



On the move

for safer roads in Europe



Integrated training to cut casualties

Most injuries and fatalities on the EU's roads are due to human error or misbehaviour. The European Commission has thus identified improvements to education and training of road users as a key objective of its road safety policy for the period 2011-2020 and a vital factor in achieving the target of halving the number of road deaths in the EU by 2020.

Important EU legislation related to driving licences and training of professional drivers is already in place. However, the approach to driver training remains fragmented and an integrated view of road safety education and training is required. This should encompass not only the driving test but also pre- and post-test learning as part of a lifelong process.

Initial training received by a learner driver can have a considerable effect on their subsequent road behaviour. The potential positive impacts of such training could be enhanced by tailoring it to the learner's individual characteristics. This could in

turn be strengthened by aspects such as inclusion of accompanied driving in the process leading up to issuing of licences and introduction of harmonised requirements for instructors.

The scope of driving tests could also be widened to evaluate broader skills or aspects such as risk awareness and energy-efficient driving.

Continuous post-test learning for groups such as professional drivers is a key element in reinforcing education and training. It may also be useful to extend this to other groups, particularly older drivers given that the ageing of Europe's population is making the issue of maintaining their driving aptitude ever more relevant.

As part of its moves to improve education and training, the Commission has granted financial support to a number of projects and studies, details of some of which can be found in this newsletter. The results will be used to draw up a common education and training strategy in coordination with Member States and propose concrete measures in this area.

Developing road safety awareness at an early age

In order to create a truly integrated life-long learning approach to the issue of mobility, it is necessary to start with the youngest categories of potential road users. The Commission-funded RoSaCe and ROSE-25 projects recognised this and set out to educate children and teenagers on the subject of road safety.

RoSaCe* (Road Safety in Cities) is a Europe-wide network of cities and schools which emphasises the importance of safe access to streets and public spaces for children's development and quality of life. It has thus created an educational approach along with guidelines and material which give children the chance to play an active role in improving their safety in the street.

ROSE-25** (Road Safety Education in EU25) is one result of the Commission's investigation of road safety education in EU Member States. Owing to cultural and administrative differences, road safety education varies considerably across the EU. This project thus aimed to collect and exchange good educational practices with a view to compiling European guidelines on the subject and strengthening road safety education networks at European level.

* http://ec.europa.eu/transport/road_safety/pdf/projects/rosace.pdf

** http://ec.europa.eu/transport/road_safety/pdf/projects/rose-25.pdf

Getting risky behaviour off the road

Moving up the age range, high school and university students are another group of people for whom information, awareness raising and education on road safety issues are of paramount importance, particularly given the high accident risk for young drivers. The **ICARUS*** project aims to identify the main characteristics linked to risky driving among the young in different EU Member States and develop a training package focused on modifying these characteristics, thereby helping to reduce accidents.

The characteristics are identified by setting up a European network of institutions promoting the analysis of young people's driving habits in various EU countries. This should lead to the definition of European road safety guidelines for young drivers which may form the basis of a training programme focused on common and national risk factors.

In a similar vein, the **ROSYPE**** (Road Safety for Young People in Europe) project is setting up a Europe-wide road safety awareness-raising and education campaign to influence the behaviour of a group of road users at risk, namely those aged 6 to 25.

The project is composed of three priority activities: raising children's awareness of road dangers by introducing road safety into educational curricula; training over-12s on safety

issues related to two-wheel vehicles; and making young adults aware of different types of dangerous driving by simulating real road accidents.

* http://ec.europa.eu/transport/road_safety/pdf/projects/icarus.pdf

** http://ec.europa.eu/transport/road_safety/pdf/projects/rosype.pdf

Innovative approaches to driver training

In the interests of safety, drivers must have a realistic perception of their skills and avoid being unduly influenced by external factors. Use of coaching methods in driver training is seen as an effective way to raise awareness, develop responsibility and motivate learners to make the right decisions on the road.

The **HERMES*** (High Impact Approach for Enhancing Road Safety through More Effective Communication Skills for Driving Instructors) project thus aimed to help driving instructors to improve their communication and coaching skills in classroom and car-based situations. It drew on active learning methods used in driver training and expert advice in order to develop a training package for use by driving instructors of all levels of experience comprising materials for training trainers, audiovisual supports, user manuals and practical coaching scenarios.

Research has shown that young drivers confronted with first-hand stories of severe accidents are less likely to drive recklessly. The focus of '**Module Close To It**'** was the implementation of a peer education process aimed at changing the mindset of young drivers inclined towards risky behaviour.

The project enabled people who had been responsible for, involved in or affected by serious road accidents to present their experiences to learners through discussion sessions integrated into driving courses. In this way, it is making a concrete contribution to reducing the number of accidents involving young drivers.

* http://ec.europa.eu/transport/road_safety/pdf/projects/hermes.pdf

** http://ec.europa.eu/transport/road_safety/pdf/projects/module_closeto.pdf

Ensuring two wheels are no less safe than four

The motorcycling community recognises training as a key factor in improving motorcycle safety. However, there is broad agreement among stakeholders that initial training in Europe does not meet riders' needs. Training provision varies considerably across the EU and often concentrates solely on machine control, overlooking factors such as rider attitude and hazard awareness and failing to develop an understanding of rider and machine limitations.

The [Initial Rider Training](#)* (IRT) project thus developed an innovative, modular training approach for use in all kinds of circumstances. This aims to impart relevant machine-control skills for the modern road environment and give riders a proper understanding of their primary responsibility for their own safety.

