstances such as dense traffic, low friction, bad weather, driving under influence of alcohol or tiredness, etc.

Transport and road safety system

- structure of traffic and transport system, historical development
- organisation of road safety work and responsibilities, police, legislation responsibilities, NGOs etc.
- transport registers (accidents, licences, violations etc.)
- costs of traffic accidents, estimates of human costs, society cost, health cost etc.
- effects of traffic on health, mobility, economy, environment
- transportation and road safety research, basic principles and methods, understanding research reports and transport statistics

Statistics

- road safety/accident statistics, national and international for different travel modes in different general environments-related to driving choices on GDE level 3
- available sources for national and international transport statistics

Decision making and behaviour in trip-related choices

- health status and driving choices
- alcohol and drugs, tiredness
- peer pressure in the car, passengers, influence on accidents and driving style
- travel modes, available possibilities, public transport, selection principles
- traffic density, rush hours
- time of day, darkness, dusk and dawn
- seasonal and weather differences, snow and ice, fog, rain

3.4. Content of GDE level 2:

The aim of the part “*Driving in traffic*” is to develop the candidate’s knowledge about car driving in different traffic situations. This knowledge should be based on knowledge about traffic rules, hazardous situations and accident patterns. It should also be seen from the perspective of cognitive psychology regarding how the ability to drive in traffic is developed with increased routine. This knowledge shall make the candidate more able to teach the ability to drive the car in a safe and environmental friendly way in cooperation with other road users, in different traffic situations and under different circumstances. This part also aims at development of the candidate’s ability to teach anticipation, hazard perception and driving with such safety margins that are needed to avoid becoming involved in critical situations. In addition, the candidate should develop skills in providing knowledge and understanding to learner drivers about why traffic rules exist and how they shall be followed.

Traffic rules

- existing traffic rules and their applications
- increased internationalisation and travelling between countries
- road users who are not obeying traffic rules, driver’s ability to adapt
- legal aspects of breaking the rules, police surveillance, methods and principles, penalties

Traffic psychology

- cognitive psychology, mental workload, visual attention
- routine in traffic and automatism of driving behaviour
- overconfidence and calibration of subjective driving abilities in traffic
- behavioural adaptation, risk homeostasis⁶ and zero-risk theory⁷

Driver behaviour

- behaviour in different traffic situations (junctions, motorways, overtaking etc.)
- speed adjustment, general and in different road environments and situations
- cooperation with other road users and clearness about own intentions
- hazard perception
- dangerous situations, (animals, vulnerable road users, icy spots etc.)

Statistics

- road safety/accident statistics, national and international for different accident types in different traffic situations-related to GDE level 2

⁶ Risk homeostasis is a phenomenon whereby each individual subconsciously accepts a certain amount of risk in his/her life. So if, for instance, a car is made safer by having ABS fitted, the driver automatically tends to drive faster and to follow closer to other vehicles, thereby reaching the ‘same level of accepted risk’ as he had before. This is a human key problem: Whenever technical progress to enhance safety is made, humans compensate this increased safety by adopting riskier (driving) behaviour.

⁷ Zero risk theory states that drivers often believe their personal risk of having an accident to be about zero, because they have not yet had an accident (or have had only one, which is nothing compared to the time spent on the road without an accident). Consequently, they feel safe when they are driving and are not particularly interested in actively ensuring their safety.

3.5. Content of GDE level 1:

The aim of the part “*Vehicle control*” is that the driving instructor candidate become skilled in teaching the learner driver how to manoeuvre the vehicle in a safe and environmentally-friendly way. The candidate shall also know how to help the learner driver to develop a realistic assessment of his ability to do this. This part should cover the necessary facts to teach learner drivers about how the vehicle, its different subsystems and the different protection systems in the car are functioning and how they can be used in the best possible way.

Vehicle functioning

- functioning of the vehicle and its different subsystems
- functioning of safety systems (airbag, seat belts, brakes, tyres, chairs, anti skid systems, child restraints, neck support etc.)
- exhaust cleaning systems
- information about vehicle systems and their functioning in manuals, web-sites etc
- legislation concerning vehicles and their subsystems
- basic maintenance of vehicle and vehicle subsystems
- legislation concerning use of safety equipment
- principles of EuroNCAP, principles for crash worthiness of vehicles
- crash types, crash violence and injuries

Traffic psychology

- cognitive psychology, mental workload, visual attention
- routine and automatization of basic vehicle control skills
- overconfidence and calibration of subjective car control skills

Vehicle control and-related behaviour

- skills in vehicle control (starting, braking, steering, shifting gear,
- vehicle control on low friction
- vehicle control in high speed
- influence of the laws of nature on vehicle dynamics and movement
- sitting posture
- safety check of the vehicle
- benefits of using safety systems

In addition to the suggested content above, instructors’ education needs to cover many other aspects such as finances, work organisation, legal matters and, above all, teaching methods. A sound knowledge of educational methods and an ability to vary them is crucial in order to select the correct approach for each area of the GDE-matrix to be covered. A section on educational methods is presented below.

4. Teaching skills and methods

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Introduction

People who know a lot are not necessarily good communicators of their knowledge. A good driver, for example, is not automatically a good driving instructor. Driving instruction is primarily a social profession. Instructors are dealing with people, not machines. The ability to:

- be an excellent communicator
- interact well with the learner driver
- behave and act appropriately

are therefore basic requirements for the instructor to be successful in his profession.

A major goal of driver training and testing is to guarantee road safety. Most other goals are secondary. One must ensure, therefore, that the process of driver training is oriented towards the goal of safe driving. The contents of driver training should thus be tested to make sure that they serve road safety goals. The personal interests of the driving instructor, such as for technological facts and figures, have no role to play in obligatory driver training.

The driving instructors' training must ensure that knowledge about road safety can be transmitted to the learner driver. The instructor should possess substantial risk-related competencies.

The professionalism of the driving instructor profession is increasingly important for two reasons:

1. Car driving is an increasingly high-valued commodity in today's society. Thorough training is thus desirable.
2. There needs to be a clear distinction between a professional driving instructor and a private or 'lay' instructor⁸.

Professionalism signifies a high-degree of specialisation:

The professionally trained driving instructor has a wide range of teaching methods at his/her disposal. These methods enable the instructor to reach specific objectives in the training. Only in this way can the instructor find the right balance of methods and themes with respect to the individual needs of each learner driver.

The professional relationship between the instructor and the pupil is of particular importance here. The instructor should be able to observe and note the thought processes and emotional signals emitted by the pupil – and he/she must also be able to

⁸ A lay instructor is a non-professional accompanying driver, such as a parent of the learner driver.

recognise his own. A positive learning environment is essential for the learning process in a driving school. For this reason, methods for establishing and maintaining the relationship between the instructor and pupil are presented first, followed by the specific teaching methods needed by the instructor.

Driving instructors of the future should be able to transfer knowledge and address attitudes (related to the highest level of the GDE-matrix), as explained in detail in previous sections. Consequently the teaching methods presented in this chapter have to be of high quality, too. Otherwise the demanding goals prescribed in the GDE-matrix cannot be reached.

The third column of the GDE-matrix, namely the development of self-assessment skills of learner drivers, must be trained in order to avoid dangerous self-overconfidence. This goal is supported by scientific evidence: People who can self-assess their own behaviour are in a kind of “self-aware state” and consequently they behave in a more socially acceptable manner. Self-awareness in the sense of giving feedback to oneself is extremely necessary, since road traffic is a field with an almost complete absence of feedback for the driver: You can, for example, speed, follow the preceding car too closely, drink and drive or not wear a seatbelt generally without consequences (see zero risk theory mentioned in the earlier chapter).

4.1 A professional relationship

A good relationship between instructor and pupil is important on the following levels:

1. Agreement between the instructor and pupil on the GOALS of the course

Both should agree on the objectives to be reached (to pass the test and to drive safely).

2. Agreement between the instructor and pupil on the CONTENT of the course

Both parties consider the content of the course useful and effective for reaching the agreed goals (practically-relevant content).

3. Agreement between the instructor and pupil on the METHODS used

Both agree that that the methods used for each component of the training are appropriate for reaching the agreed goals.

The model of 4-sided communication⁹ illustrates the complexity of communication between people. It shows how we communicate on 4 channels or levels, although we are often only aware of one of them.

1. Content level

A statement is made on this conscious level (e.g. “The traffic light is green!”).

⁹ Schultz von Thun 2002

¹⁰ by Schultz von Thun

2. Relationship level

Without perhaps noticing it, one is also communicating something about the relationship between two parties (e.g. “you need my help”).

3. Personal level

Mostly unnoticed, we are also saying something about ourselves (e.g. “I am in a hurry!”).

4. Appeal level

And finally, each statement has a requirement characteristic (e.g. Drive!“).

The particular complexity of communication is not only that each statement contains 3 – often sub-conscious – levels other than the standard content level. It also requires the listener to be aware of the 3 other levels. We should imagine that each listener needs 4 ears, one for each level. In this way, the listener has a:

1. Content ear

What is he telling me, and have I understood correctly? (the traffic light is green)

2. Relationship ear

What relationship does he think he has in relation to me? (does he think that I need his help?)

3. Personal ear

In making this statement, what is he telling me about himself? (Is he perhaps in a hurry?)

4. Appeal ear

What does he want from me? (Ah, I am supposed to drive off now)

Incorrect interpretations on the part of the listener are often the source of conflict. A classic example of this goes as follows: A man asks his wife “What is the green thing in the soup?” with which she replies: “If you don’t like it, you can always go to the pub!”. Clearly, the information and interpretation on the content and relationship levels are not in line. The man perhaps only wanted to know on a content level what vegetable was in the soup. The woman considered the question, on a relationship level, to be a criticism.

You can only get out of such conflict situations if you are aware of your communication levels. So, driving instructors need to be communications experts too. Instructors should ideally communicate as follows:

- His primary communication is on the content level.
- He analyses his own interpretations of the statements of the pupil in order to recognise the advent of conflict situations as early as possible, and he doesn’t react in a too hasty or exaggerated manner.
- In a conflict situation, he is the one who brings the communication back to the content level.

Deep-rooted conflicts cannot, of course, be solved through communication means alone. But such conflicts should not arise in every-day driving school situations. In contrast to

lay instructors (e.g. mother or father), the pupil has no shared history with the instructor which could manifest itself in tense situations.

If a disproportionate level of emotion appears in the interaction between two persons, this is likely to be an example of “Transference“ or “Projection”. With *transference*, we can subconsciously transfer onto someone else feelings that are linked to experiences with other people. They often have nothing to do with the person with whom the feelings were evoked. On closer analysis, for example, the driving instructor may remind the pupil of his foreign languages instructor who failed him. The instructor may also be reminded by his/her pupil of an unresolved conflict with someone else, for instance his daughter. The particularity of this dynamic is that the persons are unaware of these conflicts but that strong emotions and feelings are being felt. If these feelings are of a negative kind, this can lead to problems. Of course, positive transference also exists. This can be the case when we consider someone to be as nice as someone else. This relates to positive previous experiences in earlier encounters.

In professional relationships, one strives to be aware of this subconscious transference. In such situations, one should not show too much kindness or animosity but rather enter into a completely neutral situation based on the uniqueness of each encounter (driving lesson).

Projections can also be a source of conflict when communicating. This occurs when someone subconsciously attributes characteristics to someone else which he/she has but doesn't want to admit to. They prefer to project or attribute these characteristics onto someone else. For example, a strict teetotaler – who would really like to be a little more relaxed but who has set himself strict rules - may get irritated when observing others enjoying the things that he has deprived himself of. The exaggerated emotional stress attributed to the other person enjoying alcohol is due to an ongoing internal conflict concerning alcohol and freeness. The causes of these conflicts, which manifest themselves in the form of projections, are always self-imposed forbidden desires (“actually, deep down, I would really like to...”). In road traffic, a wide range of projections occur, above all when another road user takes liberties with the law; in short, when someone puts our moral behaviour to the test. For example, I keep to the speed limits and he is overtaking me. Projections can be a major source of stress for the driving instructor who spends much of the day on the road.

As with transference, there can also be positive projections where particular kindness is shown due to previously unrealised ideals or desires.

Such challenges appear tiresome on first glance. But it is a lot easier to behave according to the moment rather than according to the past (I can do this, I cannot do that). In the short-term, an amateurish approach where transference and projection reign seems to be the easiest. But in the long-term, the advantages of adopting a neutral, professional stance outweigh the short-term factors. You are spared of conflictual communication, you reach your objectives more quickly, customer satisfaction is greater and you are generally more content with yourself. This is important to prevent Burnout.

Learning about establishing and maintaining professional relationships with drivers is most successfully achieved through personal experience, rather than reading about facts. It therefore makes sense for driving instructors to attend practically-oriented seminars (with a self-discovery character) during the basic training and in ongoing training too.

4.2 Presentation of teaching methods

Professional driving instructors distinguish themselves above all from lay instructors through their ability to use a range of different teaching methods for specific learning objectives. Teaching methods are trainable and can be assessed according to specific criteria. The learning conditions can then be checked. Instructors who have taught themselves, on the other hand, are not successful in fostering learning on a systematic basis.

Research has identified 25 teaching methods¹² – divided into 5 groups. It is important to ensure that as many as possible of these methods are covered in the basic training for driving instructors. Driving instructors should be familiar with them, be able to implement them and know when to use them according to the pupil and to the task in hand. Each individual has a different learning style, for instance. Whereas some learner drivers can be told something verbally and then be able to apply it perfectly, other drivers need time to experience the action for themselves in practice before feeling comfortable with it.

The 25 teaching methods in 5 groups:

I. Showing

1. Demonstrate

The instructor demonstrates driving behaviour, e.g. how to use the clutch and the gear shift, etc. It shall be demonstrated in an appropriate way so that the pupil can follow correctly. Demonstrating must be precise, in good coordination and in the right order. When demonstrating the correct behaviour certain details can be enhanced for emphasis, but demonstrating undesirable behaviour should be avoided.

2. Illustrate

Drawings, pictures, movies and models can help to illustrate things which cannot be observed easily in traffic (because they take place too fast, like the engine running, accidents, complex traffic situations, etc). Appropriate illustrations should aim to simplify complex situations and phenomena, get people interested in details and make difficult tasks and themes more understandable.

3. Use model behaviour

¹¹ “The driving instructor as a traffic instructor” by Bruno Heilig

¹² The driving instructor as a traffic instructor” by Bruno Heilig 2003

A driving instructor is always a model for the pupil. Hence he/she must behave as a safe, socially responsible road user in every aspect, from wearing a seat belt to defensive driving.

II. Informing

4. Explain, review

Explanations about theory and facts should be presented in a clear, understandable and simple structure. They should correspond to the individual state of knowledge of the pupil. The need for understanding such theory and facts must be made clear.

5. Recount, narrate

When narrating a story, both factual information and emotions are transferred in order to motivate the pupil to behave correctly and to avoid incorrect behaviour. The individual learning goal of each story must be made clear. A story always has to have one or more highlights, tension and the final learning goal. But it is also possible to leave the end open to 'set an impulse' or initiate reflection. Use of stories does support the learning process.

III. Tasks

6. Instructions

Instructions are information about what to do and how to do a task in detail. Instructions must be well prepared, precise, understandable and short, especially during driving. Instructions must above all be given in a friendly or neutral way. The main characteristic of instructions is that they are concise and do not leave room for individual interpretation.

7. Provide impulse/ stimulus

Impulses are given to make pupils start thinking or to encourage them to solve a problem or master a task properly themselves. Solutions should be found by the pupil, not by the instructor.

8. Open choice of task

At an advanced stage, it makes sense to let the pupil decide what he should practice more intensively in order to optimize his skills.

9. Questioning – developing

Certain learning contents can be developed together with the pupil by asking questions. This method activates the learner driver and he/she feels more responsible for the learning process. On the other hand, questions are useful to check the pupil's knowledge. It is important to recognise that this method cannot be applied to every learning situation.

10. Learning games

Playing games encourage a positive learning environment which has a positive effect on the learning process. Both adults and children sometimes like to play. As a precondition, the goals of the learning game must be clear and the pupils must be willing to participate.

11. Preparing learning

Pupils can be motivated to prepare themselves for the following lesson by, for example, observing other traffic users, collecting information, preparing a presentation or simply thinking about a question. This method can lead to higher personal involvement in the learning process and to a better link to every day life.

IV. Checking

12. Reinforce

When an action is correctly carried out, positive reinforcement should be given by the instructor. This encourages correct behaviour to be carried out more in the future. Each statement made by the instructor is interpreted by the learner driver; hence reinforcement must correspond to the situation.

13. Criticise/ reprimand

Incorrect behaviour should be criticised in order to avoid it in the future it. But never criticise the person, only the wrong behaviour! The criticism should be followed by an explanation.

14. Correct

In order to avoid a conflict or an accident the driving instructor has to correct quickly. An explanation should follow immediately once the incident is avoided.

15. Appeal and caution

Appeals should be more specific than general and combined with an explanation, e.g. why he should use the indicator earlier.

16. Self-assessment

The learner driver should be permanently encouraged to assess his own actions / behaviour. This encourages positive independent driving which is, of course, vital once the pupil has passed the test. This aspect relates especially to the third column of the GDE-matrix (self-assessment) and to the need to give the pupil the assessment tools to continue learning even when he/she has a driving licence.

V. Arrange and moderate school activities

17. Collect and structure ideas

Brainstorming before starting the lesson can activate pupils and help to structure the subsequent learning process. Pupils can be motivated to find solutions, collect ideas, opinions, pros and cons, etc.

18. Probe and discover

Probe should be understood as ‘trial and error’, and discover in the sense of finding solutions for oneself. The instructor then has to summarize and / or to positively reinforce the correct approach. This method leads to higher learning motivation, to a

higher “intrinsic” motivation and the correct behaviour is more likely to be applied later in traffic¹³.

19. Practise and repeat

Consistent training ensures that knowledge and skills are stored in the brain and cannot be disturbed easily, for instance during stressful situations like the driving test. It is not effective to practice too intensively shortly before the test, because new learning content cannot be memorized in the brain when the person is in a stressed state. For practise and repetition, a relaxed mood is optimal.

20. Small group exercises

In observation tasks, four eyes can see more than only two; hence small group exercises make sense in specific situations. When driving, however, only one person assumes the responsibility. (Whenever new knowledge is introduced, other teaching methods are favourable).

21. Individual exercises

Every pupil has his own learning capacity; hence individual learning shall be part of every training. Individual exercises are also necessary to train independent decision-making which is a central element of driving in different traffic situations (= levels two and three of the GDE-matrix).

22. Interactive role plays

Role plays only make sense if pupils are not too shy. Then typical traffic conflicts can be experienced and analysed. Simple interactive plays can be used to get to know one another in a group.

23. Lead a discussion

The group leader initiates a discussion and then stays more in the background. He must summarize, motivate and give positive or negative reinforcement. Leading group discussions is complex so the instructor must be properly trained in practically-oriented seminars.

24. Case studies and situation studies

Concrete examples can be presented and analysed. The central goal of such exercises is to transfer the outcome of the examples analysed to the knowledge and behaviour of the learner driver.

25. Moderation method

Moderation is a complex mix of methods described above. The main difference to group discussion is that the moderator does not give the learning- or discussion goal. The subject or goal is provided by the group or individual pupil. It is an excellent method for developing group processes or for addressing problems in groups. This complex teaching method must also be trained and learned by instructors in practical seminars.

¹³ *Intrinsic* motivation means I do it because I really want to myself; *extrinsic* motivation means I better do it because others want me to.

4.3 Feedback

Feedback – a principle of life

Feedback is not only a teaching method but a principle of traffic itself and even a principle of life in general. It can be defined as an ongoing comparison between *how something is and how it should be*. Hence, lack of feedback in traffic can be a problem. If a driver drives too fast without any negative consequences, this lack of external feedback signals to him that his behaviour was ok.

Driving environment gives poor feedback

Systematic feedback from the traffic environment to the road user is normally very poor. The road environment is thus a “bad instructor”, in contrast to skiing, for example, where the consequences of excessive speed are felt immediately! This lack of external feedback needs to be replaced by the driver’s own self-assessment skills. Every available form of feedback should be used during driving lessons. Two main types of feedback can be distinguished:

Classic feedback:

The trainer praises the learner driver for exemplary behaviour and also for what could be improved.

Advanced feedback:

The instructor guides the learner driver by asking questions so that the learner driver is able to give feedback to himself. In this sense, open questions (why, who, what, when...) are better than closed up questions (either or, yes or no...)

Commentary driving:

Commentary driving can be seen as a subgroup of feedback. The driver should explain his decision-making processes while driving. In addition to thoughts, emotions can also be evoked in order to make the situation more meaningful and life-like.

4.4 Simplification of learning content

Driving is more a complex task than a difficult task. The driving instructor should be able to simplify this complexity with regard to:

- Traffic situations
- Vehicle manoeuvring skills
- Driver’s fitness to drive at the moment.

For example, the colours of a traffic light can be used to simplify a complex situation.

A driver has always to evaluate the present traffic situation:

- It can be normal (green), e.g. if there is no bus at the stop in front of you and the traffic situation is clear.

- It can be critical (yellow), e.g. if there is a bus at the stop, hence the driver has to be prepared to react.
- It can be hazardous (red), e.g. if the bus starts indicating its intention to move off. Then the driver has to react immediately.

This threefold scheme is one example of how to present complex situations in a simplified manner. It can be used for feedback and discussion between the instructor and the learner driver. The feelings of the driver can also be expressed by using this scheme: normal concentration (green), tired, or in a bit of a hurry...(yellow), almost falling asleep, extremely agitated...(red).

4.5 Active learning

Active learning comprises all teaching methods where the pupil plays an active role. The main goal is that the person feels more responsible for the learning process. The earlier experiences of the pupil, which do not necessarily have to be linked to driving, should be used in the learning process. One outstanding method which can be categorised under active learning is coaching (see below).

4.6 Coaching

The art of coaching is establishing itself more and more in adult training and education. It is increasingly used in ongoing driver training, for example in on-road feedback drives and track exercises in the post-licence part of multiphase training. Coaching, until now, has not been a method of choice in basic driver training.

Coaching is an optimal method for further education, but also for addressing attitudes towards risk (level 4 of the GDE-matrix) in initial driver training.

A basic characteristic of coaching is that themes are addressed from a number of different perspectives. The objective is to develop a basis for drivers to make decisions. It is particularly important that the coach accepts that the drivers ultimately reach their own decisions. The feeling of free decision-making which is conveyed not only makes the driver aware that there is a decision to be made, but also that the consequences of that decision and any ensuing actions are entirely his/her responsibility.

The special thing about coaching is that it is designed to improve one's self-awareness. This conforms to the aims of the GDE (goals for driver education) matrix where correct self-evaluation on all 4 levels plays a central role in safe driving. This self-evaluation can be described as 'subjective self-awareness' – man himself is the subject of this attention. Research has shown that when objective self-awareness is created (in the form of a mirror which you look into at yourself), one's behaviour is steered towards the moral high ground.

In test situations with such mirrors, candidates tend to cheat less. Clearly, this form of self-observation allows one to observe one's behaviour and simultaneously creates an

internal picture of how one should behave. If there is a difference between the two (internal tension), one tends to address this by adapting to the morally more acceptable model. For the driver, this could mean that he then decides to leave a little more safety margin or that he drives around bends more cautiously. This is where behaviour-relevant decisions are made for the benefit of safety.

The basic approach of coaching is questioning. This is the opposite method to that used in traditional learning where the instructor is used to showing. If correctly used, a coached discussion weighs up the 'for' and 'against' arguments for specific forms of behaviour. Finally, however, it is the learner driver who makes the ultimate discussion.

If coaching is properly implemented, it is barely possible for a power struggle to ensure between the instructor and the pupil(s). The instructor must, however, be ready to use this form of relationship. He should not be led by the desire to show his pupils; he should be led by the curiosity and interest of the pupils.

Some driving instructors want to show off their driving ability. This actually works against road safety because it sets the wrong example. It would be better to show off as a coach, by showing real interest in the pupils and by focusing on each one as an individual.

The goal of a coach when asking questions is to get as deep as possible into the individual basis of behaviour. If, for example, the learner driver fails to see a pedestrian at a crossing it is necessary not only to comment on this but also to ask what could have been the reason for this oversight. Based on this discussion the learner driver should be able to develop strategies for the future in a similar situation. The coach helps to activate the own resources of the candidate to find solutions.

The following principles of coaching should be borne in mind:

with Learning through showing...	with Coaching...
...you can reach a concrete learning objective	...you can guide the learning process
...a fixed programme is carried out	...it encourages individual development
...learning material is used	...experiences are discussed and analysed
...it is mostly knowledge which is conveyed	...the right convictions are made
...there is only one truth	...there are several perspectives and outcomes
...the pupil should be shown	...the coach should be told or shown
...the instructor presents himself	...the coach meets the pupil with real interest and curiosity

Important points for the coach:

- The coach is responsible for asking the right questions, the pupil for the right answer
- The coach is shown something by the pupil, not the other way around
- The coach listens while the pupil explains
- The coach leads the discussion and works out solutions in conjunction with the pupil(s), but he accepts that the pupil decides which solution (or not) to take.

Problem-oriented learning

Problem-oriented learning is a great way to coach. The pupil, rather than the instructor, must discover the problem. This fosters active learning. The more the pupil is involved in the learning process, the more he feels responsible for making progress. The coach for example can ask the learner driver or learner driver to change the role: he is the instructor and the instructor is the learner driver. Now in the role of the instructor the pupil has to discover and explain important aspects of driving.

“This could be me” method

In traffic a variety of conflicts can raise. If we put ourselves into the shoes of the other traffic participant we get a better understanding and perhaps accept that also we make mistakes. People become more understanding and less aggressive as a result.

If the driver behaves in a highly risk-taking manner, the coach might ask how would you feel if you had caused an accident where you survive but in which you have killed your best friend. Again, it is important that only the driver finds his individual answer and that the coach appears value-free.

4.7 Further important aspects of teaching

Lesson planning and evaluation

The instructor has to set a goal for each lesson. Based on this goal a structure should be developed comprising the following parts:

- beginning of the lesson
- during the lesson
- at the end of the lesson.

The instructor should also be able to evaluate if the goal of the lesson has been achieved.

Information about learning methods

The learner driver can expect from the instructor that he gives him advice on how to learn best and what to avoid when learning at home between the lessons and preparing for the test. Also the learning atmosphere and the learning environment play an essential role for the concentration to learn. The pupil should get recommendations so that he can be aware of his individual learning style.

Test Anxiety

It is normal for learner drivers to be stressed by the driving test. The driving instructor should provide practical and individual information so that the learner driver can cope with this anxiety. It is important, however, to distinguish between positive and negative test anxiety. Nerves before the test can actually help the candidate be more concentrated during the test. A complete lack of nerves or anxiety can thus mean that the candidate does not perform to his or her best.

Rhetorical skills

Professional rhetorical skills (the art of effective speaking) are particularly important for theory lessons. Rhetoric in the learning context should be seen as a service for the pupils so that they can learn in the most effective way. Rhetorical skills cannot be learned from a book but must be trained in seminars with video feedback. Three dimensions should be trained:

The Voice (would I like to listen to my speech?)

The way of speaking (would I like to learn from me?)

The body language (would I like to watch me?)

This chapter on teaching methods is designed to give a comprehensive overview for an optimal driving instructor. The subjects addressed are considered to be desirable modules in a training programme for driving instructors although not every detail has been highlighted.

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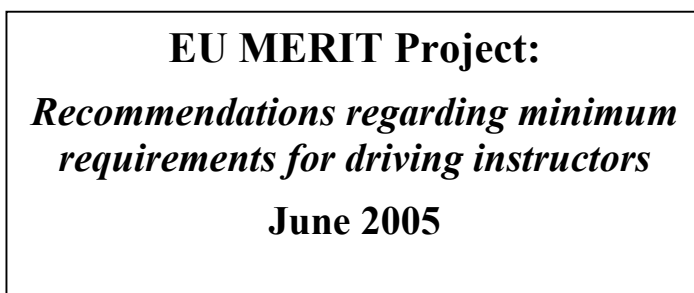
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9. MERIT PROJECT RECOMMENDATIONS REGARDING MINIMUM REQUIREMENTS FOR DRIVING INSTRUCTORS (also available in German and French on www.gutefahrt.at/merit)

Following the development of the long-term vision paper, recommendations were made for application in the shorter-term. These ‘minimum requirement’ recommendations are based on the long-term vision paper and are designed to both highlight best practice and provide the European Commission with a basis for a legislative proposal for an EU Directive.

The recommendations are written in a similar format to existing training directives. A draft version was submitted for consultation prior to workshop 2 (March 21, Brussels) and has been adapted following feedback from stakeholders. The final version features on the next pages. Chapter 10 explains the reasoning behind some of the proposed minimum requirements, as well as highlighting ‘controversial’ issues.



MINIMUM STANDARDS FOR DRIVING INSTRUCTORS¹⁴

1. GENERAL COMPETENCIES REQUIRED BY A DRIVING INSTRUCTOR

The driving instructor must be able to plan, implement and evaluate driver training effectively and meaningfully using the knowledge, skills and understanding related to the topics listed in 1 a) to e).

- a) Comprehensive knowledge of the Goals for Driver Education, in the form of the GDE matrix
- b) Familiarity with a wide range of communication, teaching and motivational skills, with a particular emphasis on targeting self-evaluation skills amongst learner drivers (right column of GDE matrix)
- c) Ability to assess the skills of the learner driver and to identify and address shortcomings
- d) Ability to drive in a consistently high social, defensive and environmentally-friendly manner
- e) Knowledge of the official training curriculum and/or driving test requirements for applicants for a driving licence

Detailed content requirements for training and testing are listed in article 5.

2. CONDITIONS FOR ENTRY TO THE PROFESSION

Applicant driving instructors are required to:

- a) have sufficient schooling to meet the demands of training and working in the profession
- b) possess the driving licence of the category he/she intends to teach in
- c) have a minimum of 3 years driving experience with the relevant category of vehicle
- d) complete a screening process, in order to gain access to training and the test to become an instructor
- e) undergo a medical test - including an eyesight test - commensurate to the safe execution of the profession
- f) undergo a background check with regard to prior criminal offences and/or traffic offences, to ensure that the applicant is a fit and proper person.

¹⁴ MERIT is focusing on driving instructor requirements for category B. Special training and testing for other licence categories should be considered.

3. INITIAL QUALIFICATION

a) Training

Applicants shall be required to undergo obligatory initial professional training prior to the test. Such training shall be carried out in accredited driving instructor training centres which are subject to oversight by a recognised and appointed body. The programme shall at least include training on the teaching methods and skills required to teach all levels of the Goals for Driver Education matrix.

Experience with teaching real learner drivers is required prior to the trainee instructor gaining full qualification. This experience must be subjected to supervision by a qualified supervisor, during both practical and theoretical driving lessons.

Detailed content requirements for training and testing are listed in article 5.

Persons responsible for training applicant instructors must possess sufficient knowledge and skills to train in the specific area in question.

b) Testing

Applicants shall undergo testing, according to the competencies laid down in article 1 and the specific goals specified in article 5, to assess his/her basic knowledge and skills with regard to:

- Theoretical knowledge
- Teaching ability
- Driving ability

The order of the above tests shall be determined by each Member State.

Testing of driving ability and/or teaching ability can be integrated into the training process.

Persons responsible for testing applicant instructors must possess sufficient knowledge and skills to test in the specific area in question.

4. QUALITY ASSURANCE AND ONGOING TRAINING

a) Ongoing training

Driving instructors are required to attend a minimum of 5 days of ongoing training every 5 years.

Persons who have ceased pursuit of the profession for a period of 5 or more years, and have missed ongoing training requirements during the period of absence, shall undergo a course of sufficient periodic training before resuming the profession.

b) Observation / Quality Checks (with feedback)

Driving instructors shall undergo a minimum of 1 observation, by an appropriately qualified and accredited observer, every 5 years. This observation shall, in particular, assess the instructor's interaction with the learner driver(s) and provide feedback to the instructor on positive performance and areas in need of improvement. The observation shall take place during a practical on-road driving lesson and/or in a theory lesson, if relevant to the member state in question.

Instructors found to be seriously under-performing during such observations shall be required to obtain specific training to correct the observed shortcomings.

c) Periodic medical testing

Ongoing medical testing for instructors, including an eyesight test, shall be required at least every 5 years.

5. CONTENT REQUIREMENTS FOR TRAINING AND TESTING

a) Comprehensive knowledge of the Goals for Driver Education, in the form of the GDE matrix

The driving instructor candidate shall be fully familiar with the hierarchical approach to safe behaviour, according to the GDE matrix (Goals for Driver Education), and shall be able to provide understanding to the learner driver about how abilities and preconditions on a higher level influence the demands, decisions and behaviour on a lower level. In order to emphasise the comparative importance of the higher levels of the matrix, training for instructors should begin with level 4 and work downwards to level 1.

- Level 4 content requirements: knowledge and skills

Individual aspects related to safe driving

- age and gender
- personality
- general values and attitudes
- intelligence, education and learning style
- disabilities, special needs, vehicle adjustment
- diseases and impairments (including alcohol and drug use)
- Feeling of invulnerability (zero-risk theory)

Social aspects related to safe driving

- group norms and peer pressure
- cross-cultural issues
- youth socialisation process
- lifestyle

- socio-economic position

Road Safety-related Statistics

- road safety/accident statistics, national and international for different sub groups of population and road users-related to GDE level 4-aspects

- Level 3 content requirements: knowledge and skills

Transport and road safety system

- costs of traffic accidents, estimates of human costs, society cost, health cost etc.
- effects of traffic on health, mobility, economy, environment

Decision making and behaviour in trip-related choices

- health status and driving choices
- alcohol and drugs, tiredness and emotional state
- distractions (e.g. mobile phones) and inattentiveness
- single vehicle accidents amongst novice drivers
- peer pressure in the car, passengers, reason and motives for driving, influence on accidents and driving style
- available travel modes, public transport
- journey planning;
 - traffic density, rush hours,
 - time of day, darkness, dusk and dawn
 - seasonal and weather differences, snow and ice, fog, rain
 - time management

- Level 2 content requirements: knowledge and skills

Traffic rules

- existing traffic rules and their applications
- increased internationalisation and travelling between countries
- road users who are not obeying traffic rules, and driver's ability to cope with them
- legal aspects of breaking the rules, police surveillance, methods and principles, penalties

Traffic psychology

- mental workload, visual attention
- routine in traffic and automatism of driving behaviour
- overconfidence and calibration of subjective driving abilities in traffic
- risk compensation theory

Driver behaviour

- behaviour in different traffic situations (junctions, motorways, overtaking etc.)
- speed adjustment, general and in different road environments and situations
- cooperation with other road users and clearness about own intentions
- hazard perception
- dangerous situations, (animals, vulnerable road users, icy spots etc.)

