



TWIST Project

Volume 1

**Establishing a New Basis for Training of New Drivers in the
Czech Republic**

**Statistical Analysis of Impact of Selected Factors on
the Rate of Accidents**

Preparation of New Drivers

Final driving exams

Learner's Permit

(compiled within the framework of the project Sound and Comprehensive Driver Training System and Motivators for Observance of Motor Vehicle Regulations, sponsored by the Ministry of Transport of the Czech Republic)

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Establishing a New Basis for Training of New Drivers in the Czech Republic, Statistical Analysis of Impact of Selected Factors on the Rate of Accidents, Preparation of New Drivers, Final driving exams, Learner's Permit

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In spite of partial improvement, the highway traffic safety situation in the Czech Republic is not at all optimistic in comparison with the majority of the other EU countries. Relentless daily statistics report on the unbearable situation on Czech roads. Drivers are often insufficiently prepared for every-day driving, and they frequently have catastrophically poor disciplined. Many drivers fail to respect even the basic principles of consideration and decency. Unfortunately, this is more and more often the case with professional drivers as well. It all begins with their preparation at driving schools, where instruction and training often takes place as a formality. The present system of final examinations is insufficiently motivating, and as a final result, they often are a mere formality.

Those who have a driver's license but who also fail to respect even the basic principles of decency and consideration often go unpunished for their illegal actions, and this often is a consequence of the nonexistence of a comprehensive and meaningful system of sanctions.

All EU countries face or until recently have faced the aforementioned problems to a greater or lesser degree. The only viable solution has always turned out to be a nationwide approach to the problem in question, i.e. simultaneous attention to the system of instruction and training of new drivers and periodic training of selected categories of drivers, together with a system of general prevention accompanied by a system of motivating sanctions.

Dedicated to the solution of the aforementioned problem was the project "A Stable, Comprehensive System of Driver Training and Motivators for Compliance with Traffic Rules on Roads," which took place in 2005 – 2007 under the auspices of the Ministry of Transportation of the Czech Republic and which was better known to the public by the title Project TWIST (Transport with Sense and Tact).

The main expected benefits of our project should be, above all, a major increase of the real preparedness of driving school graduates for practical driving, as well as the establishment of a reasonable system to test for the achievement of a high level of preparedness of driver's license applicants already by the first testing date, increasing of the perceived authority of the testing, with limitation of senseless burdens on testing organizations and creation of a system significantly reducing the opportunity for the arising of an environment that engenders corruption (the pupil versus the driving school or commissioner, the professional driver or transportation provider versus the trainer or examiner in a system for periodic driver training), cre-

ation and implementation of a system of entry-level education for professional driver candidates after graduation from driving school, lowering of accident rates for professional drivers and, at the same time, ensuring of their true professionalism, a general lowering of accident rates, especially for accidents with serious consequences – the number of serious injuries and deaths could be lowered by as much as one half by 2010 – and last but not least, a significant reduction of the amount of uncivil, inconsiderate behavior on the roads.

While dealing with the relevant expert topics, we naturally familiarized ourselves in detail with several relevant research studies conducted within the framework of the EU during the past ten years, and at the same time we have also familiarized ourselves to a relatively detailed degree about current events in individual European countries in the area of driver training and the administering of final examinations, the training of youth in the area of highway traffic safety and with the basis of the systems of motivating sanctions in EU15 countries. While studying these overviews and consulting on the findings with representatives of the professional community, we arrived at the somewhat expected conclusion that in the Czech Republic there exists no unified overview of events in the aforementioned areas, although there has been long-term interest in these areas. Besides the project's final report, another publication was created that could be welcomed as an aid to parties interested in more detailed familiarity with the basic facts regarding the preparation of drivers, the administering of their final examinations and the preparation of youth in the area of highway traffic safety in Europe, as well as at least a cursory glance at the system of motivating sanctions in EU15 countries, i.e., countries with long-term positive indicators for accident rates (at least in comparison with the Czech Republic). That study is available only in the Czech language.

This publication in English intended for foreign readers is Part I of an abbreviated version of the Project Twist final report, containing an extract of important sections, and including, specifically, the proposals and recommendations in the area of preparation of new drivers, the administering of their final examinations and the institution of the so-called learner's permit. Part II then contains recommendations in the area of training established categories of drivers (including implementation of Directive 2003/59/EC into Czech national legislation). It covers the system of motivating sanctions, the preparation of youth in the area of highway traffic safety, and finally, the problem of training drivers in the area of the providing of first aid.

The Authorship Team

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Introduction

A research study titled “A Stable, Comprehensive System of Driver Training and Motivators for Compliance with Traffic Rules on Roads” (presented abroad under the title Project Twist, i.e. Transport with Sense and Tact) taking place under the auspices of the Ministry of Transportation of the Czech Republic in 2005 – 2007 set itself the goal of creating an entirely new, long-term stable framework of principles as a basis for preparation of future drivers and supplementary training for established categories of professional drivers, in the context of the new economic and social environment prevailing since 1989. For the purpose of the achieving of the most objective and modern results possible, the situation was analyzed in the area of instruction and training of drivers in the context of the existing system of sanctions and systems of general prevention in individual EU25 countries, and at the same time, the data obtained was confronted with the relevant accident rate figures in selected countries of the European Union.

The main outcome is the proposal of a unified driver education system in the Czech Republic, in accordance with modern trends in the most advanced countries of the EU, while byproducts are the still nonexistent detailed overviews of the method of training drivers in individual EU member states, including the administering of their final examinations, supplementary training of designated categories of professional drivers and, last but not least, overviews of the systems of motivating sanctions and state administrative systems in selected countries of the European Union (EU15). Another byproduct is the defining of significant correlations between individual educational, penal and generally preventive systems on the one hand and detailed accident rate statistics on the other hand (not yet analyzed in the EU).

As has already been stated, accident rates including their consequences, and especially the rates of deaths and injuries on the highways of the Czech Republic are still disproportionately high in comparison with the advanced countries of the EU and OECD, especially with respect to the number of victims in proportion to the population and the number of victims per kilometer driven. The goal of our project was to propose a stable and effective system of driver training and period supplemental training for some groups within the context of a functioning environment of motivating sanctions, and last but not least, with generally preventive measures aimed mainly at children and youth up to age 18.

Basis of the Project

Three factors have a major influence on highway safety:

- the roads,
- the technical parameters and current technical condition of the vehicle,
- and finally, the participant in highway traffic, typically a motor vehicle driver.

Over the long term, the relative degree of individual factors as causes of traffic accidents has been as follows: 0.3% caused by the condition of the roads and 0.7% because of the bad condition of a vehicle, but ca. 92 - 93% of accidents are at the fault of a vehicle driver (the remaining percentage is accounted for collectively by operators of non-motorized vehicles, pedestrians and other participants in traffic, wild and domestic animals and undefined causes). It is obvious that the dominant role is played by motor vehicle drivers, so it is to them that the contents of our project are deservedly dedicated.

On 1 July 2006, legislation took effect that undoubtedly showed objectively documentable positive effects from the very start. Since the start of 2007, however, we have to say that the results achieved have demonstratively worsened, and one of the causes for this disappointing development is the absence of a truly comprehensive approach to solving the problem. It is necessary to take into consideration the fact that in general, more factors than just repressive legislative measures play a role in the positive development of accident rates. Generally speaking, the following issues are involved:

- a) **general preventive measures** focusing on children and youth, the adult population and certain specific groups within the population (e.g. the disabled) – that is, in principle, the whole population, regardless of whether they have a driver's license,
- b) the matter of **targeted and legally mandated preparation of the highest risk groups of participants in highway traffic** (motor vehicle drivers, drivers of selected groups of motor vehicles – so-called professional drivers),
- c) and finally, a comprehensive **system of motivating sanctions** applying to all participants in highway traffic (in the sense of what must be complied with and in what way, and who monitors and does real evaluation of compliance with the established duties, who sanctions infractions and in what way, and who enforces the established sanctions).

Improvement in the area of traffic accident rates and their consequences is then a matter of the mutual combination of the three aforementioned basic factors. The goal of our project was the finding of typical interrelationships and corresponding weighting of importance. The method used was:

- in the first phase, evaluation of traffic accident rates in individual EU countries (with an emphasis on countries with the best objective figures),
- subsequent analysis of the basis (the qualitative and quantitative correlation of the three aforementioned basic elements listed under points a - c),
- comprehension of what a country's success consists of, in places with long-term positive traffic accident rate figures (**benchmarking**),
- familiarization with the conclusions of relevant European projects.

We have predominantly dealt with relationships between the level of preparation and periodic supplemental training of drivers, the currently prevailing environment of motivating sanctions and, as an objective gauge for mutual comparisons of the situations in individual countries we used traffic accident rate statistics.

After evaluating the aforementioned data and performing benchmarking, the goal was to propose

- the basis for a long-term, stable and effective system of preparation of new drivers,
- principles for providing special professional preparation for certain categories of drivers, including mandatory periodic supplementary training,
- a system for the administering of final examinations,
- a proposal for instituting the so-called learner's permit,
- proposed principles for a relevant system of motivating sanctions.

