



CIECA
The international commission for driver testing

Who are we?

- **Commission Internationale des Examens de Conduite Automobile**
- Brussels based, Non-governmental, International non-profit umbrella organisation
- 47 members (EU, Northern-Africa, Israël, Victoria, New Zealand, Québec, AAMVA) from 38 countries
- Members all deal with the (execution of the) driving test
- CIECA has a consultative status at the United Nations Economic Commission for Europe

Who are we?

- Work area: driver training and testing
- International projects and studies
- CIECA workshop The implementation of Directive 2003/59/EC: initial qualification and periodic training requirements for category D professional drivers, Brussels, 16 December 2008
- CIECA annual congress on Training, Testing and Technologies, Berlin 7-8 May 2009

CIECA members network

Ministère du Transport
Direction Générale des Transports Terrestres



Ministerstvo vnitra



Ministère des Transports
Direction des Transports Urbains et de la Circulation Routière



Ministère d'Etat

The Department of the Environment, Heritage and Local Government



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Driver Assistance Technologies – The issues raised:

- The need to embrace safety-related technology in cars, where this technology is effective and easy to use ;
- DAT as an unnecessary distraction or an helpful aid – Especially for learner drivers ?
- The issue of promoting awareness of DAT encouraging safe use ;
- Which basic competencies must be demonstrated to justify the licence: Is DAT driver ‘assistance’ or driver ‘substitution’.

Countries surveyed

- Belgium
- Finland
- France
- Great Britain
- The Netherlands
- Norway
- Spain
- Sweden
- Switzerland

Differing state of advancement

- Some countries appear to be more advanced than others
- Is there a reason for this?
 - Daddy's car: Accompanied driving (Belgium, Switzerland, ...)
 - Driving test candidates take test in 'exam' car put at their disposal (Sweden)
 - Driving school cars are specially manufactured and equipped with less DAS (France)
 - High tax countries: newer cars with newer technologies are slower to appear on the market (Norway, ...)

Assistance systems in TRAINING

- Most DAS hardly taken into account
- Situation varies from country to country
- Depends largely on the structure of driver education process
 - Netherlands, GB, France: content of training is dictated by the test: If the test does not require knowledge, the training sector will not address it
 - Scandinavian countries: training includes obligatory modules: These address issues which will not necessarily be covered in the theory or practical test

Assistance systems in TRAINING

- Sweden, Norway: compulsory track-based modules in initial training
- Finland: compulsory track-based modules in initial training and in second phase training

Training: Sweden

- “ Our obligatory skid course in initial driver training includes units on ABS and ESC with exercises between 45-75 kmh. ABS systems are now always activated in the training cars, because 60% of cars in Sweden now have ABS. ESC is still both activated and deactivated during training, in order to compare the two situations. The emphasis is on **experiencing** the effects of ABS and ESC, **and combining this with risk awareness training**. Our students should be aware of the limits of technological advances in the face of immutable physical forces, and **should not become overconfident as a result**. Other driver assistance systems are too exclusive at the moment to be introduced on a wide scale in initial driver training.”

Training: Norway

- “Norway has a large number of small skid-pans, meaning a max. of 50kmh can be reached during training. However, with new technology such as ESC and others being brought in, these speeds may have to be increased if the new technology and its effect can be properly **experienced** and **observed**. This brings into question the whole concept of skid pan training in Norway and may lead to larger skid-pans being built in the future.”

Training: Finland

- “We like to show the difference in specific situations of cars with or without ABS or ESC. **For comparative purposes**, this means sometimes deactivating the system in a training car. However, car importers have warned us that they cannot be held responsible if a driver assistance system is deactivated and something happens as a result. They claim that deactivation could lead to technological malfunctions or to legal problems in the event of an accident which could have been prevented by the system in question. These legal implications have now affected our thinking regarding both training and testing”.

Assistance systems in TESTING

- Two ways of deciding what should be allowed

Either

a) analyse each DAS on cas-by-case basis

Or

b) allowing in principle all new forms of DAS

Case-by-case analysis

In the Netherlands, Spain and Great Britain

- Examiners must be able to assess basic driving skills of the candidate
- Some DAS take over the basic skills of the driver (e.g. parking assistance)
- The driver will/can, at some stage drive a car without DAS. It is therefore necessary to possess basic skills
- The distraction issue concerning learner and novice drivers

Case-by-case analysis: Netherlands

(1)

ALLOWED IN THE TEST?	System name	Description
YES	Rain sensor	Turns on the windscreen wipers when it begins to rain
YES	AHO (automatic headlight on)	Turns on the headlights automatically Dims the rearview mirror when driving in the dark to prevent being dazzled by following traffic
YES	EBL (emergency braking lights)	Automatically turns on the emergency blinkers when braking hard
YES	BLISS (blind spot information system)	Signals vehicles in the blind spot
NO	ACC (adaptive Cruise control)	Maintains correct safety margins between the vehicle and vehicle in front
YES	basic Cruise control	Sets a fixed cruise speed for the vehicle
NO	LDWA	Keeps the vehicle in the correct driving lane
NO	Parkassist	Automatic parking of the vehicle between two parked cars or in a parking space
YES	Parking sensors	Visual and sound signals if the distance between the car and an obstacle enters a pre-determined space
YES	Cornering lights	Lights up the road surface on a bend
YES	Reversing camera	Allows driver to observe through a video camera which is happening behind the car
YES	Corner camera	Allows driver to see around corners.

Case-by-case analysis: Netherlands

(2)

- “In general we don’t want to stand in the way of new developments. But the basic starting point is that we will not permit any system which takes over one or more of the basic tasks of the driver. We must always be able to assess these basic tasks and be able to reach a judgement on the skills of the candidate. Practically speaking, most new systems will be allowed and we expect the candidate to be aware of them and be able to use them independently.
- An example of a system which is not permitted at the moment is ‘parkassist’, whereby the on-board computer takes over from the candidate the full steering capability of the car. The extent to which the technical device is widespread is also important. So it is quite feasible that, when the majority of new cars are equipped with these systems, they must then be allowed in the test.”

Case-by-case analysis: Great Britain

- The British are starting to determine their testing policy towards DAS
- At this moment they are making a distinction between
 - Allowing safety-oriented DAS that only assist the driver
 - Forbidding systems that fully remove the responsibility of the driver from a particular task (e.g. electronic handbrake)

Liberal approach

Belgium, Switzerland, Finland, Sweden

- No point in placing obstacles in the way of inevitable technological progress
- Basic point that the requirements of the test are fulfilled
- Liability issue
- Only condition: systems must be offered as standard or as an option by car manufacturers –
No prototypes

General conclusion

- Some countries are more advanced than others in terms of the debate on how to embrace DAS
- Variation can be explained by:
 - Prevalence of cars with DAS
 - Structure of driver education

Countries with accompanied driving programmes are generally more likely to be exposed to a greater degree to DAS

Conclusion (2)

- Difference between philosophies on paper and philosophies in practice
- Debate is sure to become more intense

Thank you for your attention

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