Road Safety-related Statistics

- road safety/accident statistics, national and international for different accident types in different traffic situations-related to GDE level 2

- Level 1 content requirements: knowledge and skills

Vehicle functioning

- functioning of the vehicle and its different subsystems related to safety (airbag, seat belts, brakes, anti skid systems, tyres, chairs, child restraints, neck support etc, and benefits of using safety systems) and environment (e.g. fuel consumption)
- legislation concerning vehicles and their subsystems
- basic maintenance of vehicle and vehicle subsystems, particularly in relation to road safety and the environment
- principles of EuroNCAP (including pedestrian-friendly ratings), principles for crashworthiness of vehicles
- crash types, crash violence and injuries

Traffic psychology

- mental workload, visual attention
- routine and automatization of basic vehicle control skills
- overconfidence and calibration of subjective car control skills

Vehicle control and-related behaviour

- skills in vehicle control (starting, braking, steering, shifting gear)
- vehicle control on low friction
- vehicle control in high speed
- influence of the laws of nature on vehicle dynamics and movement
- sitting posture
- safety check of the vehicle
- environmentally-friendly driving style

b) Communication, teaching and motivational skills

The instructor shall have knowledge and skills relating to the following educational skills:

- Lesson planning, goal-setting and lesson evaluation
- Professional communication (establishing the appropriate relationship for learning)
- Basic teaching methods (demonstration, informing, setting tasks, checking)
- Advanced teaching methods (active learning methods such as coaching, moderating group activities, questioning & developing and giving feedback, etc)
- Selection of specific teaching method according to specific educational goal and driver's needs
- The need to adapt to different learning styles
- Motivational techniques

c) Assessment skills (driving skills, personal characteristics)

The instructor shall be able to:

- assess driving skills of learner driver, identify shortcomings and address them
- assess the effects of the personal characteristics of the learner driver on safe driving
- encourage self-assessment on the part of the learner driver with regard to his/her driving motives and ability

d) Driving ability

The instructor shall possess a high and consistent driving standard, with particular emphasis on:

- a social and defensive driving style
- environmentally-friendly driving techniques
- ability to intervene safely while a learner driver is at the wheel

e) Knowledge of curriculum and/or test requirements

The instructor shall have a full understanding and familiarity with:

- the goals of the national training curriculum for learner drivers (if appropriate)
- the requirements of the driving test for driving licence candidates

10. EXPLANATION AND DISCUSSION WITH REGARD TO MINIMUM REQUIREMENTS

Many of the points elaborated in these recommendations are self-explanatory, following the previous sections which explain the rationale of the MERIT approach to driving instructor standards. However, some of the proposals are less comprehensible without further explanation. Others were sufficiently controversial to have been changed over the last few months.

These discussion points are developed below.

Academic background: « sufficient schooling to meet the demands of training and working in the profession »

Considering the type of knowledge, awareness and teaching skills required for an instructor to fulfil the MERIT minimum requirements, a school-leaving age of 18 would be desirable. However, there is no proof to suggest that a person leaving school before then does not possess the necessary aptitude to become a good driving instructor. Academic prowess is, to this extent, not a reliable indicator for being successful in the profession. MERIT has therefore decided to leave this question open to each member state. This would also allow special vocational training courses to be designed for persons leaving school at 16 years old.

If the question of schooling is to be left open, additional safeguards need to be put into place to ensure the presence of basic aptitudes of applicants of the profession. These safeguards are all the more important if some of the initial training is to be made obligatory; otherwise there is a risk of a substantial drop-out rate during the course, resulting in courses with unfillable vacancies and trainee instructors who have incurred training costs for no reason (see « screening process »).

Screening process: « complete a screening process, in order to gain access to training and the test to become an instructor »

As discussed above, sufficient safeguards are necessary to ensure, as far as possible, that applicant driving instructors have the necessary aptitudes to pass the training, testing and to become a successful instructor. A “screening process”, prior to being admitted into the training programme, would fulfil this need. The exact content of the screening process should be left to each member state, but may include:

- A face-to-face interview: to check interpersonal and communication skills, and motivations for the job
- A psychometric test, to test the specific aptitudes required for instructors¹⁵
- A driving assessment, to look at the safety aspects of the applicant’s driving style.

¹⁵ Finland uses such psychometric tests. Germany is developing one at the moment; Great Britain is currently considering them too.

Obligatory training: « Applicants shall be required to undergo obligatory initial professional training prior to the test »

Sound teaching methods are considered essential for effective driver training. The use and practising of a range of methods needs to be developed by trainee instructors over time, and with feedback from trainers. Testing a full range of teaching methods is not economically or logistically viable. Hence, MERIT recommends obligatory training on teaching methods required to address driver training goals at each level of the GDE matrix. Such teaching methods could easily and effectively be combined with knowledge-building on each level of the GDE matrix, although this does not necessarily need to part of the obligatory training itself (it can be done through self-study).

Driving experience : « a minimum of 3 years »

There was a consensus amongst stakeholders at Workshop II that driving experience is necessary for applicant driving instructors. Driving instructors require not only aptitudes but the wisdom which comes from driving experience. There is no evidence to suggest that 1, 2 or 5 years experience would create a ‘better instructor’, but the consensus at workshop II was that 3 years would be a suitable timeframe. This would mean that driving instructors would need to be 21 before starting obligatory training¹⁶. A 21 year old generally has more maturity than an 18 year old, so this is another advantage.

Medical testing : « undergo an initial medical test commensurate to the safe execution of the profession; ongoing medical testing for instructors, including an eyesight test, shall be required at least every 5 years. »

The issue of medical testing was a controversial one. The general consensus amongst the MERIT consortium was that, as driving instructors are in many ways professional drivers, they should be subjected to the same medical requirements as these drivers, namely a Group II medical test. On the one hand, stakeholders have expressed concern that these requirements are too stringent, and would lead to a number of existing instructors – many of whom are over 50 years old - being forced to ‘retire’ from the profession. On the other hand, current requirements in some countries are very low. In Great Britain, for instance, the requirement is an eye test on initial qualification and then nothing until the age of 70 (at which point, there is only a personal declaration to be made). In the opinion of the MERIT team, this is unacceptable due to:

- The considerable amount of time spent by driving instructors in traffic
- The professional responsibility of the driving instructor for the safety of the learner driver while on the road

The MERIT recommendations thus strike a balance between both camps.

Experience with real novice drivers: « Experience with teaching real learner drivers is required prior to the trainee instructor gaining full qualification. »

¹⁶ Driving licences can be obtained from the age of 17 in Great Britain and Northern Ireland, but these two countries already state that a driving instructor must be 21 or more.

Discussions with stakeholders at Workshop II revealed strong support for some kind of mandatory experience teaching real novice drivers before the trainee instructor achieves full qualification. Such experience could be accrued during initial training, or following initial training and testing and prior to full qualification (i.e. a form of probationary period). Experience in the UK shows that these trainee instructors need to be under supervision. In other words, if the trainee is conducting a real live driving lesson with a novice driver, a supervisor needs to be present. This aims both to prevent the system from being exploited – whereby trainees constitute unfair competition to qualified instructors over a sustained period of time - and to ensure that the experience is fruitful by including feedback from the supervisor.

Ongoing training: « Driving instructors are required to attend a minimum of 5 days of ongoing training every 5 years. »

Ongoing training is considered vital because the sector is constantly changing. Also, the environment for driving instructors is not generally conducive to learning on the job (isolated, lack of interaction with peers, etc). For example, training may be needed with regard to:

- a) maintenance and improvement of general instructor skills,
- b) legal changes related to road safety
- c) relevant new research in the field of road safety and especially young driver behaviour, including changing trends in the causes of road safety accidents and
- d) new developments in teaching/learning methods
- e) technological developments

A basic minimum of ongoing training is required. A requirement of at least 5 days every 5 years is a more flexible way of proposing a minimum of 1 day of training per year.

Returning to the profession: « Persons who have ceased pursuit of the profession for a period of 5 or more years, and have missed ongoing training requirements during the period of absence, shall undergo a course of sufficient periodic training before resuming the profession. »

This requirement is another safeguard built into the system to ensure a minimum level of quality over time. It is based on the same principle as the requirement for ongoing training and the principle that instructor knowledge and skills need to be maintained over time. The cut-off period of ‘5 or more years’ corresponds to the ongoing training requirement of 5 days every 5 years. Absence from the profession of more than 5 years will mean, *per se*, that the instructor has missed a phase of ongoing training and therefore should be subject to refresher training of the appropriate kind.

Quality check tests: « Driving instructors shall undergo a minimum of 1 observation, by an appropriately qualified and accredited observer, every 5 years. »

Ongoing training is no guarantee that the instructor’s knowledge and skills are being properly applied in practice. Hence, MERIT proposes the application of the system used in Great Britain: observation during their work. Such an observation would be designed to give positive feedback to the instructor on ideas and ways to improve his/her

approach to driver training. 1 observation every 5 years is considered to be necessary, without being over-bureaucratic. Only in the case of seriously under-performing instructors would any further action be undertaken.

The mutual recognition of driving instructor certificates / qualifications

The important subject of mutual recognition featured initially in the minimum requirements paper but has since been removed. The MERIT team is composed of persons with experience in the field of road safety, driving instructors and driver training but does not possess the necessary legal experience to comment in-depth on this subject.

The issue of mutual recognition is particularly pertinent if the MERIT minimum requirements become an EU Directive. As they currently stand, the minimum requirements refer to training and testing goals, but they do not determine a volume or length of initial training and testing. They only specify a common basis in the training and testing of instructors. As such, even after a potential Directive comes into force, there will undoubtedly continue to be considerable differences in the standards of driving instructors from one country to another. In this light, an EU-wide instructor certificate would not be feasible or acceptable to countries where standards are noticeably higher.

It would therefore seem logical that some form of mutual recognition of national certificates be established, by at least recognising the common basis to these certificates but allowing for the possibility of adaptation periods or additional training/tests, if appropriate.

ANNEXES

Annex 1: Survey of existing standards (questionnaire and report)

**DRIVING INSTRUCTOR
STANDARDS IN
EUROPE**

MERIT
Minimum European Requirements
for driving Instructor Training

**RESULTS OF
THE EU MERIT PROJECT
QUESTIONNAIRE SURVEY:**

**Driving instructor standards in
Europe**

Author: Nick Sanders, CIECA

November 10, 2004

1. INTRODUCTION

The MERIT Project on future standards for Category B driving instructors is an EU project financed by the European Commission. The project and its recommendations will be based on two primary data sources:

1. information on current norms and standards for driving instructors in Europe
2. research in the field of driver behaviour and road safety

2 workshops with stakeholders will discuss these reports before MERIT issues its recommendations.

In order to gain an overview of current norms and standards for driving instructors, a pan-European questionnaire survey was carried out (see annex 1). The survey was answered either by government bodies (ministries, agencies, etc) and/or by national driving school associations. This report contains the results of the survey.

A total of 30 European countries were sent the questionnaire survey in late March 2004. As of November 1 2004, 27 countries had responded, as below.

1. Austria	Y	16. Latvia	Y
2. Belgium	Y	17. Liechtenstein	
3. Cyprus	Y	18. Lithuania	Y
4. Czech Republic	Y	19. Luxembourg	Y
5. Denmark	Y	20. Malta	Y
6. Estonia	Y	21. Netherlands	Y
7. Finland	Y	22. Northern Ireland	Y
8. France	Y	23. Norway	Y
9. Germany	Y	24. Poland	Y
10. Great Britain	Y	25. Portugal	Y
11. Greece	Y	26. Slovakia	Y
12. Hungary	Y	27. Slovenia	
13. Iceland		28. Spain	Y
14. Ireland	Y	29. Sweden	Y
15. Italy	Y	30. Switzerland	Y

Y = Yes

2. ACCESS CRITERIA FOR APPLICANT DRIVING INSTRUCTORS

2.1 Subjects addressed:

- ✓ Minimum age
- ✓ Length of school education
- ✓ Driving experience
- ✓ Driving licences held
- ✓ Medical test
- ✓ Absence of traffic offences
- ✓ Good reputation

2.2 Results:

Minimum age

The minimum age allowed to become a driving instructor ranges from 18 years old in Belgium, France and the Netherlands (i.e. no driving experience necessary) to 25 years old in Slovakia. The most common minimum age is 21 years old.

Country	Minimum age
Austria	21, or 20 for L17
Belgium	18
Cyprus	24
Czech Republic	24
Denmark	21
Estonia	21
Finland	21
France	18
Germany	22
Great Britain	21
Hungary	22
Ireland	
Italy	21
Lithuania	
Luxembourg	20
Netherlands	18
Northern Ireland	21
Norway	21
Portugal	20
Slovakia	25
Spain	20
Sweden	21
Switzerland	21

Length of school education

There are no requirements concerning the length of school education in Denmark, Estonia, Great Britain, Greece, Northern Ireland and Slovakia. For the other countries, either a lower secondary level education (until 16 years old) or full school leaving age (18) is required.

Country	Length of school education
Austria	school leaving
Belgium	lower secondary level
Cyprus	school leaving
Czech Republic	school leaving
Denmark	
Estonia	
Finland	school leaving
France	lower secondary level
Germany	school leaving
Great Britain	
Greece	
Hungary	school leaving
Ireland	
Italy	school leaving
Latvia	school leaving
Lithuania	further education
Luxembourg	lower secondary level
Netherlands	lower secondary level
Northern Ireland	
Norway	school leaving or equivalent professional experience
Poland	school leaving
Portugal	school leaving
Slovakia	
Spain	lower secondary level
Sweden	school leaving
Switzerland	school leaving

Driving experience

No driving experience is required in Belgium, France, Greece, Italy, Netherlands and Spain. Otherwise, the driving experience required (i.e. length of driving licence held) ranges from 2-5 years.

Country	Driving Experience
Austria	3 or 1 with vocational training
Belgium	
Cyprus	5
Czech Republic	3
Denmark	3
Estonia	3
Finland	3
France	
Germany	3 in last 5
Great Britain	4 in last 6 years
Greece	
Hungary	2
Ireland	
Italy	
Latvia	3
Lithuania	3
Luxembourg	2
Netherlands	
Northern Ireland	4
Norway	3
Poland	3
Portugal	2
Slovakia	3
Spain	
Sweden	3
Switzerland	3

Driving licences held

All countries require a driving licence to be held in the category for which they intend to instruct.

Medical test

Medical tests are not required in Austria, Great Britain, Greece, Latvia, Netherlands, Northern Ireland and Sweden. The tests required in other countries may be physical, psychological or both. Often, the medical test is the same as for Group II (professional) drivers.

Country	Medical test
Austria	
Belgium	
Cyprus	mental
Czech Republic	mental
Denmark	as EU's Group 2 drivers
Estonia	Medical Committee of Traffic test
Finland	same as Cat C professional drivers
France	as professional drivers
Germany	professional, physical and mental test
Great Britain	
Greece	
Hungary	
Ireland	
Italy	every 10 yrs for Cat B
Latvia	
Lithuania	
Luxembourg	physical and mental
Netherlands	
Northern Ireland	
Norway	like CAT D drivers
Poland	physical and mental
Portugal	
Slovakia	mental test
Spain	Group 2 equivalent
Sweden	
Switzerland	equivalent to test for professional drivers

Absence of traffic offences

There are no requirements with regard to the absence of traffic offences in the following countries: Belgium, Denmark, Greece, Hungary, Italy, Latvia, Lithuania, Netherlands, Poland, Spain and Sweden. As far as other countries are concerned, there may be one or more of the following requirements:

- No disqualification from driving permitted
- No convictions / offences (in the last X number of years)
- No dangerous or drink-driving offences
- An obligation to provide information on offences committed (to the relevant authorities)

In some countries, applicants (to become driving instructors) must prove that they do not have a criminal record.

Country	Absence of traffic offences?	Good reputation?
Austria	no major offences	must present document to certify
Belgium		
Cyprus	not convicted last 3yrs; dang driv, alcohol driv	certificate from police authorities
Czech Republic	no ban within last 3 years	
Denmark		
Estonia	last 5 years for drink-related s, no ban last 3yrs	
Finland	no more than 3 in last 5 yrs, no alcohol	
France	No offences at all	no criminal record
Germany	no major offences, to indicate unreliability	as above
Great Britain	No disqualification in last 4 years, no more than 6 penalty points	"Fit and proper person": convictions noted
Greece		Absence of criminal record
Hungary		
Ireland		
Italy		no criminal record
Latvia		
Lithuania		
Luxembourg	checked	no criminal record
Netherlands		
Northern Ireland	no more than 6 penalty points	fit and proper person
Norway	certificate of good conduct, inc. Info on offences	
Poland		
Portugal	no criminal record with regard to driving	
Slovakia	None in last 3 yrs	no criminal record
Spain		
Sweden		
Switzerland	not in previous year	

2.3 Comments:

“In the future we would like to abolish the access criteria to the profession. These criteria have no surplus value”.

Quotation from the Netherlands respondent (Ministry of Transport).

3. TRAINING OF DRIVING INSTRUCTORS

3.1 Subjects addressed:

- ✓ Obligatory training:
 - Requirement by law
 - Length of training
 - Training provider(s)
 - Training methods used
 - Content of training

- ✓ Situation regarding voluntary training

3.2 Results:

Obligatory training: requirement by law

Obligatory training is required by law in all countries with the exception of Belgium, Cyprus, Great Britain, Ireland, Italy, Netherlands and Northern Ireland.

Country	Training required by law?
Austria	YES
Czech Republic	YES
Denmark	YES
Estonia	YES
Finland	YES
France	YES
Germany	YES
Greece	YES
Hungary	YES
Latvia	YES
Lithuania	YES
Luxembourg	YES
Norway	YES
Poland	YES
Portugal	YES
Slovakia	YES
Spain	YES
Sweden	YES
Switzerland	YES
Belgium	NO
Cyprus	NO
Great Britain	NO
Ireland	NO
Italy	NO
Netherlands	NO

Northern Ireland	NO
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Length of training (where obligatory)

It is difficult to compare the length of training from one country to another, due to the different methods each country uses to determine the length. Length of training may be expressed in hours, months or years, or in terms of self-study and seminars.

Country	Length of obligatory training
Austria	6 months
Czech Republic	230 hours
Denmark	6 months
Estonia	
Finland	1,5 yrs
France	600 hours
Germany	10 months – 2 years
Greece	1 year
Hungary	294 hours
Latvia	154hrs
Lithuania	200hrs
Luxembourg	3 years
Norway	2 yrs
Poland	4 months
Portugal	280 hours
Slovakia	230hrs
Spain	4 months correspondence, 10wks presence
Sweden	800 or 1.5 years
Switzerland	820-870 hours

Training providers (obligatory training)

Obligatory training is provided by a range of different organisations, companies and individuals, such as central or local government training colleges, private companies, driving schools or individual driving instructors.

Country	Which training providers?	Other / Additional information
Austria	private institute	ADIs ¹⁷
Czech Republic	ADIs, each driving school	
Czech Republic	local govt colleges	and private institutes and ADIs> all accredited
Denmark	ADIs	
Estonia	ADIs	
Finland	govt training institute	
France	private institute	
Germany	private institute	and other qualified instructors
Germany	private institute	
Greece	private institute	
Hungary	govt training institute	private institutes and ADIs
Latvia	private institute	
Lithuania	local govt colleges	higher education colleges for initial education
Luxembourg	ADIs	
Norway	local govt colleges	
Poland	private institute	
Portugal	other	orgs from automobile sector accredited
Slovakia	other	SKVZA
Spain	private institute	govt centre for seminars
Sweden	local govt colleges	
Switzerland	private institute	certification in progress

ADIs = Approved Driving Instructors

Training methods used (obligatory training)

The most common method used in obligatory training is *seminars*, followed by *on-road training with an instructor*, *self-study*, *on-road training with learner drivers*, *track manoeuvres* and *training with groups of young drivers*. Little use is made of online training or driving simulators across Europe.

See annex for table of results.

Content of Training (where obligatory)

Questions relating to the content of each cell of the GDE Matrix were included in the questionnaire. Respondents were asked to state if, and to what extent, each cell was covered in obligatory training in their country (none at all, a little, average, considerably). The following table shows each cell of the GDE matrix and the mean

¹⁷ ADI= Approved Driving Instructor

coverage of each cell in training across all the countries surveyed. (This was calculated by making “none at all” = 0, “a little” = 1, “average” = 2, and “considerably” = 3).

	Knowledge & Skills	Risk Awareness	Self-evaluation
Level 4: Personal characteristics and attitudes	1.53	1.68	1.68
Level 3: Journey-related context and motives	2.00	2.21	1.58
Level 2: Mastery of traffic situations	2.32	2.16	1.89
Level 1: Vehicle Manoeuvring	2.21	2.47	1.74

Note that training, as a general trend across Europe, tends to focus more on the lower left hand corner of the matrix than on the outer and upper levels. The coverage of each cell in training varies from country to country, however, and the following sections looks at which countries score high or low. An additional section on environmentally friendly driving, and teaching methods, are added, as these areas do not fit obviously into the GDE matrix.

Training on levels 3 and 4 of the GDE matrix

The coverage of training on the higher levels of the GDE matrix varies from low (Spain, Austria, Denmark and Lithuania) to very high (Germany, Slovakia, Switzerland and Hungary).

Country	Mean
Germany	3
Slovakia	3
Hungary	2,67
Switzerland	2,67
Estonia	2,33
Finland	2
Norway	2
Sweden	2
Portugal	1,83
France	1,67
Greece	1,67
Poland	1,67
Czech Republic	1,33

Latvia	1,33
Luxembourg	1,17
Austria	1
Denmark	1
Lithuania	1
Spain	0,5

3 = considerable focus, 0 = no focus at all

Training on environmentally friendly driving

All countries with obligatory training for driving instructors include environmentally-friendly driving. Countries such as Germany, Greece and Slovakia claim to cover it considerably; other countries such as Sweden, Poland, France and Denmark cover it only a little.

Country	Training on environmentally-friendly driving techniques
Germany	3
Greece	3
Slovakia	3
Estonia	2
Finland	2
Hungary	2
Lithuania	2
Luxembourg	2
Norway	2
Portugal	2
Spain	2
Switzerland	2
Austria	1
Czech Republic	1
Denmark	1
France	1
Latvia	1
Poland	1
Sweden	1

3 = considerable focus, 0 = no focus at all

Training on teaching methods

Training on teaching methods is important for the driving instructors' ability to coach learner drivers, to question, encourage self-reflection and to give feedback. The questionnaire asked to what extent applicant driving instructors are trained in:

- Basic teaching methods (in-car)
- Advanced teaching methods (coaching)
- Teaching groups of learner drivers

Overall, teaching methods are covered the most in countries such as Norway, Germany and Slovakia, and least in Luxembourg and Austria.

Basic teaching methods are covered only a little in Finland, Luxembourg and Portugal, and only 9/20 countries cover basic teaching “considerably”.

Country	Basic teaching methods
Czech Republic	3
Germany	3
Greece	3
Hungary	3
Latvia	3
Norway	3
Slovakia	3
Spain	3
Switzerland	3
Austria	2
Denmark	2
Estonia	2
France	2
Poland	2
Sweden	2
Finland	1
Luxembourg	1
Portugal	1

3 = considerable focus, 0 = no focus at all

Unsurprisingly, several countries have no advanced teaching in training. Training to teach groups varies from “none at all” (in Luxembourg) to “considerably” in 10 European countries. (Depending on the structure of driver training, teaching groups may not be required of a driving instructor in some countries).

Voluntary training

Voluntary training is available in all countries surveyed, where obligatory training is not required by law. The (approximate) percentages of applicants following voluntary training vary from country to country, as below:

Country	% following voluntary training?
Great Britain	100
Ireland	75
Netherlands	98
Northern Ireland	90
Cyprus	75
Italy	70
Belgium	unknown

Only Great Britain and Italy monitor the providers of voluntary training.

4. TESTING OF DRIVING INSTRUCTORS

4.1 Subjects addressed:

- ✓ Obligatory testing?
- ✓ Theory / practice specialisations
- ✓ Testing organisations
- ✓ Content of testing
- ✓ Practical and theoretical testing methods
- ✓ Relative weighting of theory and practice
- ✓ Relative importance of various driving instructor skills
- ✓ Rules regarding time allowed to pass the test, maximum number of repeats and waiting times

4.2 Results:

Obligatory testing

An obligatory test, to become a driving instructor, exists in all countries surveyed, with the exception of Sweden, Lithuania and Ireland. Sweden and Lithuania have a system of ongoing assessment in their obligatory training for instructors (in place of an examination). Ireland has, at this moment, neither obligatory training nor testing for driving instructors.

Theory / practice specialisations

The vast majority of countries surveyed have only one type of driving instructor, namely a combined theory and practical instructor. However, the following countries allow for theory-only and practice-only instructors: Austria, Belgium, Czech Republic, Italy and Latvia.

Driving Instructor testing organisations

The organisation responsible for testing driving instructor candidates is generally the official driver testing authority, a government committee and/or local/regional government.

Country	Org responsible for testing
Austria	driver testing authority
Belgium	govt committee
Cyprus	driver testing authority
Czech Republic	regional government committee
Denmark	govt committee
Estonia	Committee of Institute of Higher Education
Finland	govt committee
France	govt acc organisation
Germany	govt committee
Great Britain	driver testing authority
Greece	govt acc organisation
Hungary	driver testing authority
Italy	local government
Latvia	driver testing authority
Lithuania	
Luxembourg	govt committee
Netherlands	govt acc organisation
Northern Ireland	driver testing authority
Norway	govt acc organisation
Poland	regional govt committee
Portugal	govt committee
Slovakia	govt committee
Spain	driver testing authority
Sweden	
Switzerland	driver testing authority, govt accredited organisations and Swiss ADI quality control commission

Content of Testing

Questions relating to the content of each cell of the GDE Matrix were included in the questionnaire. Respondents were asked to state if, and to what extent, each cell was covered in obligatory testing in their country (none at all, a little, average, considerably). The following table shows each cell of the GDE matrix and the mean coverage of each cell in training across all the countries surveyed. (This was calculated by making “none at all” = 0, “a little” = 1, “average” = 2, “considerably” = 3).

	Knowledge & Skills	Risk Awareness	Self-evaluation
Level 4: Personal characteristics and attitudes	1.17	1.39	1.43
Level 3: Journey-related context and motives	1.91	1.96	1.35
Level 2: Mastery of traffic situations	2.30	2.43	1.65
Level 1: Vehicle Manoeuvring	2.30	2.26	1.78

Note that testing, as a general trend across Europe, tends to focus more on the lower left hand corner of the matrix than on the outer and upper levels. However, the coverage of each cell in training varies from country to country, and the following sections look at which countries score high or low. An additional section on environmentally friendly driving, and teaching methods, are added, as these areas do not fit obviously into the GDE matrix.

Testing on levels 3 and 4 of the GDE matrix

The coverage of testing on the higher levels of the GDE matrix varies from zero or very low (in the Czech Republic, Great Britain, Belgium, Northern Ireland and Spain) to high (Netherlands, Germany, Slovakia, Hungary, Estonia and Switzerland).

Country	Mean of levels 3 and 4 coverage in test
Netherlands	3,00
Germany	2,83
Slovakia	2,83
Hungary	2,67
Estonia	2,50
Switzerland	2,50
Cyprus	2,50
Norway	2,00
Greece	1,67
Poland	1,67
Finland	1,50
Latvia	1,33
France	1,33
Portugal	1,33
Denmark	1,17
Italy	1,17
Austria	1,00
Luxembourg	0,83
Spain	0,50
Northern Ireland	0,33
Belgium	0,33
Great Britain	0,33
Czech Republic	0,00

Testing on environmentally friendly driving

Environmentally friendly driving techniques and knowledge are tested to varying degrees across Europe. Countries such as Finland, Hungary, Slovakia and Estonia cover it to a high degree in the test, in contrast to countries such as France, Denmark, Austria and Belgium who only test it to a small degree.

Country	Testing on environmentally-friendly driving techniques
Cyprus	3
Estonia	3
Finland	3
Hungary	3
Netherlands	3
Slovakia	3
Germany	2
Italy	2
Northern Ireland	2
Portugal	2
Spain	2
Switzerland	2
Austria	1
Belgium	1
Czech Republic	1
Denmark	1
France	1
Great Britain	1
Latvia	1
Luxembourg	1
Norway	1
Poland	1
Greece	

3 = considerable focus, 0 = no focus at all

Testing on teaching methods

The questionnaire asked to what extent applicant driving instructors are tested on:

- Basic teaching methods (in-car)
- Advanced teaching methods (coaching)
- Teaching groups of learner drivers

Overall, teaching methods are tested the most in countries such as Finland, Germany, Norway and Slovakia, and the least in Luxembourg and Italy.

Basic teaching methods are tested only a little in the Czech Republic, Luxembourg and Portugal, whereas 14 countries test basic teaching “considerably”.

Country	Basic teaching methods: in-car instruction and feedback
Belgium	3
Finland	3
France	3
Germany	3
Great Britain	3
Greece	3
Hungary	3
Latvia	3
Netherlands	3
Northern Ireland	3
Norway	3
Slovakia	3
Spain	3
Switzerland	3
Austria	2
Cyprus	2
Denmark	2
Estonia	2
Italy	2
Poland	2
Czech Republic	1
Luxembourg	1
Portugal	1

3 = considerable focus, 0 = no focus at all

Practical testing methods

Practical testing of driving instructor candidates tends to be in the form of on-road driving with an examiner, and often with a learner driver on-board.

Theory testing methods

In the majority of countries surveyed, the theory test is carried out in the form of an oral AND written test. Exceptions to this include Finland (written test only), Hungary, Spain and Latvia (oral test only) and the Netherlands and Northern Ireland (computerised test only).

Written (or computer-based tests) may be either multiple choice or open, essay-style questions.

Relative weighting of theory and practical test components

The weighting of theory in relation to practice in the test (i.e. the relative importance of the two for passing the test) varies considerably from one country to another. Countries such as Portugal, Great Britain and Northern Ireland focus more on the practical aspects of testing, whereas Norway stresses almost exclusively the theoretical part of the test.

Country	relative weight practical	relative weight theory
Portugal	75	25
Great Britain	67	33
Northern Ireland	66	34
France	60	40
Latvia	60	40
Spain	60	40
Estonia	50	50
Switzerland	50	50
Finland	50	50
Cyprus	50	50
Poland	50	50
Germany	40	60
Czech Republic	40	60
Luxembourg	40	60
Hungary	40	60
Slovakia	30	70
Austria	30	70
Denmark	25	75
Czech Republic	20	80
Belgium	20	80
Norway	10	90

The respondents were given the following four main skills required of a driving instructor, and were asked to rank each skill in order of importance (1= most important skill, 4= least important skill):

- Teaching ability
- Driving ability
- Assessment skills
- Knowledge of curriculum

The majority of countries rated *teaching ability* as the most important skill for a driving instructor. In contrast, Austria and Italy considered teaching ability to be the least important of the four skills (ranking *knowledge of the curriculum* as the most important factor).

Greece and Luxembourg considered *driving ability* to be the most important skill for a driving instructor.

Country	teaching ability	driving ability	assessment skills	knowledge of curriculum
Cyprus	1	2	3	4
Czech Republic	1	1	3	2
Czech Republic	1	2	3	4
Denmark	1	4	3	2
Estonia	1	2	3	4
Finland	1	3	2	4
France	1	3	2	4
Hungary	1	2	3	4
Norway	1	2	3	
Poland	1	4	3	2
Spain	1	2	3	
Switzerland	1	2	1	1
Belgium	2	4	3	1
Greece	2	1	3	4
Luxembourg	3	1	4	3
Austria	4	2	3	1
Italy	4	2	2	1

5. ONGOING TRAINING FOR DRIVING INSTRUCTORS

5.1 Subjects addressed:

- ✓ Ongoing training required by law?
- ✓ Availability and participation in voluntary ongoing training
- ✓ Ongoing training providers
- ✓ Content of ongoing training
- ✓ Regularity of ongoing training
- ✓ Failure to participate in obligatory ongoing training

5.2 Results:

Ongoing training required by law?

Ongoing training is obligatory in all 3 Baltic States, Germany, Switzerland, Hungary, Netherlands and Portugal. Failure to attend obligatory ongoing training in these countries results in suspension and/or withdrawal of driving instructor permit.

Country	Ongoing training required by law?
Estonia	YES
Germany	YES
Hungary	YES
Latvia	YES
Lithuania	YES
Netherlands	YES
Portugal	YES
Switzerland	YES
France	YES (only for driving school managers)
Austria	NO
Belgium	NO
Cyprus	NO
Czech Republic	NO
Denmark	NO
Finland	NO
Great Britain	NO
Greece	NO
Ireland	NO
Italy	NO
Luxembourg	NO
Northern Ireland	NO
Norway	NO
Poland	NO
Slovakia	NO
Spain	NO
Sweden	NO

Availability and participation in voluntary ongoing training

There are 18 countries where ongoing training is not obligatory, and voluntary training is available in 11 of them. Participation in voluntary training varies in these 11 countries from an estimated 5% in Great Britain to 90% and 100% in Norway.

Neither obligatory or voluntary ongoing training for driving instructors exists in Denmark, Greece, Poland, Italy, Slovakia, Cyprus and Spain.

Country	Voluntary ongoing training available?	% of instructors following voluntary ongoing training (estimates)
Norway	YES	90
Sweden	YES	80
Finland	YES	70
Ireland	YES	70
Luxembourg	YES	70
Northern Ireland	YES	10
Czech Republic	YES	5
Great Britain	YES	5
Belgium	YES	?
Austria	YES	?
France	YES	?
Cyprus	NO	
Denmark	NO	
Greece	NO	
Italy	NO	
Poland	NO	
Slovakia	NO	
Spain	NO	

Providers of obligatory ongoing training

Training providers tend to be either government training institutes or private training companies. Sometimes qualified driving school personnel are also used.

Content of ongoing training

Ongoing training covers a wide range of issues, such as teaching skills, driving skills, traffic psychology, changes in regulations, specific themes (such as night driving) and assessment methods.

Regularity of obligatory ongoing training

Ongoing training takes place every year in Hungary and the Netherlands* and every 4 years in Germany. The remaining 5 countries hold training every 5 years.

Country	Regularity of training (every X years)
Hungary	1
Netherlands*	1
Germany	4
Estonia	5
Latvia	5
Lithuania	5
Portugal	5
Switzerland	5
France	5
* forthcoming system	

6. QUALITY CONTROL OF DRIVING INSTRUCTORS AND DRIVING SCHOOLS

6.1 Subjects addressed:

- ✓ Existence of quality control systems
- ✓ Quality controllers
- ✓ Inspection Content
- ✓ Regularity of inspections
- ✓ Test of continued ability

6.2 Results:

Existence of quality control systems

The following countries have quality control systems for driving instructors and driving schools. With the exception of Cyprus, all of the “Yes” countries’ systems are specific to driving schools and instructors, i.e. they are not generic systems such as ISO.

Country	Quality control system?
Cyprus	YES
Czech Republic	YES
Estonia	YES
Finland	YES
France	YES
Germany	YES
Great Britain	YES
Greece	YES
Hungary	YES
Latvia	YES
Lithuania	YES
Luxembourg	YES
Northern Ireland	YES
Norway	YES
Spain	YES
Sweden	YES
Switzerland*	YES
Austria	NO
Belgium	NO
Denmark	NO
Ireland	NO
Italy	NO
Netherlands	NO
Poland	NO
Portugal	NO
Slovakia	NO

* System currently being developed.