When preparing the aforementioned proposals, our national traditions and specific circumstances were strictly taken into account (**brainstorming**).

Establishing a New Basis for Training of New Drivers in the Czech Republic

1. INTRODUCTION

It is generally well known that the frequency of accidents and of resultant injuries and deaths on Czech highways is disproportionately high in comparison with the advanced countries of the EU and the OECD, especially with respect to the ratio of the number of casualties to the population and the ratio of the number of casualties to the number of kilometers driven.

Since 1 July 2006 the following main changes were introduced in traffic legislation: reintroduction of the practice of seizing a driver's license at the site of the violation, changes in the Act on Transgressions clearly increasing the sanctions for selected violations including the ability to give a prohibition against driving, introduction of additional legal tools increasing the enforceability of the law (such as bail security, responsibility of the vehicle operator for its operation), introduction of the point system (after receiving 12 or more punishable points the driver is given a prohibition against driving a motor vehicle for a period of 1 year, before the driver's license is returned the driver must pass a test, which matches the final examination for driving school graduates, for each year, when the driver does not receive any punishable points, 4 points are deducted from his punishable point account).

On one hand there is a clear decrease in the number of traffic accident fatalities, and that is particularly during the past year, similarly in the second half of 2006 there were fewer victims in comparison with the previous year, however, comparison of the first half of 2006 (when the point system had not been introduced) and 2007 is not stimulating...

FATALITIES (I.-VI.)	
2005	468
2006	433
2007	495

The predominant participants in and culprits of traffic are motor vehicle drivers, (92-93%), so it is necessary to consider the present level of their preparation in our country and the chief motivations leading individuals to acquire appropriate driving skills.

2. BASIC POSTULATES

1. Every modern society has an interest in reducing the frequency of traffic accidents and their consequences. Driving a motor vehicle is an activity for which a certain minimum competence is required. Otherwise, an individual driving a motor vehicle is something of a menace to society, as a source of more frequent traffic accidents and their consequences. Over the long term, the most proven, objective and therefore dominant and central element in all advanced countries is a **driver's test** that is **performed by a public** (usually state) **official**, primarily to ensure the requisite demands and objectivity when testing for the established minimum competency that a future driver should have, while excluding any undesirable market influences.

2. Without any doubt, the **quality of preparation will impact the quality of test performance**. On the basis of empirical experience, it can also be stated that a difficult test devised by experts and administered in a social environment with a low level of corruption appears to be a factor that brings the level of preparation up to the desired level, since without preparation one cannot then expect to succeed.

3. With some degree of probability, a certain percentage of individuals will pass the test in spite of lacking appropriate abilities and skills or personal qualities. A permanent monitoring and evaluation system must therefore be secured that promptly identifies, adequately motivates or in extreme cases temporarily or permanently eliminates individuals who behave inappropriately – **that is an environment with motivating penalties**: qualified supervision of the observance of established rules in real highway traffic (detection of infractions) evaluation of the degree of seriousness (classifying infractions) and setting the penalties, including the possible temporary or permanent exclusion from the community of motor vehicle drivers (imposing of penalties). Awareness of the established parameters of the environment with motivating penalties is another important motivator in the choice of the level of preparation by a future driver.

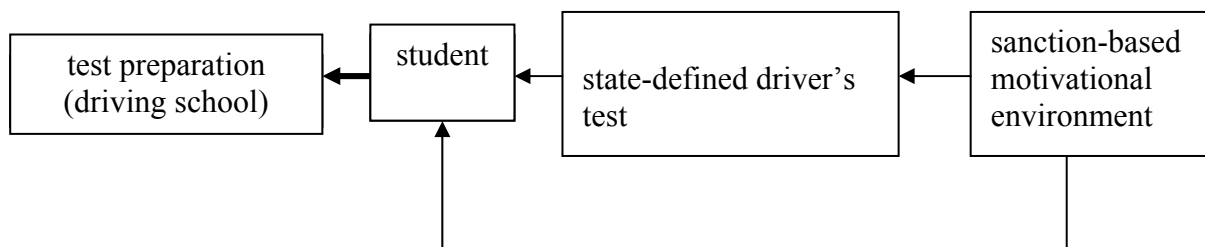
4. Preparation for a state-required driving test is not a popular activity *a priori* with the public. An individual planning to take the test will limit pragmatically his activity to the necessary minimum, which then will be the difficulty of the test and the currently existing system of motivating penalties.

The testing of a new driver is the initial filter that should prevent individuals from becoming motor vehicle drivers if they lack the appropriate personal and, particularly, expert qualifications. The foundation, however, is the existence of a sensible, functional motivating penalty system that promptly (i.e. before a traffic accident is caused) identifies high-risk individuals and effectively causes their rehabilitation or, in extreme cases, prevents them from driving a motor vehicle. A certain percentage of individuals may slip through the driving test who lack adequate expertise and desirable personal qualities. A permanent monitoring and evaluation system that promptly identifies, appropriately motivates or, in extreme cases, temporarily or permanently eliminates individuals who behave inappropriately (environment of motivating sanctions) plays an indispensable role. One might say that this element is the main motivator for the adequate preparation of future drivers for their role, since the lacking of adequate expertise and personal qualities does not pay in an advanced society.

3. THE POSSIBLE THEORETICAL COMBINATIONS OF MOTIVATING SANCTIONS, THE DRIVING TEST AND PREPARATION FOR THE TEST

We will now briefly discuss the possible theoretical combinations that may arise in relation to the pupil as opposed to the environment of motivating sanctions, the driving test and preparation for the test.

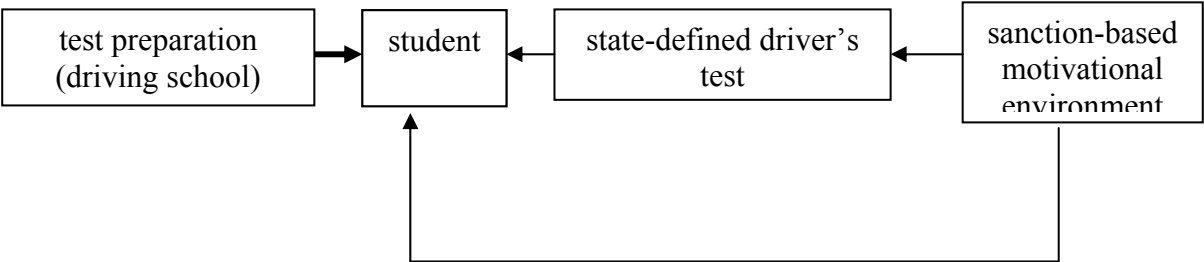
3.1 First combination



A demanding and objective environment of motivating sanctions exerts pressure for a difficult final test, about which the pupil is aware during preparations. At the same time, the pupil is aware that he will be under constant supervision and pressure from the system of sanctions. Individuals preparing for the test will pragmatically choose adequately demanding prepara-

tion, exerting pressure on the corresponding level of quality of trainers (the pupil has an active role in selecting the quality of the service provider and shares responsibility for his own preparation). This is typical for countries with advanced societies and automotive culture, like the United Kingdom or the Netherlands, where no minimum number of hours of theoretical or practical preparation is required, but the average applicant for a class-B driver’s license takes at least 40 driving lessons before taking the test, and of course, the accident statistics are very favorable (in the Czech Republic, the law requires 28 lessons of preparation for a driving test, and after their completion the pupil insists on taking the test regardless of the level of skill attained). The inherit advantage is that applicants preparing to get a driver’s license (in their own interest) continually check the quality of their preparation, which allows greatly reduced inspection activity by the state (which in principle can only be random, haphazard, and not in sufficient depth).

3.2 Second combination



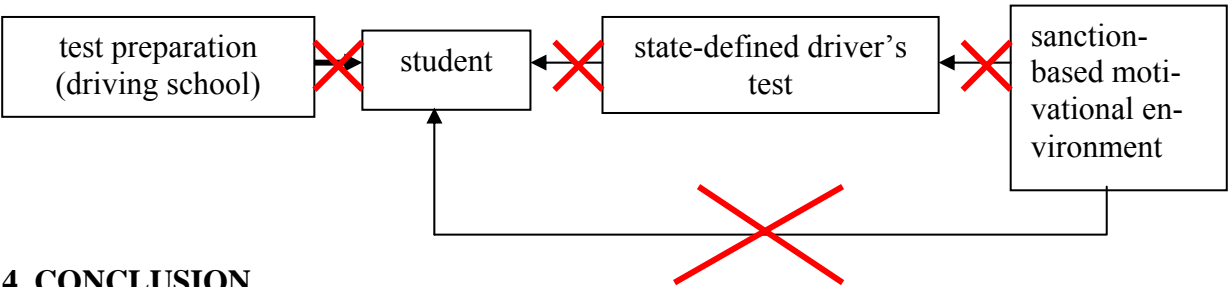
A demanding and objective environment of motivating sanctions exerts pressure for highly demanding final testing, about which pupils are aware when preparing themselves. At the same time, pupils are aware that they will be under constant supervision and pressure from the environment of penalties – as opposed to the previous case, however, the preparing pupil is also under pressure from the instructor (usually a driving school). In a market economy, one can hardly expect a driving school to exert pressure, since that would increase their costs and weaken their position on the market (driving schools provide only what pupils want, and customers will not pay for other unneeded and seldom wanted products). In this model, the pupil loses any active role in choosing the quality of service and is pressured from all sides to achieve the required level. The system tends to be very effective, but on the other hand, the pupil’s standing is very passive.