The project pinpointed essential elements required for a person to obtain a licence and ride safely. It then constructed different training approaches, taking account of the differing circumstances between EU Member States.

The potential of digital interactive technology to assist in developing riders' hazard awareness, avoidance techniques, attitude and behaviour was also explored. This facilitated the compilation of recommendations on the use of e-coaching as a means to improve training by exposing riders to hazardous situations without putting them at risk.

Based on this, IRT set out a strategy for developing the essential elements of safe riding and provided recommendations on the best way to consolidate all aspects of the project into a comprehensive and cohesive European initial rider training programme.

* http://ec.europa.eu/transport/road_safety/pdf/projects/irt.pdf

Online tools to support driver safety

Road safety training helps to minimise health and safety risks to haulage and transport workers by making them better informed and qualified and raising their awareness levels. Moreover, traffic accidents generate costs for businesses in these sectors, thereby impacting on their competitiveness. Road safety education for people involved in these fields is thus vital and computer-based training can support this effectively.

The [ERIC](#)* project thus set out to adapt two computer-based driver training programmes initially developed by the German Road Safety Council to the Austrian, Spanish and Polish road transport and traffic environments. The programmes cover fatigue and physical aspects of driving and in addition to use in transport and haulage companies, they were tried out in driving schools with the intention of targeting private car drivers.

The tools were validated following testing in dedicated workshops with participants providing feedback. The project team then drew up dissemination strategies in coordination with the institutions and companies intending to use the tools.

Based on the experience gained within the project, recommendations were formulated for further international transfer and adaptation of computer-based training tools for the road transport sector.

* http://ec.europa.eu/transport/road_safety/pdf/projects/eric.pdf

Taking the initiative for better urban transport training

With Directive 2003/59, the European Union has laid down requirements for the qualification and training of drivers of vehicles used for carrying goods or passengers. The urban public transport sector in Europe considered it necessary to prepare for the implementation of these requirements in a way which ensured input from all partners in the field.

The [Initiative and Information Days](#)* (I&I Days) project was launched to establish networks which would ease exchange among stakeholders of information and good practice related to the Directive's provisions. This focused in particular on aspects including transport safety, sustainable mobility, quality of service and working conditions. It also aimed to support harmonised, efficient implementation of the new legislation across the EU.

The project carried out a study to compare and evaluate the preparedness of EU Member States for the Directive's provisions and their methods of applying it. It also tried to get an overview of the potential effects of the Directive on areas such as the job market for drivers.

A key aspect of the project was to ease contact between training bodies and the social partners. The I&I Days themselves, which formed the project's central event and took place over two days in Brussels in February 2010, played a vital role in this. During the event, delegates discussed a range of factors related to vocational training and qualifications for urban transport drivers.

The I&I Days aimed to identify prerequisites for the Directive's implementation in the urban transport field by surveying social partners and public authorities and to further strengthen networks of exchange on good training practice and social dialogue. This led to the drawing up of a series of recommendations for the Directive's practical application.

* http://ec.europa.eu/transport/road_safety/pdf/projects/i-and-i_days.pdf

Simulated techniques to get novices up to speed

Disproportionate levels of involvement of novice drivers in accidents can be attributed to a number of factors, such as over-estimation of their own skill and a lack of familiarity with the dynamics of their vehicle.

Traditional driver training focuses on vehicle control and traffic rules but does not do enough to develop risk awareness and similar skills. This may be due to the dangers inherent in performing risk awareness work in a practical situation and so interactive off-road tools are required.



In addition, driver training has not kept pace with the evolution of safety systems and telematics aids. Hence, drivers are using equipment for which they have not been properly trained.

The **TRAINER*** project thus developed a driver-training methodology to enhance risk awareness, acquaint learners with the latest driving assistance systems and support cognitive skills. This includes interactive software tools and simulators to enhance manoeuvring and control skills and to cater for the needs of specific high-risk groups of drivers. Assessment criteria and an accompanying methodology have also been drawn up and a normative driver-behaviour database created.

The methodology was verified through tests with 30 novice drivers in different European countries, leading to the elaboration of recommendations and guidelines for the adoption of a common European driver training and assessment framework.

* http://ec.europa.eu/transport/road_safety/pdf/projects/trainer.pdf

drivers and focusing on development of higher order skills and risk awareness which are often neglected during typical driver-training processes. The system integrates multimedia software, virtual reality driving simulators, virtual instruction and on-board sensors into a common platform.

The platform can be used for training and assessment of drivers of cars, trucks and emergency vehicles as well as motorcyclists. It can also be adapted for cooperative or group-based training and covers all aspects of vehicle operation.

The platform has been validated through extensive testing and demonstration across Europe. The final products were demonstrated during a training seminar on simulator-based training and research held in Greece in September 2009.

* http://ec.europa.eu/transport/road_safety/pdf/projects/train-all.pdf

Honing higher order skills amongst specific groups

Road users are a heterogeneous group comprising many different categories, with members of each category requiring training which fits their characteristics. However, they still share common features which give rise to a need for new modular tools and integrated training curricula.

The **TRAIN-ALL*** project (funded under the EU Research and Development Sixth Framework Programme) developed a computer-based training system targeting different groups of

Any further promotion of the Road Safety website <http://ec.europa.eu/roadsafety> is welcome.

We would like as many people as possible to be aware of the site and the important information it contains about staying safe on the road.

Thank you in advance for helping to keep Europe's roads safe and for raising awareness of Road Safety Europe.

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