Inspection content

A combination of all or most of the following items are inspected as part of the quality control system:

- Facilities and equipment of driving school (19/22 responding countries)
- Condition of buildings and area (17/22)
- Condition of vehicles (17/22)
- In-car equipment (15/22)
- Instructor's qualifications (15/22)
- Practical training (18/22)
- Theory training (16/22)

Other items include alcohol testing and management of official documents.

Regularity of inspections

Inspections in the countries with quality control systems take place with the following frequencies:

Country	Regularity of inspections
Estonia	every year
Hungary	every year
Latvia	every year
Switzerland	every year
Lithuania	every year
Cyprus	every year
Germany	every 2 yrs
Norway	every 2 yrs
Northern Ireland	every 4 yrs
Great Britain	at least once every 4 years
Greece	irregularly, at least every 5 yrs
Luxembourg	irregularly, at least every 5 yrs
France	irregularly, at least every 5 yrs
Finland	irregularly, at least every 5 yrs
Czech Republic	irregularly, less than once every 5 years
Sweden	irregularly, less than once every 5 years
Spain	irregularly, less than once every 5 years

Test of continued ability

A test of continued ability for driving instructors exists in Great Britain (at least every 4 years), Northern Ireland (same) and Netherlands (soon to be replaced by yearly inspections). In the UK, instructors are graded from 1-6 according to ability (6 is the highest): lower grades must be tested more frequently (i.e. every 2 years, as opposed to every 4 years for higher grades).

Retesting of driving instructors existed (every 5 years) in the Czech Republic until 2000. It has since been scrapped.

6.3 Comments:

The Driving Standards Agency (DSA) in Great Britain is currently working on a project to redefine driver and instructor competencies and to set a new training and ongoing training curriculum for instructors.

DRIVING INSTRUCTORS' QUESTIONNAIRE



DRIVING INSTRUCTORS QUESTIONNAIRE

The European Union MERIT project focuses on training and standards for Category B driving instructors. In mid-2005, MERIT will submit recommendations to the European Commission for future EU minimum requirements for driving instructors.

Your support and views are vital in this process. Please fill in this short questionnaire and return it by email to EU_MERIT_Project@hotmail.com.

Please return the questionnaire by **April 23, 2004**. This questionnaire is available in English, French and German and can be filled out in the following languages: English, French, German, Dutch, Spanish and Swedish.

NOTE: Please fill out the questionnaire based on official regulations in this sector, not the day-to-day practice. MERIT applies only to civilian instructors, i.e. it does NOT include the police or the military.

PLEASE NOTE THAT THIS IS AN ELECTRONIC QUESTIONNAIRE WHICH SHOULD BE FILLED IN ON YOUR PC AND RETURNED BY EMAIL. THANK YOU.

1. CONTACT DETAILS:

Country:

Name of organisation:

Name of respondent:

Role of respondent with respect to driving instructors:

Address:

Telephone (include international dialling code)

Fax:

Email:

Internet:

2. YOUR ORGANISATION:

Please define the role of your organisation with respect to the driving instructors' profession:

- Ministry**
Government Agency
Testing Authority
Driving School Association
Road Safety Organisation
Other

If 'Other', please specify:

3. ACCESS / SELECTION CRITERIA FOR APPLICANT DRIVING INSTRUCTORS:

a) Are there access criteria in your country for persons wishing to become a driving instructor?

Yes No (please go to QUESTION 4)

b) If yes, what criteria must be fulfilled (not including any formal training to become a driving instructor)?

Minimum age
Please specify:

Length of school education
Please specify:

Type of schooling (or certificate)
Please specify:

Driving experience
Please specify:

Teaching experience
Please specify:

Driving licences held
Please specify:

Medical test (physical / mental)
Please specify:

Absence of traffic offences
Please specify:

Good reputation
Please specify:

Other

Please specify:

4. TRAINING OF DRIVING INSTRUCTORS:

a) Is training for applicant driving instructors obligatory (=required by law) in your country?

Yes (please go to 4e) No

b) If formal training is not obligatory, is such training available?

Yes No (please go to QUESTION 5)

Comments:

c) What percentage of applicants follow voluntary training? %

Is this percentage an estimate or based on statistics? Estimate Based on statistics

d) Are providers of voluntary training monitored by the government? Yes No

e) How long does the training normally last? (Choose the line that suits your situation best)

Hours	Months
Days	Years

f) Which organisation(s) provides the training? (multiple answers possible)

	Is this organisation accredited?	
Government instructor training institute(s) <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Local government (e.g. municipal) colleges <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Private training institutes <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Qualified driving instructors <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Anyone <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Other (please specify):

g) What training methods are used (please cross the corresponding box)? How significant are these methods in your overall training (in the second column: 1= most significant training method, 9= least significant training method)?

Training seminars (with other candidates)	<input type="checkbox"/>	e.g. 1
Self-study (home)	<input type="checkbox"/>	e.g. 2
Online (internet-based) training	<input type="checkbox"/>	e.g. 3
On-road training with learner driver	<input type="checkbox"/>	etc.
On-road training with instructor	<input type="checkbox"/>	
Driving simulators	<input type="checkbox"/>	
On-range (closed track) manoeuvres	<input type="checkbox"/>	
Training with groups of learner drivers	<input type="checkbox"/>	
Other	<input type="checkbox"/>	

If 'Other', please specify method:

h) To what extent are the following themes addressed in driving instructor training?

Please tick the corresponding box in the list below:

	not all	at a little	average	considerably
1. Vehicle control skills and knowledge of physical laws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The risks of driving when tired or under the influence of alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Self-assessment of ability to drive safely in traffic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Basic teaching methods: in-car instruction and feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Self-assessment of personal attitudes and goals in life and how they can affect driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. First-aid techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Self-critical thinking before and during driving (reasons for driving; physical and mental state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The dangers of insufficient safety margins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 9. Teaching methods when dealing with GROUPS (e.g. theory classes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Hazard perception skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Risks of not wearing a seatbelt | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Vehicle maintenance skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Knowledge of young people's lifestyle and typical driving behaviour | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Advanced teaching: coaching methods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Knowledge of when to drive, and when not to drive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Self-assessment of ability to use vehicle controls safely | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Awareness of how an individual's general attitudes and motives in life can pose a risk when driving | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Knowledge of environmentally-friendly driving techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

h) Do instructors receive a certificate after completing the training ?

Yes No

Comments:

5. TESTING OF DRIVING INSTRUCTORS:

a) Is there an obligatory test in your country to become a driving instructor?

Yes No (please go to QUESTION 6)

b) Do you have tests for 'theory-only' instructors, or 'practice-only' instructors (rather than combined theory-and-practice instructors)

Yes, theory-only

Yes, practice-only

No, tests are for combined theory-and-practice instructors

Comments:

c) Do successful candidates receive a certificate after passing the test? Yes No

d) Which organisation(s) or authority is responsible for the testing of driving instructors? (multiple answers possible)

National driver-testing authority

Government committee

Government- accredited organisation

Private testing companies Are these companies accredited? Yes

No

Other

If 'Other', please specify:

Comments:

e) What themes are addressed in the driving instructor test?

Please tick the corresponding box in the list below:

	not all	at a little	average	considerably
1. Vehicle control skills and knowledge of physical laws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The risks of driving when tired or under the influence of alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Self-assessment of ability to drive safely in traffic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Basic teaching methods: in-car instruction and feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Self-assessment of personal attitudes and goals in life and how they can affect driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. First-aid techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Self-critical thinking before and during driving (reasons for driving; physical and mental state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The dangers of insufficient safety margins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Teaching methods when dealing with GROUPS (e.g. theory classes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Hazard perception skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 11. Risks of not wearing a seatbelt | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Vehicle maintenance skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Knowledge of young people's lifestyle and typical driving behaviour | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Advanced teaching: coaching methods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Knowledge of when to drive, and when not to drive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Self-assessment of ability to use vehicle controls safely | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Awareness of how an individual's general attitudes and motives in life can pose a risk when driving | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Knowledge of environmentally-friendly driving techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

f) In terms of the balance between theory (written or oral test) and practice (driving in traffic/on-range), the test contains:

- Only theory
- Only practice
- Both practice and theory

If the test consists of 'both practice and theory', please specify the relative weight of each part for passing the test (in approximate percentage terms):

Practice (driving in traffic / on-range) %

Theory (written or oral test) %

= 100

The *theory* test (if applicable) consists of: (multiple responses allowed)

- | | |
|---|--------------------------|
| An oral and written test | <input type="checkbox"/> |
| An oral test only | <input type="checkbox"/> |
| A written test (multiple choice) | <input type="checkbox"/> |
| A computerised test (multiple choice) | <input type="checkbox"/> |
| A written test (essays, open questions) | <input type="checkbox"/> |
| A written test (multiple choice and essays) | <input type="checkbox"/> |
| Hazard Perception Test (computerised) | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |

If 'Other', please specify:

The *practical* test (if applicable) consists of:

- Driving with a learner driver and examiner
- Driving with an experienced driver and examiner
- Driving with an examiner only
- Other

If 'Other', please specify:

g) Dividing the test into 4 main elements, how important is each one? Please rank in order of importance (1= most important, 4= least important).

- The instructor's teaching ability e.g. 1
- The instructor's driving ability e.g. 2
- The instructor's assessment skills etc.
- The instructor's knowledge of the curriculum

h) Is there a maximum time period allowed to pass all parts of the test? Yes No

If yes, please specify time period:

i) Is there a maximum number of attempts allowed to pass the instructor test? Yes No

If yes, please specify maximum number:

j) If a candidate who has failed the test wishes to retake the test, is there a mandatory waiting period before re-applying? Yes No

If yes, please specify the mandatory waiting period:

6. ONGOING TRAINING FOR QUALIFIED DRIVING INSTRUCTORS

a) Is ongoing training for qualified driving instructors required by law? Yes (please go to 6d) No

b) If ongoing training is not required by law, is voluntary ongoing training available? Yes No (please go to QUESTION 7)

c) What percentage of driving instructors follow voluntary ongoing training?
%

d) What purpose does the training serve?

- Maintaining / updating general skills and competencies
- Training to teach specific themes (e.g. low friction, driving in the dark)
- Other

If 'Other', please specify:

e) Which organisations / individuals provide ongoing training?

- Government training institute(s)
- Private training institutes
- Qualified driving school personnel
- Other driving instructors
- Anyone

f) What themes are addressed in ongoing training?

- Teaching methods
- Driving skills
- Specific themes (e.g. low friction)
- Assessment of learner drivers
- Traffic psychology
- Other

If 'Other', please specify:

g) How often is such training required?

- Every year Every 4 years It is not required
- by law
- Every 2 years Every 5 years
- Every 3 years Other

If 'Other', please specify:

h) What are the consequences for not attending obligatory training?

- Fines
- Official Warning
- Suspension
- None
- Other

If 'Other', please specify:

7. QUALITY CONTROL OF DRIVING INSTRUCTORS / DRIVING SCHOOLS:

a) Does a statutory quality control system for driving instructors (for example, inspections) exist in your country?

Yes No (please go to QUESTION 8)

b) Which body is responsible for this quality control?

A government authority

A government-recognised organisation

A private company

c) Is the quality control system designed specifically for driving schools and driving instructors?

Yes No (e.g. ISO)

d) What is examined in the quality control process?

Facilities and equipment of the driving school	<input type="checkbox"/>	
Condition of the driving school building and area		<input type="checkbox"/>
Condition of vehicles used for instruction		<input type="checkbox"/>
In-car equipment in vehicles used for instruction		<input type="checkbox"/>
The driving instructor's qualifications	<input type="checkbox"/>	
The theory training (content and methods)	<input type="checkbox"/>	
The practical training (content and methods)	<input type="checkbox"/>	
Monitoring of pass rates achieved at the test	<input type="checkbox"/>	
Other	<input type="checkbox"/>	
None of the above	<input type="checkbox"/>	

If 'Other', please specify:

Additional comments:

e) How regularly do such inspections take place?

Regularly, every _____ years

Irregularly, but at least once every 5 years

Irregularly, less than once every 5 years

Not at all

f) Is re-testing (the obligation for instructors to pass a 'test of continued ability') required by law?

Yes No

If yes, please specify when /how often:

8. ACCESS TO THE PROFESSION FOR INSTRUCTORS FROM OTHER EU COUNTRIES:

What legal requirements are there for instructors from other EU member states to work as instructors in your country?

- Full retraining and retesting
- Retesting only
- Acceptance of existing qualifications
- Language test
- Other

If 'Other', please specify:

Comments:

9. GENERAL COMMENTS SECTION: Please add any general comments in the section below

THANK YOU FOR YOUR COOPERATION!

Please save this document on your hard drive and return it by email

by **April 23, 2004** to EU_MERIT_Project@hotmail.com

Do you have a written description of your driving instructor training and testing system? If so, please send it to EU_MERIT_Project@hotmail.com or by post to:

Nick Sanders
MERIT Project Secretariat
15 Waterkrachtstraat
1210 Brussels
Belgium

Annex II: Training methods

Country	training seminars	self-study	online training	on-road training + learner driver	on-road training + instructor	driving simulators	track manoeuvres	training groups drivers	with young
Austria	YES	YES	0	YES	0	0	0	0	
Czech Republic	YES	YES	0	YES	0	YES	0	YES	
Czech Republic	YES	0	0	YES	YES	0	YES	YES	
Denmark	YES	0	0	YES	YES	0	0	0	
Estonia	0	YES	0	0	0	0	YES	0	
Finland	YES	YES	YES	YES	YES	0	YES	YES	
France	YES	0	0	YES	YES	0	YES	0	
Germany	YES	0	0	0	YES	0	0	0	
Germany	YES	0	0	0	0	0	0	YES	
Greece	YES	YES	0	0	YES	0	0	0	
Hungary	YES	YES	0	YES	YES	0	YES	YES	
Latvia	YES	YES	0	YES	YES	0	YES	0	
Lithuania	YES	YES	0	0	0	0	0	YES	
Luxembourg	YES	0	YES	YES	YES	0	YES	0	
Norway	YES	0	0	0	0	0	0	YES	
Poland	YES	0	0	YES	YES	0	YES	0	
Portugal	YES	YES	YES	YES	YES	YES	YES	0	
Slovakia	YES	YES	0	0	YES	YES	YES	YES	
Spain	YES	YES	0	0	YES	0	0	0	
Sweden	YES	YES	0	YES	YES	0	0	YES	
Switzerland	YES	YES	0	0	YES	YES	0	0	

Annex III: Survey contributors

Country	Organisation name
Austria	FACHVERBAND DER FAHRSCHULEN
Belgium	GOCA
Cyprus	Ministry of Transport
Czech Republic	DOPRAVNI AKADEMIE ČESKE REPUBLIKY
Czech Republic	Ministry of Transport
Denmark	Rigspolitiet, Færdselsafdelingen
Estonia	Estonian Motor Vehicle Registration Centre
Finland	AKE
France	ECF
France	Conseil National des Professions De l'Automobile
Germany	BASt
Germany	Bundesvereinigung der Fahrlehrerverbände e.V.
Great Britain	DSA Policy Unit
Great Britain	The Approved Driving Instructors National Joint Council (ADJINJC)
Greece	Ministry of Transport & Communications
Hungary	General Inspectorate of Transport
Ireland	Irish Driving Instructors' Association (IDIA)
Italy	Ministero dei Trasporti e della Navigazione
Latvia	Ministry of Transport & Road Traffic Safety Directorate
Lithuania	Ministry of Transport
Luxembourg	FEDERATION DES MAITRES INSTRUCTERS DU GRAND-DUCHE DE LUXEMBOURG
Malta	Ministry of Transport
Netherlands	Ministerie van Verkeer en Waterstaat
Northern Ireland	Driver and Vehicle Testing Agency
Norway	STLS
Norway	Norwegian Public Roads Administration
Poland	Ministry of Infrastructure Road Transport Department
Portugal	Direcção-Geral de Viação
Slovakia	Slovak association of driving schools
Slovakia	Slovak Chamber Of Driving Schools
Spain	Dirección General de Tráfico
Sweden	Sveriges Trafikskolors Riksförbund
Switzerland	Office de la Circulation et de la Navigation

Annex 2: Case studies of driving instructor standards in specific countries

EU MERIT Project Case Study: Driving Instructor Training in GERMANY

Authors: Gerhard von Bressendorf (EFA), Gebhard L. Heiler (DFA)

1. Background

The first driving schools in Germany date back to 1904 although the driving licence and test was not introduced by law until 1909. In 1921 a new law required certification of driving schools based not just on competence but also on local economic structure (i.e. demand for driving licences). The driving instructor profession remained unregulated and was performed mostly by mechanics (and sometimes engineers). Between 1933-57 a decree laid down by Hitler abolished the requirement of a licence for driving schools. The driving school licence was reintroduced in 1957, as were new standards for driving schools and higher requirements for driving licence applicants. Minimum requirements were also brought in for driving instructor applicants (minimum age, etc) but there was no mention of obligatory training for driving instructors at this stage.

1.1 The decisive moment

The driving instructor laws of 1976 and 1977 introduced obligatory training for persons wishing to become driving instructors. Applicants must prove that they had completed a professional education and that they had acquired enough driving experience for the vehicle class in question. They also had to complete a 5 month training period in an accredited training school (with an additional month for those wishing to instruct on heavy goods vehicles). The content of the training was also laid down (law, traffic regulations, psychology, vehicle technology, teaching, etc).

1.2 Lay driver training banned

From 1986, lay instruction was abolished and learner drivers have since been obliged to seek training from qualified driving instructors to prepare for the driving test.

1.3 Probationary licence

In the same year, a probationary licence was introduced for novice drivers. Drivers committing specific traffic offences during the probationary period were - and still are - obliged to attend a special driving seminar.

1.4 The driving instructor as a seminar leader

In the late 1970s, some federal States in Germany began to operate trial rehabilitation courses for traffic offenders. The purpose of these seminars were to analyse behavioural faults and to work on positive manners and attitudes. These trials were deemed to be successful and became statutory in 1987. From then on, driving instructors could qualify to lead such courses, as “moderators” by attending a 12-day training programme.

2. Driving instructor training today

2.1. Access to the profession

Since 1999 the driving instructor certification has been issued for categories BE, A, CE and DE. Other changes were made to the 1977 law in terms of access criteria:

- Minimum age 22;
- Licence holder of categories A, BE, CE and DE (where relevant);
- Driving experience as follows:
 - Category A: 2 years on unlimited power motorbikes;
 - Category BE: 3 years in a passenger car;
 - Category CE: 2 years with HGVs over 7,5 t. in weight;
 - Category DE: 2 years in buses/coaches with more than 16 seats.

Missing driving experience for categories CE or DE could be made up by attending an additional 80 hours of training.

2.2 The training of driving instructors

The training includes:

- For Category BE, 5½ months in a training centre and 4½ months in a driving school (work/teaching experience);
- For Category A, an additional 1 month in the training centre;
- For Categories CE, an additional 2 months in the training centre;
- For Category DE, an additional 2 months in the training centre.

Instructors wishing to extend their CE instructor licence to a DE licence must take a 1 month supplementary course. The same applies the other way around.

All applicants must hold a valid Category BE licence to be able to follow the above training plans.

2.2.1. The work experience

Since 1999 all trainee driving instructors must attend a 4½-month traineeship in a driving school. Here the trainee can be mentored by a specially trained and experienced instructor in order to gain experience with his future practical and theoretical tasks. A temporary driving instructor licence is granted for up to 2 years (more on this point in paragraph 3.2 under driving instructor testing). During the third month of the traineeship, there is a one-week course back at the training centre in order to consolidate, evaluate and discuss the experiences gained so far. This one-week session is repeated after the traineeship in order to prepare the trainees for the forthcoming pedagogical test.

2.2.2 Training content

The training plan is laid down in a legal framework. The following table (excerpt from annex 4 of the Driving Instructor Training Regulation) shows the content and timeframe required for the basic (category BE) driving instructor training:

Section	Time	Theme
1	770	Total hours for Category BE driving instructor licence ** **expressed in academic hours (45 minutes)
1.1	280	Traffic behaviour
1.1.1	80	<i>Driver</i>

1.1.1.1		Abilities and skills, observation skills, visual acuity, viewing techniques (including with novice drivers), psycho-motor skills, reactions, concentration and attention, think processes and automatism when driving
1.1.1.2		Driving demands, stress, emotions and day dreaming, alcohol and other drugs, medicines.
1.1.1.3		Attitudes when driving, possibilities and difficulties with influencing attitudes
1.1.1.4		Aggression, individualism and violence in traffic
1.1.1.5		Ways, means and possibilities to influence learner driver and drivers
1.1.1.6		Self-image and self-worth in relation to driving Self-assessment, driving types, driving styles, motives
1.1.2	4	<i>Driving behaviour</i>
1.1.2.1		Respect of traffic rules: Significance of the traffic system and for individuals, acceptance of the system, offences, enforcement, statistics, attitudes of drivers
1.1.2.2		Risks: Objective and subjective safety, risk awareness and risk thresholds, endangerment and danger, driving errors, accident research, accident statistics, specific situation of an accident, driving behaviour and accident trends of young drivers, dangers in traffic, avoiding danger, defensive driving style
1.1.2.3		Communication in traffic: Road traffic as a special communication situation; social interaction in traffic, partnership and cooperation, help, care, politeness, composure
1.1.2.4		Responsibility for man and environment: Values, changes in values, conflict of values (life and health, environment, freedom, mobility, property) and norms in road traffic, links between moral standards and actual traffic behaviour, different moral levels of traffic education, guiding behaviour in traffic through norms, motives, laws, insight and reason, ways of influence traffic morals through driving lessons.
1.1.3	160	<i>Road traffic</i>
1.1.3.1		Traffic rules
1.1.3.2		Licence to drive: people vehicles
1.2	70	Law
1.2.1		Constitutional and administrative law Statutory system; laws, regulations, administrative statutes, directives, sectoral guidelines (existence, meaning and function); legal protection: citizen's rights; formal and soft legal means, limits of law
1.2.2		Penal law including minor offences law Material law, procedural law
1.2.3		Withdrawal of driving licence and driving ban Court and local authority measures, reflection on the most frequent reasons and their causes
1.2.4		Insurance law Personal and damage insurance; loss of contract, obligatory and voluntary insurance schemes
1.2.5		Tax law
1.2.6		Competition, work and social law
1.3	90	Vehicle Technology
1.3.1		Motors and components Petrol and diesel motors; cooling system; lubrication; fuel system; exhaust system, electrical systems in heavy vehicles
1.3.2		Fuel Fuel requirements; environmental tax on fuel; alternative fuels

1.3.3		Lubricants Assessing quality and viscosity; eco-tax, treatment/removal
1.3.4		Gear shifts Types of gear shift, clutch, gear stick, axel, differentials
1.3.5		Undercarriage Wheels and axels, suspensions, tyres, steering
1.3.6		Brakes Types of brakes
1.3.7		Bodywork and accessories Internal and external safety systems, recycling and treatment; active and passive safety
1.3.8		Electrical and electronic systems Generator, battery and consumer
1.3.9		Driving physics Forces, resistance, lateral forces, braking power
1.3.10		Trailers, driving with trailers, attaching parts
1.3.11		Environmental technology Different technology, enforcement, recycling, maintenance and car.
1.4	10	Environmental protection Influence of road traffic on environmental change, nature (new types of tree diseases) and human health, emissions, ozone build-up, greenhouse effect, environmental responsibility, energy consumption of different traffic means, resources, energy saving methods, avoiding traffic
1.5	15	Driving Test of driving style and skills
1.6	235	Traffic teaching
1.6.1	135	Content, aims and learning processes
1.6.1.1		Content of the driver education Themes for practical and theoretical lessons; links and structuring between lessons, curricular guidelines/ handouts, lesson planning and giving lessons.
1.6.1.2		Aims of driver education
1.6.1.3		Learning types and processes when learning to drive: Prerequisites, obstacles to learning, ongoing learning, adult learning processes
1.6.1.4		Lesson planning: Factors, principles and steps
1.6.1.5		Instructor behaviour Teaching relationship; psychological and social context, teaching styles, learning environment, etc
1.6.1.6		Communication in theory and practical lessons
1.6.1.7		Assessing drivers : performance, weaknesses, fears, etc
1.6.1.8		Advising drivers: methods and typical situations
1.6.2	60	Teaching methods: Pointing out, demonstrating, model behaviour; informing, explaining, lecturing, reporting, giving tasks, instructions, conversing, reinforcement, critique, correction, arranging and moderating practice, repetition, discussion, small group work, role lays and interactive games,
1.6.3		Visual aids: models, print media, audio-visual media, electronic media
1.6.4		Teaching practice Theory and practical; adding extra mirrors and dual pedals
1.6.5	40	Driving School data laws; particularly on training and testing of drivers and instructors
1.6.6		Preparation for practical training (traineeship)
1.6.7		Driving Instructor Profession: development, further qualifications, taxes, work organisation, insurance work
1.6.8		Programmes, safety training, etc
1.7	70	Evaluation of experiences during traineeship

3. The driving test

3.1 The exam committee

The committees are composed of 4 members:

- A lawyer
- An official expert in road traffic,
- An educational specialist with a Category B licence
- An experienced driving instructor with at least 5 years driving instruction experience and holder of the licence for which the candidate instructor is applying.

3.2 Tests and demonstration lesson

The Category BE test for driving instructors consists of

- A 60 minute practical driving component that must have been passed before going to the next phase (see below)
- Theory test which has to be passed before the next phase (see below)
- Demonstration lessons that must take place during the traineeship.

3.3 Components of the tests

3.3.1 In the **practical driving test**, the instructor must show that he can drive the vehicle (for which he intends to instruct) in a legal, safe and environmentally-friendly manner.

3.3.2 The **theory test** for Category BE (the basic test) involves the following over a 5 hour period:

- Two assignments out of the following themes: traffic law, teaching about danger/risk and environmental protection.
- An exercise on traffic instruction and vehicle technology, including driving physics.

The supplementary tests for Categories A, CE or DE involve an additional 2 written assignments within a 2½ hour period.

3.3.2.1 In the **oral test**, the candidate has 30 minutes in which to prove his sectoral knowledge.

3.3.3 Theoretical lesson demonstration

The candidate must prove that he is capable of leading theory lessons in a 45 minute session with real learner drivers.

3.3.4 Practical lesson demonstration

Again, the candidate must prove that he is capable of leading practical, on-road driving lessons with a real learner driver over a 45 minute lesson.

3.4 Evaluation criteria for the test

The grading ranges from 1= „excellent“, until 6 = „insufficient“.

The test is passed if the candidate gets at least grade 4 = „satisfactory“ for each of the component parts. Exceptions to this include the possibility of ‚cancelling out‘ a grade 5= ‚unsatisfactory‘ from the written test with a grade 3= ‚satisfactory‘ in the oral test (and vice versa).

4. Ongoing training

Ongoing training for instructors is laid down by law. Each instructor must:

- participate every 4 years in a minimum of 3 days training

If the driving instructor also holds the seminar licence (see paragraph 1.4) to lead seminars for traffic offenders, he must also

- participate in a 3-day training within 2 years of first gaining the seminar licence, and then have continued training every 4 years after that.

Failure to respect these requirements leads to withdrawal of the licence to instruct.

4.1 Eco-seminars

As a sign of the willingness of driving instructors in Germany to participate in voluntary training, over 6000 instructors have attended a voluntary 3-day eco-training seminar on environmentally-friendly and energy-saving driving techniques over the last 10 years. Participants then gain a certificate which allows them to official instruct eco-driving lessons.

4.2 “Second Phase” training for novice drivers

A voluntary programme of post-licence training for novice drivers was introduced in most of the German federal states in early 2004. The training consists of 3 group discussions, an on-road feedback drive and a track training session. The group discussions and feedback drive are led by driving instructors who have 1) qualified as seminar leaders (see paragraph 1.4) and 2) attend specific training for this course.

5. Quality control and monitoring

The State is responsible for quality control in Germany. The licensing authority must control driving schools, driver training and facilities every 2 years according to law. For driving schools who have successfully passed two consecutive controls, this frequency can be reduced to every 4 years. Since 1999, driving schools with officially recognised quality control labels are no longer subject to state control.

Work is now underway at the German Driving Instructor Academy and the German Union of Driving School Associations to design internal quality control systems for driving schools (as above). Trials are planned for early 2005, followed by fine-tuning, state accreditation and implementation.

6. Driving School market and economic situation.

According to the latest figures from the national statistical office, there are approximately 13.300 driving schools across Germany. Of those, around 60% are one-man companies. A further 20% employ 1-2 instructors, 15% employ 3-4 instructors and most of the rest employ 5-10 instructors. Schools with over 10 instructors are very rare in Germany. The rationalisation and mergers of smaller driving schools has not taken place to the extent that was expected.

Dividing the companies according to annual turnover, the results are as follows:

	% of companies	Annual turnover bracket				Total annual turnover per bracket	% of total turnover
•	24,3 %	€ 16.600	and	€ 50.000	=	€113,8 Mn. or	7,4 %,
•	37,4 %	€ 50.000	and	€ 100.000	=	€ 364,2 Mn. or	23,7 %,

	between						
•	32,0 % between	€ 100.000	and	€ 250.000	=	€640,1 Mn. or	41,7 %,
•	5,1 % between	€ 250.000	and	€ 500.000	=	€221,7 Mn. or	14,4 %,
•	0,9 % between	€ 500.000	and	€ 1 Mn.	=	€79,4 Mn. or	5,2 %,
•	0,2 % between	€ 1 Mn.	and	€ 2 Mn.	=	€33,2 Mn. or	2,2 %,
•	0,1%	€ 2 Mn.	and	higher	=	€83,8 Mn. or	5,5 %.

The driving training market in Germany is suffering from significant over-supply of driving schools, especially as a result of military driving instructors entering the market over the last 40 years. In addition, negative demographics and the recession has led to a considerable drop in prices, especially in the industrial heartlands.

A July 2004 report from a major German banking corporation concluded that „the driving school sector has not seen satisfactory financial results since 1999“ and that „the situation will only improve if further steps are taken to solve the problem of over-capacity in the market“.

However, a considerable number of driving schools have done admirably well in the circumstances as a result of their exemplary training and quality service.

As a result of the drop in prices, the earning potential of driving instructors has now fallen way behind the earnings of equivalent professions. This and the physical and time demands of the profession (evening classes, night driving and traffic stress) have noticeably reduced the attractiveness of the profession. In many cases, the gross monthly salary of driving instructors barely exceeds 2000EUR. As a result, the sector is not attracting the young, intelligent people it needs.

7. Strengths and weaknesses of the system

On the whole, the system of training and testing for applicant driving instructors in Germany can be considered as moving in the right direction. The changes introduced in 1999, namely an obligatory 4 4½ month internship (see paragraph 2.2.1) and the ensuing ‚staggering‘ of the test (over a period of time) have clearly led to an increase in training and testing standards.

Obvious weaknesses are:

- a) the too low academic requirements and consequently the key qualifications of the driving instructor applicant
- b) the continued insufficient attention given to teaching skills' in training
- c) the lack of professional opportunities offered by the driving instructor qualification, which allows only limited scope for future work (instructor, traffic administrator, traffic teacher in public schools, etc)
- d) the officially recognised driving instructor training schools.

To enlarge on the last issue, there are now about 60 privately run training schools around Germany, although 10 would be enough to meet the demand for new driving instructors. Although efforts have been made to raise standards in these training centres, many of them remain little more than lightly modified driving schools. The

economic interests of these centres are such that they will take on any trainee without checking that they possess the right qualifications and abilities for the job (ability to learn, clarity of thought and speech and the ability to encourage others to self-reflect). This often leads the testing committees to fail candidates after a long and expensive training programme. (see 8.2).

8. Future developments

8.1 Broadening and deepening of obligatory driver training

In 1997-8 the German Parliament recognised the need to broaden and deepen driver training to include more focus on a sense of social and environmental responsibility, attitudes and risk awareness. For this to come about, driving instructors will need to possess more knowledge and skills with regard to teaching ability. Standards for training and testing candidate instructors will thus need to be raised. One raise of how to raise standards follows in the next section.

8.2 A professional entrance test

The group of researchers at the German Driving Instructor Academy is developing a professional entrance test in order to assess if a candidate driving instructor has the ability required for the profession. Proposals have already been made on how to put this into practice. The first step for a driving instructor candidate would be to attend a training-driving school for one month and then to take the entrance test (carried out by an independent organisation). If the test is failed at this point, the candidate will not be allowed to go into the official training phase. The official training phase would then include a 3½ month internship at a driving school (instead of the current 4½ months). The advantage of this system is that it starts immediately with first-hand experience of the daily life of an instructor in a driving school, rather than in a training centre. This system conforms to the current thinking of the great professional academies in Germany on the parallel training of practice and theory.■

Munich / Stuttgart, July 2004

EU MERIT Project Case Study: Driving Instructor Training in Norway

"From a one-year course at upper secondary level in 1973 to a two-year college programme in 2003"

Author: Kjell Torsmyr, Dean, Nord-Trøndelag University College
Faculty of Education of Driving Instructors, Stjørdal.

1. Background

In order to get a better perspective of driving instructor training and testing in Norway, historical trends and recent changes will briefly be described in the section below.

1.1 Historical trends

Driver training in Norway started back in 1908 when the first driving schools were established in Oslo. In 1913 the Authorities stated that the driving test applicant had to testify having attended driver training conducted by a driving instructor authorized by the police.

This was the first important step towards professional driver training in Norway. The driving instructors were often technical experts educated in Germany, England and USA, and they were usually employed at garages located in the cities spread around the country. Driver training, of course, was a part-time job.

With The Motor Traffic Act from 1926, the regulations for obligatory driving training by an authorized driving instructor were abolished. Driver training from persons holding a normal driving licence was now permitted, in order to prevent the driving licence becoming too complicated and expensive.

In the 1960s mass motorization began to develop rapidly. Within the framework of The Road Traffic Act passed by the Government in 1965, the authorities established a system of regulations in order to enhance safety on the roads.

Important measures were professional driving instructor training according to decisions taken by the Ministry of Transport and Communications in 1969, driver training based on a curriculum approved by the Public Roads Administration in 1970, and authorization of driving schools.

1.2 The first milestone

The National Training School for Driving Instructors was established in 1970 by Stortinget (The Norwegian Parliament). The training school was organized as an upper secondary school subsidiary to the Ministry of Education, Research and Church Affairs, and financed by government funds. The first class for driving instructors according to the new one-year programme was launched in 1973. Driving instructors and driving examiners were educated at the same time.

1.3 A time for renewal

Establishing the National Training School brought about two groups of driving instructors: The existing group of driving instructors that historically were trained more or less at the private driving schools by attending short courses, and the new group of driving instructors (“Traffic teachers”) of the future, comprising those who obtained public competence by attending the one-year course at the National Training School.

The 1970s thus became a transitional phase, partly due to the fact that the National Training School was not initially able to fully meet the demands for driving instructors. Consequently the driving schools themselves were still permitted to recruit and train driving instructors at a lower level in order to avoid long waiting lists of learner drivers.