We do not encounter this model in a market economy, but for residents of countries that used to have command economies, this solution is not unknown. For example, from the early

1960s, former had a system of educating new drivers with a modern foundation, and at the beginning of the 1970s it introduced the world’s first system for training of drivers for certain categories (usually drivers of trucks, busses and then passenger cars if the driving of a motor vehicle was the main activity of a person’s job). Applicants for driver’s licenses had to go through several phases of preparation before they were permitted to take the final test. The rules of the game were made by the monopoly provider of instruction and training, and the applicant had no other alternative that to play by the rules. The test was relatively demanding, and the level of corruption was much lower than it is today, while the system of motivating penalties was relatively strict. Among the results were very favorable accident statistics. Unfortunately, the entire present system of preparation of new drivers and of additional training for certain categories of professional drivers does not respect the entirely new social environment, and it stands on the aforementioned foundation (and premises). It’s effectiveness is, logically, inadequate (see point C.).

3.3 Third combination

The consequence of the absence of pressure from providers of training (test preparation), and in the worst case of a corresponding lowering of the level of the final testing and of the environment of motivating penalties will necessarily be the very poor quality of new drivers, with all of the accompanying phenomena. Besides that, the level of discipline on the roads will decline generally, and even many individuals with many years of driving experience will tend to violate traffic law, increasing their likelihood of involvement in a traffic accident. This situation is typical for all post-socialist countries and for certain other EU countries (Cyprus, Greece) – see Diagram C below.



4. CONCLUSION

The system of driver education in the Czech Republic needs to be put onto an entirely new foundation, for which it is necessary to abandon the theoretical model on which driving schools were based until 1989. The most effective approach appears to be based on a demanding final examination of adequate scope, taking place in an environment with a low level of potential corruption (actively stimulating the pupil to achieve the objectively required exper-

tise). Its quality is affected by an appropriately established, actually functioning system of motivating sanctions, which is at the same time another strong motivator for the pupil when preparing for the final examination. As a consequence, the pupil will choose adequately demanding preparation (and, of course, an adequately qualified provider of the preparation in question). Besides indisputably increasing the competence of new drivers, it will be possible to reduce greatly the bureaucratic involvement of the state in the phase of preparation for the final examination (ineffective inspections, etc.). Due to the above reasons, in the framework of a research programme of the Ministry of Transportation of the CR, the solution of Project TWIST, the objective of which is to design a national system of drivers tuition established on a new basis respecting the new social environment, has been in progress.

Statistical Analysis of Impact of Selected Factors on the Rate of Accidents

1. SPECIFICATION AND OBJECTIVES OF THE ANALYSIS

The objective of the analysis was to assess within the project “Stationary complex system of driver education and motivators for traffic rules observance on highways and roads “ in an objective manner, i.e. using mathematical and statistical methods dependence of the rate of accidents quantified by the number of fatal injuries in traffic accidents on the following selected (so called explanatory) factors (the mentioned analysis serves at the same time for work on the project “Methods and tools for increasing the reliability of the human factor in highway traffic safety in the Czech republic“):

- general prevention and road traffic regulations;
- training;
- examination of new drivers;
- post-examination period;
- sanctions;
- roads and vehicles (technical parameters);
- social events.

The analysis has been carried out based on the data on the rate of accidents in nine selected EU countries (the CR, Spain, Great Britain, Greece, Hungary, the Netherlands, Portugal, Sweden and Slovenia) during the period from 1970 to 2005.

2. INPUT DATA

The statistical data on the rate of accidents have been taken from the below defined official sources. Qualitative assessment of the considered explanatory factors has been obtained in the form of an expert assessment, this in particular from inputs received from the project SUNFLOWER+6 (www.sunflower.swov.nl).

2.1 Organization

2.1.1 Centre of traffic research

The website of CDV (www.cdv.cz) contains a large amount of statistical data concerning accidents on roads. Publicly available data are for the period 1995 – 2002.

2.1.2 IRTAD (International Traffic Safety Data and Analysis Group)

Data about the number of fatal injuries per 100 000 citizens in each of the nine considered countries are available on the website of IRTAD (www.irtad.net).

2.2 Analyzed data

For the purpose of the analysis, each of the nine assessed countries is characterized by:

- the time series determining the number of fatal injuries per 100 000 citizens (graph, table);
- the explanatory factors characterizing the environment – expert assessments;

Those qualitative factors are included in the original study in the form of a table specifying changes in the environment in each of the 9 monitored countries during 1970 – 2005.

For assessment of issues in each country during the monitored period, the data received from conclusions of the research task SUNFLOWER+6 were used, as defined above – specific data for each country are provided in the final study of TWIST project in the appendix at the end of the study.

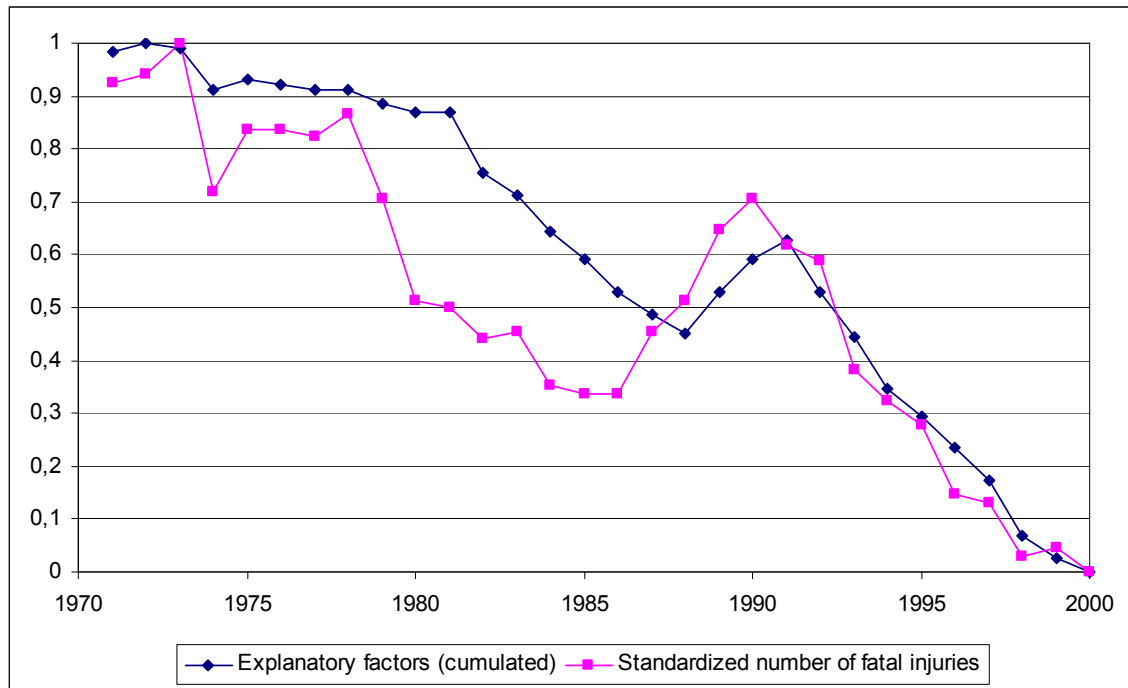
3. STATISTICAL ANALYSIS

The analysis of the relationship between the rate of accidents and selected factors has been carried out on a sample of 9 EU countries – the Czech Republic, Spain, Great Britain, Greece, Hungary, the Netherlands, Poland, Sweden and Slovenia. It is based on time series containing data from the period 1970 – 2000 specifying:

- development of the rate of accidents expressed by the number of fatal injuries per 100 000 km;
- qualitative levels of individual explanatory factors – general prevention and road traffic regulations; training; examination of new drivers; post-examination period; sanction system; roads and vehicles; social climate.