Another aspect of this transitional phase was that all driving instructors who had been engaged on a private basis by driving schools in the years before 1970 now had to pass an examination before a committee approved by the Public Roads Administration.

For the most part, these driving instructors have by now participated in the one year programme at the National Training School for Driving Instructors in order to obtain driving instructor approval at the highest level (“Traffic teachers”).

From approximately 1980, when the National Training School was able to meet the nationwide needs for driving instructors, the one-year training programme became compulsory for all driving instructors to be.

1.4 The second milestone

In 2001 the Government agreed upon a recommendation to upgrade the driving instructor training to college level. From January 1 2004 the National Training School was thus transferred to the local state-run University College which is also a subsidiary of the Ministry of Education and Research, and financed by government funds.

Upgrading the driving instructor training to college level was one of the steps taken to meet the raised requirements for the competencies of driving instructors and examiners. This is also a part of government policy to improve road safety and limit environmental problems coherent to Norwegian authorities’ strategy of no deaths or serious injuries in traffic (“vision zero”).

As a consequence of this strategy, the driving instructor training from August 1 2003 was expanded from a one-year course at upper secondary level to a two-year programme at college level.

1.5 Recent changes

Because the authorities have adopted new traffic regulations and implementation of new curricula for driver training for all licence categories from January 1 2005, the training of driving instructors and examiners will have to be adjusted accordingly.

2. Driving Instructor Training

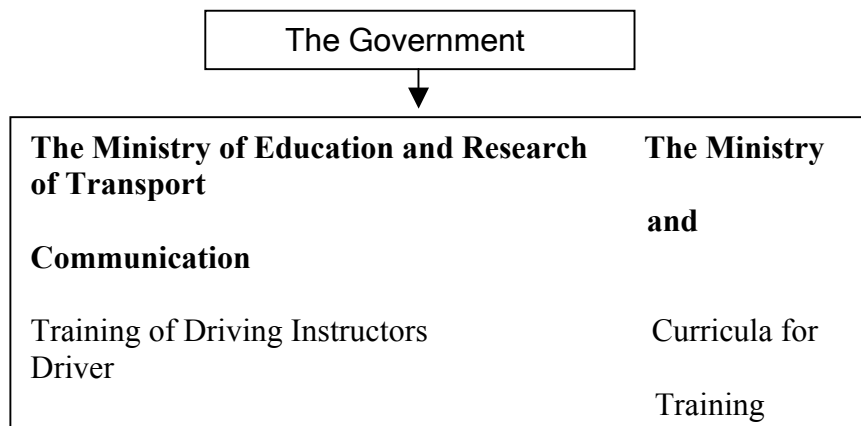
This paragraph gives a short description of the objectives, contents and structures of the driving instructor training in Norway.

2. 1 Access to the profession

The one and only access to the profession of driving instructors in Norway from 2003 on is by means of the basic two-year college programme at Nord-Trondelag University College, Faculty of Education of Driving Instructors, Stjordal.

The University College, therefore, has a nationwide responsibility for the training of driving instructors. This goes for the basic training as well as for advanced training of driving instructors for all driver licence categories.

2.2 Outline of the Norwegian Driving licensing System



The Authorities take full responsibility for the professional training of driving instructors as well as for examiners.

The training of examiners and certification of driving instructors are the responsibilities of the public Roads Administration on behalf of the Ministry of Transport and Communication. The Nord-Trondelag University College is responsible for the training of driving instructors on behalf of the Ministry of Education and Research.

2.3 Entry Requirements

The admission regulations state that applicants must:

- meet the general matriculation standard (school-leaving certificate) or have equivalent professional experience
- have had a valid class B (car) driver's licence for the last three years continuously, as of 1 August of the year of admission

The course itself is free, but the students have to pay for travel, board and lodging. Loans may be obtained from the Norwegian State Educational Loan Fund.

2.4 Training Programmes for Driving Instructors

The programmes are based on a system-analytic perspective where training, vehicle, road and road environment are considered as an integrated whole within which the different units interact. By applying the principle of a systems-approach, the students are trained to plan, implement and evaluate the driver training consistent with the national curriculum prescribed by the authorities.

Cognitive-, affective- and psychomotor objectives together with the GADGET-model (now GDE matrix= Goals for Driver Education model) define the content and prescribe the methods and the material that are necessary prerequisites for the driver training.

Basic training programme:

- 2 years course for Driving Instructors for Light Vehicles, class B, A and T, 120 credits

Advanced training programmes:

- 16 weeks course for Driving Instructors for HGV, 24 credits
- 2 weeks course for Driving Instructors for Securing of Cargo on HGV, 6 credits
- 1 weeks course for Driving Instructors for HGV on slippery roads
- 1 and 2 weeks course for Driving Instructors for Transportation of Dangerous Goods (ADR)
- Part-time course for Management of Driving Schools, 30 credits
- 2 weeks course of Intercultural Communication, 15 credits

Refresher courses lasting for approximately 1 week are also offered.

2.5 Contents of the 2 years Basic Training Programme class B

The content and structure of the driving instructor programme:

1. year	2. year
Traffic in Society 12 credits	Traffic in Society 16 credits
Educational Theory/Vocational Didactics 14 credits	Educational Theory/ Vocational Didactics 12 credits
Practice 16 credits - Driving Skills -Educational Practice	Practice 14 credits -Educational Practice - Educational Practice - In-School Practice
Technical Subjects 10 credits	Candidate Thesis

ICT in Teaching 6 credits	Compulsory Course I 2 credits	Compulsory Course II 6 credits	12 credits
-------------------------------------	---	--	------------

The programme comprises 120 ECTS credits over the duration of two full academic years:

1) *Traffic in society (28 credits)*

Main units:

1.1 Traffic and psychology

The course unit contains the following main topics:

- ❑ Traffic psychology, society and safety
- ❑ Cognitive psychology, including perception psychology
- ❑ Personality and social environment
- ❑ Humans, risk and driving
- ❑ Driving skills

1.2 Traffic and law

The course unit contains the following main topics:

- ❑ General law
- ❑ Road traffic law
- ❑ Specific rules and regulations
- ❑ Insurance and damages

1.3 Traffic and environment

The course unit contains the following main topics:

- ❑ Road development and land use
- ❑ Noise pollution and different solutions
- ❑ The environmental consequences of different fuels
- ❑ The health challenge of driving
- ❑ Energy accounts for different options of transport

1.4 Traffic and road design

The course unit contains the following main topics:

- ❑ Traffic control as a measure in city policies
- ❑ Road safety, design and control
- ❑ Adaptation for transport of people and goods
- ❑ Influencing behaviour through design of roads and intersections
- ❑ Signal and area control
- ❑ Prioritising public transport
- ❑ Control and design aimed to help pedestrians and cyclists
- ❑ Use of transport informatics
- ❑ traffic and social development

1.5 Traffic and social development

The course unit contains the following main topics:

- ❑ Transport and communication in Norway
- ❑ Social measures aimed at influencing traffic development
- ❑ Communication costs, investments and evaluations

- ❑ Motor traffic and different interest groups (motor industry, fuel industry, other road users etc.)
- ❑ Traffic as a work place
- ❑ An international perspective on social and traffic patterns

2) Educational theory / Vocational Didactics (26 credits)

The course unit contains the following main topics:

- ❑ General and vocational didactics
- ❑ Instructing and guiding
- ❑ Observation in the learning situation
- ❑ Learning theory, cognitive theory in particular
- ❑ Motivation
- ❑ Communication
- ❑ Multicultural perspectives
- ❑ Curricula for driver training
- ❑ Driver training proficiency

3) Practice (30 credits)

3.1 Driving proficiency

The driving skills training contain the following main topics:

- ❑ Basic driving skills and technical knowledge
- ❑ Understanding of rules and risks
- ❑ Understanding of communication, interaction and flow in traffic
- ❑ Ethical understanding based on traffic safety, human worth and environment
- ❑ Social understanding
- ❑ *Behind - the – wheel skills:*
- ❑ Advanced Driver Training
- ❑ On-Street Commentary Driving
- ❑ On-Range Emergency Manoeuvres

3.2 Educational Practice (driving instructor proficiency)

- ❑ In-car instruction
- ❑ Class-room instruction
- ❑ Special exercises (on-range slippery driving and driving in darkness)

4) Technical Subjects (10 credits)

4.1 Automobile engineering

Main contents:

- ❑ Automobile history and the construction and operation of today's cars
- ❑ Modern vehicles' systems for improved safety and environmental protection

4.2 Physics

Main contents:

- The physical laws applying to traffic and driving
- Environmental aspects and physical laws

5) *Information and communication technology (ICT) in Teaching (6 credits)*

Main contents:

- Writing and editing documents and slide presentations
- E-mail communication
- Using ICT in teaching and choosing suited presentation media for the course's assignments and participants

6) Compulsory Courses I and II (8 credits)

6.1 Compulsory course I: First aid and Health, Environment and Safety

6.2 Compulsory course II: Road user training with other vehicles

7) Candidate Thesis (12 credits)

3. DRIVING INSTRUCTOR TESTING

In *Driving Skills* there is a 45 minutes practical on-road commentary performance test during the first year which has to be passed in order to continue into the second year.

At the *formal assessment* students will document their qualifications in the fields comprised by the programme. Two grading scales are applied – a six-grade scale (A-B-C-D-E-F) and a two-grade scale (Pass/Fail). The assessments are made by course teachers and an external examiner. At assessments which include the use of an external examiner (1, 2, 3 and 5 below), the external examiner grades 50 per cent of the papers and also gives advice on teaching and assessment arrangements.

Final assessment/examination

The following courses are included in the final assessment:

- 1 **Technical subjects. Automobile engineering and physics.** Six-hour written examination at the end of *the first year*.
Assessed using the six-grade scale.
- 2 **Traffic in society.**
Open-book examination with one week's preparation.
Oral presentation before final assessment.
Assessed using the six-grade scale.
- 3 **Candidate thesis.** Individual or group paper to be handed in during the *second year*.
Assessed on a pass/fail basis.

- 4 **Practical teaching skills.** Assessment of the students' ability to teach in class-room and in-car settings made by the school's supervising teachers during the second year. Assessed on a pass/fail basis. Both parts must be passed.
- 5 **Educational theory and vocational didactics.** Four-week project assignment to be handed in at the end of the second year. An individual discussion takes place before the final assessment. Assessed using the six-grade scale.

In order to get the Driving Instructor certificate, students must have:

- Passed the practical driving test
- Completed and passed all compulsory courses
- Passed all examinations described in 1-5 above

4 Ongoing training for instructors

The qualification demands for the approval of driving instructors are specified within the framework of the Road Traffic Act. The University College takes these demands into consideration when developing programmes for driving instructors for basic training as well as for ongoing training.

Ongoing training for instructors can be imposed by laws and regulations. However, the driver training schools together with the driving instructors themselves normally take responsibility for the necessary ongoing training. The University College has developed a package of courses responding to the needs for ongoing training for the driving instructors.

5 Quality control of instructors and driving schools

The quality control of driving instructors and driving schools comprises formal control executed by the authorities, and informal control carried out by the driving schools themselves.

5.1 Formal control

The formal control is regulated by law, and is conducted by officers at the local offices of the Public Roads Administration. The officers mainly control the documents for management of driving school, programmes for driver training together with observations of in-car instruction and classroom lessons, approval and competence of driving instructors and driver trainers' documents. Yearly, the driving schools have to make a report to the authorities concerning the management and operation of the driving school.

5.2 Informal control

Work is progressing towards a system of informal control on behalf of the driving schools themselves, comprising management of the driving school as well as the professional field of the driving schools' services.

In addition complaints from the public act as supplemental quality control.

6 Facts about the market structure and profile of the profession

The private driving schools account for the major part of driver training for all categories of driver licences in Norway. For this purpose an extensive tailor-made delivery system has been developed, including 25 training fields equipped for emergency manoeuvres.

In 2003 79 029 practical driving tests were conducted, Class B, of which 22 010 failed. The private driving schools also have the responsibility for as much as 90 % of the driver training for heavy goods vehicles.

According to the latest data from the Public Roads Administration, there are 597 private driving schools in Norway, and a total of 1 433 driving instructors. There are 218 driving schools with less than 2 driving instructors, and the rest of the driving schools have more than 2 driving instructors.

The average age of the driving instructors is approximately 45-50 years. The number of employed driving instructors fell by about 15 % between 1990 and 2000, due to a necessary adjustment to the prevailing market situation. By now the situation seems to have settled down, and reports from the driving schools indicate that there is a good balance between the market's demand and supply for driver training and the driving schools' capacity.

There are two unions of driving schools, and the dominant one has 450 members. There are no legal development restrictions, and the driving schools therefore operate on a commercial basis in a free market for driver training.

The annual wages for driving instructors is approximately 250000 NKR, which amounts to about 28000 EURO. Compared to the average wages for teachers in the State school system, the driving instructors employed at the private driving schools are not well paid.

The upgrading of the driving instructor training to college level will probably have short-term and long-term effects on the market structure for driver training. This resembles the situation in 1970 when driving instructor training was upgraded to a one-year course, in the sense that this again will bring about two groups of driving instructors on two levels of education. This in turn will be a challenge to the driving instructor profession, the driving schools' unions as well as for the authorities.

7 Analysis of strengths and weaknesses of current system of instructor training and testing

The current system of instructor training and testing has strengths and weaknesses, depending on one's point of view.

7.1 Strengths

The fact that the authorities have taken responsibility for establishing a national training school for driving instructors is a guarantee for the quality of the educational programme.

This in turn provides the driving instructor with status and authority which is necessary for public recognition. This again will support the efforts to secure a proper standard for driver training in the country.

Because the teaching itself is free and financed by Government funds, this gives an opportunity for all qualified persons to be recruited to the profession of driving instructors.

Driving instructor training at one single national institution since 1970 has made it possible to build a professional milieu with a distinct interdisciplinary character, a close link between theory and practice and training at the school's own facilities.

Upgrading the driving instructor training to college level means that the students are awarded the degree of College Candidate. In the academic degree system, this provides a foundation for several options of further study leading to a bachelor or master's degree.

The driving instructor programme also provides students with the level of competence in traffic and education required to take up positions in the public administration, school administration, organisations and transport businesses.

Advanced training for driving instructors is offered at sites around the country, and by use of electronic communication it is possible for the professional driving instructors to take part in advanced training in combination with their daily job.

7.2 Weaknesses

In the prevailing situation one single Faculty within the University College system has national responsibility for the education of driving instructors. This might seem to be a problem because the 72 students comprising the yearly quota being recruited to the profession of driving instructors have to travel from all over the country to stay at the University College for two years of *basic training*.

This weakness is compensated, however, by the fact that staying together during the training programme results in a comradeship lasting for a lifetime in many cases, and likewise develops the "esprit de corps" that will be of great importance to the profession as a whole.

One obvious objection to the current situation would be that monopolising the driving instructor training at one and only campus in the country is rather unsound. This weakness has to be compensated by extensive co-operation with other institutions, and at the same time being very aware of this potential pitfall.

8 Plans for future changes

In co-operation with The Public Roads Administration, educational programmes for examiners will be developed matching the new basic two-year training for driving instructors at college level.

Having recently introduced the basic two-year college training for driving instructors, there are no immediate plans for changing the principles of the course outline itself, except for improvements due to continuous evaluation of the quality of the training programme's contents and structure. Advanced training programmes will be adapted to this basic course outline, together with modules for ongoing training for employed driving instructors and examiners.

The results of this process will make it possible to strengthen the competence of the driving instructors and examiners to meet the demands for future professional driver training.

11.10.2004

MERIT Project Case Study: Driving Instructor Training in GREAT BRITAIN

1. Background

In GB learner car drivers are not required to take mandatory professional training, but 99% of them have some professional instruction prior to sitting a driving test. Under the Road Traffic Act it is illegal for anyone to charge (either money or monies worth) for instruction in driving a motorcar unless:

- their name is on the Register of Approved Driving Instructors; or
- they hold a trainee's "Licence to give instruction" issued by the Registrar.

The Register of Approved Driving Instructors was set up as a voluntary scheme in the 1960s, becoming mandatory in 1970, in the interests of improving road safety by maintaining and improving the standard of car driving instruction available to the general public. It ensures that the public can rely upon an acceptable minimum standard of tuition from registered driving instructors. The Driving Standards Agency (DSA), an executive agency of the Department for Transport (DfT), administers it. Further details can be found from the DSA website (www.dsa.gov.uk) or the DfT website (www.dft.gov.uk).

Ross Silcock¹⁸ carried out a review of the requirements for training and qualification as an Approved Driving Instructor (ADI), reporting in the year 2000. The final report included 46 recommendations to be considered and work is on hand to evaluate and, where appropriate, implement these in an effort to modernise the current process.

In March 2000, despite GB having one of the best road safety records in Europe, Government Ministers announced a demanding new road casualty reduction target to reduce deaths and serious injury on British roads by 40% by the year 2010. This target was supported by the publication of a detailed strategy document, "Tomorrow's roads - safer for everyone"¹⁹ which outlined detailed plans by which this target would be achieved. One of the objectives is to raise the standards of car driving instructors.

Minimum Requirements

To apply for entry to the Register applicants must:

- hold a full UK or European Union unrestricted car driving licence;

¹⁸ Ross Silcock Ltd. (2000) Final Report: [Raising the standards of approved driving instructors \(No.15\)](#)

¹⁹ Department for Transport (2000): [Tomorrow's roads: safer for everyone](#)

- have held it for a total of at least 4 out of the past 6 years prior to entering the Register after qualifying, but a foreign driving licence, an automatic car driving licence or a provisional licence held after passing the driving test, all count towards the 4 years;
- not have been disqualified from driving at any time in the 4 years prior to being entered onto the Register;
- be a fit and proper person (all convictions including motoring offences still in force will be taken into account);
- pass the Register qualifying examination and register within 12 months of having done so; and
- meet current restrictions on accompanying a learner driver (Minimum 21 years old and held a full car licence for 3 years).

Drivers whose driving licence is limited to driving vehicles fitted with automatic transmission because of a disability can qualify to give driving instruction limited to cars fitted with automatic transmission. The ADI qualifying examinations will be exactly the same as that for any other ADI except that the candidate will be able to take the practical parts in a car with automatic transmission.

Candidates who wish to qualify for this category are required to undergo an assessment of their ability to take control of a vehicle in an emergency from the front passenger seat, with any additional controls fitted where necessary. The assessment is carried out at the Department of Transport's MAVIS (Mobility Advice and Vehicle Information Service) at Crowthorne, Berkshire. If this assessment is satisfactory they are issued with an "Emergency Control Certificate" (ECC) which is a pre-condition to qualifying in the new restricted category of ADIs. The certificate will state what additional controls on the front passenger side, if any, will be needed.

Once they have qualified, or if they are issued with a trainee licence, the document will show that they are restricted to giving driving instruction in automatics only and subject to the fitting of such additional controls as may be set out in the ECC. The car provided for the Part three test of instructional ability must be capable of being driven by the examiner. Existing ADIs, whose driving licence becomes restricted to automatics only because of a disability, are able to transfer to the new category without having to re-qualify, provided they have been issued with an ECC.

2. Driving instructor training

Driving instructor training is not obligatory in GB, but in practice instructor-candidates need some form of training in order to pass the test. Any qualified driving instructor can provide training to candidate-instructors.

3. Driving instructor testing

Qualification

The examination for entry onto the Register is composed of three parts:

- test of theoretical knowledge
- test of driving ability
- test of instructional ability

Test of theoretical Knowledge

Applicants can take this test as many times as necessary but once they are successful must pass the tests of driving and instructional ability within two years. A maximum of three attempts are allowed at the test of driving ability and a maximum of three attempts at the test of instructional ability within a two year period. An unsuccessful third attempt at either of these tests would mean that the applicant would have to reapply once the two year period from passing the theory test had expired. After this two-year period applicants would again have to pass the theory test.

The theory part of the ADI qualifying examination are conducted at 158 locations; these are the same as for the car driving theory test. The test is conducted as an IT based test and is carried out in two parts; a multiple-choice section and a hazard perception test.

The theory test calls for a high standard of knowledge. This part of the test lasts 90 minutes. In this part of the test candidates are asked 100 questions split into **four** bands. The purpose of the banding is to ensure candidates have a comprehensive knowledge spread across the whole of the syllabus.

Candidates can work through a practice session lasting up to 15 minutes to get used to the system before starting their actual test. Staff at the test centres are on hand to help candidates with any difficulties in using the system. The screens are easy to read. Only one question appears on the screen at a time, and candidates are able to move backwards and forwards through the questions. Candidates are also able to go back to any questions which they want to look at again, and it is easy to change any answers. The system also alerts candidates if they have not completely answered a question. Candidates answer the questions by touching the computer screen to select the answer from the selections shown. The “touch screen” system has been carefully designed to make sure it is easy to use.

Candidates need to pass both elements of the theory test at the same event to obtain an overall pass result. The overall pass mark for the theory test is 85% (85 questions correctly). However, they must reach a minimum mark of 80% (20 correct questions) in each of the four main bands. It is therefore possible to get an overall mark of 85% or higher but still fail the examination because they have not gained the minimum of 80% in any one or more of the four groups.

Fig 1 Theory test – Multiple Choice Element Bands

Band 1 Road Procedure	25 question
Band 2 Traffic signs and signals Car control Pedestrians Mechanical knowledge	5 questions 10 questions 5 questions 5 questions
Band 3 Driving test Disabilities Law	10 questions 5 questions 10 questions
Band 4 Publications Instructional techniques	10 questions 15 questions
Total	100 questions

Hazard Perception Test

After a break of up to three minutes, the hazard perception part will start. Candidates are shown a tutorial video first. This uses sample footage with a sound track (headphones supplied), which will explain how to complete this part of the test. The tutorial can be repeated once.

The test consists of 14 video clips, each lasting about one minute. The clips feature various types of hazards, such as vehicles, pedestrians and road conditions. Candidates respond by pressing a mouse button as soon as they see a hazard developing that may result in the driver having to take some action, such as changing speed or direction. The earlier the developing hazard is spotted, and a response made, the higher the score. Candidates can score up to five marks on each hazard and the test contains 15 scoreable hazards.

For the Hazard Perception test the pass mark is 57 out of 75. The results of the theory test are usually given before candidates leave the test centre, along with details about applying for the test of driving ability. They are advised of the bands in which any errors have been made, but are not given details of individual questions.

Test of Driving Ability

The practical test of driving ability consists of tests of both eyesight and driving technique. The test lasts for about one hour and both parts of the test must be passed at the same time.

Candidates must produce proof of identity.

- **The eyesight test**

Candidates must be able to read in good daylight, with the aid of glasses or contact lenses if worn, a motor vehicle registration mark containing letters and figures

- a) 79 millimetres in height and 50 millimetres wide at a distance of 26.5 metres; or
- b) 79 millimetres in height and 57 millimetres wide at a distance of 27.5 metres

If they do not pass the eyesight test, they will not be allowed to take the driving ability test.

- **The test of driving ability**

This test is far more difficult than the L test. It is of an advanced nature and a very high, consistent standard of competence is required. Candidates must show a thorough knowledge of the principles of good driving and road safety and that they can apply them in practice. In particular they must satisfy the examiner on all of the following subjects:

- expert handling of the controls
- use of correct road procedure
- anticipation of the actions of other road users and the taking of appropriate action
- sound judgement of distance, speed and timing
- consideration for the convenience and safety of other road users.

The routes used for the test will cover varying road and traffic conditions and, where possible, include motorways or fast dual carriageways. The routes will cover both urban and rural conditions.

Candidates must display the ability to perform any or all of the following manoeuvres.

- move away straight ahead or at an angle
- overtake, meet or cross the path of other vehicles and take an appropriate course without undue hesitancy
- turn left-hand and right-hand corners correctly without undue hesitancy
- stop the vehicle as in an emergency
- drive the vehicle in reverse gear and, whilst doing so, enter limited opening to the right and to the left with reasonable accuracy and effective all round observation
- reverse park the vehicle into the space behind a parked car, within the space of about two car lengths and close to and parallel with the kerb, with reasonable accuracy and effective all round observation; or reverse park into a parking bay, with due regard for other vehicles or pedestrians, with reasonable accuracy and effective all-round observation
- turn the vehicle to face in the opposite direction by the use of forward and reverse gears with reasonable accuracy and effective all-round observation.

Faults are assessed as:

- Dangerous - involving actual danger;
- Serious - potentially dangerous or serious errors; and
- Driving - a significant error in driving technique or incorrect reaction to a situation not assessed as serious.

One serious or dangerous fault or more than 6 driving faults results in failure.

Candidates are given the result and an oral debrief at the end of the test along with a copy of the examiner's marking sheet. A maximum of three attempts are allowed at the test of driving ability. Once a candidate has passed this test they can apply for a trainee's "Licence to give instruction" provided certain conditions are met. This will be covered later in this paper.

Test of Instructional Ability

The object of this test is to assess the value of instruction candidates give and their ability to pass this knowledge on to pupils. The test is in two parts or phases, each of which lasts about half an hour. Both parts must be passed on the same test. Candidates must demonstrate their knowledge and ability by giving practical driving instruction to the examiner who will first take on the role of a pupil who is a beginner, or a learner driver with limited driving knowledge, and then a different pupil who is at about test standard. The examiner explains everything in full at the time. For each of the two roles the examiner will choose one of the following 12 exercises as the basis for instruction.

- safety precautions on entering the car and explanation of the controls;
- moving off and making normal stops;
- reversing and whilst doing so entering limited openings to the right or left;
- turning the vehicle round in the road to face the opposite direction, using forward and reverse gears;
- parking close to the kerb, using forward and reverse gears;
- explaining how to make an emergency stop and practical instruction in the use of mirrors;
- approaching and turning corners;
- judgement of speed, making progress and general road positioning;
- dealing with road junctions;
- dealing with crossroads;
- dealing with pedestrian crossings and giving correct signals in a clear and unmistakable manner; and
- overtaking, meeting and crossing the path of other road users, allowing adequate clearance.

These 12 exercises are arranged in 10 pre-set tests to ensure each test is of similar difficulty. Examiners choose one of these 10 tests for each candidate at random.

Candidates are assessed on:

- the method clarity adequacy and correctness of instruction given;
- the observation, analysis and correction of faults committed by the 'pupil'; and
- their general manner.

Each of the 12 exercises is divided into individual lesson subjects. A candidate's instruction is assessed against each lesson subject that makes up the chosen exercise in terms of whether the subject is covered, covered satisfactorily or covered unsatisfactorily.

A candidate must achieve a satisfactory assessment during each phase, to be successful, in each of the three core competencies:

- fault identification

- fault analysis
- remedial action

Each candidate is assessed on a range of instructional techniques during each part of the test:

- level of instruction
- planning
- control of the lesson
- communication
- question and answer technique
- feedback and encouragement
- instructor's use of the controls

Throughout each phase an assessment is made of the instructor's attitude and approach to the pupil.

Each of the two parts or phases is assessed separately as described above and a satisfactory performance is required in each at the same attempt to achieve an overall pass. There is also a limit of three attempts at the test of instructional ability.

Once a candidate has passed this test they are eligible to register as an Approved Driving Instructor (ADI).

A Trainee "Licence To Give Instruction"

Once an applicant for entry onto the ADI Register has passed the test of driving ability they can apply for a trainee's "Licence to give instruction" which will allow them to give instruction for payment although not registered as an ADI. This currently enables practical instructional experience to be gained whilst preparing for the test of instructional ability, though this is being reviewed at the present time.

To apply for a trainee licence an applicant must:

- hold a full UK or European Union unrestricted car driving licence;
- have held it for a total of at least 4 out of the past 6 years prior to entering the Register after qualifying, but a foreign driving licence, an automatic car driving licence or a provisional licence held after passing the driving test, all count towards the 4 years;
- not have been disqualified from driving at any time in the 4 years prior to the date of application;
- be a fit and proper person (all convictions including motoring offences, still in force will be taken into account);
- have passed the theory part of the qualifying examination and the practical test of driving ability;
- be eligible to take the test of ability to instruct; and not have passed the theory test more than two years before the date of application.

There are conditions under which a licence is granted. These are:

- Instruction must only be given for the driving school whose address is shown on the licence
- There must be at least one ADI working at the supervisor's address for every Trainee Licence holder employed there
- At least 40 hours practical training from a qualified ADI must be received within a period starting not more than 6 months before and be completed by the date of issue of the licence. Training must include every subject listed in the syllabus and a record must be kept.
- Advertising as a fully qualified instructor is not allowed

In addition, each trainee must abide by one of two conditions:

1. Receive supervision from sponsoring ADI for 20% of all lessons given and a record kept; or
2. Receive a minimum additional 20 hours training covering all the subjects listed in the syllabus within 3 months of issue of the licence or before a first attempt at the test of instructional ability. A record of training must be kept. Failure at either the first or second attempt of the instructional test must be followed by a minimum of five hours additional training before making a further attempt at the test.

The Registrar will revoke the trainee licence if the conditions are not met, the licence was issued by mistake or gained by fraud or once three attempts at the instructional test have been taken and failed.

4. Ongoing training / testing for instructors

Currently ongoing training for instructors is not obligatory in Great Britain. Ongoing testing, otherwise known as the Check Test, is obligatory, as described below.

The Check Test

The check test is a test of an instructor's continued ability and fitness to give instruction. An instructor is required to undergo a check test when required to do so by the Registrar.

A specially trained senior examiner, who accompanies the instructor on a normal lesson with a pupil, conducts the check test. The examiner sits in the back of the car and checks that at least the minimum standard of instruction required to remain on the Register is being maintained.

Where an instructor is unable to provide a suitable pupil the examiner may choose to conduct the check test by 'role playing' a pupil as in the test of instructional ability.

The assessment used by the examiner is based on the same criteria used to assess the test of instructional ability.

At the end of the observed lesson instructors are given a debrief and graded, dependent on the assessment of the instruction observed during the check test. Grades 1, 2 and 3 are unsatisfactory and 4, 5 and 6 are satisfactory. This grade will help determine when the next check test will be carried out. Those awarded a grade 4 are normally retested within 2 years and Grade 5 and 6 instructors within 4 years.

Those with an unsatisfactory grade will receive a letter outlining the weaknesses identified during the check test and recommending that retraining be undertaken. Those receiving a grade 1 will be seen within a short time by an Assistant Chief Driving Examiner. Those receiving a grade 2 or 3 are usually required to attend another check test within 8 to 12 weeks.

An Assistant Chief Driving Examiner sees instructors who achieve two consecutive unsatisfactory assessments. An unsatisfactory assessment on this third occasion results in action being started to remove the instructor from the Register.

5. Quality control of instructors and driving schools and monitoring

Once a driving instructor has qualified they are eligible to apply for registration onto the Register of Approved Driving Instructors. Registration currently lasts for a period of four years. A condition of registration is that they are required to undergo a check test when required by the Registrar. (See Check Tests section above for details)

The ORDIT (Official Register for Driving Instructor Training) is a voluntary register which was set up for those involved in training driving instructors in an effort to improve the standard of training available to potential driving instructors. Entry is conditional upon certain criteria being met including an assessment carried out by DSA of the facilities and standard of training offered by each establishment.

6. Facts about the market structure and profile of the profession

In October 1998 Ross Silcock²⁰ commissioned Social Research Associates to carry out a survey of ADIs carrying out L-driver tuition as part of the review of the requirements for training and qualification as an Approved Driving Instructor (ADI) that they carried out for the Department for Transport.

The following is an extract from that report.

“A random sample of 1,997 people was drawn from the ADI Register (there are currently around 34,500 ADIs on the Register) and were contacted by telephone. The great majority (81%) were interviewed on the telephone. The remainder preferred to complete and return a postal questionnaire.

Of the 1,997 persons on the Register who took part in the survey, 325 (16.3%) were no longer working as ADIs. This left a sample of 1,672 who responded to the majority of the questions asked, although some chose not to answer all questions, especially those relating to charges and ADI grade. The survey provided a wide range of information which was used by the research team during the research.

The great majority (84.3%) of ADIs are self-employed and only 2.1% of those surveyed employ other ADIs. Thus L-driver tuition is overwhelmingly provided by one-person bands. Almost a quarter (24.4%) of ADIs only teach L-drivers on a part time basis, with a further 3.4% teaching occasionally or never. Not surprisingly, there is a strong correlation between those teaching full time and those who teach driving as their main job. Of the 12.5% of ADIs where teaching driving is not their main job, three quarters (76.4%) only work part time, as would be expected.

When asked whether they specialised in any sector of the learner driver market, 87.8% responded 'no'. Of those who do specialise, the largest target markets were: 2.5% nervous drivers; 2.2% women; 2.0% disabled drivers; and 1.7% each for young drivers and older drivers.

ADIs were asked how many hours they spent teaching L-drivers during the previous seven days. The responses show that just over half (50.6%) teach for 25 hours or less with a quarter (26.1%) teaching for 15 hours or less. 84.5% of ADIs said that their answer to this question reflected a typical week. 20% of ADIs reported that they had 10 or fewer pupils, with 42.8% having 21 or more L-drivers on their books. The median value is between 16 and 20 pupils.

²⁰ Ross Silcock Ltd. (2000) Final Report: [Raising the standards of approved driving instructors \(No.15\)](#)

ADIs are predominantly male (86%), with an even greater proportion of grade 6 ADIs being male (91%). Grade 6 ADIs are also older, with none of the grade 6 ADIs in our sample being under 30 years of age. These two findings are probably linked, with grade being linked to experience and the more experienced ADIs being male. This is slowly changing, as DSA report a growing number of female applicants to join the Register.

Training and qualifications are central to the research. ADIs were asked whether they had any other qualification relevant to their job as an ADI. Three quarters have none. A few have a teaching qualification (3.6%); the same proportion (3.6%) hold a DIA diploma and 2.6% have a City and Guilds certificate.

Few ADIs undertake further training, once qualified. Only 6.8% answered 'yes' to the question 'are you currently undertaking further training' and less than a quarter (23.9%) had undertaken further training during the last 5 years. This is disappointing for a profession which wishes to raise its status, and is out of line with the general trend in many professions for increasing requirements for Continuing Professional Development (CPD). This was an issue examined as part of the research.

A profile of the typical ADI on the basis of the survey results suggests:

-
A middle-aged male, working by himself, with no other qualification and little inclination to undertake further training. But then he would have a hard time affording more training as he teaches L-drivers for just 25 hours per week and only charges between £14 and £15 for a standard one-hour lesson."

The current average charge for a one hour lesson is around 19.00GBP (~28 EUR).

7. Analysis of strengths and weaknesses of current system of instructor training and testing

ADVANTAGES:

- **Input into road safety** - As a professional driving instructor they have a major influence in the road safety development of new drivers.
- **Minimum standard of competence** - all instructors are required to demonstrate agreed minimum standards (theory, driving, instruction) before qualifying.
- **Quality assurance** - check testing regime encourages and ensures that minimum entry standards are maintained.
- **Training** - those who fail to maintain standards are encouraged to take retraining or are ultimately removed from the Register of Approved Driving Instructors

- **Fit and Proper** - Minimum standards of are set in relation to an ADIs driving record and professional standing. Driving or criminal convictions can result in removal.
- **Consumer protection** - provides a minimum level of consumer protection

DISADVANTAGES:

- **Continuous development** - Many instructors fail to develop their skills beyond those required for initial qualification. The system focuses on maintenance of skill rather than development.
- **Initial expenditure** - can be over £3000 for training and taking the appropriate exams with no guarantee of success.
- **No guarantee of passing the exams** - They can spend a great deal of money up front without a refund system. If they fail all three attempts of the part two Driving Ability test, they will have to wait **two years** from the time they passed the written exam. Then they will be allowed to restart the examination process again.
- **How to select an instructor trainer** - Difficulty in knowing that they are getting value for money despite a voluntary Official Register of Driving Instructor Trainers (ORDIT).
- **Limitations of the current syllabus** - the current syllabus and assessment regime encourages rote learning; therefore many instructors have limited ability.
- **Development Opportunities** - there is currently no incentive for an ADI to develop their skills.

8. Plans for future changes

Recognising the limitations of the current system, the DSA is committed to modernising it.

In March 2000 Ministers and the Government announced a demanding casualty reduction target to be achieved by 2010 underpinned by a strategy outlined in a document called, "Tomorrow's Roads - Safer for Everyone". This document envisaged a new environment for driver training to match the changing needs of the driving instruction profession.

In its Review of the Road Safety Strategy²¹, published this April, Ministers committed to reviewing the regulatory arrangements for driving instructors to ensure that the public can have confidence that the driver training services that they buy are of the highest quality.

DSA plan to develop and implement a range of improvements to raise the quality and expertise of all driving instructors. We have commissioned independent research to help with this.

²¹ Department for Transport (2004): [Tomorrow's roads - safer for everyone: The first three year review](#)

There are three initial strands to this work. They are:

- Work by Red Scientific Limited to make recommendations to the DSA about a set of competences for ADIs and the training industry generally and other related issues.
- Work by 5S Consulting Limited to develop proposals and make recommendations about the form and technicalities of operating a Continuing Professional Development (CPD) scheme for the industry.
- Work by Dr Elaine Freedman, of Researchers for Education and a visiting Research Fellow of the University of Bath Education Department, to explore the feasibility of alternative methods of delivering CPD, such as using distance learning materials, how this might be assessed, and the role of DSA in such a scheme.

These three elements of research have been grouped together as the Instructor Standards Project to help co-ordinate the work of the contractors and to ensure that the benefits to the instruction industry and DSA are maximised.

Once completed this work will enable DSA and the driving instruction industry to agree a competency framework for a driving instructor. This will enable a review of both the content and provision of learning and resource materials and the effectiveness of current assessment strategies used to measure competency.

The feasibility of developing an attitude and aptitude test to be taken by potential driving instructors is being investigated. Consideration is to be given to the development of training logs based on the competency framework and the introduction of a framework of Continuing Professional Development for instructors.

Work has already started on building on the voluntary register of instructor trainers with a view raising standards and the degree of consumer protection provided.

DSA is committed to working towards a fully consolidated and integrated, mandatory Register for all instructors that is more flexible, better able to match the needs of driving instructors and enables members of the public to make an informed choice of driver trainer in an effort to promote safe driving for life.

Trevor Wedge
DSA Deputy Chief Driving Examiner, December 2004

EU MERIT Project Case Study: Driver Instructor Training in the NETHERLANDS

Jan Vissers, Traffic Test

1. Background

The driving licence

In 1906 the driving licence was introduced in the Netherlands. But there was no driving test. The driving test was introduced in 1927. Until 1934 the driving test took only 15 minutes of driving. In 1934 the driving time was doubled to 30 minutes.

In 1951 a Traffic Law was introduced in the Netherlands as well as a Traffic Code. In 1951 five licence categories were introduced: A (motorcycle), B (passenger car), C (truck), D (coach), E (trailer).

In 1960 the duration of the driving test was extended to 45 minutes.

In 1963 a written theoretical test was introduced. Before this, knowledge of traffic rules was examined in an oral test.

At this moment the duration of the practical driving test is 55 minutes. The theoretical test is an audio-visual exam consisting of 50 questions.

Driving instruction

Examination of driving instructors

In 1974 a law on driving instruction was introduced in the Netherlands. This law described exam requirements for driving instructors. For the B category the exam consisted of two parts: a theoretical (oral) exam (3 hours in total) and a practical exam (also 3 hours in total). A traineeship (a minimum of 50 hours) was obligatory for all driving instructors. In order to get a certificate for the categories A, C, D and E an additional exam (1 hour theoretical (oral) examination and 1 hour practical examination) was necessary.

In 1996 a new law on driving instruction was introduced. New exam requirements were formulated. More emphasis was put on didactical skills of driving instructors. Oral examination was replaced by written tests. A new access criterion was formulated: previous education had to be on a level of at least four years of secondary school education. Due to the fact that effective control of the quality of the traineeship wasn't possible, the practical training period was abolished.

In 2003 the new law on driving instruction was evaluated. As a result of this evaluation new educational goals were formulated. At this time a new exam system is in preparation. Examination will focus more on the practical competencies that are necessary for good driving instruction. The traineeship will be re-introduced and

examination of theoretical (classroom) and practical (on-road driving) lessons will take place in real conditions with real learner drivers.

Training of driving instructors

Training is not obligatory for driving instructors. Nevertheless, in practice almost all trainee driving instructors follow a training programme, because otherwise it is not possible to pass the exam.

2. Driving instructor training

As already mentioned in paragraph 1 training is not obligatory for driving instructors. So there are no requirements on contents and duration of driving instructor training. Nevertheless in practice almost all trainee driving instructors follow a training programme, because otherwise it is not possible to pass the exam. For most driving instructors the learning period varies from six months until a year.

There exists no official training curriculum for driving instructors. On the basis of the educational goals (see paragraph 2.3) each training institute develops its own curriculum and training programme. About 40 training institutes are involved in driving instructor training in the Netherlands. Most of them are quite small and in a lot of cases they are in fact driving schools that combine the training of regular learner drivers with the training of driving instructors. About 10 institutes operate on a more professional basis. These institutes train about 80 to 90% of all driving instructors.

The costs of the training range between 3,500 and 5,000 Euro (examination costs not included, see paragraph 2.4).

There are no requirements formulated for the institutes that train driving instructors. Quality is only monitored at the exam. The idea is that trainees with poor training will not pass the exam.

3. Driving instructor examination

Access to the profession

The following access criteria exist:

- Licence holder for relevant driving instructor category.
- Previous education on a level of at least four years of secondary school education (in other cases an entrance test is obligatory).

There are no requirements on age and experience.

Driving instructor categories

The following driving instructor categories are distinguished:

- Category A (motorcycle).
- Category B (passenger car).

- Category C (truck).
- Category D (coach).
- Category E (trailer).
- Category BRF (moped).

Categories A, B and BRF are independent driving instructor categories. In order to become a category C, D or E driving instructor, a person will first have to pass for the exam for category B driving instructor.

Educational goals

For each instruction category educational goals are laid down in a special document. The following documents exist:

- Document for the A driving instructor.
- Document for the B driving instructor.
- Combined document for the C, D and E driving instructor.
- Document for the BRF driving instructor.

For each examination topic (see table in next paragraph) a range of educational goals have been developed. These educational goals serve three main purposes:

- They describe on which aspects (knowledge, skills etc.) the driving instructor candidates must be tested. So for the exam institute they describe what will have to be tested at the examination.
- They describe in which aspects the trainee driving instructor must be trained (in order to pass the exam). So for the training institutes they describe what should be part of the training curriculum.
- For the developers of teaching materials (e.g. textbooks) the educational goals describe what materials should be developed and what the content of the textbooks should be.

Components of the test

In the driving instructor exam two parts can be distinguished. The first part focuses on the knowledge of various topics in the field of road safety, road design, driving behaviour, traffic law, traffic regulations etc. The candidates also have to do a practical on-road test: the instructor-candidate must show that he can drive the vehicle in a legal, safe and ECO friendly manner. The test is similar to the official driving test. Having passed the tests of the first part, the candidates get a temporary permit to give driving instruction (duration 18 months). This permit allows them to acquire experience with giving theoretical and practical lessons to learner drivers. The second part of the examination focuses on the skills that are important to give instruction to learner drivers in classroom situations as well as in on-road situations in the car.

For the practical parts of the examination (topic 11 of part I and topics 5 and 6 of part II) special assessment protocols have been developed. In the classroom lesson candidates are given grades for 31 assessment criteria, in the practical lesson candidates are scored on 29 criteria.

The costs of the examination for driving instructor category B are about 1,400 Euro.

Examination topics driving instructor category B

<i>Examination topic</i>	<i>Test method</i>	<i>Duration of the test</i>
<i>Part I: Contents expertise</i>		
1. Traffic law (general principles)	Written test	45 minutes (combined with topic 2 Highway Code)
2. Highway Code (traffic rules)	Written test	See topic 1
3. Theory of car driving task and traffic behaviour	Written test	30 minutes
4. Road safety	Written test	30 minutes
5. Other traffic participants (communication in traffic)	Written test	30 minutes
6. Mobility and traffic flow	Written test	15 minutes (combined with topic 7)
7. Environment	Written test	See topic 6
8. Vehicle technique	Written test	30 minutes
9. First aid	Official certificate	---
10. Emergency situations	Special training course of one day	---
11. Vehicle control and mastering of traffic situations	On-road test (comparable to the driving test)	60 minutes
		Total duration examination part I: 6 hours and 30 minutes
<i>Part II: Didactical skills</i>		
1. Instruction and feedback techniques (teaching methods)	Written test	30 minutes
2. Characteristics of learner drivers	Written test	30 minutes
3. Assessment techniques	Written test	30 minutes
4. Didactical methods	Written test	30 minutes
5. Classroom lesson (theoretical lesson)	Demonstration of a lesson on traffic regulations, in which the class exist of colleague trainee driving instructors	90 minutes
6. Practical lesson	Demonstration of practical lesson in the car with a colleague trainee driving	60 minutes

instructor playing the role of
the learner driver

Total duration examination
part II: 4 hours and 30
minutes

Traineeship

After having passed part I of the examination the trainee driving instructor gets a temporary permit to give driving instruction. A lot of institutes do oblige trainees to acquire practical experience, but there are no legal obligations to do so. So there is no obligatory traineeship.

4. Ongoing testing

Once each five years all driving instructors have to do an exam to test if their knowledge and their instruction skills are up-to-date. If they don't pass the exam, their driving instructor certificate is invalidated.

For the ongoing examination special educational goals have been developed. So in addition to the four documents with educational goals for the several driving instructor categories (see paragraph 2.3) there is a fifth document with educational goals for the ongoing examination.

5. Ongoing training

Preparation for ongoing testing

As well as for initial driving instructor training there is no obligation to follow a training programme in preparation for the ongoing examination. But also here most of the driving instructors do take additional training in order to pass the ongoing examination. Special refresher courses have been developed as preparation for the ongoing examination. Refresher courses are carried out by the training institutes mentioned in paragraph 3.

ECO-driving seminars

On a voluntary basis almost all driving instructors in the Netherlands have been trained in the principles of ECO-driving. The training consisted of 2 hours theoretical backgrounds of ECO-driving and two hours on-road training.

Driver training stepwise

Recently a new driver training programme called "Driver Training Stepwise" was introduced in the Netherlands. Until now about 1,250 driving instructors have followed a training programme consisting of 5 days theoretical and practical training and of several hours on-road coaching.

6. Quality control and monitoring

There is no control of the quality of the training of driving instructors. The only way the quality of the training institutes is controlled is by the examination.

7. Driving school market

In the Netherlands between 5,000 and 6,000 driving instructors are involved in driver training. A lot of them are “one man” companies and a lot of them give driver training on a part time basis. For instance driving instructors who are working for the Ministry of Defence give driver training in their spare time (in the evening/ in weekends).

About 55% of all driving schools in the Netherlands are “one man” companies. About 30% are driving schools that employ 2 to 5 driving instructors. And about 15% are driving schools that employ more than 5 driving instructors.

Each year the Dutch driving test organisation CBR has about 400,000 candidates for theoretical exam category B and about 200,000 for the practical exam.

The pass rate for the practical test category B is about 45% (only first attempts). Learner drivers need on average between 40 and 50 driving lessons (duration 1 hour) to get their driving licence. The average costs of one driving lesson of one hour are 35 Euro.

8. Strengths and weaknesses of the Dutch system

A strong point of the Dutch system is that exam requirements are described in a detailed way by formulating educational goals for each driving instructor category. The changes that were implemented by the new law on driving instruction in 1996, aimed at focusing more on practical didactical skills of driving instructors. An evaluation of this new law pointed out that the new law was not fully successful in all respects. Although there was a shift in driver training towards topics that are relevant for safe driving behaviour, a lot of the driving instructors still lack the practical didactical skills to put their knowledge into practice. The reason for this is that in the examination a strong emphasis is laid on knowledge of content matter and that practical skills are not tested in real teaching situations. Therefore a new examination system is in preparation (see next paragraph).

Other weaknesses are:

- There is no obligatory traineeship.
- Driving instructor applicants in general have too low key qualifications. For a lot of driving instructor-candidates the job of driving instructor is a “last chance” job. In the Netherlands quite a few people get their driving instructor training paid for in order to get them re-integrated into a working environment.
- The status of the profession is quite low and there are not many possibilities to get more specialized qualifications such as road safety educator in schools. Beside this salary of driving instructors is quite low too.

- There is no good curriculum for driving instructor training and the quality of training institutes is not controlled.

9. Future developments

Based on the evaluation of the new law on driving instruction that was introduced in 1996 the following changes are proposed for the new exam system:

- The educational goals will be reformulated in order to make them more relevant for the profession of the driving instructor. Educational goals will be more focused on the practical competencies that are necessary in order to be a good driving instructor (more emphasis on knowledge and skills with regard to teaching ability). In fact this first step, the reformulation of the educational goals, has already been made. There is a whole new set of educational goals available.
- As a second step the new educational goals will have to be translated in exams that are also more competency oriented. This means standards of testing will be raised and the theoretical as well as the practical test will be carried out in real teaching situations with real learner drivers.
- Therefore the traineeship will become obligatory again.
- A professional entrance test will be introduced. At this moment the Dutch Ministry of Transport is thinking of an entrance test, which applicant driving instructors can do (on a voluntary basis) when they want to start their training.
- The obligation of ongoing examination will be replaced by the obligation of ongoing training. At this moment the ministry is thinking of introducing an obligatory refresher course for driving instructors of one day each year.

EU MERIT Project Case Study: Driving Instructor Training in FINLAND

Authors: veijo.tuononen@ake.fi
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1. Background

Training started in the year 1928 with 6 weeks of training and a test. At present the driving instructor training which leads to a driving instructor examination is held in the Driving Instructor Centre of the Vocational Teacher Education College in Hämeenlinna. Today the scope of the driving instructor training is 65 credits and the course lasts about 1,5 years. There are 75 starting places yearly.

2. Driver Instructor Training

The driving instructor training which leads to a driving instructor examination is arranged in the Driving Instructor Centre of the Vocational Teacher Education College.

The training includes basic pedagogical studies, vocational and pedagogical studies and teaching practice.

The educational principles and customs which are applied in the vocational teacher education are also followed in driving instructor training when applicable.

An applicant to the driving instructor training needs to have a vocational or a matricular examination and a driving licence for categories A, B and C. The B-licence has to have been valid for at least 3 years. The health requirements are according to licence category C. There is also an entry test (a driving test and a personal interview). A psychological check up is needed. An applicant cannot have been banned from driving in the previous 3 years.

3. Driver Instructor Testing

At the end of the training they have an examination which includes a driving test, a teaching test in traffic and in classroom, and a written test. During the final exam the applicant has to prove knowledge and skills in the following fields:

- rules for running vehicles and land transport, basic medical care
- interpretation of rules for running vehicles and land transport
- regulations related to rules for running vehicles and land transport and to teaching of these subjects
- handling and maintenance of the vehicle and teaching of these subjects
- teaching and executing practical and theoretical maintenance of the vehicle
- handling the vehicle in B and C categories (driving)

The Ministry of Transport and Communications is responsible for driver instructor testing. The Ministry nominates a commission for a two year period. The Commission consists of five members and five deputy members. The Commission itself takes 12 more members who work as experts from the driver instructor profession through the driver instructor examination. The chairman comes from the

Ministry of Education. Other members represent different areas of the driving education branch. There are some members who are owners of a driving school. One member represents the Ministry of Transport and Communication.

4. Ongoing training for instructors

Ongoing training for instructors is not obligatory. The Profession certificate is valid as a driving licence and no prolongation is needed. Instructor can be trained and later will train drivers only according to his own driving licence. In other words the instructor must hold the driving licence of the specific vehicle category which the instructor wants to teach. The Driving School Association in Finland arranges regular ongoing training for instructors every year.

5. Quality control of instructors and driving schools and monitoring

The Vehicle Administration (AKE) monitors the quality of driving instruction in co-operation with driver testing companies.

6. Facts about the market structure and profile of the profession

- about 600 driving schools in Finland
- average amount of pupils is 120/driving school/year
- about 1500 instructors in Finland
- instructors average gross salary per month is about 2000€

7. Analysis of strengths and weaknesses of current system of instructor training and testing

+ it is based on legislation
+ national curriculum

- it is too isolated from other traffic safety work/world
- there is no way to continue the studies (if one wants to) after graduating as an instructor
- Driving school owners are not happy with the competencies of the new instructors. They think the school should teach professional issues more. (But when asked regularly, instructor trainees are quite happy with the training.)

8. Plans for future changes

The problem of how many professional and general topics should be studied will be solved in the near future -> the basic aim of the instructor training must be made clearer.

It may be that the training of the driving examiners is somehow related to the training of the instructors (in the future).

EU MERIT Project Case Study: Driving Instructor Training in LATVIA

Authors: Juris Teteris, Ministry of Transport

1. Background

The history of instructor training in Latvia goes back to the Soviet period. At that time, instructor training was obligatory as it is today, but the content covered mostly the Traffic Code and a little practice. Didactical skills, psychology were not covered at all. Currently instructor training provides deeper knowledge on relevant legislation, and more hours are spent in practical skills training, teaching methods and psychology.

2. Driver Instructor Training

Applicant has to have at least secondary education and to have held a category B driving licence for at least 3 years. Training consists of:

- Road traffic legislation;
- Road traffic safety issues;
- Practical pedagogy;
- Psychology;
- Practical training;
- Basics of vehicle construction and maintenance.

3. Driver Instructor Testing

Testing of instructors is performed by the Road Traffic Safety Directorate, which is also responsible for driver testing. It consists of a theoretical test (legislation and pedagogy) and a practical test where applicant has to demonstrate an ability to train in a closed area and real traffic, as well as ability to assess mistakes made by trainee.

4. Ongoing training for instructors

Regular training every 5 years is obligatory. An instructor's licence is issued for the same period of validity and renewal of licence is subject to this training. Training consists of information on the latest changes in road traffic legislation and the latest developments in training methods. A theoretical test has to be passed too.

5. Quality control of instructors and driving schools and monitoring

First and foremost, the driving schools are responsible for the quality of their instructors. Both direct and indirect methods of monitoring are used. Pass rates of driving schools and particular instructors are calculated on a regular basis and this data is available on the internet.

6. Facts about the market structure and profile of the profession

There are about 160 active driving schools in Latvia and about 2000 instructors working for them. The majority of driving schools (about 80%) are rather small and train no more than 100 people a year. The average salary of instructor is estimated at about 700 EUR a month. About 70 instructors gain access to the profession every year.

7. Analysis of strengths and weaknesses of current system of instructor training and testing

Considerable effort is currently being made to improve the practical part, because newly qualified instructors are often not prepared to train the learner driver on hazard perception issues or to form a traffic safety-oriented attitude.

8. Plans for future changes (if applicable)

To introduce a traineeship period in the training course and to strengthen the pedagogical part.

Workshop 1 :
Driving Instructor Standards in
the European Union
(long-term vision)
21 January 2005, Brussels

MERIT
Minimum European Requirements
for driving Instructor Training

MEETING REPORT

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²² GDE: Goals for Driver Education

²³ The exact legal timeframe is, as always, difficult to predict, but is especially difficult in the light of the following: a new European Commission and Parliament will begin their work in the second half of this year, and 10 new Member States will join the EU in May.

²⁴ The next meeting will be held in Brussels on March 30 and will be attended by Nick Sanders.

²⁵ Copies of the relevant chapter on driving instructor training will be sent to each project member

²⁶ Bank account number, IBAN & BIC number, any special reference for MERIT project payments

²⁷ ministries, agencies, driving school associations, instructor training institutes, testing authorities, etc from all of the countries covered in the project. N.B. Please include names of individuals and their email addresses!

²⁸ Both standard instructor training and testing, and the Middlesex University diploma in driving instruction, will be looked at.

²⁹ this refers to the Ecole de Conduite Francaise combined instructor-animateur training only (not the standard driving instructor training and testing in France)

³⁰ The Netherlands has recently rewritten the educational goals for driving instructors. This will be the focus here.

1. List of participants

First name	Surname	Organisation name	Country
Gregor	Bartl	MERIT Director	
Nick	Sanders	MERIT	
Jan	Vissers	MERIT	
Gebhard	Heiler	MERIT	
Kjell	Torsmyr		
Gerhard	von Bressendorf	MERIT	
Nils-Petter	Gregersen	MERIT	
	Walsh	MERIT	
René	Plank	European Commission	
Norbert	Hausherr	Fachverband der Fahrschulen	Austria
Michael	Gatscha	KfV	Austria
Gaetan	Detroz	GDS	
Jacques	Quoirin	GOCA	Belgium
Gilbert	Auwaerts	Ministerie van Verkeer en Infrastructuur	Belgium
Willem	Vanbroeckhoven	Autoveiligheid	Belgium
Philippe	Meurice	FAA	Belgium
Georges	Van Aerschot		Belgium
Sylvain	Moras	Ministerie van Verkeer en Infrastructuur	Belgium
Robert	Kotal	Traffic Academy of Bohemia	Czech Republic
Pavel	Nahodil	Ministry of Transport	Czech Republic
Eveliis	Nagel	Estonian Motor Vehicle Registration Centre	Estonia
Sakari		Finnish Traffic School Association	Finland
Kari	Hakuli		Finland
Sami	Myntinnen	AKE	
Daniel	Blot	Conseil National des Professions De l'Automobile	France
Jean-Pierre	Fougere	CIECA Expert Advisory Group	France
Gerard		ECF	
Jean-Louis	Bouscaren		France
	Meyer	TUV Sddeutschland	Germany
Kay	Schulte	DVR	Germany
Michael	Bahr	BASt	Germany
Joachim	Wohlfarth	BMVBW	Germany
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Peter	Harvey	MSA	Great Britain
Bob	Jarvis	Driving Instructors' Registrar	Great Britain
Trevor	Wedge	DSA Policy Unit	Great Britain
Peter		IVV	Great Britain
John	Lepine		Great Britain
Robin	Cummins	CIECA Expert Advisory Group	Great Britain

First name	Surname	Organisation name	Country
Cathy	Bacon	Irish Driving Instructors' Association	Ireland
Stefano	Bottoli	Essebi Italia	Italy
Emilio	Patella	UNASCA	Italy
Paolo	Crozzoli	Confedertaai	Italy
Mario	Forneris	Automobilistica	Italy
Francesco	Foresta	Ministero dei Trasporti e della Navigazione	Italy
Jean-Paul	Gillen	Ministry of Transport	Luxembourg
Nico	Meyrer	Lycée Technique du Centre	Luxembourg
Fernand	Mayer	Federation des maitres instructeurs du Grand-Duche de Luxembourg	Luxembourg
Marc	Pannacci	CFC	Luxembourg
Jean	Lemesch		Luxembourg
Leo	Schreuders	BOVAG – VAN	
Henk	Burghout	IBKI	Netherlands
Han	Rietman	CBR	Netherlands
Brain	Morrison	Driver & Vehicle Testing Agency	Northern Ireland
Lisa		Northern Ireland Approved Driving Instructor Assoc	Northern Ireland
	Nermark	Autoriserte Trafikkskolors Landsforbund	Norway
Jan	Isachsen	Norwegian Public Roads Administration	Norway
Knut Alfred		Trafikkpedagogisk Senter AS	Norway
Lasse	Haslie	Trafikforum	Norway
R	Szopa	Regional Road Traffic Center Katowice	
Adam	Czarnowski	Professional Driving Tuition and Examination Centre	Poland
T	Wcislo		Poland
	Alonso	University of Valencia	Spain
Jacinto	Perez	Confederación Nacional de Autoescuelas	Spain
Gabriel	Molina	INTRAS	Spain
Peter	Kinnbo	Sveriges Trafikskolors Riksförbund	Sweden
Hans		Swedish National Road Administration	Sweden
Orjan	Ellström	Swedish Road Traffic Inspectorate	Sweden
Fathi	Mallek	Ministère du Transport	Tunisia

Minutes: Martina Hendrix, CIECA

2. Agenda

09.00	Welcome	Gregor Bartl, MERIT project manager
09.10	Introduction from the European Commission	René Plank, European Commission
09.20	Project introduction	Nick Sanders, MERIT project secretary
09.40	Discussion	
10.00	The context of novice driver accidents and the relevance of the GDE matrix	Nils-Petter Gregersen, VTI (MERIT team)
10.20	Discussion	
10.40	<i>Coffee break</i>	
11.00	The GDE matrix and driving instructor training	Nils-Petter Gregersen, VTI (MERIT team)
11.30	Discussion	
12.00	Teaching methods and didactics for driving instructors	Gregor Bartl MERIT project manager
12.30	Discussion	
13.00	<i>LUNCH</i>	
14.00	Feedback from stakeholders: structured discussion	
15.30	General round-up and conclusions	
16.00	<i>CLOSE</i>	

3. Aim of workshop

The main aim of the workshop was to discuss the working document prepared by the MERIT project on a long-term vision for driving instructor training (see www.gutefahrt.at/merit).

4. Viewpoint of the European Commission

Current EU legislation focuses on the theory and practical driving test. A new annex, as part of the forthcoming 3rd driving licence directive, lays down requirements for driving examiners. However, there is no European-level legislation as yet on driver training. In an effort to enhance road safety through European standards, the Commission is looking at the possibility of proposing a directive on minimum requirements for driving instructors. The recommendations of the MERIT project would be used as a basis for the proposal. Such a directive would look to improve the reputation of driving instructors, to positively influence driver training and

facilitate free movement of instructors throughout the European Union. An alternative - and less extensive – approach to proposing a directive would be to introduce soft law based on best practice guidelines. This is also a possibility.

5. Presentations

The following presentations were made:

- Project schedule and tasks: Nick Sanders
- The context of novice driver accidents and the relevance of the GDE matrix: Nils-Petter Gregersen
- The GDE matrix and driving instructor training : Nils-Petter Gregersen
- Teaching methods and didactics for driving instructors : Gregor Bartl.

Please see the attached files for the powerpoint presentations.

6. Discussion points

Why focus on driving instructor standards while it is possible for learner drivers in some countries to avoid professional driver training altogether?

Belgium seems to be the only country where learner drivers consistently avoid professional instruction altogether. As a result, lay instructors such as parents are seen as competition rather than a complement to professional instructors. In Sweden and the UK, for instance, a combination of lay instruction and professional instruction is the norm. If we are to contribute to road safety, we need to start somewhere, so driving instructors are the focus at the moment. Some countries advocate basic training for lay instructors, in order to provide some structure to experience-based learning with parents, for example. This could be an option in the future.

Learner drivers are not so much interested in road safety, but rather in passing the test. How can this fact be reconciled with all the extra – higher level – knowledge and skills gained by this new generation of driving instructors?

Learner drivers often only focus on passing the test and are not interested in the underlying road safety messages. Driving instructors, in turn, will not use new-found skills and knowledge unless they are obliged to do so, by way of structured driver training for learner drivers or extra requirements in the driving test. Clearly, there is a problem here if new driving instructor standards are introduced but no corresponding changes are made to driver training itself or the driving test to ensure the instructors' new skills are used and transmitted. A parallel EU project called TEST is looking at ways to introduce levels 3 and 4 of the GDE matrix into the test. The European Commission can propose changes to the test. However, it has no remit in influencing the content of driver training in the EU member states. It is therefore important that both the driving instructor and the candidate learn to think about driving tests and driving safety in a different way and the driving instructor has a very important role to play in this. He should act as a kind of “safety manager”

directing the learner driver's attention in a "new" direction so that he/she learns to think about more than just basic vehicle control skills and how to pass the driving test but becomes more aware of the influence of his attitudes etc.

Semantics of the term 'driving instructor'

One participant felt that the term 'driving instructor' was too restrictive for the work expected of a future instructor, according to the vision presented at the workshop. Instead, they could be referred to as road safety trainers, for instance.

Are the higher levels of the GDE matrix only relevant to second phase (post-licence) training for novice drivers?

No. Whereas the second-phase is an ideal time to address these issues, they should also be covered in the initial training period.

Should individual instructors be fully qualified according to the entire GDE matrix, or should there be specialisations or grades of instructors according to the levels of the matrix they are trained on?

The MERIT team prefers individuals to be fully familiar with the matrix as a whole, because the different levels and cells interact and this is important to transmit to the learner driver. Specialised grading of instructors according to the training they have had is an option, however.

Should a driving instructor be expected to be able to address the higher levels of matrix?

Concern was expressed that the higher levels of the matrix were influenced by so many factors and over so much time to make it unrealistic for driving instructors to cope with them.

Will teaching methods be integrated into a Directive?

The European Commission may not be able to do this because normally the 'means' of implementing the content of the directive are left to the Member States. However, the MERIT team would argue that without such teaching methods, various crucial parts of the GDE matrix cannot be transmitted properly to learner drivers.

Where is the evidence that if you apply all 4 levels this makes a difference to the learner driver and their safety?

The GDE matrix is based on scientific evidence relating to the causes of accidents. However, there is no scientific evidence that integrating the GDE matrix in training and testing leads to safer drivers.

What about the opinion that you can not address these higher level issues until you have practised driving and have built up some experience?

Scientific evidence of this is inconclusive. Again, we need to address the high accident risk of novice drivers somewhere in the process, and this is one way of doing it.

What access criteria should be set for regulating access to the profession of driving instructor?

Various criteria were discussed such as age, experience, schooling and the potential need for an entrance test to regulate entry into instructor training.

What are the economic implications of improved driving instructor standards?

There was concern that the lengthy obligatory training for instructors would be expensive and that this expense would be passed onto the customer with regard to driving lessons. The European Commission has to carry out an impact assessment of their proposed legislation so this may be part of it.

Suggested minor changes to the working document:

- Add drugs (not just alcohol) to the matrix and the need for instructors to know about this subject
- Instructor needs to know about learning processes in road traffic, in order to be able to prepare learner drivers for learning when driving solo.
- Instructors should know how to interpret statistics because statistics often present a misleading view of reality.

7. Questionnaire survey on current driving instructor standards

Organisations who replied to the MERIT questionnaire survey on current driving instructor standards are kindly requested to contact the MERIT project team if they have identified any errors in the survey report (see also www.gutefahrt.at/merit).

8. Next steps

MERIT will prepare a second working document, on minimum requirements for driving instructors, for consultation at MERIT workshop II (Brussels, 21 March). The final version of this paper will constitute the main recommendations to the European Commission for a future directive on driving instructor training and testing.

Attached presentations:

1. Project schedule and tasks: Nick Sanders
2. The relevance of the GDE matrix to driving instructors: Nils-Petter Gregersen
3. Teaching methods and didactics for driving instructors: Gregor Bartl.
4. Driver testing and training according to the GDE matrix: Jan Vissers (CIECA congress 2004)³¹

³¹ For general distribution, as requested by Peter Laub, IVV.

Workshop 2 :
Driving Instructor Standards in
the European Union
(minimum requirements paper)
21 March 2005, Brussels

MERIT

Minimum European Requirements
for driving Instructor Training

MEETING REPORT

1. List of participants

First name	Surname	Organisation name	Country
Norbert	Hausherr	Austrian Driving Schools' Association	Austria
Gaetan	Detroz	GDS	Belgium
Sylvain	Moras	Service Public Fédéral, Mobilité et transport	Belgium
Jacques	Quoirin	GOCA	Belgium
Georges	van Aerschot	Fédération des Auto-Ecoles	Belgium
Sanja	Brnadic Zoranic	Hrvatski Autoklub - HAK	Croatia
Robert	Kotal	Traffic Academy of Bohemia	Czech Republic
Andres	Harjo	Ministry of Economic Affairs and Communications	Estonia
Eveliis	Nagel	Estonian Motor Vehicle Registration Centre	Estonia
Pekka	Ahlgren	Finnish Driving Instructor Institute	Finland
Sakari	Hopia	Finnish Traffic School Association	Finland
Elina	Uusitalo	AKE	Finland
Jarno	Tuimala	Finnish Driving Instructor Institute	Finland
Andre	Allouche	ADECA	France
Philippe	Colombani	UNIC	France
Daniel	Blot	Conseil National des Professions De l'Automobile	France
Michel	Terekoff	UNPEA	France
Gérard	Acourt	ECF - IVV Europe	France
Jean-Pierre	Fougère	CIECA Expert Advisory Group	France
Heinrich	Haas	Rheinland Driving Schools' Association	Germany
Peter	Tschöpe	DFA	Germany
Peter	Glowalla	Bundesvereinigung der Fahrlehrerverbände	Germany
Michael	Bahr	BAST	Germany
Kristina	Krell	BMVBW	Germany
Bob	Jarvis	DSA	Great Britain
Bill	Lavender	BSM	Great Britain
Peter	Harvey	MSA	Great Britain
Trevor	Wedge	DSA Policy Unit	Great Britain
John	Lepine	GoSkills	Great Britain
John	Milne	ADI National Joint Council	Great Britain
Robin	Cummins	CIECA Expert Advisory Group	Great Britain
Peter	Laub	IVV	Great Britain
Cathy	Bacon	Irish Driving Instructors' Association	Ireland
Francesco	Foresta	Ministry of Transport and Navigation	Italy
Fernand	Mayer	Federation des maitres instructeurs du Grand-Duche de Luxembourg	Luxembourg
Jean-Paul	Gillen	Ministry of Transport	Luxembourg
Leo	Schreuders	BOVAG - VAN	Netherlands
Han	Rietman		Netherlands

First name	Surname	Organisation name	Country
Brian	McMinn		Northern Ireland
Brian	Morrison	Driver & Vehicle Testing Agency	Northern Ireland
Lasse		Trafikforum	Norway
	Myren	Trafikkpedagogisk Senter AS	Norway
Jan	Isachsen	Norwegian Public Roads Administration	Norway
Piotr		Regional Road Traffic Center Katowice	Poland
	Czarnowski	DIA: Polish Professional Driving Tuition Centre	Poland
Romuald	Szopa	Regional Road Traffic Center Katowice	Poland
Susana	Paulino	General Transport Directorate	Portugal
	Žigová	Slovak association of driving schools	Slovakia
Andrej	Buday	Združenie autoškôl Slovenskej republiky	Slovakia
Anton	MICHALIČKA	Slovak Chamber Of Driving Schools	Slovakia
Jacinto	Perez	Confederación Nacional de Autoescuelas	Spain
Vanessa	Rodriguez	CNAE	Spain
Fernando	Muñoz-Pelaez	General Transport Directorate	Spain
Hans	Mattsson	Swedish National Road Administration	Sweden
Peter	Kinnbo	Sveriges Trafikskolors Riksförbund	Sweden
Fathi	Mallek	Ministry of Transport	Tunisia
Kjell	Torsmyr	MERIT	
Joel	Valmain	European Commission	
Nick	Sanders	MERIT	
Jan		MERIT	
Gebhard	Heiler		
Gerhard	von Bressensdorf	MERIT	
Nils-Petter		MERIT	
	Walsh		
Gregor	Bartl	MERIT Director	
Martina	Hendrix	CIECA	

Joel Valmain (European Commission) and Andrej Buday (manager of the parallel EU project IFD= Instructor For Driving) were given a special welcome by Gregor Bartl, MERIT director.