The above mentioned input data were available in the form which required, before the analysis itself, relatively wide pre-processing (quantification of factors, weighting of factors and countries, various transformations of data, etc.) which is not a part of this version of the submitted report. From the mathematical point of view, methods of non-parametric correlation analysis were used for processing resulting in the following conclusions:

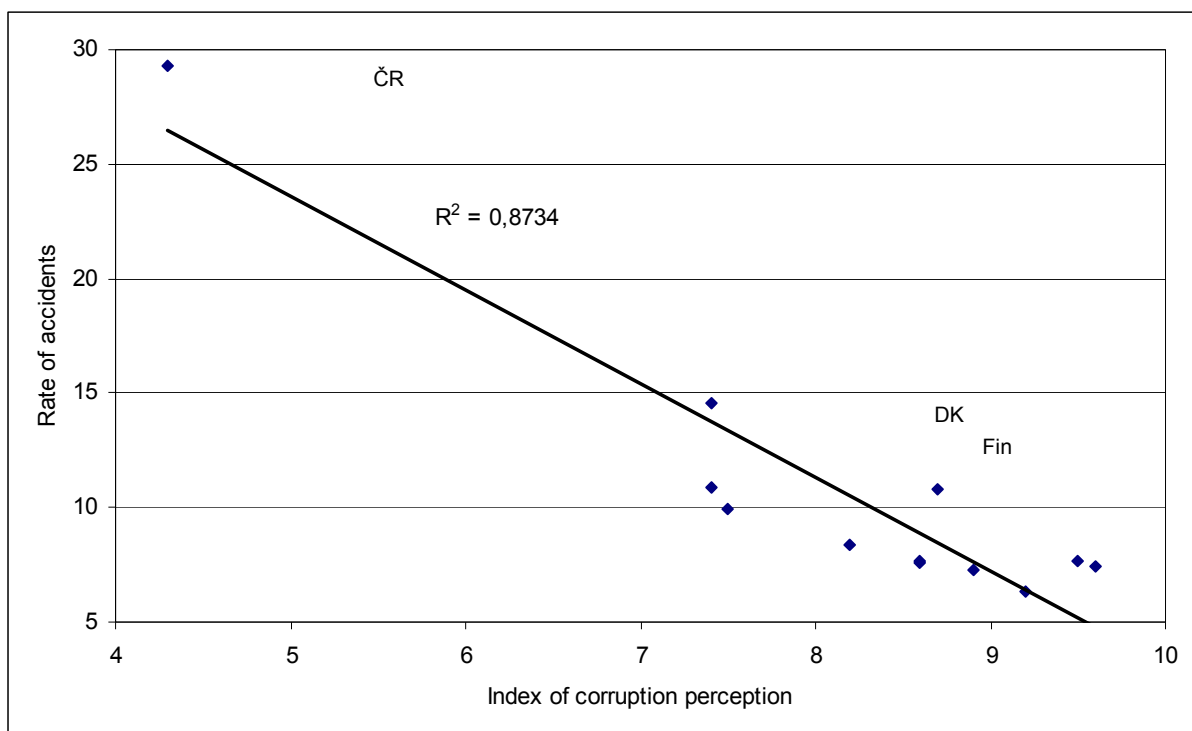
- the selected explanatory factors determine really in a decisive manner the rate of accidents, and it is not therefore necessary to consider introduction of other explanatory factors. This fact is obviously demonstrated not only by the following graph No 10 but it is also objectively achievable by exact statistical methods – more than 90% of all changes in the rate of accidents can be clarified just using the considered explanatory factors.



Graph 1: Development in time of the rate of accidents and explanatory factors

- The analysed data have proven that the following group of explanatory factors has a decisive influence on the rate of accidents – sanctions system, general prevention and relevant requirements of the road traffic regulations, roads and vehicles, and the social climate. Influence of other factors (the level of training, examination of new drivers, post-examination period) cannot be considered as demonstrative.
- An internal classification of the sanctions factor into several components allows identification of fundamental components. In this regard, the following have proven as fundamental - the quality of imposed sanctions (the amount of fines, point system, forbidden driving, progressive rates in the case of repeated delinquency, existence of discouraging sanctions for especially unwanted delinquency), the quality of the method and consistence of enforcing of the sanction (communication between the Police and the acting authority, progressive increase in sanctions, etc.) and the quality of bodies dealing with delinquencies.

- Influence of the social climate and its changes on the rate of accidents are important. For example “fast” democratising processes in post-communist countries influenced negatively the rate of accidents, in particular in the Czech Republic. Another argument documenting importance of this explanatory factor is a surprisingly high value of the determination coefficient – see the following graph No 11 expressing the relationship between the index of corruption perception and the rate of accidents, this time expressed as the number of fatal injuries per road kilometres in selected countries – Austria, Belgium, Czech Republic, Germany, Denmark, France, Finland, Great Britain, Ireland, Norway, the Netherlands and Sweden.



Graph 2: Relationship between the rate of accidents and the index of corruption perception

- Another identified factor is the fact that events negatively influencing the rate of accidents do not have entirely recurrent nature and show certain inertia. For example poorer moral of drivers resulting from social changes, non-quality sanction system, etc. have a more negative influence on the rate of accidents than the “reverse” changes with positive influence – there is no “return” to the original status.
- In addition to influence of the mentioned main explanatory factors, attention in the analysis was paid also to assessment of influence of some specific characteristics of training – the necessity to undergo at least part of the driving training in a professional driving

school, the obligation of a basic preparation of teachers, existence of a control system of teachers and driving schools, a minimum number of obligatory hours of practical driving training, the real number of undergone driving training hours, the length of practical examination and existence of testing period. In this regard it is possible to state that none of the mentioned characteristics of training has proven a statistically significant influence on the rate of accidents expressed in the number of fatal injuries per the selected number of citizens, resp. per the selected number of road kilometres (the same conclusions are valid for the number of injured persons in traffic accidents).

Preparation of New Drivers

Determination of the Method of Preparation of New Drivers

Concerning whether to permit a different form of preparation of a future driver from what has existed until now in this country (i.e. strictly in a certified driving school), it is necessary to be aware of the tendencies and situation prevailing in the other EU member states, and especially in the traditional EU member states (the EU15 states) in connection with indicators of the development rates of traffic accidents and of their consequences. Paradoxically, the countries with the best traffic accident rates are the countries that have either optional or partially optional instruction and training in driving schools. The paradox stops appearing to be a paradox when we realize what the main factors are that favorably impact traffic accident rates (see the Annex concerning the results of statistical studies).

Basically, in the case of preparation for the driver's license ("Dr.L.") type B group that concerns the largest portion of our population, there is no reason to insist on strict preparation in the area of practical driving only in an accredited driving school, but at the same time it is necessary to determine who can be a supplementary, non-professional teacher, partly to ensure the necessary quality of preparation while ensuring necessary safety with the participation of laypersons, and partly to prevent the emergence of parallel (unlicensed) driving schools. On the basis of the proposed concept, we recommend that pupils preparing for all types of DR.L. complete full preparation during the first phase in the area of traffic regulations, followed by practical training in the technique of handling the given group of motor vehicles, **followed by a test on traffic rules and the theoretical principles of motor vehicle maintenance and a practical test of the operation of a motor vehicle on a driver training ground. This solution would ensure that pupils preparing for their final exam on the operation of a motor vehicle would undergo practical driver training in traffic and would master relevant traffic rules to the necessary extent. This should involve individuals who are preparing to get the first driver's license of their lives, and not supplementary instruction and training (typically B+E, C, C1, D, D1, C+E, C1+E, D+E, D1+E, A1/A2, A2/A).**

After successful completion of both parts, pupils may proceed to the next phase to undergo more (now purely practical) training. After the required portion of driving instruction, instruc-

tion at a driving school may be interrupted for a definite period, followed by training under the supervision of a designated person; this would apply only to applicants for a type B DR.L. Pupils preparing for a final examination for obtaining a type **B+E, C, C1, D, D1, C+E, C1+E, D+E, D1+E, A1/A2 or A2/A driver's license may commence practical driving in traffic without having passed a final examination on traffic rules and the theoretical principles of motor vehicle maintenance, but passing the test would be a condition for the pupil to apply for the practical driving final exam. The practical exam of operating a motor vehicle on driver training grounds would take place at the same time as the test of practical driving in traffic.**

While providing instruction, non-professional teachers will assume full legal responsibility for the operation of the motor vehicle driven by a DR.L. applicant. The advantage is that the applicant is able to familiarize him/herself with driving a motor vehicle even under conditions that would not normally arise during training (various weather conditions, varying density of traffic, more experience with rural driving incl. motorways, driving and independent orientation in various cities, naturally only in the Czech Republic). It is a notorious fact that during the first two years after earning a DR.L., the rate of accidents caused by beginning drivers declines steeply, partly because of the drivers' quick acquiring of desirable driving skills. This involves not only driving under the aforementioned varying conditions, but also the independent driving of a greater number of kilometers (in the thousands – during training in driving schools, in the best case pupils drive ca. 500 km, generally in the vicinity of the driving school or, to be precise, at the site of the future test). It would be desirable to put a special marking on the vehicle (markings on the front and back of the vehicle would suffice).