2. Agenda

09.00	Welcome / Explanation of the draft working document on minimum requirements for driving instructors in the EU	Gregor Bartl, MERIT project
09.30	General questions	
09.45	Instructions for language-specific working groups	
10.00	Working groups (until 11.30)	
11.30	<i>Coffee break</i>	
12.00	Presentations of results of each working group (1)	
13.00	<i>LUNCH</i>	
14.00	Presentations of results of each working group (continued)	
15.00	Discussion on working group results	
15.45	Conclusions and next steps	Gregor Bartl
16.00	<i>CLOSE</i>	

3. Aim of workshop

The main aim of the workshop was to discuss the working document prepared by the MERIT project on minimum requirements for driving instructors (see www.gutefahrt.at/merit).

The working document was discussed by 9 working groups composed of the participants of the workshop (see annex 1 for working group composition). The results of each workshop was then presented to the plenary session.

4. Presentations

The following presentations were made:

- Introduction to minimum requirements paper: Gregor Bartl
- Working group presentations 1-9

Please see the attached files for the powerpoint presentations.

5. Results of the working groups

(Only proposed changes to the working document are noted in the table below. Agreement with existing content is not mentioned)

Working group no.	Section 1: general competencies required by a driving instructor	Section 2: conditions for entry to the profession	Section 3: Basic training and testing	Section 4: quality assurance and ongoing training	Section 5: content requirements for training and testing	Section 6: recognition of certificates based on minimum requirements	General remarks
1		<ul style="list-style-type: none"> Communication skills should not be too high. Social skills more important. Licence holder for at least 3 years Minimum schooling (upper secondary) Need for more consideration of medical check 	<ul style="list-style-type: none"> “Basic training and testing” rather than “Initial qualifications” (misleading term) 	<ul style="list-style-type: none"> Ongoing training requirements should not be defined so exactly (e.g. 5 days in a 5 year period) Supervision of driving instructors needs to be elaborated (e.g. level of supervision must be stated) Need for refresher courses for instructors returning after a long break 	<ul style="list-style-type: none"> Ok, but possibly too detailed 		<ul style="list-style-type: none"> Obligatory basic training is vital, especially for teaching skills Driving skills are very important Assessment skills are also crucial
2		<ul style="list-style-type: none"> 3 years driving experience necessary Minimum schooling necessary (or equivalent professional experience) More detail required regarding certifying body 	<ul style="list-style-type: none"> Volume and level of obligatory basic training prior to the test should be specified. Trainers of instructors should have <u>higher</u> qualifications than instructors themselves 		<ul style="list-style-type: none"> Basic objectives are missing here: the content is stated but what level of detail is required? Too much emphasis on GDE matrix 5a, add specialist training on level 4 for learner drivers with disabilities In 5b, more emphasis on skills is needed (not just knowledge) 		<ul style="list-style-type: none"> How can driving instructor standards be changed without adapting the driving training curriculum and/or the driving test correspondingly? Trainee instructor experience in driving school is important
3	<ul style="list-style-type: none"> Some instructors would have difficulty with higher order skills (levels 3 and 4 of matrix) There is no evidence that training these GDE matrix-based skills will result in a safer driver 	<ul style="list-style-type: none"> 4 years driving experience suggested Screening should involve a psychometric test Medical checks require more thought Guidelines needed for background checks on 	<ul style="list-style-type: none"> Level of basic training and testing needs to be defined (not just content) Obligatory training not necessarily needed in all cases, e.g. accredited prior learning Trainers of instructors 	<ul style="list-style-type: none"> Obligatory ongoing training must have high quality outputs, otherwise risk it will be a waste of time Supervision issue: need for this area to be more regulated and detailed, e.g. qualifications of 	<ul style="list-style-type: none"> See section 1 for concerns regarding GDE matrix Driving skills section is vague 	<p>Yes, but need to adapt to:</p> <ul style="list-style-type: none"> - Different rules and regulations - Language - Driving test requirements 	<ul style="list-style-type: none"> What should the future instructor be called? A coach, mentor, trainer, teacher? These instructor standards would lead to higher driving lesson fees which GB market would not support

	<p>or produce a lasting benefit</p> <ul style="list-style-type: none"> • Possibility of having different instructors for different specialisations / levels of matrix? 	<p>applicants (to facilitate transferability)</p>	<p>need higher qualifications than instructors</p> <ul style="list-style-type: none"> • Work placements in driving schools must be regulated (to avoid abuse of system) • Training and testing should be separate 	<p>assessor</p> <ul style="list-style-type: none"> • Medical rechecks ok, but subject to prior concerns (section 2) 			<ul style="list-style-type: none"> • Lack of detail with regard to standards • What about existing instructors vis-à-vis new standards?
4		<ul style="list-style-type: none"> • Minimum experience and schooling should be set • Screening could involve psychometric test 	<ul style="list-style-type: none"> • Trainers of instructors should have minimum experience as instructors • Standards need to be set for these requirements • Is the order of the 3 tests flexible? 	<ul style="list-style-type: none"> • Ongoing training requirements should be the same as for driving examiners (annex 4 of 3rd driving licence directive) • Such training should be regulated • Supervision every 5 years considered not frequent enough 	<ul style="list-style-type: none"> • Some level 4 issues are too generally covered to be useful to instructors and could be counterproductive for persons without sufficient knowledge of psychology • Include ethnic issues • Remove “emphasis should be given to levels 3 and 4” 	<ul style="list-style-type: none"> • Need to adapt to different rules and regulations (e.g. driving on left or right) 	
5		<ul style="list-style-type: none"> • Holder of instructor category B as basis. Then holder of relevant licence category • Traffic offences should not be tolerated, but discussion needed on criminal offences (some are not relevant to profession) 	<ul style="list-style-type: none"> • Trainers of instructors should be experienced instructors themselves 	<ul style="list-style-type: none"> • Ongoing training is necessary, but not so rigidly set as now • More detail needed for supervision of instructors • Instructors should also have to undergo a driving test every 5 years • Psychological medical check necessary, but medical tests not always good indication of ability to work as instructor 		<ul style="list-style-type: none"> • Yes, but the Commission must ensure respect of the Directive in all EU countries 	<p>Obligatory basic training for applicant instructors is vital!</p>
6		<ul style="list-style-type: none"> • Need for minimum schooling (upper secondary or higher education?) • Lay instructors should have the same requirements as professionals! • 3 years minimum driving experience 	<ul style="list-style-type: none"> • Trainers of instructors should have at least 3 years experience working as an instructor • Trainee placement should be obligatory 	<ul style="list-style-type: none"> • Ongoing training suggestion: 5 days every 5 years • Supervisors should have at least 3 years experience as instructors • Observation of both theory and practice 		<ul style="list-style-type: none"> • Yes, but instructor certificate should be valid for only 5 years, in order to check ongoing training and periodical medical check requirements have been fulfilled, especially for those instructors working abroad. 	

7	<p>Add f) Knowledge of main themes and road safety policies :</p> <ul style="list-style-type: none"> - man - vehicle - environment - road safety policies in Europe - link with possible 2nd phase 	<ul style="list-style-type: none"> • Minimum driving experience required • Medical check should correspond to licence category in question • Accepted levels of criminal or traffic offences should be set 	<ul style="list-style-type: none"> • Training should be given in an accredited driving instructor training college • Testing or checks can be integrated into training (not necessarily formal test at end) • Examiners need to possess knowledge and skills in specialised area in question • Traineeship should be obligatory • Trainers should have recognised qualifications above those of instructors 	<ul style="list-style-type: none"> • Ongoing training should cover new technologies • Independent and qualified observer necessary during supervision (trainer of trainers?) • Medical check should not necessarily be same as for Group 2 		<ul style="list-style-type: none"> • Different levels of qualifications must be defined (if relevant), and if so equivalences should be developed. 	<ul style="list-style-type: none"> • Term used to describe new generation of driving instructors is vital: “Driving and road safety teachers”
8	<ul style="list-style-type: none"> • Some instructors would have difficulty with higher order skills (levels 3 and 4 of matrix) • Specialisations should be set per licence category (A....CD) 	<ul style="list-style-type: none"> • Which body should ultimately oversee quality control? • Instructor-applicant must have relevant licence category • Minimum schooling and experience necessary • Prior traffic offences: nuanced approach needed here 	<ul style="list-style-type: none"> • Trainers and examiners of instructors should have joint training programme • Private or public body responsible for training applicant-instructors? 				<p>Improved standards for instructors will increase costs... which will be passed on to learners</p>
9	<p>1b) self-evaluation capacities of learner driver must be addressed 1d) must be able to transfer such driving skills to learner drivers</p>	<ul style="list-style-type: none"> • Should be at least 22 years old • Should hold a category B licence plus licence in which they want to instruct • Offences: applicants must be able to show their <u>reliability</u> 	<ul style="list-style-type: none"> • Training should come before test in document • Test should be according to specific instructor category in question (motorcycles, passenger cars, lorries and lorries with trailers; buses) • Trainers should have sufficient knowledge and experience in the specific area they are teaching in (otherwise specialists such as lawyers will be excluded) 	<ul style="list-style-type: none"> • Periodical medical check should be deleted 			

6. Additional discussion points

All meeting participants agreed on the following two issues:

- New trainee instructors should have to follow obligatory basic training
- Training and testing should be based on the GDE matrix

- **Grandfather rights**

The European Commission assured the workshop participants that grandfather rights would be accorded to existing instructors. This is a basic principle of EU law.

- **Medical testing**

With regard to medical testing, the Commission official stated that the Commission has no formal position on this subject. According to current EU legislation (Driving Licence Directive 91/439/CEE), Member states can decide for themselves whether to oblige category B licence holders driving their cars for professional purposes to undergo a group 1 or group 2 test.

- **Involvement of a range of actors in road safety education**

The MERIT team and the European Commission agreed that the driving instructor can not be expected to perform all road safety educational duties, but rather that a number of actors should be involved in the process. The ROSE-25 project was referred to (a project on road safety education in schools).

- **Spain and Ireland: driving instructor certificates**

The European Commission reminded Spain that it was under no obligation to accept driving instructor certificates bought in Ireland, as there is no mutual recognition law at EU level in this area.

- **Nomenclature: driving instructors / traffic safety teachers / driving and road safety teachers**

French representatives renewed their request that the name of 'driving instructors' be changed to reflect the new skills and ability of the profession once an EU Directive is implemented. The name suggested by ECF is "Driving and road safety teachers". The name suggested by the MERIT director is "Traffic safety teachers". The European Commission representative supported this move.

7. Next steps

The MERIT project team will meet on April 25-26 to discuss how to adapt the minimum requirements paper following feedback from the MERIT workshop 2 participants (working groups). The draft final results of the MERIT project will be presented at an information day on May 19 in Vienna. The final MERIT report will be submitted to the European Commission in June.

Annex 1: Composition of working groups

*Highlighted names = working group Chairperson

First name	Surname	Country	Working group
<i>Hans</i>	<i>Mattsson</i>	<i>Sweden</i>	1
Andrea	Žigová	Slovakia	1
Sanja	Brnadic Zoranic	Croatia	1
Romuald	Szopa	Poland	1
Andrej	Buday	Slovakia	1
Piotr	Wcislo	Poland	1
Anton	MICHALIČKA	Slovakia	1
<i>Jan</i>	<i>Isachsen</i>	<i>Norway</i>	2
Peter	Kinnbo	Sweden	2
Knut Alfred	Myren	Norway	2
Lasse	Haslie	Norway	2
<i>Robin</i>	<i>Cummins</i>	<i>Great Britain</i>	3
Trevor	Wedge	Great Britain	3
Peter	Harvey	Great Britain	3
John	Milne	Great Britain	3
Charles	Davis	Great Britain	3
John	Lepine	Great Britain	3
<i>Brian</i>	<i>Morrison</i>	<i>Northern Ireland</i>	4
Bob	Jarvis	Great Britain	4
Bill	Lavender	Great Britain	4
Peter	Laub	Great Britain	4
Kelly	Robertson	Great Britain	4
Cathy	Bacon	Ireland	4
Brian	McMinn	Northern Ireland	4
<i>Leo</i>	<i>Schreuders</i>	<i>Netherlands</i>	5
Han	Rietman	Netherlands	5
Robert	Kotal	Czech Republic	5
Adam	Czarnowski	Poland	5
Susana	Paulino	Portugal	5
Vanessa	Rodriguez	Spain	5
<i>Sakari</i>	<i>Hopia</i>	<i>Finland</i>	6
Pekka	Ahlgren	Finland	6
Jarno	Tuimala	Finland	6
Elina	Uusitalo	Finland	6
Eveliis	Nagel	Estonia	6
Andres	Harjo	Estonia	6
<i>Gérard</i>	<i>Acourt</i>	<i>France</i>	7
Daniel	Blot	France	7

First name	Surname	Country	Working group
Philippe	Colombani	France	7
Michel	Terekoff	France	7
Andre	Allouche	France	7
Georges	van Aerschot	Belgium	7
Jean-Pierre	Fougère	France	7
<i>Francesco</i>	<i>Foresta</i>	<i>Italy</i>	<i>8</i>
Jacinto	Perez	Spain	8
Jacques	Quoirin		8
Gaetan	Detroz	Belgium	8
Jean-Paul	Gillen	Luxembourg	8
Fernando	Muñoz-Pelaez		8
Fathi	Mallek	Tunisia	8
Sylvain	Moras	Belgium	8
Fernand	Mayer	Luxembourg	8
<i>Gerhard</i>	<i>von Bressendorf</i>	<i>Germany</i>	<i>9</i>
Norbert	Hausherr	Austria	9
Peter		Germany	9
Peter	Glowalla	Germany	
Michael	Bahr	Germany	
Kristina	Krell	Germany	9
Heinrich	Haas	Germany	9
Reinhard	Meyer	Germany	

MERIT Project Information Day
Driving Instructor Standards in the
European Union

19 May 2005, Vienna

MERIT

Minimum European Requirements
for driving Instructor Training

MEETING REPORT

1. List of participants

Information Day delegates			
First name	Surname	Organisation name	Country
Daniela	Kovacs	Institut Gute Fahrt	Austria
Christian	Lenhart	Driving instructor	Austria
Ernestine	Mohaupt	Instructor Training School	Austria
Willy	Koblieck	Instructor Training School	Austria
Karl	Pevec	Driving Point Training Centre	
Franz	Kern	Fahrwelt Kern Burgkirchen	Austria
Peter	Smirz	IVV	Austria
Franz	Fabian	Test & Training	Austria
Adolf		Fahrschule Meidling	Austria
Norbert	Hausherr	Austrian Driving Schools' Association	Austria
Christoph	Doppler	Instructor Training School	Austria
Manfred	Kuhn	Viennese Chamber of Commerce	Austria
Michael	Grubmann	Austrian Chamber of Commerce	Austria
Oliver	Köck	Working Group for Instructor Training	Austria
Herbert	Stipek	Instructor Training School	Austria
Willy	Mohaupt	Instructor Training School	Austria
Gaetan	Detroz	GDS	Belgium
Georges	Van Aerschot	Fédération des Auto-Ecoles	Belgium
Sanja	Brnadac Zoranic	Hrvatski Autoklub - HAK	Croatia
Nenad	Zuber	Croatian Automobile Club	
Robert	Kotal	Traffic Academy of Bohemia	Czech Republic
Pavel	Nahodil	Ministry of Transport	Czech Republic
Eveliis	Nagel	Estonian Motor Vehicle Registration Centre	Estonia
Sakari	Hopia	Finnish Driving Schools' Association	
Pekka	Ahlgren	Finnish Driving Instructor Institute	Finland
Mika	Hotti	AKE	Finland
Gerard	Acourt	ECF - IVV Europe	
Kay	Schulte	DVR	Germany
Heinrich	Haas	Rheinland Driving Schools' Association	Germany
Peter	Tschöpe	DFA	Germany
Reinhard	Meyer	TUV South Germany	Germany
Andreas	Schmidt	DEKRA	Germany
Peter	Harvey	MSA	Great Britain
Robin	Cummins	CIECA Expert Advisory Group	Great Britain
John	Milne	ADI National Joint Council	Great Britain
Trevor	Wedge	DSA Policy Unit	Great Britain
John	Lepine	GoSkills	Great Britain
Bob	Jarvis	Driving Instructors' Registrar	Great Britain
Peter	Laub	IVV	Great Britain
Bill	Lavender	BSM	Great Britain

Information Day delegates			
First name	Surname	Organisation name	Country
Des	Cummins	Irish Driving Instructor Register (DIR)	Ireland
Cathy	Bacon	Irish Driving Instructors' Association	Ireland
Mario	Fornaris	Unione Nazionale Autoscuole StudiConsulenza Automobilistica	Italy
Brian	Morrison	Driver & Vehicle Testing Agency	Northern Ireland
Justyna	Wacowska	Motor Transport Institute	Poland
Maria	Dabrowska Loranc	Motor Transport Institute	Poland
Piotr	Wcislo	Regional Road Traffic Center Katowice	Poland
Romuald	Szopa	Regional Road Traffic Center Katowice	Poland
Adam	Czarnowski	DIA: Polish Professional Driving Tuition Centre	Poland
Luisa		General Transport Directorate	Portugal
Susana	Paulino		Portugal
Jacinto	Perez	Confederación Nacional de Autoescuelas	Spain
Hans		Swedish National Road Administration	Sweden
Peter	Kinnbo	Sveriges Trafikskolors Riksförbund	Sweden
Lars		Sveriges Trafikskolors Riksförbund	Sweden

Gregor	Bartl	MERIT Director
Nils-Petter	Gregersen	MERIT
Gerhard		MERIT
Jan	Vissers	MERIT
Kjell	Torsmyr	MERIT
Deirdre	Walsh	MERIT
Nick	Sanders	MERIT

2. Agenda

10.00-10.15	Objectives of the MERIT project (Gregor Bartl)
10.15-11.15	Literature study (Nils-Petter Gregersen)
11.15-12.00	Current instructor standards (Nick Sanders)
12.00-13.30	LUNCH
13.30-14.30	Long-term vision paper 1 (Nils-Petter Gregersen) Long-term vision paper 2 (Gregor Bartl)
14.30-15.30	Minimum requirements paper (Nick Sanders)
15.30-16.00	Closing words and discussion (Gregor Bartl)

3. Aim of information day

The aim of the end-of-project information day was to present the work of the EU MERIT Project and to discuss the latest version of the minimum requirements paper for driving instructor standards. See the MERIT website at www.gutefahrt.at/merit for further details.

4. Presentations

The following presentations were made:

- i. Objectives of the MERIT Project: Gregor Bartl
- ii. The context of novice driver accidents and the relevance of the GDE matrix / Literature study: Nils-Petter Gregersen
- iii. Current instructor standards: Nick Sanders
- iv. The GDE matrix and driving instructor training : Nils-Petter Gregersen
- v. Teaching methods and didactics for driving instructors : Gregor Bartl

Please see the attached files for the powerpoint presentations.

5. Main discussion points

- What MERIT is not saying

- The driving instructor has to teach all he has learned

MERIT is proposing requirements concerning new knowledge and skills for instructors. These are considered useful tools for instructors, to be applied where needed. The important thing is to know when to apply it and how. (MERIT is trying to move away from the current situation in many countries where driving instructors tend to provide too much information to learner drivers, and do not enough focus on analysis).

- Driving instructors have to become psychologists

The MERIT recommendations contain references to the psychological aspects of driving. Clearly, driving is not just a mechanical process; it involves complex thought processes, and is influenced by convictions, norms and values, and lifestyle factors. It is important for driving instructors to be aware of these influences and to be able to address them in training. It does not, however, mean that instructors have to be psychologists to do so effectively.

The status of existing instructors changes

If the MERIT recommendations lead to an EU Directive, existing instructors would continue to be able to work as instructors, under so-called ‘grandfather rights’. They would, however, be obliged to respect new requirements concerning ongoing training and quality control during the exercise of their profession.

- Coaching and other teaching / learning methods

Gregor Bartl’s speech (long-term vision paper 2) referred to the need for coaching skills amongst driving instructors. Coaching is one of many techniques that the driving instructor should be able to use. The choice of which technique to use should depend on:

- The subject matter being taught
- The learning environment (immediate circumstances)
- The individual (learner driver) in question (preference and response to various techniques / learning style)
- The strengths and weaknesses of the instructor with regard to the teaching technique in question.

The important thing is that the driving instructor should possess a wide range of teaching skills and should be able to know which one to use according to the above parameters. Coaching may take a little longer than instruction, but it is designed to achieve longer-term results (coaching empowers the trainee with a sense of decision-making and personal responsibility for his/her actions, and increases the motivation of the trainee to act rather than to ignore).

- The respective roles of professional and lay instructors according to the GDE matrix

If driver training is to involve a mixture of accompanied driving and professional instruction, which levels of the GDE matrix should be the focus in each training context? Driving instructors must be involved in all levels of the GDE matrix,

especially the higher levels. Lay instructors are largely helpful for developing the experience of the learner driver in traffic (level 2) and to a certain extent level 3 (experience with the context of the trip). As one participant pointed out, the specific levels of the GDE matrix should not always be considered so separately. The levels interact with each other at any given moment so it is important for the instructor to realise this.

- The role of e-learning and simulators in driver training

A number of EU studies have looked into the potential for e-learning and driving simulators in driver training and testing. This does not mean that the European Commission is keen at this stage for these methods to be integrated into law. There was a general feeling that driving simulators have not yet reached a sufficient level of reality and complexity to accurately reflect the driving task. While e-learning is a valid learning method, it is only appropriate for some types of learning, such as knowledge accumulation. The training of social driving competencies can, it was claimed, only be effectively addressed in face-to-face training.

- Volume or duration requirements for the MERIT basic training recommendations

The current MERIT minimum requirements for instructor training and testing set objectives, but no volume or duration of training has been recommended. The representative of the Spanish National Driving School Association (CNAE) suggested that driving instructors should be expected to reach professional level 3 of Council Decision 85/368 CEE 16 July 1985 (Comparability of vocational training qualifications between the Member States of the European Community).³²

- Mutual recognition of driving instructor certificates within the EU

Whilst mutual recognition of instructors is an admirable and necessary goal within the EU, it was claimed by a number of participants that instructors from other EU member states could not simply be accepted immediately, even if an EU Directive came into effect. Different traffic regulations and driving test requirements and formalities exist in different countries and these differences should, it was claimed, be taken into account. Furthermore, if significant differences in instructor requirements persist from one country to another, it would be unacceptable to allow instructors with lower standards to create a two-tier system in the host country.

The MERIT team will discuss the issue of mutual recognition with the European Commission, but considering its lack of legal expertise, the team will consider removing section 6 (mutual recognition) from the minimum requirements paper.

³² “**LEVEL 3: Training providing access to this level: compulsory education and/or vocational training and additional technical training or technical educational training or other secondary-level training**

This form of training involves a greater fund of theoretical knowledge than level 2. Activity involves chiefly technical work which can be performed independently and/or entail executive and coordination duties. “

- Medical requirements for driving instructors

Why should driving instructor applicants undergo a Group 2 medical test, but then only have to follow ongoing medical requirements for the category of licence in question after that? This, it was claimed, showed a lack of consistency. If high medical requirements are needed for the profession, they should be maintained throughout the instructors' career. This is especially relevant in the knowledge that medical impairments increase with age. Secondly, the British delegation pointed out that disabled instructors are often used to teach disabled learner drivers. If the Group 2 medical requirements would be imposed, they would be unlikely to pass. Thirdly, it was argued that category A or B driving instructors should not be considered as Group 2 drivers (namely professional drivers) as far as medical requirements are concerned. According to this claim, Group 2 medical requirements are high more due to the size of vehicle involved (e.g. categories C and D) and therefore the increased safety risk, than due to exposure (kilometers driven as a professional driver).

- Training content requirements for driving instructors

Section 5 (content requirements) of the minimum requirements paper mentions, under level 4 issues: "disabilities, special needs, vehicle adjustment". This is not to suggest that all driving instructor applicants should become experts in teaching the disabled. It is simply stating the importance of being aware of the needs and circumstances of disabled learner drivers.

- Teaching real learner drivers prior to full qualification

The current minimum requirements paper states that "Experience with teaching real learner drivers is required prior to the trainee instructor gaining full qualification." As a result of experience in Great Britain, where such a system is being abused, it was decided to add that the trainee instructor should be under "constant in-car supervision".

- Different qualification grades or levels for driving instructors?

What about having recommendations based on a series of qualifications for instructors, thereby promoting ongoing professional development? Professional development is important amongst instructors, but this is largely a matter for individual member states. The current MERIT minimum requirements create a basic level of competence which the MERIT team believes should apply to all future instructors. Clearly, there is opportunity for these standards to be increased, in various directions, for those instructors who wish to progress (beyond ongoing training requirements).

- Ongoing training requirements

A directive should ensure that it is only possible for driving instructors to follow ongoing training in the country in which he/she is operating. This is to prevent 'training tourism'.

No timeframe has been given to the requirement in section 4 a) para.2 (“Persons who have ceased pursuit of the profession, and have missed ongoing training requirements during the period of absence, shall undergo a course of sufficient periodic training before resuming the profession”). Great Britain suggests a period of 12 months.

- The GDE matrix and a forthcoming directive on driving instructors

It was suggested that the GDE matrix should not be specifically referred to in a directive on driving instructors. The MERIT team agrees with this and the European Commission has already supported this approach.

6. Next steps

Following feedback at the information day (above), the MERIT team will consider changes to the existing minimum requirements paper in the following sections:

- The medical requirements for driving instructors and driving instructor applicants (content and periodicity)
- The requirement to teach real learner drivers prior to full qualification (include obligation of supervision)
- Para. 6 on mutual recognition of driving instructor certificates within the EU (consider scrapping)
- Refresher training for instructors returning to the profession (determine timeframe)
- Driving ability: add “the ability to control the vehicle if the learner driver is unable to do so”.

The MERIT final report will be formally submitted to the European Commission by the end of June.

Attached presentations:

- Objectives of the MERIT Project: Gregor Bartl
- The context of novice driver accidents and the relevance of the GDE matrix / Literature study: Nils-Petter Gregersen
- Current instructor standards: Nick Sanders
- The GDE matrix and driving instructor training : Nils-Petter Gregersen
- Teaching methods and didactics for driving instructors : Gregor Bartl

Further information (in English, French and German) on the MERIT Project can be obtained at www.gutefahrt.at/merit .

Annex 4: Feedback from stakeholders

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Gregor Bartl
Institut Gute Fahrt
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22nd April 2004

Dear Gregor

Thank you for giving me the opportunity to participate in the MERIT workshops and to provide a case study covering Instructor training in Great Britain. I think it is very important that the issue of instructor standards is considered and I would wholeheartedly support the idea of minimum (higher) standards across Europe.

As the MERIT presentation to the recent CIECA seminar at the Golden Tulip included a slide which reported the outcome of the March workshop as being agreement on the 'GDE matrix as a basis for instructor training' and 'obligatory training for instructors' I think that it is necessary that I voice some of my concerns, most, if not all of which I have already raised at the workshops.

You will recall, as reported in the minutes, that at the first workshop I asked Nils-Petter about the GDE matrix which I accept as a brilliant structured representation of the skills, attitudes and beliefs of a safe driver and as such an ideal model for training. I asked about the research and methodology that underpins the model, and whether there was any significant evidence that if these goals were used and achieved in learner driver training that a safer driver was produced. Nils-Petter was gracious enough to explain how the matrix was formulated and that there was evidence that safer drivers possessed these goals whereas those who are less safe do not. He also confirmed that there was no evidence that by basing training on these goals, especially for learner drivers, that a safer driver would be produced.

I also expressed concerns that using the Parker-Stradling model I felt that it was unlikely that an instructor, examiner or accompanying driver would see the higher order skills demonstrated in a learner driver as evidence suggests that a driver does not enter the 'expressive phase' until after passing the driving test, as until that point the person in the passenger seat is the dominant personality, irrespective of the teaching style adopted.

I fully support the GDE matrix as an overall goal for driver education and for post-test training it is essential if real improvements to driver behaviour are to be

attained. I agree that all driving instructors should have an understanding of the matrix and have the knowledge and ability to apply it during training. That is not the same as saying that the matrix form the basis for instructor training. I am disappointed that this study seems to have limited itself to the GDE matrix from the outset and that it does not seem to have been part of the project to establish whether there are any alternative or additional models or principles that might be included in the basic tool kit for a driving instructor.

To base instructor training on the GDE matrix is a little like banning red (as an example) cars to improve road safety following a study showing that drivers of red cars have most accidents.

On the question of mandatory instructor training I feel less strongly but did make the point that if a modern competency framework was developed (which we are doing in GB) consisting of the skills necessary to being considered a good driving instructor and an assessment strategy developed to address each of the competencies, then it would be unnecessary or counter productive to legislate for mandatory training, which is unlikely to succeed especially as so far this project fails to specify the standard or level of knowledge required. My personal preference would be for a system based on outputs rather than inputs.

Before the last workshop one of your academic colleagues on the team, in discussion with our group (and I assume others), urged us not to just accept the paper but to question it, and not to be frightened of being critical. This was in complete contrast to your comment to me in the lunch break when you said that you thought my summary of our group's contribution was too critical. I have re-contacted the members of my group who have confirmed that my presentation fairly represented our discussion and that whilst elements were critical the criticism was, as far as possible, constructive. Concerns expressed by our group were voiced by others.

The grid produced by Nick Sanders does I think fairly accurately reflect the main points of each of the presentations but certainly does not lead one to the conclusion that there was agreement on the GDE matrix as a basis for instructor training or for obligatory training for instructors. I would suggest 'mixed views' would be a more accurate description.

I realise that you have a further meeting and that there is more work to complete before the final report is presented in Vienna. I would urge you to ensure that the final report is an accurate and balanced view of the contributions of those who took the time to attend the workshops as it is likely that once your report is received by the commission that far reaching changes will be legislated for.

I have made the point before as has Robin Cummins - 'Driving Instruction is a practical skill and not rocket science'. People learn to drive by doing and practising. Yes instructors need to understand some theory (and I would agree that at present, especially in GB, this is not covered to a sufficient depth or extent) to be able to teach effectively but I am very concerned when sweeping statements are made that in the future it is likely that a completely different type of person will form the driving instructor profession. It would be a sad day if

many of those who have dedicated their life to driver training were excluded from the industry on the basis that they are unable to attain higher academic standards introduced without robust evidence that they will have a positive benefit on road safety. Furthermore DSA need to be sure that it will be able to 'sell' the new minimum standards for instructors to those it will affect in GB.

I trust that you will accept these comments in the spirit with which they are made as I have a tremendous regard for you both professionally and personally and am keen to maintain that relationship.

I would be more than happy to help or contribute in any way that might be helpful.

Yours sincerely

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Mr Nick Sanders
MERIT Project

24 May 2005

Dear Nick

MERIT INFORMATION DAY

Many thanks for arranging the above event on 19 May.

I am sorry that we had to leave sharp on 4.00pm. It was a very nice venue, but a long way from the airport and as you will appreciate, we were committed to a particular flight. On the recommendations themselves, I think that as far as DSA GB is concerned, we are probably now more comfortable with the current proposals, than with any of the earlier versions. I would, however, wish to make a couple of points:

i) Para 2e. Medical test. I would support the points made by John Lepine here. There is surely no point in new entrants being subject to a Group 2 medical if this is only carried out on initial entry. **And, how do we defend refusing entry to a newcomer, when others in the profession may not meet the new criteria.** If you intend to pursue this, then it must be a regular event throughout a person's career as standards of health generally deteriorate with age. That said, **we would have difficulty with the rights of disabled people in GB and with our existing Disability Discrimination Acts.** We have special provisions in law that allow disabled people to give driving instruction in automatic or specially adapted cars, provided they are able to take control of a vehicle in an emergency. They do provide a valuable service and often specialise in training similarly impaired people. They would be unlikely to pass a Group 2 medical.

ii) Para 3a. Experience teaching real learner drivers. We note your point here, but in GB (where, as I am sure you are aware, we already operate a trainee licence scheme to allow such experience to be gained) we have encountered problems. Trainees are allowed to give paid instruction to learners for 6 months under our scheme, during which time they can operate in the same manner as a fully qualified instructor. However we do have concerns about the quality of instruction provided by these trainees and consequent consumer protection issues. We therefore intend to introduce a 100% supervision regime at the first opportunity, to ensure that the time the trainee spends with a learner is used productively as part of a structured training programme, rather

than as a commercial opportunity. HENCE MUST BE ACCOMPANIED DURING THIS PERIOD

iii) Para 4a. Ongoing training. Those who temporarily leave the profession. You mentioned that you were to give more thought to this with a view to defining a particular time period after which re-qualification would be necessary. In GB we allow a person a maximum of **12 months** out of the profession (ie 12 months without holding a valid licence) after which a person has to complete the full qualification process again if they wish to resume their driving instructor career. This seems to work satisfactorily.

iv) Para 6. Mutual recognition of certificates. I do have great concerns here, as we are only setting minimum standards. Many countries will, I am sure, wish to introduce higher standards than envisaged by the MERIT proposals in some areas and indeed we should all be striving to drive up standards wherever possible if we are to move to your long term vision. By a country having to accept, without question, instructors with lower standards than its own instructors there would (rightly) be shouts of foul from nationals and **I do not see how we could defend a position where we allow two standards of trained instructor in a country.** We could also end up encouraging licence tourism with people qualifying in a country with perceived minimum standards, then practicing in their chosen country which imposes higher requirements.

We really need a system where, yes, the basic minimum standards are freely recognised by all, but to allow those qualifying with such minimum standards to upgrade to the standards and practises that apply in the member state with the higher requirements. Our understanding is that existing legislation *The European Communities (Recognition of Professional Qualifications) (Second General System) Regulations 2002* already provides for member states to require an applicant to undertake further qualifications before being allowed to practise, where the qualification process differs substantially between the 2 member states. Each application must be treated on a case by case basis, with the applicant being offered the choice of either **an aptitude test or an adaptation period.** In such circumstances, for the aptitude route we had in mind to require that such applicants held a current instructor qualification from another member state, and a current British driving licence, but that they undertake a knowledge test and test of practical driving ability. This would overcome potential problems arising from issues such as different traffic laws and road signs within EU countries, and that we do not all drive on the same side of the road! For the adaptation route we would substitute the knowledge and driving test element with a period of 100% supervision for a stated minimum period.

I hope you find these comments useful.

Yours sincerely

Bob Jarvis
ADI Registrar

**Réflexions, commentaires, contributions et propositions de
l'Association ECF - Ecole de Conduite Française
sur le**

Projet de l'UE MERIT

**Document de travail pour l'Atelier I
(21 janvier 2005)**

*Réflexions, commentaires et propositions
de l'Association ECF - Ecole de Conduite Française*

Contributions :

Jean-Pierre MARTIN

*- Vice-Président national de l'association ECF –
Ecole de Conduite Française*

A Marseille, le 12 Janvier 2005-01-17

Le Président,

Gérard ACOURT

TEXTE ORIGINAL

COMMENTAIRES ECF



Puisqu'il s'agit d'un projet basé sur une vision à long terme il apparaît indispensable d'agir aussi sur la sémantique (note pour le traducteur : *signification précise des mots utilisés*), pour aider à faire évoluer les mentalités

Le "moniteur de conduite" de demain devra avoir un rôle plus large, plus éducatif, en phase avec la matrice Gadget ; ce ne sera pas qu'un moniteur de conduite mais un **"enseignant de la conduite ET de la sécurité routière"** (c'est d'ailleurs ainsi que la loi française appelle ces "formateurs", et le diplôme y afférent est le BEPECASER qui signifie : Brevet pour l'Exercice de la Profession d'Enseignant de la Conduite et de la Sécurité Routière.

Ce que l'on continue d'appeler en France des Auto-Ecoles sont officiellement désignées, dans les textes réglementaires, des **Etablissements d'Enseignement de la Conduite et de la Sécurité Routière.**

Nous proposons donc une adaptation de la baseline du projet MERIT : "Minimum European Requirements for Driving and Road Safety Instructor Training"

Projet de l'UE MERIT

Document de travail pour
l'Atelier I (21 janvier 2005)

Formation des
**moniteurs de
conduite** en Europe :
une vision à long

Formation des
*enseignants de
la conduite et de
la sécurité
routière* en

terme

Contenu de la formation des moniteurs de conduite à l'égard du comportement de conduite et de la sécurité routière, sur la base de la matrice GDE : Nils Petter Gregersen, VTI

Compétences et méthodes d'apprentissage :

Gregor Bartl, Institut Gute Fahrt

22 novembre 2004

Europe :
une vision à long
terme

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Introduction

La formation des **moniteurs de conduite professionnels** en Europe est une importante mesure en matière de sécurité routière, parallèlement aux examens de conduite et aux systèmes de transport efficaces, à l'amélioration des véhicules et à la mise à jour des dispositions légales en matière de circulation routière. **Des moniteurs de conduite compétents** sont indispensables pour former des conducteurs compétents et leur apprendre à avoir un comportement de conduite qualifié, ce qui favorisera la sécurité routière, le respect de l'environnement et l'amélioration des aptitudes de conduite sur nos routes. De cette manière, la mobilité, tant au niveau privé que public, sera renforcée.

Ce document constitue le premier document de travail du projet MERIT de l'UE sur les futures normes relatives aux moniteurs de conduite en Europe. Il présente une vision à long terme pour la formation des moniteurs et vise à proposer une base de discussion pour le premier atelier MERIT (21 janvier 2005). À la suite de ce premier atelier, un projet de second document (moins ambitieux) sera rédigé en vue de proposer des exigences minimales pour **les moniteurs de conduite à court et moyen termes**. Ce second document sera discuté au cours d'un autre atelier MERIT organisé le 21 mars 2005.

Les recommandations finales du projet MERIT seront utilisées par la Commission européenne pour préparer une nouvelle législation au niveau de l'UE relative aux normes des moniteurs de conduite.

Ce document de travail est basé sur l'expérience pratique des moniteurs de conduite et sur la recherche scientifique. Il met en évidence l'importance de l'interaction sociale et du comportement humain dans la formation des **moniteurs** et des conducteurs, en dehors des aspects techniques de la conduite. Même si certains concepts sont présentés d'un point de vue scientifique, **nous n'attendons pas des moniteurs de conduite qu'ils jouent le rôle de psychologues. Le rôle des moniteurs doit conserver sa nature pratique.** Même s'ils comprennent les bases des concepts décrits ici (et sont capables de les appliquer en pratique dans le cadre de leur travail), ils ne doivent pas comprendre en détail le contexte scientifique.

Notez qu'il s'agit d'un **document de travail** sur une **vision à long terme** concernant les moniteurs de conduite. Pour faire part de votre avis sur ce document, écrivez à l'équipe de projet à l'adresse EU_MERIT_Project@hotmail.com.

La vision à long terme, qui doit induire aussi une vision à moyen terme, ne peut pas correspondre seulement au seul objectif de la formation des enseignants et à l'amélioration de leurs compétences en les professionnalisant un peu plus sur des sujets qu'ils n'ont pas l'habitude d'aborder aujourd'hui. Il faut se poser la question suivante :

- dans quel "espace temps" vont-ils, avec ces compétences nouvelles, exercer leur métier ?

Cette question du **comment ? du quand ? et du où ?** nous semble capitale dans une vision à long terme, si l'on a une véritable volonté d'aboutir à des résultats rapidement mesurables.

Puisqu'il s'agit d'une vision à long terme nous pensons, au contraire, que les enseignants de la conduite et de la sécurité routière de demain doivent avoir des compétences élargies et que **leur rôle ne doit pas conserver seulement sa nature pratique.**

D'ailleurs, depuis la "table ronde de sécurité routière" française de 1997 qui préconisait de façon officielle la mise en place d'un "continuum éducatif", nous nous sommes efforcés, dans l'optique d'une évolution du métier d'enseignant de la conduite et de la sécurité routière, d'agir simultanément dans trois directions :

- Faire acquérir à nos enseignants des **compétences supplémentaires à partir des sciences de l'éducation, de l'animation ainsi qu'une culture « santé publique » à partir d'une bonne connaissance des conduites à risques**

- Réfléchir à un **nouveau cadre de référence dans lequel pourront être mises en oeuvre ces compétences nouvelles** afin de pouvoir appliquer le "continuum éducatif" avec des résultats mesurables,

- Elaborer un **statut social correspondant au métier de ces "nouveaux enseignants"** tel que nous en imaginons le besoin.

Nous ne penserions pas complète, toute étude qui ne prendrait pas de front l'ensemble de cette problématique.

Si nous sommes d'accord sur le fait que les enseignants de la conduite et de la sécurité routière ne doivent pas devenir des psychologues, nous pensons, par contre, que les enseignants de demain devront être des "enseignants-animateurs-éducateurs". Quand nous parlons d'éducation nous ne parlons pas seulement d'éducation routière, mais de l'éducation des personnes dans leurs comportements généraux notamment dans l'approche des conduites à risques.

Déjà, ECF développe, en France, ce qui pour nous est en train de devenir un nouveau métier à partir d'un concept éducatif et pédagogique que nous avons appelé le « CECUR - Continuum éducatif du citoyen usager de la route ».

Nous nous sentons, en ce sens, très proches de la matrice GDE.

Nous sommes très heureux du travail engagé dans le projet MERIT par ses auteurs. Nous nous sentions un peu seuls, lors de nos avancées sur le sujet, dans notre environnement professionnel traditionnel.

Contenu de la formation des moniteurs de conduite à l'égard du comportement de conduite et de la sécurité routière, sur la base de la matrice GDE

Auteur : Nils Petter Gregersen, VTI

1. Le problème de la conduite dangereuse

³³ Engström et al, 2002

L'hypothèse de base pour définir le contenu de la formation des moniteurs de conduite est, dans un premier temps, que les moniteurs doivent connaître tout ce que les apprentis-conducteurs doivent apprendre et, ensuite, ils doivent mieux les savoir afin d'expliquer comment et pourquoi ces connaissances et ces aptitudes sont importantes.

Ils doivent également posséder des compétences pédagogiques et didactiques, proposant de nombreux outils efficaces destinés à aider les apprentis-conducteurs à intégrer les compétences nécessaires en matière d'attitudes, de connaissances, d'aptitudes et de comportement réel (voir chapitre 4).

Il n'est pas simple de savoir ce qu'est un conducteur prudent et un conducteur dangereux.

De très nombreuses recherches soulignent le fait qu'il est très complexe de devenir un conducteur prudent. D'après une analyse récente de la littérature sur les jeunes conducteurs novices et la formation des conducteurs³³, les aspects suivants sont d'importants facteurs en corrélation avec la conduite dangereuse :

- **Sexe** (exposition au risque, style de conduite...)
- **Différences géographiques** (exposition au risque, besoins de transport, pourcentage de personnes ayant leur permis...)
- **Style de vie** (intérêt pour les voitures, toxicomanie, problèmes comportementaux...)
- **Position sociale** (niveau d'études, fonction...)
- **Personnalité** (recherche de sensations, test des limites, prise de risques délibérée)
- **Capacité à réfléchir** (aux conséquences de son propre comportement)
- **Immigrants de certaines parties du monde** (formation des conducteurs, différences culturelles)
- **Pression des pairs** (dans et en dehors de la voiture)
- **Alcool** (consommation d'alcool lors de fêtes, dépendance à l'alcool)
- **Fatigue** (conducteurs professionnels, jeunes conducteurs)
- **Heure** (soirées et nuits durant le week-end)
- **Ceintures de sécurité** (jeunes ...)

- **Habitude** (automatisation, charge mentale, recherche visuelle...)
- **Intégration à la circulation** (coopération, règles informelles...)
- **Excès de confiance** (évaluation des risques, processus de socialisation des jeunes, manque de feedback/jugements)
- **Excès de vitesse** (accidents isolés, perte de contrôle, blessures)

Une de nos certitudes est que les facteurs liés à la vie, comme l'âge des jeunes conducteurs, sont d'importantes variables explicatives de leur surreprésentation dans les

Nous sommes complètement d'accord avec ces propos. Il faut revoir la manière dont on met en oeuvre l'ensemble des connaissances et de compétences acquises en centre de formation et les modes de validation.

accidents. Nous abordons ici les facteurs caractéristiques des jeunes comme leur style de vie, les groupes de pairs, le processus de socialisation des jeunes, etc.

Tous ces facteurs influencent les attitudes, les motivations et les décisions que prennent les conducteurs à propos de leur comportement de conduite. Pour les jeunes conducteurs, ces décisions aboutissent souvent à des excès de vitesse, à une conduite sous l'effet de l'alcool, à l'oubli de l'utilisation des ceintures de sécurité et à d'autres formes de comportement dangereux. Nous savons également que le sexe est important. Les hommes et les femmes affichent, par exemple, différents types d'exposition au risque, ce qui influence leur exposition à des situations dangereuses.

Nous savons, par exemple, que les jeunes femmes ont généralement un style de conduite plus prudent, ce qui réduit également leur exposition au risque.

Les femmes conduisent mieux et de manière plus prudente dans la circulation, mais pas lors du stationnement de la voiture.

On note également de grands écarts selon le lieu géographique où vivent les conducteurs, comme dans les zones urbaines ou rurales.

L'environnement, par exemple, influence le type d'exposition au risque, le type de groupes de pairs, les besoins de transport et le pourcentage de personnes ayant leur permis. Le pourcentage réduit de jeunes ayant leur permis en Suède est géographiquement très différent. Par exemple, moins de 10% des plus de 18 ans ont leur permis à Stockholm, par rapport aux zones urbaines moins peuplées dans le Nord de la Suède où le chiffre correspondant s'élève à 60%.

Il a également été clairement démontré que la position sociale en termes de niveau d'études, de profession, de diplômes scolaires, ainsi que les différents types de problème de comportement comme la toxicomanie, les activités criminelles, etc. sont liés à l'implication dans des accidents de la circulation.

Concernant les traits de personnalité, nous savons que la corrélation avec le risque d'accident est plutôt faible, voire inexistante. Il existe, néanmoins, une exception, à savoir les conducteurs à la recherche de sensations.

Ils sont délibérément à la recherche de nouveaux défis et risques et ils veulent absolument tester les limites de leurs capacités. Ces conducteurs sont des conducteurs à haut risque qui sont davantage impliqués dans des accidents. Pour de nombreux jeunes, cette caractéristique sert uniquement à augmenter le processus de socialisation déjà typique des jeunes, où le test des limites et la prise de risques sont communs.

La capacité du conducteur à l'(auto-)réflexion est également un aspect intéressant. Des études ont révélé un modèle de capacités moyennes d'auto-réflexion plus faibles parmi les jeunes conducteurs qui ont été impliqués

dans des accidents.

Des aspects culturels ont été constatés lors de l'examen des taux d'accident parmi les immigrants de certaines parties du monde.

En Suède, les immigrants du Moyen-Orient et d'Afrique du Nord affichent un risque d'accident 4 fois plus élevé que les conducteurs nés en Suède. Cette différence s'explique en partie par des facteurs culturels, mais aussi par le manque d'occasions d'apprendre le code de la route suédois.

Il a été démontré que les groupes de pairs en général, les passagers de la voiture, les excès de vitesse, la conduite sous l'influence de l'alcool, sous l'effet de la fatigue ou l'absence du port de la ceinture de sécurité constituent d'importants problèmes pour les jeunes conducteurs novices.

L'envers de la médaille, concernant les compétences, les connaissances et la compréhension de la conduite, est que les conducteurs qui ont moins de pratique sont plus souvent impliqués dans des accidents que ceux qui sont très habitués à conduire. Cette constatation s'applique à toutes les catégories d'âge. Le manque d'habitude est dangereux compte tenu du temps que demande le développement de processus mentaux et de l'automatisation de tâches de conduite essentielles pour la sécurité. Il s'agit d'un problème complexe dans de nombreux pays car la seule manière d'acquérir des habitudes est de conduire. Et le seul moment pour le faire, c'est souvent durant les premiers mois suivant l'obtention du permis qui constituent également, de manière paradoxale, la période la plus dangereuse durant la carrière de conduite.

En pratique, nous ne rencontrons pas tous ces aspects augmentant le risque d'accidents en même temps, mais plutôt en diverses combinaisons. Il est important de se rendre compte que, par exemple, l'association de différents facteurs (comme dans le cas d'un jeune conducteur novice, trop sûr de lui, conduisant avec des passagers pairs, sous l'influence de l'alcool et durant la nuit) peut facilement avoir des conséquences catastrophiques.

Un grand nombre de ces facteurs sont liés à des aspects individuels et sociaux de la vie en général, comme le sexe, le style de vie et la personnalité.

D'autres facteurs sont plus directement liés aux compétences de conduite, comme le niveau d'habitude, l'intégration dans la circulation et les excès de vitesse. Il est, néanmoins, évident que la plupart des facteurs mentionnés ci-dessus interagissent de différentes manières.

Depuis un certain temps maintenant, la dichotomie de l'âge et de l'expérience a été utilisée pour décrire la différence entre **les facteurs liés à la vie** dans le cadre de l'utilisation de la voiture et les facteurs directement liés à la conduite. Les concepts de l'âge et de l'expérience nous ont aidés, à différents égards, à comprendre certaines dimensions du comportement des jeunes conducteurs novices et de l'implication dans les accidents. Toutefois, pour **réduire le risque d'accident en pratique, nous avons besoin d'un autre cadre ou d'une autre structure** car la plupart des aspects de l'âge et de l'expérience s'influencent mutuellement.

L'utilisation des concepts de l'âge et de l'expérience peut entraîner des confusions étant donné que de nombreux aspects personnels, comme le sexe et la personnalité, sont relativement constants durant la vie. L'aspect du sexe lié à l'âge est défini par plusieurs autres, les aspects liés plus directement à l'âge, comme les groupes de pairs, le processus de socialisation des jeunes et la situation familiale, mais également par le type d'exposition au risque dans la circulation. Nous savons que les jeunes hommes et les jeunes femmes présentent des **modèles d'exposition au risque différents**, aboutissant à différents types d'expérience et donc également à différents modèles de style et d'aptitudes de conduite.

Un raisonnement similaire s'applique aux différences géographiques. Vivre dans un environnement rural ou urbain n'est pas en soi un aspect lié à l'âge, mais le devient sous l'influence de l'exposition au risque et donc de l'expérience. Les types d'environnements routiers, les objectifs des trajets, l'intensité de la circulation et la vitesse de conduite sont des exemples d'aspects liés à l'expérience qui diffèrent selon les environnements géographiques.

La consommation d'alcool et la conduite sous influence sont encore des exemples d'interaction entre l'âge et l'expérience. D'après les connaissances actuelles dans ce domaine, les jeunes conducteurs novices ne conduisent pas plus souvent que d'autres sous l'influence de l'alcool. Toutefois, les jeunes rencontrent les plus gros problèmes en matière de conduite en état d'ébriété.

Plusieurs études ont montré que le risque d'accident de jeunes conducteurs novices en état d'ébriété est supérieur à celui des autres groupes de conducteurs sous l'influence de l'alcool. Et même si la consommation d'alcool et la décision de conduire en état d'ébriété constituent un processus lié à l'âge, le problème de la sécurité routière se rapporte en grande partie à l'habitude et à l'expérience à interagir dans la circulation, à détecter les dangers et à les gérer lorsqu'ils se présentent. L'alcool accentue

Une première conclusion : il est à remarquer que dans ce paragraphe, tous les mots à "sens" (surlignés en jaune) n'ont rien à voir directement avec l'automobile ou sa pratique. Ils ont le son et l'odeur de la vie et ne font plus de la conduite automobile la finalité mais seulement l'accessoire.... et donnent la couleur du métier de... demain...mais qu'il faut s'atteler à mettre en place dès maintenant!

C'est pourquoi nous travaillons à créer des espaces et des temps qui permettent à ces nouvelles compétences d'exercer à plein leurs talents.

les faiblesses générales constatées chez les
conducteurs novices lorsqu'ils sont sobres.

2. Compétences pour une conduite en toute sécurité

La section précédente explique ce qu'est un conducteur dangereux et un comportement de conduite dangereux. Une autre perspective complexe consiste à s'intéresser au conducteur prudent et au comportement de conduite prudent. Un conducteur prudent peut être décrit comme quelqu'un qui n'est pas seulement apte à maîtriser et à manœuvrer un véhicule, mais qui est également sensé et raisonnable.

Une approche hiérarchique nous aide à structurer et à comprendre plus clairement les compétences nécessaires pour une conduite en toute sécurité. Un des résultats importants du projet GADGET de l'UE était une matrice destinée à définir les objectifs de formation des conducteurs. La matrice GDE (*Goals for Driver Education*, Objectifs pour la formation des conducteurs) est basée de l'hypothèse que la tâche de conduite peut être décrite comme une hiérarchie. L'idée de l'approche hiérarchique est que les aptitudes et les conditions requises à un niveau supérieur influencent les demandes, les décisions et le comportement à un niveau inférieur. La hiérarchie utilisée ici est développée par Keskinen (1996) et présente de nombreuses similarités avec la hiérarchie de Michon. La différence la plus importante est la perspective orientée vers les objectifs au lieu de la perspective de description de comportement de Michon. Il convient de relever également l'ajout d'un quatrième niveau concernant les conditions préalables personnelles et les ambitions dans la vie en général, qui s'avèrent avoir une grande importance en matière de conduite et de sécurité routière. Les quatre niveaux suivants sont décrits par Keskinen et ont également été appliqués par la suite dans le projet GADGET de l'UE (Hatakka et al. 2002) :

4. Projets de vie et habiletés fondamentales
3. Objectifs et contexte de conduite
2. Maîtrise des situations de conduite
1. Maîtrise du véhicule

Le quatrième niveau, le plus élevé, concerne les motivations et les tendances personnelles dans une perspective plus large. Ce niveau est basé sur le fait que les styles de vie, le contexte social, le sexe, l'âge et d'autres conditions préalables individuelles influencent les attitudes, le comportement de conduite et l'implication dans des accidents.

Au troisième niveau, l'accent est mis sur les objectifs et le contexte de la conduite : pourquoi, où, quand et avec qui la personne conduit. Des exemples plus détaillés

l h i l i

³⁴ Un bon jugement signifie que les compétences perçues par le conducteur correspondent à ses compétences réelles. Les jeunes conducteurs ont souvent tendance à surestimer leurs compétences.

Dans nos travaux pratiques et nos expérimentations territoriales, nous sommes tendus vers l'idée d'agir dans l'espace de vie et l'environnement immédiat des personnes. Nous sommes d'accord avec ce qui est dit dans ce début de chapitre, mais en disant il faut aller encore plus loin. L'atteinte de nos objectifs sécurité routière ne pourra se faire que si nous sortons "de l'éclairage du lampadaire sécurité routière" pour aborder dans une perspective plus large les motivations et tendances personnelles des individus.

Là, nous semble aujourd'hui le principal "sésame" qui nous permettra de diminuer les "accidents de la voie publique" dont ceux de la route avec des ambitions aussi fortes que celles des suédois.

Merci à Esko Keskinen pour ce 4ème niveau qui va nous aider à créer l'évènement qui transformera en profondeur nos structures de formation en structures éducatives.

Il nous faut développer une "éducation à visage populaire" celle d'une capacité "à une approche pédagogique et éducative des conduites à risques" incluant bien sûr le risque routier.

comprennent le choix entre la voiture ou le car, la conduite de jour ou de nuit, les heures de pointe ou non, la décision de conduire sous l'influence de l'alcool, de la fatigue ou du stress, etc., le tout en rapport avec le but du trajet.

Le second niveau concerne la maîtrise des situations de conduite dans la circulation, qui sont définies comme étant plus limitées que le contexte de conduite ci-dessus. Un conducteur doit être capable d'adapter sa conduite en fonction des changements constants de la circulation, par exemple aux carrefours, lors d'un dépassement ou de la rencontre d'usagers de la route vulnérables.

Ce niveau comprend également la capacité d'identifier les dangers potentiels de la circulation.

Le dernier niveau met en avant le véhicule, sa construction et la manière dont il est manoeuvré.

Ce niveau comprend le fait de savoir suffisamment bien démarrer, changer les vitesses, etc. pour pouvoir utiliser la voiture dans la circulation ainsi que pour réaliser des manoeuvres d'évitement plus complexes, réduire les dérapages sur les surfaces à faible frottement et comprendre les lois des forces physiques. Ce niveau concerne également le fonctionnement et les avantages des systèmes préventifs de protection comme des ceintures de sécurité et des airbags.

La formation des conducteurs se concentre traditionnellement sur les niveaux 1 et 2.

Un conducteur prudent n'est, cependant, pas seulement compétent mais également conscient des risques et de ses propres aptitudes et ses caractéristiques personnelles. Afin de couvrir ces différentes dimensions, la hiérarchie a été étendue à une matrice, qui (outre les quatre niveaux) inclut les trois dimensions suivantes :

- Connaissances et compétences
- Facteurs augmentant les risques
- Auto-évaluation

Le contenu de la première colonne décrit les connaissances et compétences dont un conducteur a besoin pour conduire dans des circonstances normales. Aux niveaux hiérarchiques inférieurs, cela équivaut à savoir manoeuvrer la voiture, à savoir conduire dans la circulation et à connaître les règles doivent être respectées. Aux niveaux supérieurs, cette colonne se réfère aux trajets qui doivent être planifiés et la manière dont les caractéristiques personnelles peuvent influencer le comportement et la sécurité.

Dans la seconde colonne sur les facteurs augmentant les risques, l'accent est mis sur la conscience des aspects liés

A notre sens, il sera encore important pendant longtemps, d'être très professionnel sur ce niveau et de ne pas perdre de vue l'assimilation "du mode et des conditions d'emploi de la machine" par les apprentis-conducteurs.

Nous partageons assez bien l'idée de cette matrice, qui permet d'agir dans le cadre d'une approche globale.

à la circulation et à la vie en général qui peuvent être associés à une accentuation des risques. Au niveau basique, il peut s'agir de pneus usés, de mauvais freins, d'un manque d'habitude dans la réalisation des manœuvres de base, etc. Plus haut dans la hiérarchie, la colonne concerne la conduite risquée dans l'obscurité, sur des surfaces à faible frottement et parmi les usagers de la route vulnérables, les excès de vitesse, la surcharge mentale, etc. Elle se réfère également aux motivations dangereuses et aux aspects du style de vie et de la personnalité qui augmentent les risques.

La troisième colonne concerne la manière dont le conducteur évalue sa propre situation aux quatre niveaux. Elle se réfère au jugement des compétences aux niveaux de base³⁴ et à la conscience des caractéristiques et tendances personnelles, ainsi que des aptitudes décisionnelles à propos des trajets et dans la vie en général aux niveaux supérieurs.

Les cellules de cette matrice définissent donc un cadre pour la définition des compétences détaillées indispensables pour conduire en toute sécurité. Cette matrice peut être utilisée pour définir les objectifs et le contenu de la formation des conducteurs. La suggestion des concepteurs de la matrice est que la formation des conducteurs doit couvrir la plus grande partie possible de la matrice, et pas seulement les cellules du coin inférieur gauche qui sont traditionnellement mises en avant.

Une condition préalable importante pour enseigner ces matières est que le moniteur de conduite doit posséder les compétences en question. Par conséquent, la matrice GDE est suggérée comme cadre pour définir la partie de la formation des moniteurs qui s'applique à la sécurité routière et au comportement de conduite.

De nombreux apprentis-conducteurs de l'UE ne sont pas bien formés dans ces domaines. La plupart des pays se concentrent encore sur le code de la route et la gestion du véhicule dans différentes situations de circulation, qui est la base historique de la formation des conducteurs dans le monde entier.

Certains pays sont allés beaucoup plus loin, mais il n'existe pas de système de formation à la conduite enseignant toutes les compétences nécessaires à tous les candidats.

La matrice GDE avec des exemples de compétences qu'un programme de formation des conducteurs doit aborder

Attention, ne séparons pas les enseignements !

Notre point de vue : depuis plus de 10 ans, nous sommes sur le terrain, dans les établissements scolaires, dans les centres de vacances, dans des classes découvertes, dans les milieux défavorisés, dans des séminaires de l'éducation nationale et autres.

-La réalité, c'est que chacun ne peut ni ne pourra tout faire, seul.

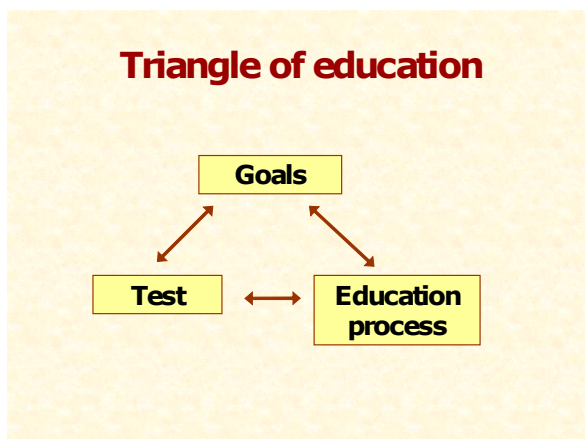
-La réalité, c'est que malgré les

Matrice GDE

(Objectifs pour la formation des conducteurs)
(Hatakka, Keskinen, Glad, Gregersen, Hemetkoski, 200)

	Connaissances et compétences	Facteurs augmentant le risque	Auto-évaluation
Projets de vie et habiletés fondamentales	Style de vie, âge, groupe, culture, position sociale, etc. par rapport au comportement de conduite	Recherche de sensations Acceptation du risque Normes du groupe Pression des pairs	Compétence introspective Conditions préalables propres Maîtrise des impulsions
Objectifs et contexte de conduite	Choix modal Choix du temps Rôle des motifs Planification de l'itinéraire	Alcool, fatigue Surface à faible friction Heures de pointe Jeunes passagers	Motifs propres influençant les choix Réflexion autocritique
Maîtrise des situations de conduite	Code de la route Coopération Perception des dangers Automatisation	Non-respect des règles suivi de près surfaces à faible friction Usagers vulnérables	Jugement des compétences de conduite Propre style de conduite
Maîtrise du véhicule	Fonctionnement de la voiture Systèmes de protection Maîtrise du	Pas de port de ceinture de sécurité Panne de systèmes du véhicule Pneus usés	Jugement des compétences de Maîtrise du véhicule

Le modèle triangulaire de formation peut aider à comprendre cette situation. La formation des conducteurs est basée sur trois éléments interdépendants qui s'influencent mutuellement de manière permanente, à savoir les *objectifs* (GOALS), le *processus de formation* (EDUCATION PROCESS) et l'*examen* (TEST). Les changements dans l'une de ces 'zones' doivent être suivis par des changements dans les deux autres. Les objectifs d'un programme national de formation des conducteurs doivent être réalisés dans un processus de formation enseignant les bonnes connaissances et compétences par le biais de méthodes de formation adéquates afin d'atteindre les objectifs définis dans le programme. Les professeurs parfaitement formés possédant les connaissances et les compétences d'enseignement appropriées pour transmettre tous les aspects nécessaires devant être abordés constituent l'un des principaux composants pour le bon fonctionnement du système.



connaissances et les compétences d'enseignement pour transmettre tous les aspects nécessaires à une bonne compréhension, il manque souvent la connaissance approfondie et actualisée de la matière vivante que représentent la sécurité routière et l'approche des risques dans sa globalité. Cette matière est nécessaire pour agir par des exemples, avec du concret et des cas de vie quotidienne au niveau 4, voire au niveau 3. Les enseignants de l'éducation nationale (ceux qui sont dans les classes) réclament des collaborations à ce niveau, de professionnels spécialisés avec un profil "d'accompagnateur pédagogique professionnel" : en quel que sorte un **coach** !

-C'est ce qui nous est demandé et que nous commençons à faire avec un certain succès auprès des établissements scolaires. Mais il est vrai que nous agissons avec nos premiers "coach éducateurs-instructeurs".

-La réalité, et nous en sommes persuadés par notre vécu d'une dizaine d'années sur le terrain, c'est qu'il faut pouvoir, dans l'enseignement apporté aux jeunes, naviguer de façon permanente et spontanément, dans toute la hiérarchie définie dans les 4 niveaux tout en s'appuyant en transversalité sur la matrice.

-Pour réussir, il ne pourra être évité de former des personnes à compétence nouvelle (nouveau métier : accompagnateur pédagogique professionnel : coach éducateur-instructeur) qui seront à l'aise sur les 4 niveaux et la matrice. Elles auront donc la capacité requise et attendue.

-Ces "coachs éducateurs-instructeurs" auront à jouer un même rôle de coordination et d'animation aussi bien dans les établissements scolaires, que dans le cadre du pilotage possible de "programmes éducatifs périscolaires" pour lesquels la nécessité d'intervention d'enseignant de la conduite et de la sécurité routière formé au GDE sera fondamentale et indispensable.

2.1. Intérêt de la matrice GDE pour les moniteurs de conduite

Une hypothèse de la matrice GDE basée sur un grand nombre d'études relatives à la sécurité routière est que l'ensemble de la matrice doit être abordée pour que les moniteurs comprennent la complexité de la tâche de conduite et ce qui est nécessaire pour devenir un conducteur prudent. La formation actuelle des conducteurs que les moniteurs doivent transmettre ne peut évidemment couvrir l'ensemble de matrice. Cependant, pour aborder la plus grande partie possible de la hiérarchie et de la matrice, le moniteur doit au moins être conscient de l'importance des niveaux hiérarchique ainsi que des différents aspects de l'approche des colonnes. Pour ce faire, les dernières conclusions de la recherche concernant les jeunes conducteurs novices et les compétences dont ils ont besoin peuvent être intégrées dans le processus d'apprentissage. Ce n'est pas suffisamment le cas aujourd'hui car les moniteurs de conduite dans la plupart des pays n'ont pas les compétences nécessaires pour le faire.

En utilisant la matrice, il est également possible de comprendre pourquoi certains types de stratégies de formation n'entraînent pas les résultats attendus. Apprendre des techniques de conduite avancées et la manière dont la maîtrise du véhicule dans des situations critiques (manœuvres d'évitement, gestion des dérapages, freinage d'urgence) peut augmenter la sécurité des conducteurs qui, aux niveaux hiérarchiques supérieurs, sont motivés à renforcer leur sécurité en utilisant les nouvelles compétences en vue d'augmenter leurs marges de sécurité. Cet apprentissage peut, néanmoins, être contre-productif pour la sécurité des conducteurs affichant des préférences plus dangereuses aux niveaux supérieurs, comme la recherche de sensations ou l'appartenance à certains groupes de pairs dont les normes encouragent une conduite dangereuse, etc. Pour un moniteur de conduite, cette compréhension est cruciale afin d'adapter la stratégie de formation à chaque individu et pour permettre à l'apprenti-conducteur de comprendre ces facteurs.

-Nous sommes convaincus que les réalités du terrain seront favorables à ces scénari. Nous le ressentons de façon très forte. Il y a déjà des besoins et une demande... sans réponse appropriée . Et la nature a horreur du vide !

-Par ailleurs, nous croyons très fort, parce que nous le vivons tous les jours, au couplage public/privé qui crée des "puissances en capacité pédagogique" inégalables en solo, et que l'on ne peut soupçonner que si on la partage.

Nous sommes à 100% d'accord sur l'intérêt de la matrice GDE pour les enseignants de la conduite et de la sécurité routière dans le cadre d'une politique à court terme, puisque nous la diffusons et la défendons déjà auprès de nos ressortissants, pour leur faire comprendre où est l'avenir de leur métier.

Il est vrai que dans l'état actuel de l'organisation de l'enseignement de la conduite, il est difficile aux enseignants de la conduite et de la sécurité routière de couvrir les 4 niveaux et la matrice. Mais le continuum éducatif du citoyen usager de la route mis en place en France, avec son cortège de validations réglementaires, offre des voies nouvelles, parfois mixtes, qui pourraient sous certaines conditions offrir la possibilité de couvrir ces 4 niveaux.

Notre vision nous laisse penser que nous aurons à terme des niveaux de compétence des enseignants de la conduite et de la sécurité routière :

Par exemple :

- enseign. de la conduite et de la sécu.rout. GDE apprenti
- enseign. de la conduite et de la sécu.rout. GDE niveau 1

- enseign. de la conduite et de la sécu.rout. GDE niveau 2
- enseign. de la conduite et de la sécu.rout. GDE niveau 3
- enseign. de la conduite et de la sécu.rout. GDE niveau 4

4. Compétences et méthodes d'apprentissage

Auteur : Gregor BARTL

Introduction

Les gens qui connaissent beaucoup de choses ne savent pas toujours transmettre leurs connaissances. Un bon conducteur, par exemple, n'est pas automatiquement un bon moniteur de conduite. L'instruction de la conduite est essentiellement une profession sociale. Les moniteurs s'occupent de personnes, pas de machines. La capacité à :

- avoir un excellent sens de la communication
- interagir avec l'apprenti-conducteur
- se comporter et à agir de manière adéquate

sont donc des exigences de base pour le succès professionnel du moniteur.