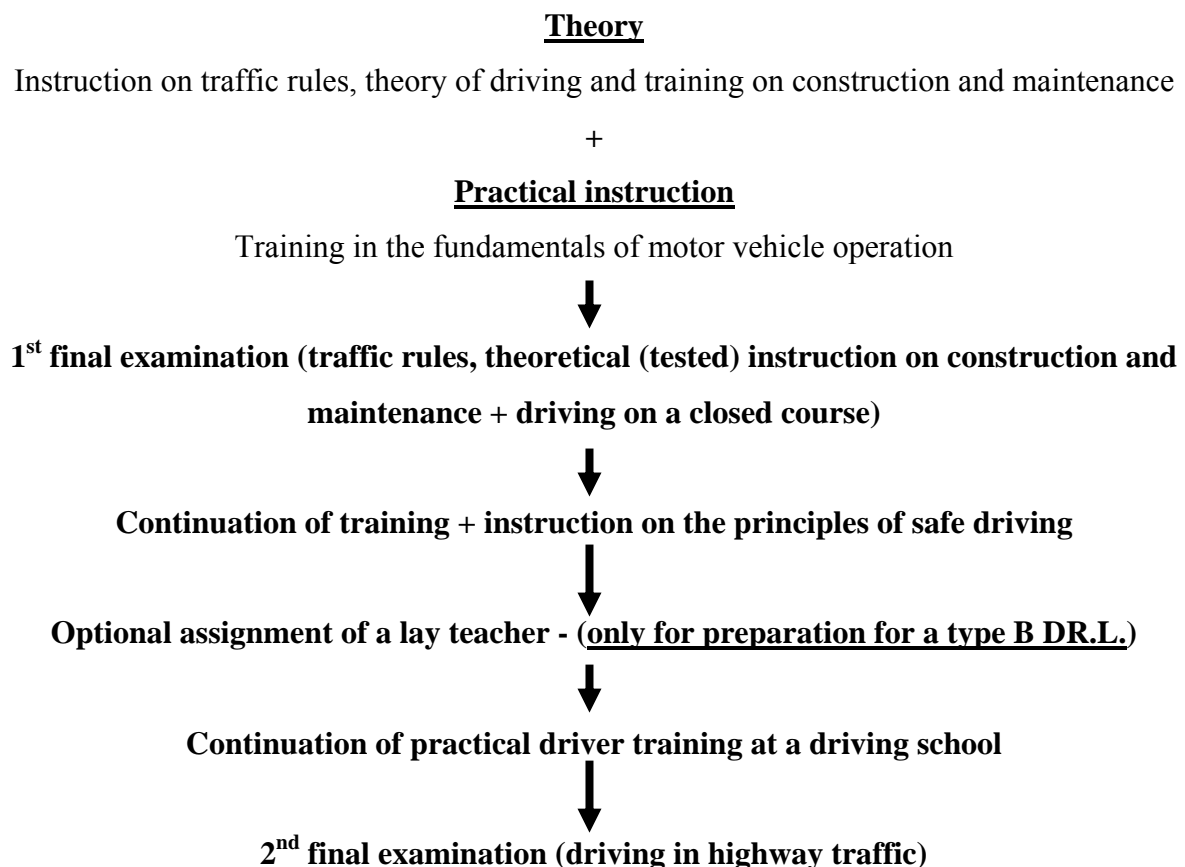
This would secure not only the practicing of the usual application of traffic rules while driving, but would also familiarized the pupil with more advanced vehicle driving methods and with more demanding driving conditions. Since driving would be under the supervision of a relative, we also expect that the 4th (and highest) phase of the GDE-matrix will be involved (although only partially), and this is highly desirable.

During the established period (we recommend a time limit of ca. one year), the pupil will complete the required number of practical lessons in a driving school, then will pass the required practical test, followed by a trial period of two years.

Generally, for a type **A DR.L.** this cannot be permitted for technical reasons. The new Directive 2006/126/ES (hereinafter the “Directive”) speaks of gradual access to a type A DR.L., so it can be expected that drivers will have access to higher-powered motorcycles when they both have more experience and reach a minimum of 24 years of age). On the other hand, **types C and D** assume that the trained persons already have a type B DR.L., so training does not consist so much of the application of highway traffic rules during independent driving of a vehicle as of practical familiarization with the parameters of the vehicle driven (including its dimensions and peculiar technical characteristics). The involvement of laypersons during the practical preparation of an applicant for such a DR.L. is therefore out of the question. This also applies for the extension of DR.L. types B – D to type E.

We therefore recommend the following:

The new organization of preparation of applicants for a type B DR.L.:



Initial Requirements for Driver's Licence Applicants

A. REQUIRED MINIMUM AGE

The Directive establishes in great detail the minimum age of applicants for various types of driver's licenses, while at the same time permitting the modification of the stated requirements according to national requirements (traditions).

We recommend the following:

The Directive establishes the minimum age that an applicant must reach for a specific type of driver's license. If we compare the requirements of the Directive with current Czech legislation, we find a number of differences, and it is furthermore necessary to remember that unlike the Highway Traffic Act, the Directive mentions a type A2 driver's license, while it does not recognize a type A license for operating motorcycles with a power rating of up to 25 kW or with a power-to-weight ratio not exceeding 0.16 kW/kg and a type A license permitting the driving of motors exceeding those limits (so-called type A without limitation).

Definitions of the individual types of driver's licenses are found in the more detailed Czech version of this final report and, of course, in Article 4 of the actual Directive.

We recommend setting the following minimum age limits for obtaining the various types of driver's license:

AM – age 16

Traditionally, the minimum age in the Czech Republic has been set at 15, but it is necessary to take into consideration the fact that young individuals are among those at the greatest risk of traffic accidents with serious consequences. This conclusion is respected indirectly by the Directive, which states in the introduction (under no. 11) that “Member States should, however, be allowed to establish a higher age limit for the driving of certain vehicle categories with the goal of further supporting highway traffic safety.”

The chief role of motorcycles has long been that of a recreational vehicle rather than that of a means of transportation. Various research studies indicate the clear conclusion that young individuals riding motorcycles for their own enjoyment are the greatest hazard for highway traffic safety. This is another reason that suggests raising the minimum age for driver's licenses to 16.

Finally, if we will continue insisting that training for motorcycle driving may take place only in the traditional manner, i.e. with a driving teacher sitting on a motorcycle together with a pupil, it will be necessary (as we state elsewhere) to permit the conducting of practical training for group A1 motorcycles (because of their having sufficient power for standard transporting of two people, but mainly because of the lack of sufficient load capacity). For a pupil to be able to handle a larger motorcycle, he/she must have a corresponding physique, and meanwhile there is an appreciable difference between fifteen- and sixteen-year-olds.

We would add that according to the Directive, any type of license issued would apply to vehicles of the AM group.

A1 – age 17

The arguments set forth above can be used.

A2 – age 19

The Directive states that the minimum age limit for group A1 can be raised from 16 to 17 or 18, as long as there is a difference of at least two years between the minimum age limit for group A1 and the minimum age limit for group A2 and as long as driving group A motorcycles is permitted only after at least two years of experience with driving group A2 motorcycles. At the same time, it is largely possible to use the arguments set forth for the group AM.

A – age 21 under the condition of at least two years of experience driving group A2 motorcycles, or else at least age 24

These two age limits come directly from the wording of the Directive.

B1 – age 17

The same arguments can be used as for type AM licenses. Furthermore, according to the Directive, type B1 is not required; in member states that do not introduce this type of driver's license, a type B driver's license will be required for the driving of those vehicles. We are not entirely certain about whether this type of DR.L. will be used frequently in the Czech Republic, and it would be appropriate to consider whether to exercise the option in the Directive by not using this type of license at all in the future.

B and B+E – age 18

The Directive allows for lowering the minimum age to 17, but we do not recommend this. So far, only Germany has been exercising this option since 2005, with the provision that until age 18, driving a vehicle is only permitted only under the supervision of a relative.

C1 and C1+E – age 18

The minimum age remains unchanged.

C and C+E – age 21

This is a noticeable change compared with practice that has been in place for years. The Directive does, however, allow for lowering this limit to age 18 under the condition that the driver is driving a vehicle

- used by a fire department or used for maintaining public order,
- being test driven in connection with its repair or maintenance.

We recommend implementing the aforementioned optional exceptions. Especially for vehicles being test driven in connection with maintenance or repair, the strict application of the minimum age of 21 could cause problems for young vehicle maintenance workers – they would then not even be able to move vehicles being repaired within the grounds of repair facilities etc., and this could greatly reduce their employability. This would furthermore render impossible the training of relevant secondary school apprentices and pupils to prepare them to earn a type C DR.L., and that would certainly reduce the expertise and preparedness of graduates of those schools. At the same time, this measure would have no impact on highway traffic safety.

D1 and D1+E – age 21

The minimum age remains unchanged.

D a D+E – age 24

This is another noticeable change compared with practice that has been in place for years. The Directive, however, allows the lowering of the minimum age to 21 under the condition that the driver is driving a vehicle

- used by a fire department or used for maintaining public order;

- being test driven in connection with its repair or maintenance.

We recommend exercising the option of using this exception. Particularly for vehicles being test driven in connection with maintenance or repairs, the strict application of the minimum age 24 would cause problems for young maintenance workers. At the same time, this measure will have no impact on highway traffic safety.