Un objectif majeur de la formation des conducteurs et des examens consiste à garantir la sécurité routière. La plupart des autres objectifs sont secondaires. Il faut donc faire en sorte que le processus de formation des conducteurs vise une conduite en toute sécurité. Le contenu de la formation des conducteurs doit donc être testé pour s'assurer qu'il permette d'atteindre les objectifs de sécurité routière. Les intérêts personnels du moniteur de conduite, comme pour les chiffres et les faits technologiques, ne peuvent pas entrer en ligne de compte dans la formation obligatoire des conducteurs.

La formation des moniteurs de conduite doit garantir que les connaissances sur la sécurité routière puissent être transmises à l'apprenti-conducteur. Le moniteur doit être très compétent en matière de risques.

Le professionnalisme des moniteurs de conduite est de plus en plus importante, et ce pour deux raisons :

1. Savoir conduire une voiture est une capacité de plus en plus appréciée dans notre société actuelle. Une formation complète est donc souhaitable.

2. Il convient de faire une distinction claire entre un moniteur de conduite professionnel et un moniteur privé ou 'non professionnel'³⁵.

Nous sommes globalement d'accord avec Gregor BARTL sur l'ensemble de ce chapitre relatif aux compétences et méthodes d'apprentissage qui nous paraît balayer de manière satisfaisante les points essentiels de ces domaines.

Nous retrouvons ici la notion "d'apprenti-conducteur". Pour nous, cette appellation est pleine de sens et de possibilités.

³⁵ Un moniteur non professionnel est un conducteur accompagnant, comme un parent de l'apprenti-conducteur.

³⁶ Schultz von Thun 2002

³⁷ "The driving instructor as a traffic instructor" de Bruno Heilig 2003

³⁸ La motivation *intrinsèque* signifie qu'on le fait parce qu'on le veut vraiment ; la motivation *extrinsèque* signifie qu'on ferait mieux de le faire parce que les autres veulent qu'on le fasse.

Le professionnalisme se traduit par un niveau élevé de spécialisation :

Le moniteur de conduite professionnel a une grande gamme de méthodes d'apprentissage à sa disposition. Ces méthodes permettent au moniteur d'atteindre des objectifs spécifiques dans le cadre de la formation. C'est la seule manière dont le moniteur peut trouver le bon équilibre de méthodes et de thèmes à l'égard des besoins individuels de chaque apprenti-conducteur.

La relation professionnelle entre le moniteur et l'élève revêt ici une importance particulière. Le moniteur doit être capable d'observer et d'identifier les mécanismes de pensée et les signaux émotionnels émis par l'élève et il/elle doit également être capable de reconnaître les siens. Un environnement d'apprentissage positif est essentiel pour le processus d'apprentissage dans une auto-école. Pour ces raisons, les méthodes d'établissement et de maintien de la relation entre le moniteur et l'élève sont présentés d'abord, suivis par les méthodes d'apprentissage spécifiques requises par le moniteur.

Les moniteurs de conduite de l'avenir doivent être capable de transmettre les connaissances et d'aborder les attitudes (liées au niveau le plus élevé de la matrice GDE), comme expliqué en détail dans les précédentes sections.

Par conséquent, les méthodes d'apprentissage présentées dans ce chapitre doivent également être de première qualité. Sinon, les objectifs exigeants prescrits dans la matrice GDE ne peuvent être atteints.

La troisième colonne de la matrice GDE, à savoir le développement des compétences d'auto-évaluation des apprentis-conducteurs, doit être enseignée afin d'éviter de dangereux excès de confiance en soi. Cet objectif est appuyé par une preuve scientifique : les personnes qui peuvent évaluer leur propre comportement sont généralement conscientes de leur propre personne et, par conséquent, ils se comportent d'une manière plus socialement acceptable. La conscience de soi (dans le sens de se donner du feedback à soi-même) est absolument nécessaire, étant donné que la circulation routière est un domaine caractérisé par une absence quasiment complète de feedback pour le conducteur. Vous pouvez généralement, par exemple, rouler à vitesse élevé, suivre la voiture précédente de trop près, conduire en état d'ébriété ou ne pas boucler votre ceinture sans conséquences (voir la théorie du risque nul mentionnée dans le chapitre précédent).

Il y a un terrible problème pour les enseignants de la conduite et de la sécurité routière ! (même avec un environnement d'apprentissage positif) c'est le temps nécessaire pour transmettre tout ce qu'il est souhaitable qu'ils transmettent. Le temps c'est de l'argent ... et là ?

Comment, dans le cadre actuel de la formation et du temps de face à face sur quelques semaines ou quelques mois, un enseignant de la conduite et de la sécurité routière breveté GDE aura le temps de transmettre avec des "effets durables" sa science à son apprenti-conducteur.

Au risque de nous répéter, il nous semble important de réfléchir au temps nécessaire (et pas seulement en heures de théorie ou de conduite) pour une transmission de qualité. Sans cela toutes les compétences et bonnes méthodes mises en œuvre ne pourront permettre d'atteindre les objectifs souhaités.

4.1 Une relation professionnelle

Une bonne relation entre le moniteur et l'élève est essentielle aux niveaux suivants :

1. Accord entre le moniteur et l'élève sur les OBJECTIFS du cours

Ils doivent convenir des objectifs à atteindre (réussir l'examen et conduire de manière prudente).

2. Accord entre le moniteur et l'élève sur le CONTENU du cours

Les deux parties doivent considérer le contenu du cours comme utile et efficace pour atteindre les objectifs convenus (contenu pertinent en pratique).

3. Accord entre le moniteur et l'élève sur les METHODES utilisées

Les deux parties doivent convenir que les méthodes utilisées pour chaque composant de la formation sont adéquates pour atteindre les objectifs convenus.

Le modèle de communication "à 4 niveaux"³⁶ illustre la complexité de la communication entre les personnes. Il montre comment nous communiquons sur quatre canaux ou à quatre niveaux, même si nous ne sommes souvent conscients que d'un seul sur les quatre.

1. Niveau du contenu

Une affirmation est faite à ce niveau conscient (p.ex. "Le feu est vert !").

2. Niveau de la relation

Sans peut-être le remarquer, nous communiquons également quelque chose sur la relation entre deux parties (p.ex. "vous avez besoin de mon aide").

3. Niveau personnel

La plupart du temps de manière inaperçue, nous disons également quelque chose sur nous-même (p.ex. "Je suis pressé !").

4. Niveau d'appel

Et finalement, chaque affirmation a une caractéristique d'exigence (p.ex. "Démarre !").

La complexité spécifique de la communication ne se résume pas au fait que, outre le niveau de contenu standard, chaque affirmation comprend trois niveaux (souvent inconscients). Elle exige également que l'auditeur soit conscient des trois autres niveaux. Nous devons imaginer que chaque auditeur a besoin de quatre oreilles, une pour chaque niveau. De cette manière, l'auditeur a une :

1. Oreille pour le contenu

Que me dit-il et ai-je compris correctement ? (le feu est vert)

2. Oreille pour la relation

Quelle relation pense-t-il avoir par rapport à moi ? (pense-t-il que j'ai besoin de son aide ?)

3. Oreille pour l'aspect personnel

En faisant cette affirmation, que me dit-il à propos de lui ?

Ce chapitre est en parfaite cohérence avec le PNF Français (Programme National de Formation). PNF avec lequel nous sommes totalement en accord.

(peut-être est-il pressé ?)

4. Oreille pour l'appel

Que me veut-il ? (Ah, je dois démarrer maintenant)

Les interprétations incorrectes de la part de l'auditeur sont souvent sources de conflits. Voici un exemple de ce type de conflit : un homme demande à sa femme "C'est quoi ce truc vert dans la soupe ?" ; la femme répond : "Si tu n'aimes pas, tu peux toujours aller au resto !". Il est clair ici que l'information et l'interprétation aux niveaux du contenu et de la relation ne correspondent pas. L'homme voulait peut-être uniquement savoir, au niveau du contenu, avec quel légume était préparée la soupe. La femme a pris la question, au niveau relationnel, comme une critique.

Vous ne pouvez vous sortir de telles situations conflictuelles que si vous êtes conscient de vos niveaux de communication. Ainsi, les moniteurs de conduite doivent également être des experts en communication. L'idéal est que les moniteurs communiquent comme suit :

- Il communique principalement au niveau du contenu.
- Il analyse ses propres interprétations des affirmations de l'élève afin d'identifier le plus tôt possible les situations conflictuelles et il ne réagit pas de manière trop hâtive ou exagérée.
- Dans une situation conflictuelle, c'est le moniteur qui ramène la communication au niveau du contenu.

Les conflits profondément ancrés ne peuvent, bien sûr, pas être résolus uniquement par des moyens de communication. Mais de tels conflits ne se produisent pas dans les situations quotidiennes des auto-écoles.

À la différence des moniteurs non professionnels (p.ex. mère ou père), l'élève n'a pas d'histoire partagée avec le moniteur qui pourrait se manifester dans des situations de tension.

Si un niveau disproportionné d'émotion est constaté dans l'interaction entre deux personnes, il peut s'agir d'un exemple de "transfert" ou de "projection". Le *transfert* consiste à transférer, de manière inconsciente, à quelqu'un d'autre des sentiments liés à des expériences avec d'autres personnes. Ils n'ont souvent rien à voir avec la personne à laquelle les sentiments sont évoqués. Dans le cadre d'une analyse plus approfondie, le moniteur de conduite peut, par exemple, rappeler à l'élève son professeur de langues qui l'a fait rater. L'élève peut également rappeler au moniteur un conflit non résolu avec quelqu'un d'autre, par exemple sa fille. La particularité de cette dynamique est que les personnes ne sont pas conscientes de ces conflits mais que des émotions et des sentiments forts sont ressentis. Si ces sentiments sont négatifs, ils peuvent entraîner des problèmes. Bien sûr, les transferts positifs existent aussi, par exemple lorsque nous considérons que quelqu'un est aussi sympathique que quelqu'un d'autre. Nous nous référons alors à de précédentes expériences positives lors de rencontres

antérieures.

Dans le cadre des relations professionnelles, il faut tenter de se rendre compte de ce transfert inconscient. Dans ces situations, il ne faut pas afficher trop de gentillesse ou d'animosité mais plutôt une position complètement neutre sur la base du caractère unique de chaque rencontre (leçon de conduite).

Les *projections* peuvent également représenter une source de conflits lors de la communication. C'est le cas lorsque quelqu'un attribue de manière inconsciente ses propres caractéristiques à quelqu'un d'autre, mais sans vouloir les admettre. Cette personne préfère projeter ou attribuer ces caractéristiques à quelqu'un d'autre. Par exemple, un abstinent absolu (qui aimerait réellement être un peu plus détendu mais qui s'est imposé à lui-même des règles strictes) peut être irrité lorsqu'il observe d'autres personnes profitant des choses dont il se prive intentionnellement. Le stress émotionnel exagéré attribué à l'autre personne dégustant de l'alcool s'explique par un conflit interne continu concernant l'alcool et la liberté. Les causes de ces conflits, qui peuvent se manifester sous la forme de projections, sont toujours des désirs que l'on se refuse à soi-même ("pour le moment, sincèrement, j'aimerais vraiment..."). Dans la circulation, une grande gamme de projections peuvent se produire, surtout lorsqu'un autre usager de la route prend des libertés avec la loi ; en bref, lorsque quelqu'un teste notre comportement moral. Par exemple, je respecte les limitations de vitesse et il me dépasse. Les projections peuvent constituer une importante source de stress pour le moniteur de conduite qui passe la majeure partie de la journée sur la route.

À l'instar des transferts, les projections peuvent également être positives lorsqu'une gentillesse particulière est affichée compte tenu de désirs ou d'idéaux non réalisés précédemment.

Ces défis semblent fastidieux à première vue. Mais il est beaucoup plus facile de se comporter selon le moment plutôt que d'après le passé (Je peux faire ceci, je ne peux pas faire cela). À court terme, une approche amateur où dominant le transfert et la projection semble être la plus facile. Mais à long terme, les avantages d'adopter une position professionnelle neutre l'emportent sur les facteurs à court terme. Vous échappez à une communication conflictuelle, vous atteignez vos objectifs plus rapidement, la satisfaction de la clientèle est plus importante et vous êtes généralement plus content de vous. Tout ceci est important pour empêcher le 'burnous' (épuisement professionnel).

L'établissement et le maintien de relations professionnelles avec les conducteurs est appris le plus efficacement par le biais de l'expérience personnelle, plutôt que par la théorie. Il est donc intéressant que les moniteurs de conduite assistent à des séminaires orientés

vers la pratique (permettant de découvrir par soi-même) durant la formation de base ainsi que la formation continue.

4.2 Présentation de méthodes d'apprentissage

Les moniteurs de conduite professionnels se distinguent surtout des moniteurs non professionnels par leur capacité à utiliser toute une gamme de méthodes d'apprentissage différentes pour des objectifs d'apprentissage spécifiques. Les méthodes d'apprentissage peuvent être enseignées et évaluées selon des critères spécifiques. Les conditions d'apprentissage peuvent alors être vérifiées.

Les moniteurs qui ont appris par eux-mêmes, en revanche, ne parviennent pas aussi bien à stimuler l'apprentissage de manière systématique.

Les études ont identifié 25 méthodes d'apprentissage³⁷, réparties en 5 groupes.

Il est important de garantir que le plus grand nombre possible de méthodes soient abordées durant la formation de base destinée aux moniteurs de conduite. Les moniteurs de conduite doivent bien les connaître, être capables de les mettre en oeuvre et savoir quand les utiliser selon l'élève et la tâche à réaliser. Chaque individu apprend différemment. Alors que certains apprentis-conducteurs peuvent appliquer parfaitement quelque chose qui leur a été expliqué oralement, d'autres ont besoin de temps pour expérimenter l'action eux-mêmes en pratique avant d'être à l'aise pour la réaliser.

Les 25 méthodes d'apprentissage réparties en 5 groupes :

I. Présentation visuelle

1. Montrer

Le moniteur montre le comportement de conduite, p.ex. comment utiliser l'embrayage et le levier de vitesse, etc. Il devra faire une démonstration adéquate afin que l'élève puisse suivre correctement. La démonstration doit être précise, réalisée avec une bonne coordination et dans le bon ordre. Lorsqu'il montre le comportement correct, il peut mettre en évidence certains détails, mais il convient d'éviter de montrer les comportements non souhaitables.

2. Illustrer

Des dessins, photos, films et modèles peuvent aider à illustrer des choses qui ne peuvent pas être observées facilement dans la circulation (car elles se déroulent trop vite, comme le fonctionnement du moteur, les accidents, les situations de circulation complexes, etc.). Les illustrations adéquates doivent viser à simplifier les

situations et les phénomènes complexes, à faire en sorte que les personnes s'intéressent aux détails et puissent comprendre plus facilement des tâches et des thèmes difficiles.

3. Utiliser un comportement modèle

Un moniteur de conduite est toujours un modèle pour l'élève. Il doit donc se comporter comme un usager de la route prudent et socialement responsable à tous les égards, du port de la ceinture de sécurité à la conduite défensive.

II. Information

4. Expliquer, réviser

Les explications théoriques doivent être présentées grâce à une structure claire, compréhensible et simple. Elles doivent correspondre au niveau de connaissances de l'élève. Il convient de souligner l'importance de la compréhension de la théorie.

5. Raconter

Lorsqu'une histoire est racontée, les informations factuelles et les émotions sont transmises afin de motiver l'élève à se comporter correctement et à éviter les mauvais comportements. L'objectif pédagogique de chaque histoire doit être expliqué. Une histoire doit toujours comprendre un ou plusieurs points forts, de la tension et l'objectif pédagogique final. Mais il est également possible de laisser la fin 'ouverte' pour donner une impulsion ou entraîner une réflexion. Le recours à des histoires soutient le processus d'apprentissage.

III. Tâches

6. Instructions

Les instructions sont des informations sur ce qu'il faut faire et la manière de réaliser une tâche en détail. Les instructions doivent être bien préparées, précises, compréhensibles et brèves, en particulier durant la conduite. Les instructions doivent avant tout être transmises de manière conviviale ou neutre. La principale caractéristique des instructions est qu'elles sont strictes et ne laissent pas de place à la réflexion individuelle.

7. Donner une impulsion/ stimuler

Les impulsions sont données pour faire réfléchir les élèves ou les encourager à résoudre un problème ou à maîtriser une tâche correctement eux-mêmes. Les solutions doivent être trouvées par l'élève, pas par le moniteur.

8. Choix ouvert de tâches

Lors d'une étape avancée, il est judicieux de laisser l'élève décider les tâches qu'il doit pratiquer de manière plus intensive afin d'optimiser ses compétences.

9. Questionnement – développement

Certains thèmes de la formation peuvent être développés

avec l'élève en posant des questions. Cette méthode permet à l'apprenti-conducteur de participer activement et de se sentir plus responsable du processus d'apprentissage. D'autre part, les questions sont utiles pour vérifier les connaissances de l'élève. Il est important de se rendre compte que cette méthode ne peut être appliquée à toutes les situations d'apprentissage.

10. Jeux pédagogiques

Les jeux peuvent encourager un environnement d'apprentissage positif ayant un effet favorable sur le processus d'apprentissage. Tant les adultes que les enfants aiment jouer de temps en temps. La condition requise est que les objectifs du jeu pédagogique doivent être clairs et les élèves doivent être disposés à participer.

11. Préparation d'apprentissage

Les élèves peuvent être motivés à se préparer pour la leçon suivante, par exemple, en observant les autres usagers de la route, en rassemblant des informations, en préparant une présentation ou simplement en réfléchissant à une question. Cette méthode peut permettre une implication personnelle plus importante dans le processus d'apprentissage et favoriser un meilleur lien avec la vie quotidienne.

IV. Vérification

12. Encourager

Lorsqu'une action est correctement effectuée, le moniteur doit encourager l'élève, de manière à ce qu'il applique davantage ce comportement correct à l'avenir.

Chaque affirmation du moniteur est interprétée par l'apprenti-conducteur ; l'encouragement doit donc correspondre à la situation.

13. Critiquer / réprimander

Tout comportement incorrect doit être critiqué afin de l'éviter à l'avenir.

Mais ne critiquez jamais la personne en elle-même, uniquement le mauvais comportement ! La critique doit être suivie d'une explication.

14. Corriger

Afin d'éviter un conflit ou un accident, le moniteur de conduite doit corriger rapidement. Une explication doit suivre immédiatement lorsque l'incident est évité.

15. Argument et avertissement

Les arguments doivent être plus spécifiques que généraux et doivent être accompagnés d'une explication, p.ex. la raison pour laquelle il faut utiliser le clignotant plus tôt.

16. Auto-évaluation

L'apprenti-conducteur doit être encouragé de manière permanente pour évaluer ses propres actions / son propre comportement.

Cette auto-évaluation encourage une conduite indépendante positive qui est, bien sûr, vitale lorsque l'élève a réussi le test. Cet aspect se réfère spécifiquement à la troisième colonne de la matrice GDE (auto-évaluation) et à la nécessité de donner à l'élève les outils d'évaluation pour continuer l'apprentissage après l'obtention du permis de conduire.

V. Organiser et modérer les activités pédagogiques

17. Réunir et structurer des idées

Un brainstorming avant de commencer la leçon peut stimuler les élèves et les aider à structurer le processus d'apprentissage à venir. Les élèves peuvent être motivés à trouver des solutions, réunir des idées, des avis, les avantages et les inconvénients, etc.

18. Explorer et découvrir

Explorer doit être compris dans le sens 'expérimenter' et découvrir dans le sens de trouver des solutions pour eux-mêmes. Le moniteur doit alors résumer et / ou soutenir positivement l'approche correcte. Cette méthode accroît la motivation d'apprentissage et la motivation "intrinsèque" et il est plus probable que le comportement correct sera appliqué ultérieurement dans la circulation³⁸.

19. Pratiquer et répéter

Une formation régulière garantit que les connaissances et les compétences sont mémorisées et ne peuvent être perturbées facilement, par exemple durant les situations stressantes comme le test de conduite.

Il n'est pas efficace de s'exercer de manière trop intensive peu de temps avant le test, car un nouveau contenu d'apprentissage ne peut être mémorisé par le cerveau lorsque la personne est stressée.

Pour la pratique et les exercices, une attitude détendue est optimale.

20. Exercices en petits groupes

Durant les tâches d'observation, quatre yeux peuvent voir plus que deux ; dès lors, les exercices en petits groupes sont utiles dans des situations spécifiques. Lors de la conduite, néanmoins, une seule personne assume la responsabilité. (Pour chaque nouvelle connaissance, des méthodes d'apprentissage différentes sont bénéfiques).

21. Exercices individuels

Chaque élève a sa propre capacité d'apprentissage ; dès lors, l'apprentissage individuel fera partie de chaque formation. Les exercices individuels sont également nécessaires pour s'entraîner à la prise de décisions indépendante qui est un élément de conduite central dans différentes situations de circulation (= niveaux deux et trois de la matrice GDE).

22. Jeux de rôle interactifs

Les jeux de rôle ne sont utiles que si les élèves ne sont pas trop timides. Les conflits de circulation typiques peuvent ainsi être expérimentés et analysés. De simples jeux interactifs peuvent être utilisés pour que les membres d'un groupe fassent connaissance.

23. Mener une discussion

Le leader du groupe lance une discussion et reste davantage en arrière-plan. Il doit résumer, motiver et donner des arguments positifs ou négatifs. L'animation de discussions de groupe est une activité complexe. Les moniteurs doivent être correctement formés durant des séminaires orientés vers la pratique.

24. Etude de cas et de situation

Des exemples concrets peuvent être présentés et analysés. Le principal objectif de ces exercices consiste à transmettre le résultat des exemples analysés à l'apprenti-conducteur.

25. Méthode de modération

La modération est un mélange complexe des méthodes décrites ci-dessus. La principale différence avec les discussions de groupe est que le modérateur ne donne pas l'objectif d'apprentissage ou de la discussion. L'objectif ou le sujet est apporté par le groupe ou l'élève. Cette méthode est excellente pour développer les processus de groupe ou pour aborder les problèmes en groupes. Cette méthode d'enseignement complexe doit également être apprise par les moniteurs au cours de séminaires pratiques.

4.3 Feed-back

Feed-back – un principe de vie

Le feed-back n'est pas uniquement une méthode d'enseignement mais un principe de la circulation en soi et même un principe de vie en général. Il peut être défini comme une comparaison permanente entre *comment est faite une action et comment elle doit être faite*. Par conséquent, l'absence de feed-back dans la circulation peut constituer un problème. Si un conducteur conduit trop vite sans aucune conséquence négative, ce manque de signaux de feed-back externes lui fait croire que son comportement est acceptable.

L'environnement de conduite donne un mauvais feed-back

Le feed-back systématique de l'environnement de circulation à l'usage de la route est généralement très mauvais. L'environnement routier est donc un "mauvais moniteur", à la différence du ski, par exemple, où les conséquences de la vitesse excessive sont immédiatement ressenties !

Ce manque de feed-back externe doit être compensé par

les compétences d'auto-évaluation du conducteur. Toutes les formes de feed-back disponibles doivent être utilisées durant les leçons de conduite. Deux principaux types de feed-back peuvent être distingués :

Feed-back classique :

Le formateur félicite l'apprenti-conducteur pour son comportement exemplaire et indique ce qui pourrait être amélioré.

Feed-back avancé :

Le moniteur guide l'apprenti-conducteur en posant des questions de sorte que l'apprenti-conducteur puisse faire son propre feed-back. À ce niveau, des questions ouvertes (pourquoi, qui, quoi, quand...) sont plus intéressantes que les questions fermées (alternative, réponse par oui ou non...)

Conduite commentée :

La conduite commentée peut être considérée comme un sous-groupe de feed-back. Le conducteur doit expliquer ses processus décisionnels tout en conduisant. Outre les réflexions, les émotions peuvent également être évoquées afin de rendre la situation plus significative et vivante.

4.4 Simplification du contenu d'apprentissage

La conduite est une tâche plus complexe que difficile. Le moniteur de conduite doit être capable de simplifier cette complexité concernant :

- les situations de circulation
- les compétences en matière de manœuvre du véhicule
- l'aptitude actuelle à la conduite du conducteur.

Par exemple, les couleurs d'un feu de circulation peuvent être utilisées pour simplifier une situation complexe.

Un conducteur doit toujours évaluer la situation actuelle de la circulation :

- elle peut être normale (vert), p.ex. s'il n'y a pas de bus à l'arrêt devant vous et que la situation de circulation est claire.
- elle peut être critique (jaune), p.ex. s'il y a un bus à l'arrêt, le conducteur doit donc être préparé à réagir.
- elle peut être dangereuse (rouge), p.ex. si le bus démarre indiquant son intention de se mettre en marche. Le conducteur doit alors réagir immédiatement.

Ce plan à trois niveaux est un exemple de la manière de présenter des situations complexes de manière simplifiée. Il peut être utilisée à des fins de feed-back et de discussion entre le moniteur et l'apprenti-conducteur. Les sentiments du conducteur peuvent également être exprimés à l'aide de ce plan : concentration normale

Le coaching, sous toutes ses formes, nous apparaît effectivement comme une excellente méthode.

En faire sans le savoir c'est bien . En faire un art et en développer la compétence c'est encore mieux.

Ce chapitre est très intéressant et très important.

(vert), fatigue ou un peu de retard...(jaune), proche de l'endormissement, agitation extrêmement ...(rouge).

4.5 Apprentissage actif

L'apprentissage actif comprend toutes les méthodes d'apprentissage où l'élève joue un rôle actif. Le principal objectif est que la personne se sente plus responsable du processus d'apprentissage.

Les précédentes expériences de l'élève, qui ne doivent pas nécessairement être liées à la conduite, doivent être utilisées dans le processus d'apprentissage. Le coaching est une très bonne méthode pouvant être considérée comme un apprentissage actif (voir ci-dessous).

4.6 Coaching

L'art du coaching s'installe de plus en plus dans la formation des adultes. Il est sans cesse davantage utilisé dans le cadre de la formation permanente des conducteurs, par exemple lors des parcours de feed-back sur route et des exercices de suivi de la partie post-permis des formations multiphases. Jusqu'à présent, le coaching n'a pas été une méthode de choix dans la formation de base des conducteurs.

Le coaching est une méthode optimale pour l'enseignement professionnel, mais également pour aborder les attitudes par rapport au risque (niveau 4 de la matrice GDE) durant la formation initiale des conducteurs.

Une caractéristique basique du coaching est que les thèmes sont abordés depuis un certain nombre de perspectives différentes. L'objectif consiste à développer une base de décisions pour les conducteurs. Il est particulièrement important que le coach accepte que les conducteurs prennent finalement leurs propres décisions. Le sentiment de liberté de prise de décisions transmis ne fait pas seulement prendre conscience au conducteur qu'une décision doit être prise, mais également que les conséquences de cette décision et toute action résultante sont entièrement sous sa responsabilité.

La spécificité du coaching est qu'il vise à améliorer la conscience de soi, ce qui s'inscrit dans le cadre des objectifs de la matrice GDE (objectifs pour la formation des conducteurs) où l'auto-évaluation correcte aux quatre niveaux joue un rôle central dans une conduite en toute sécurité. Cette auto-évaluation peut être décrite comme une 'conscience de soi subjective' en psychologie sociale, l'homme lui-même est l'objet de cette attention. Des études ont montré que lorsque la conscience de soi objective est créée (sous la forme d'un miroir dans lequel

on peut se regarder), le comportement est dirigé vers une position moraliste.

Dans les situations d'examen avec ce type de miroirs, les candidats ont tendance à moins tricher. Il est clair que cette forme d'auto-observation permet d'observer son propre comportement et de créer simultanément une image interne de la manière de se comporter. S'il y a une différence entre les deux (tension interne), on a tendance à l'aborder en s'adaptant au modèle le plus moralement acceptable.

Pour le conducteur, cela pourrait signifier qu'il décide de laisser une marge de sécurité un peu plus importante ou qu'il conduit un peu plus prudemment dans les virages. C'est à ce niveau que les décisions importantes au niveau comportemental sont prises à des fins de sécurité.

L'approche de base du coaching est le questionnement.

Cette approche est à l'opposé de la celle de la méthode utilisée dans l'apprentissage traditionnel où le moniteur est chargé de montrer. Si elle est correctement utilisée, une discussion de coaching pèse les arguments 'pour' et 'contre' des formes spécifiques de comportement. Néanmoins, c'est finalement l'apprenti-conducteur qui prend la discussion finale.

Si le coaching est correctement mis en oeuvre, une 'lutte pour le pouvoir' est pratiquement impossible entre le moniteur et l'élève ou les élèves. Le moniteur doit, néanmoins, être prêt à utiliser cette forme de relation. Il ne doit pas être guidé par le souhait de montrer à ses élèves, mais par la curiosité et l'intérêt des élèves.

Certains moniteurs de conduite veulent montrer leur capacité à la conduite, ce qui va en fait à l'encontre de la sécurité routière car ils donnent le mauvais exemple. Il est préférable de montrer comme un coach, en faisant preuve d'un réel intérêt pour les élèves et en se concentrant sur chaque individu.

L'objectif d'un coach lorsqu'il pose des questions est de comprendre le mieux possible le comportement de base de l'individu. Si, par exemple, l'apprenti-conducteur ne voit pas un piéton qui traverse, il ne faut pas uniquement commenter l'erreur, mais également demander les raisons pour cette négligence. Sur la base de cette discussion, l'apprenti-conducteur serait capable de développer des stratégies dans une situation similaire à l'avenir. Ce coach aide à activer les ressources du candidat à trouver des solutions.

Les principes de coaching suivants doit pris en compte :

avec l'apprentissage par la démonstration...	avec le coaching...
...vous pouvez atteindre un objectif d'apprentissage concret	

...vous pouvez guider
le processus d'apprentissage

...un programme fixe est effectué
...le développement
individuel est encouragé

...des supports pédagogiques sont utilisés

...les expériences sont
discutées et analysées

...ce sont en majorité des connaissances qui sont transmises
...les bonnes convictions
sont déterminées

...il n'y a qu'une vérité

...il y a plusieurs
perspectives et résultats

...il faut montrer à l'élève
...l'élève doit montrer ou
expliquer au coach

...le moniteur se présente lui-même
...le coach rencontre l'élève
avec un intérêt réel et curiosité

Points importants pour le coach :

- Le coach est chargé de poser les bonnes questions, l'élève de donner la bonne réponse
- L'élève montre quelque chose au coach, pas le contraire
- Le coach écoute ce que l'élève explique
- Le coach mène la discussion et élabore des solutions avec l'élève, mais il accepte que l'élève décide la solution à appliquer (ou pas).

Apprentissage orienté vers les problèmes

L'apprentissage orienté vers les problèmes est une très bonne forme de coaching. L'élève, plutôt que le moniteur, doit découvrir le problème, ce qui stimule un apprentissage actif. Plus l'élève est impliqué dans le processus d'apprentissage, plus il se sent responsable des progrès réalisés. Le coach peut, par exemple, demander à l'apprenti-conducteur de changer de rôle : l'apprenti-conducteur prend la place du moniteur et le moniteur, celle de l'apprenti-conducteur. Alors qu'il joue le rôle du moniteur, l'élève doit découvrir et expliquer les aspects importants de la conduite.

Méthode "Si c'était moi"

Dans la circulation, toute une série de conflits peuvent survenir. Si nous nous mettons à la place d'un autre usager de la route, nous comprenons mieux et nous acceptons peut-être que nous faisons également des erreurs. C'est une bonne manière pour accroître la compréhension et réduire l'agressivité.

Si le conducteur prend beaucoup de risques, le coach peut lui demander comment il se sentirait s'il avait causé un accident dont il ressortirait vivant mais dans lequel il aurait tué son meilleur ami. Il est à nouveau important que

Là encore, nous sommes globalement d'accord avec les auteurs de ce chapitre et sur les nécessités de ces différents aspects de l'enseignement.

*Réflexions, commentaires et propositions
de l'Association ECF - Ecole de Conduite
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A Marseille, le 12 Janvier 2005-01-17
Le Président,
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le conducteur trouve seul sa propre réponse et que le coach soit neutre.

4.7 Autres aspects importants de l'enseignement

Planification et évaluation des leçons

Le moniteur doit fixer un objectif pour chaque leçon. Sur la base de cet objectif, une structure doit être développée et comprendre les parties suivantes :

- début de la leçon
- corps de la leçon
- la fin de la leçon.

Le moniteur doit également être capable d'évaluer si l'objectif de la leçon a été atteint.

Informations sur les méthodes d'apprentissage

L'apprenti-conducteur peut attendre du moniteur qu'il lui donne des conseils sur la meilleure manière d'apprendre et sur ce qu'il faut éviter lors de l'apprentissage chez soi entre les leçons et la préparation pour l'examen. L'atmosphère d'apprentissage et l'environnement d'apprentissage jouent également un rôle essentiel pour la concentration nécessaire. L'élève doit obtenir des recommandations de manière à découvrir son propre style d'apprentissage.

Anxiété lors du test

Il est normal que les apprentis-conducteurs soient stressés par le test de conduite. Le moniteur de conduite doit donner des informations pratiques et individuelles de sorte que l'apprenti-conducteur puisse faire face à cette anxiété. Il est important, néanmoins, d'opérer une distinction entre l'anxiété positive et l'anxiété négative causées par le test. Une certaine tension avant le test peut, en réalité, aider le candidat à être plus concentré durant le test. Une absence complète de tension ou de stress peut donc aussi signifier que le candidat ne fait pas de son mieux.

Compétences rhétoriques

Les compétences rhétoriques professionnelles (l'art de parler efficacement) sont particulièrement importantes pour les leçons théoriques. La rhétorique dans le contexte de l'apprentissage doit être considérée comme un service pour les élèves de sorte qu'ils puissent apprendre de la manière la plus efficace possible. Il n'est pas possible d'acquérir des compétences rhétoriques dans un livre. Il faut avoir recours à des séminaires avec feed-back vidéo. Trois dimensions doivent être enseignées :

La voix (aimerais-je écouter ce que je dis ?)

La manière de parler (aimerais-je apprendre avec moi-

même ?)

Le langage corporel (aimerais-je me regarder ?)

Ce chapitre sur les méthodes d'apprentissage vise à en donner une vue d'ensemble complète pour une formation optimale des moniteurs de conduite. Les sujets abordés sont considérés comme des modules souhaitables dans un programme de formation pour les moniteurs de conduite, même si chaque détail n'a pas été mis en évidence.

Réflexions finales **sur les aspects court, moyen et long terme**

○ **A court terme :**

- Valoriser le métier de l'enseignant de la conduite et de la sécurité routière parce qu'il est nécessaire de le faire.

- Ne pas enfermer l'avenir du moniteur dans la fonction « conduite ». S'il a acquis des connaissances et qu'il n'a pas d'ascenseur social, on augmentera la pénurie des bons enseignants - principe de réalité.

- Ouvrir le chantier du où, quand et comment ?

○ **A moyen terme :**

- Etre en possession d'un véritable continuum pédagogique et éducatif (ne pas confondre avec un continuum de validations réglementaires) à l'approche des conduites à risques.

○ **A long terme :**

- S'assurer que les résultats vérifient que les initiatives prises ont été les bonnes.

- **Accompagner tout ce processus de recherche d'expérimentations sur le terrain, (à une échelle suffisamment grande) allant dans le sens des travaux en cours**