B. PASSING A REQUIRED MEDICAL EXAMINATION

As far as the taking of a required medical examination is concerned, Annex No. III of the Directive sets forth the requirements in detail. In view of the specialized contents of this part of the Directive and the currently applicable legislation in the area of the evaluation of the medical fitness of drivers, we recommend that the comparison in question and the conclusions by within the jurisdiction of the relevant experts at the Ministry of Healthcare. The Czech version of the final report for Project TWIST compares in detail the Directive's requirements and the currently valid Czech legislation in the area in question. In view of the fact that it has been a tradition for many years in the Czech Republic for applicants for all types of driver's licenses to undergo a medical examination (performed by qualified general practitioners on the basis of an examination and study of the applicant's health records), it will not be surprising that the Czech legislative requirements covering the method of examining future driving school pupils are today basically stricter than required by the new Directive.

Criteria Imposed on Accredited Driving Schools

The traffic authority issues the permit in question under the conditions that the applicant holds the relevant trade licensing. At present, for an application for a permit to operate a driving school to be approved, the applicable provisions of the valid Act on Driver Education must be complied with. We believe that the requirements in question are also basically acceptable for the future, with a few minor changes:

It will be possible for a legal entity or a natural person to operate a driving school on the basis of a trade license issued in accordance with special legislation¹⁾ and **registration for operating a driving school, which would of course be issued by the traffic authority.**

Naturally, under the established conditions, an operator of a driving school may also be an organizational unit of the state that provides national defense and security (hereinafter an “organizational unit of the state”) – by its nature, this should involve its employees and service personnel.

An applicant for registration should primarily document compliance with legally mandated technical requirements, **and should be entitled to automatic registration if it is in compliance. The efforts of certain individuals to impose quotas in individual regions (setting the maximum permissible number of active driving schools) should not be accepted – if such efforts succeed, it would disrupt the market, and at the same time one would expect a deterioration of the quality of services provided. Last but not least, such a situation would be an open invitation for corruption.**

The Act further states the required formalities in an application for the issuing of a permit for operating a driving school. **Above all, it is necessary to consider the securing of the first aid training that should take place completely independently of the preparation of an applicant for a final driving examination (so that an applicant for a DR.L. secures his/her own training under the established conditions from a certified organization independent of the driving school and documents completion of training before commencing the final examination – for types of DR.L. for which two driving examinations are administered, before beginning the second of them).**

Furthermore, **we recommend that besides documenting of the legal status of the applicant for the instructional and training facilities, there should also be documentation from the relevant building authorities and health department that the premises in question are actually appropriate for the activity in question, and the maximum number of pupils that may be present on the premises in question should also be clear from the report.**

The Act also covers the technical conditions for operating a driving school, which must be documented to the traffic authority.

The technical conditions for operating a driving school are:

- a) driver training grounds or a training area of a driving simulator,
- b) areas for instruction and training,
- c) teaching aids,

d) training vehicles.

a) As far as the requirement for a driving school to have driver training grounds, the Act on Driver Education assumed, among other things, that the final examination would generally take place at the driving school, and the school would be required to secure driver training grounds that would be accessible for the testing of certain specific maneuvers. According to the amendment we are proposing, the tests would take place on premises of the testing organization, meaning that, among other things, the testing area in question would have parameters permitting the testing of the content stated in the Directive. The question, then, is whether it is necessary to impose this requirement on individual driving schools as well, and if so, what parameters those driver training grounds should comply with.

There is no question that the pupil's first practical steps should take place with the exclusion of other traffic, but at the same time, the pupil should have the chance to practice typical actions that will be tested during the maneuvering test with a motor vehicle at the testing organization (and, at the same time, the mastery of the maneuvers in question should mean that the pupil is fit to continue with practical training on public roads).

We recommend requiring driving schools to have available an area where other vehicular traffic will be excluded while training is taking place (this area need not be reserved 24 hours a day only for the driving school; sufficient, for example, would be a separate portion of a parking lot – naturally after approval by its owners). The area should have an appropriate (paved) surface, which must permit at least the practicing of:

- starting and stopping the vehicle
- driving straight forwards and backwards with a sliding clutch
- smooth starting of the vehicle with shifting into higher gears, up to at least 3rd gear, and smooth deceleration with successive downshifting to lower gears
- driving on a slalom course forwards and backwards
- parallel parking, in a row, diagonally and perpendicular
- intensive breaking from a speed of at least 50 km/hour, driving around obstacles

It is necessary to remember that in some places (especially in Prague) the securing of an area with the aforementioned parameters can be a problem, so we would repeat that we recom-

mend that the area in question need not be reserved 24 hours a day only for the needs of the driving school and that, for example, a separate section of a parking lot would be sufficient. Also, nothing would hinder cooperation with a testing center, when a testing area that would more than satisfy the relevant parameters can be suitably offered to driving schools for their use.

b) Areas for instruction and training are required facilities for every driving school. Current legislation merely mentions the duty of driving schools to secure appropriate premises but does not define their parameters or state who is responsible for their approval. In more than one instance, instruction has been provided in the driving school owner's home or in a restaurant near his/her home, while at the opposite extreme have been the demands of certain authorities that a driving school document that their instruction facilities are used only for their purposes. Until now, the establishing of technical criteria has exceeded the possibilities of the relevant transportation authority.

We recommend having classrooms approved by the traffic authority after a preliminary report by the relevant building authority (which in turn generally requires a report from the health department). Thereafter, the decision in question will be rendered, determining among other things the maximum number of pupils that may be present simultaneously. We would add that efforts to inflate the number of spaces for pupils were motivated in part because final examinations were also being administered on the premises of driving schools, and the realization of the changes we are suggesting would obviate this.

We see no reason to force driving schools to use the premises in question exclusively for instruction of their pupils. For example, using the premises of various (secondary) schools would give driving schools appropriate facilities, and it is also necessary to remember that in this country there are now several organizations (convention hotels etc.) offering conference and lecture halls with perfect technical amenities incl. refreshments. We would add that these facilities serve without any limitations whatsoever for training events for experts from multinational organizations, so they certainly meet worldwide standards. On the other hand, while many driving schools own premises serving exclusively for their own use, but often enough the poor technical condition of those premises is obvious at first glance, not to mention their uncivilized atmosphere. So we would repeat – we should leave the report to the aforementioned building authority without any other limitations (the aim of which is generally to keep

the competition out of the market or to make life difficult for small driving schools, and not to improve the quality of services provided).

As far as the duty of equipping the training area with audiovisual aids, we recommend being very cautious about burdening driving schools with duties. If, for example, a driving school opts for application of the principles of e-learning, it will not need any technical equipment in its classrooms, while on the other hand, many driving schools today own video projectors including related programs, but the technology is used more as a way to give instructors a rest (the projector is turned on, the instructor leaves the classroom to attend to private business, then the projector is turned off after a definite period) instead of to improve instruction.

We recommend the following:

- do not insist on the use of technical models for the practical preparation of new drivers (it can be replaced by practical instruction with a real vehicle)
- there is no reason to establish technical requirements for teaching technology and software in classrooms
- consider the option of introducing e-learning for teaching new drivers (this is becoming commonplace for off-campus university studies)

c) As far as teaching aids are concerned, the Act on Driver Education states instruction on practical maintenance should be performed on a training vehicle and may be performed on several models. We recommend requiring practical maintenance instruction on training vehicles, but not requiring any particular models (the models often served the needs of the testing commissioners in the days when the final examinations were administered at driving schools – frequently, however, these were very old models that demonstrated automobile technology that was several generations old). Of course, there is no reason why a driving school cannot take the initiative in acquiring models above and beyond the requirements.

It should also be noted that for DR.L. types A and B/(E), future drivers really only need the basics of routine (amateur) vehicle maintenance and not details on vehicle construction and major repairs (still a tendency among the older generation of driving instructors).

Likewise for DR.L. types C and D incl. E, it is necessary to familiarize future drivers with the principles of basic maintenance for modern vehicles, as well as to teach them what to do in

the case of more serious breakdowns (marking the vehicle as an obstacle to highway traffic, requesting the assistance of a service expert etc.).

d) The parameters of training vehicles should comply with the minimum requirements imposed by the Directive for the administering of final driving examinations, but at the same time they must also respect the definitions for the various categories of driver's licenses that are also defined by the Directive.

We recommend leaving in place the present method of labeling training vehicles, and we also recommend considering the **introduction of a requirement for using an appropriate external rear-view mirror for the teacher when giving practical instruction** (for example, during training for expanding a DR.L. type B to type BE, a teacher has basically no possibility of watching what is happening behind the vehicle using an add-on interior rear-view mirror).

Concerning the duty for additional motorcycle equipment, the solution must be developed from the requirements imposed on the method of performing practical instruction and also, of course, of administering the final examination on practical driving (see the relevant part of this study). We recommend that the final examination take place basically without the requirement (possibility) of the commissioner sitting on the motorcycle together with the tested pupil. Instead, the tested pupil should be followed by the commissioner in a passenger car of the driving school driven by a driving school employee – the commissioner will give the tested pupil instructions through the driving school employee, and the instructions will be transmitted using radio communications equipment (the usual practice in Europe). As far as the actual practical training is concerned, in Europe the Czech practice of having the teacher (test commissioner) ride together with the pupil on the motorcycle is absolutely unique. On the other hand, that has been the tradition here for years, so we suggest having the test take place under the conditions described above, and training likewise in a similar manner (of course without the presence of the testing commissioner), and at the same time we recommend giving driving schools the option (but not the duty) of providing part of the training on a motorcycle equipped with dual controls, which might be a good idea especially for pupils who are total beginners, particularly at the very beginning of practical training.

More than once there has been discussion of whether to permit training vehicles of a maximum age. We are convinced that this would be unnecessary, since compliance with the Directive's requirements would in and of itself lead to major upgrading of the vehicle fleet.

Preparation of persons with physical disabilities – using a handicapped person's mechanically adapted vehicle that is not a regular training vehicle

Concerning the approval of classifying a vehicle for the performance of training by the relevant traffic authority, we recommend keeping the currently valid provisions of the Act on Driver Education, while it is necessary to emphasize that the relevant traffic authority is approving a vehicle that complies with the required parameters as a training vehicle. The vehicle in question must be appropriately labeled (for foreign readers, we would add that a vehicle used for the transport of disabled persons need not be equipped like a standard driving school vehicle, since it is assumed that it will serve for the training of only one specific physically disabled person).

Requirements for Driving School Owners

Personal qualifications

If the owner of a driving school is a person holding teaching certification, he/she must comply among other things with the Act on Trades. This primarily concerns the conditions set forth in paragraphs 6 and 7 of that Act, which states, among other things, that "the special conditions for operating a trade are expertise or other qualifications if required by this Act or by special regulations." Such a person must hold teaching certification issued covering the preparation of drivers for the relevant types of driver's licenses.

It is self-evident that the teaching certification of a driving school teacher-owner should cover the full range of (even the potential) permitted activity of the driving school. Therefore, in the future, it would be desirable in this case to avoid situations where the owner of a driving school is authorized on the basis of teacher certification to teach drivers of passenger cars, but then hires a worker with teaching certification for other types of licenses (e.g. C or D), thereby almost automatically fulfilling the conditions for the issuing of a permit to operate a driv-

ing school offering training for future drivers not only of passenger cars, but of trucks or even busses as well.

Understandably, this situation can be dealt with by instituting a so-called legal representative (which may also be done even if the driving school owner is not a driving school teacher). Again, however, the philosophy outlined above should be followed, so that the extent of the permitted activity of the driving school would be derived from the real qualifications of the designated responsible representative. We don't think that in the future the expedient solution should be tolerated where the responsible representative is a person with the minimum level of teacher certification (e.g. only for practical training of a type B license), while the driving school is using the services of individuals (even as independent contractors) with a higher level of teaching certification than that for which the permit for operating a driving school is derived.

The Act on Trades furthermore states that the “responsible representative must participate in the operation of the business to the extent necessary.” The thorough application of this provision confirms the solution we recommended above – the quality of a driving school's activity truly requires the real participation of the legal representative in the daily operations of the driving school. Besides this, the legal representative bears the responsibility for any determined violations, and for those violations he/she may even be prosecuted (this is sometimes not realized by the many individuals who often only pretend to be holding the position in question).

Special professional course for driving school owners

While in Slovakia and Hungary for example, the tendency is to require driving school owners to complete a special course focusing mainly on business matters (legislation relating to business, accounting, management basics, personnel etc.), we regard such a step to be unnecessary – firstly, it is for individuals to decide whether they want to go into business (if they have the wrong ideas, they will run into problems with the relevant public authorities), secondly (and this is the main thing), those skills have no measurable impact on highway traffic safety. Besides, as was stated above, the owner of a driving school can appoint a responsible representative with the relevant qualifications and can also employ experts with qualifications in the areas of administration, use outsourcing etc.

Age

According to regulations governing trades, the minimum age is 18.

Holding of the relevant DR.L.

There is no reason to require the holding of a DR.L. – if the owner of a training facility is not a teacher, he/she does not need a DR.L.

Clean criminal record

A general regulatory requirement for owning a business. This is assisted by the Act on Trades, which states that one of the general conditions for operating a business is a clean criminal record, while the second paragraph of that section clarifies that a person is not regarded as having a clean criminal record if he/she has been convicted

- a) and sentenced to imprisonment for a crime committed intentionally, whether independently or in connection with other criminal acts, and if an unconditional sentence of imprisonment for a term of at least one year has been imposed,
- b) of a crime committed intentionally if the criminal act related to business and to which section a) does not apply, or
- c) of a crime committed out of negligence, if the criminal act was related to the field of business,

unless he/she is regarded as if not having been convicted.

At the same time, we need to take into consideration whether the owner or the legal representative has a clean criminal record in the area of highway traffic safety. This involves not only persons convicted of unintentional traffic felonies (unless the person is regarded as not having been convicted), as was stated above. Among other things, the owner of a driving school should have a kind of moral authority in the area of complying with important legal regulations that have a direct impact on highway traffic safety, so even the commission of some infractions that are not felonies could be grounds for considering whether the individual in question is a suitable candidate for the position of an owner or legal representative of a driving school.

Medical or psychological fitness

This concerns the owner of a driving school, so in general, unless he/she is a certified teacher at the driving school, competence to perform legal acts is sufficient.

Requirements for Teachers

General qualifications

In Europe, the approach to this question is quite variable, ranging from total benevolence to the requirement for a two-year professional training course at a university. At the same time, it is necessary to realize that at first glance, traffic accident rates definitely do not show benevolent practice to be a negative (the opposite is the case). For decades in this country, a college-prep high school diploma has been the minimum requirement, with exceptions permitting instruction by vocational secondary school graduates in mechanical or transportation fields (for practical training instructors).

The tendency (on the continent) is to require at least a college-prep high school diploma, but practical experience has shown that traditionally the best and hardest working teachers have been vocational school graduates – among other things, this is connected with the fact that a person's skills and professional training should match the requirements of their job, so being overqualified for a job that is not very demanding is something of a handicap.

Special professional course, age

Current Czech practice requires completion of a special preparatory course for future teachers, provided by driving schools under established conditions. Established practice dates back to the time when Svazarm (Union for Cooperation with the Army) was in charge. In principle it is the right approach, but there are a few controversial areas:

- persons wanting to become a driving school teacher must find a provider of a certification course – this can be complicated, because in today's market environment, every potential course provider will consider whether he/she wants to prepare a potential competitor. In the days of Svazarm, when there was a monopoly – except for the ČSAD training center for bus drivers and a few other transportation companies – the situation was clear. Either they needed you and would train and hire you, or they didn't.
- The quality of preparation since 1989 has not been and still is not by any means always at the required level. Preparation is usually derived pragmatically from the final professional examination requirements (so many theoretical and practical units are reported only administratively as having been fulfilled, without the real participation of the individual being prepared).

- At the turn of the millennium, an attempt was made to prepare future teachers at an accredited training center in Pardubice. While the basic idea was certainly correct, the quality of training was poor and the cost was high (you had to pay not only for your course, but also for accommodations along with the indirect costs from missing work). The experiment was dropped.

In general, a future driving school teacher must be prepared in the following areas:

- knowledge of relevant legislation (this will basically involve more in-depth knowledge than is required for a motor vehicle driver), the actual ability to drive a vehicle at an appropriate skill level (among other things, taking into account mutual consideration, the principles of defensive driving and environmental protection), and finally, appropriate knowledge of the fundamentals of automobile technology and the principles of performing practical vehicle maintenance;
- knowledge of the current curriculum for the providing of training, and the legislative principles for operating a driving school (i.e. the Act on Driving Schools incl. corresponding implementing regulations) and the requirements imposed for the administering of final examinations for driver's license applicants;
- thorough familiarity with the fundamentals of correct communication when training pupils and relevant pedagogical principles;
- the ability to assess pupils' ability correctly and to identify accurately their weaknesses;
- thorough knowledge of the goals in the area of preparing drivers (GDE-matrix).

In late 2004 the professional community was familiarized with a proposed concept dealing with the preparation of driving school teachers. This involved the conclusions of the project **MERIT – Minimum European Requirements for Driving Instructor Training**. The project was implemented by the organization CIECA with the financial support of the European Commission). Although the conclusions were not binding, they were stated in full in the Czech version.

In Europe one finds systems of preparation ranging from strict requirements for completion of a two-year course at an accredited university to completely self-guided training in accordance with rules that are set in advance and are public knowledge, with the whole cycle of prepara-

tion continually completed by tests of individual required subjects. In view of Czech traditions and the role that driving school teachers have played and surely will continue playing, we recommend that each prospective driving school teacher go through an established training course. The provider could be a driving school under precisely defined conditions (e.g. preparation under the supervision of a person with the relevant teacher certification and at least 5 years of teaching experience during the last 10 years) or by the testing organization – this measure would open up the job market in regions where the existing driving schools are not interested in preparing new teachers (potentially their own competitors), resulting in a market deformation and all of the consequences that go with it.

Holding the relevant driver's license

We recommend that, in accordance with European trends, we require the holding of the relevant type of driver's license for at least 3 years.

Clean criminal record

Since a driving school teacher has to be a sort of moral model for future drivers, we recommend that the same demands be placed on them relating to highway traffic safety as for the owners of driving schools.

Persons should be disqualified from being driving school teachers if they have been convicted of a crime of negligence if the act relates directly to driving a motor vehicle, unless he/she is regarded as if not having been convicted.

Medical or psychological fitness

Besides a report from a qualified medical general practitioner (requirements like for a type C or D DR.L.), it is necessary to insist on the undergoing of a relevant psychological examination, taking into account, among other things, the extreme demands imposed by the profession. It is also necessary to assess whether an applicant has the ability to work as a pedagogue.

When evaluating the suitability of an applicant for the driving school teaching profession, we recommend using the following questionnaire created by Dr. Seidlic, which has been used successfully for years in traffic psychology practice:

SPECIFICATION OF PSYCHOLOGICAL FITNESS DEMANDS FOR DRIVING SCHOOL TEACHERS – INSTRUCTORS

The psychodiagnostic requirements for the optimum selection of a candidate for the position of driving school teacher can generally be characterized as follows:

- 1/ This is a special traffic-related profession, regulated by relevant, binding legislation.
- 2/ The functional competency requirements and duties give this profession a leading place among professional drivers.
- 3/ Of the general psychodiagnostic criteria, one may list:
 - a problem-free medical, family and professional history, the appropriate age and expert driving experience;
 - a well-composed personality (a so-called non-aggressive type);
 - preference should go to an extroverted, cyclothymic personality with a lower level of misanthropy;
 - prerequisites for pedagogical activity – in particular, average intelligence, good-quality verbal skills, adequate level of empathy towards clients (driving school pupils) including a rational approach to problem solving;
 - under laboratory conditions, there must be proof of a good (at least average) standard value of spatial orientation and coordination, good attention and vigilance (focusing of perception and decision making in the presence of unexpected external stimuli); there must also be experimental proof of a higher level of resistance to time-demanding stimuli (resistance to stress and frustration);
 - the ability to clarify the basic factors of the relatively independent dimensions of driver behavior while driving (on the basis of previous driving experience), namely:
 - a/ active, dynamic – careless versus careful behavior while driving
 - b/ fast versus slow driving speed
 - c/ less frequent, weaker versus aggressive use of the clutch – “gas – brake” driving
 - d/ moving the steering wheel smoothly versus twitching, hand crossing, “milking”
 - e/ cautiously tolerant, helpful versus intolerant, peevish behavior
 - f/ less versus more driving experience relative to levels of excitement and frustration
 - g/ decisive, targeted versus an indecisive, untargeted way of driving

For examinations, a differentiation is made between requirements for teachers who will be licensed for theoretical and practical subjects including practical driving and persons who will only be licensed for training in driving motor vehicles. For teachers licensed only to teach practical driving, a secondary education (without a diploma) should be sufficient in combination with the aforementioned requirements, while for teachers who will be authorized to teach both theoretical and practical subjects including practical driving are expected to have a secondary school education with a diploma, again in connection with the aforementioned requirements. There should also be differentiation for existing teachers with years of experience and good results, in which case they might be excused from having a diploma. We definitely do not regard it as necessary to force (future) driving school teachers to be graduates with so-called pedagogical minimum requirements, as was done during a certain period in the past.

QUESTIONNAIRE ON THE DRIVING STYLE AND BEHAVIOR OF DRIVERS

From your own experience, explain why several driving styles and kinds of driving behavior are positive or negative / for some, it is enough to put a plus sign /+/, for others a minus sign/-/, while for others, where there is room, give an explanation – your opinion:

- 1/ Active, dynamic and careless behavior while driving
- 2/ Slow driving speed
- 3/ Fast driving speed
- 4/ Deliberate, cautious behavior while driving
- 5/ Less frequent, weak stepping on the clutch
- 6/ Stomping on the clutch, “brake – gas” driving
- 7/ Smooth movement of the steering wheel
- 8/ Hand crossing, jerking the steering wheel, “milking”
- 9/ Cautiously tolerant, helpful behavior behind the wheel
- 10/ Intolerant, peevishly stubborn behavior behind the wheel

- 11/ Less driving experience and a state of excitement or failure a few hours before driving

- 12/ More driving routine and excitement or failure a few hours before driving

- 13/ A decisive, targeted and focused way of driving
 - 14/ An unfocused and indecisive way of driving
 - 15/ What can be caused by an important factor like caution for a very experienced driver driving in a well-known environment where he has already driven a thousand times?
-

Criteria imposed on non-professional teachers

Age

It is clearly necessary to insist that a non-professional driver be a mature person – for this reason, we regard the minimum age to be 25.

Qualifications

In view of the role to be played by a non-professional teacher in the system of preparing future drivers, it doesn't make sense to require a minimum level of qualification. The important thing is for the person in question to be of sufficient moral maturity, and the person will be required to have had adequate driving experience.

Length of time holding the relevant DR.L.

The system in question will only be applied to preparation for future drivers of passenger cars, so in accordance with the requirements for professional teachers, we would regard the holding of a type B DR.L. for three years as the minimum requirement.

Clean criminal record

Since a driving school teacher has to be a sort of moral model for future drivers, we recommend that the same demands be placed on them relating to highway traffic safety as for the owners of driving schools.

We recommend applying the same conditions to non-professional driving teachers as were stated above for the owners of and teachers at driving schools.

Necessity of having your own permit

We recommend that the permits be issued by the traffic authority supervising driving schools (in the 1st stage). Among the requirements for issuing of this permit is passing a theoretical exam on highway traffic rules at the level for type B DR.L. applicants (tied to the time of the

issuing of the permit for providing of the instruction being applied for – max. 1 month before the submitting of an application for a permit to provide instruction).

One of the arguments of professional teachers and driving school owners in the Czech Republic is the increased risk of traffic accidents (especially of those resulting in injuries and deaths). Experience abroad (United Kingdom, Finland, Sweden), however, indicates that these results do not occur to a significant extent, especially in comparison with accident rates during practical preparation at certified driving schools. Experience in Sweden and Norway indicates that a greater number of hours spent with a non-professional teacher greatly lowers the accident rates of new drivers once they start driving alone (i.e. after passing the final examination). It is assumed that it is necessary to drive at least 5,000 – 7,000 kilometers with a non-professional teacher in order to achieve the desired effect. **The main benefit of practical training under the supervisor of a non-teacher** is the sharp reduction of accident rates of new drivers, especially for serious accidents. The explanation is that the greatest problems are encountered with drivers of passenger cars with less than two years of experience, during which they drive a maximum of 5,000 – 7,000 km. After they have driven that number of kilometers, there is a noticeable drop in the rate of accidents with serious consequences. So if these riskier kilometers are driven already during training for the final examination and under the supervision of a passenger who is an experienced driver (i.e. a non-professional teacher) who can offer important advice or who can intervene in the driving in the case of an acutely imminent danger, the future driver can get through these risky situations without the occurrence of undesirable consequences, but can learn the relevant lessons from the situations as they arise and are handled.

Expert preparation of non-professional drivers

Non-professional teachers should have proven knowledge not only of the relevant traffic laws, but also of the fundamentals of providing the relevant practical preparation (although on a non-commercial basis). We recommend that each applicant who satisfies the basic criteria stated above and who also passes the test on traffic rules be required to participate in a training course of ca. 2 times 4 to 6 hours with the following contents:

Day one:

- basics of traffic psychology (with an emphasis on working with youth) and pedagogy
- methods of training for the area of practical driving incl. familiarization with the demands imposed on type B DR.L. applicants for the final examination

Day two:

- legal liability of the teacher and pupil for operation of a motor vehicle and the consequences of traffic accidents
- statistics on traffic accident rates including their causes
- practical preparation of a lay teacher in the area of providing training (this mainly involves familiarization with the principles of prompt and appropriate intervention in the driving of a motor vehicle)

We recommend that this preparation be organized by the testing organization (for a reasonable fee that would at least cover the cost of providing preparation), but we would not rule out possible cooperation with selected driving schools. We do not expect that participation in preparation would take place during participants' work hours (which would force people to take holiday leave). Since the testing organization would provide this service for a fee and since the activity could be performed at any branch of the testing organization in the country, market mechanics would insure general consensus between the service provider and the customer.

The non-professional teacher's personal relationship with the pupil

It was stated above that non-professional teachers absolutely may not become underground driving schools that can provide their services to the general public. The relevant permit will only be issued for practical driving with a relative.

The vehicle used for training with the escort of a non-professional teacher

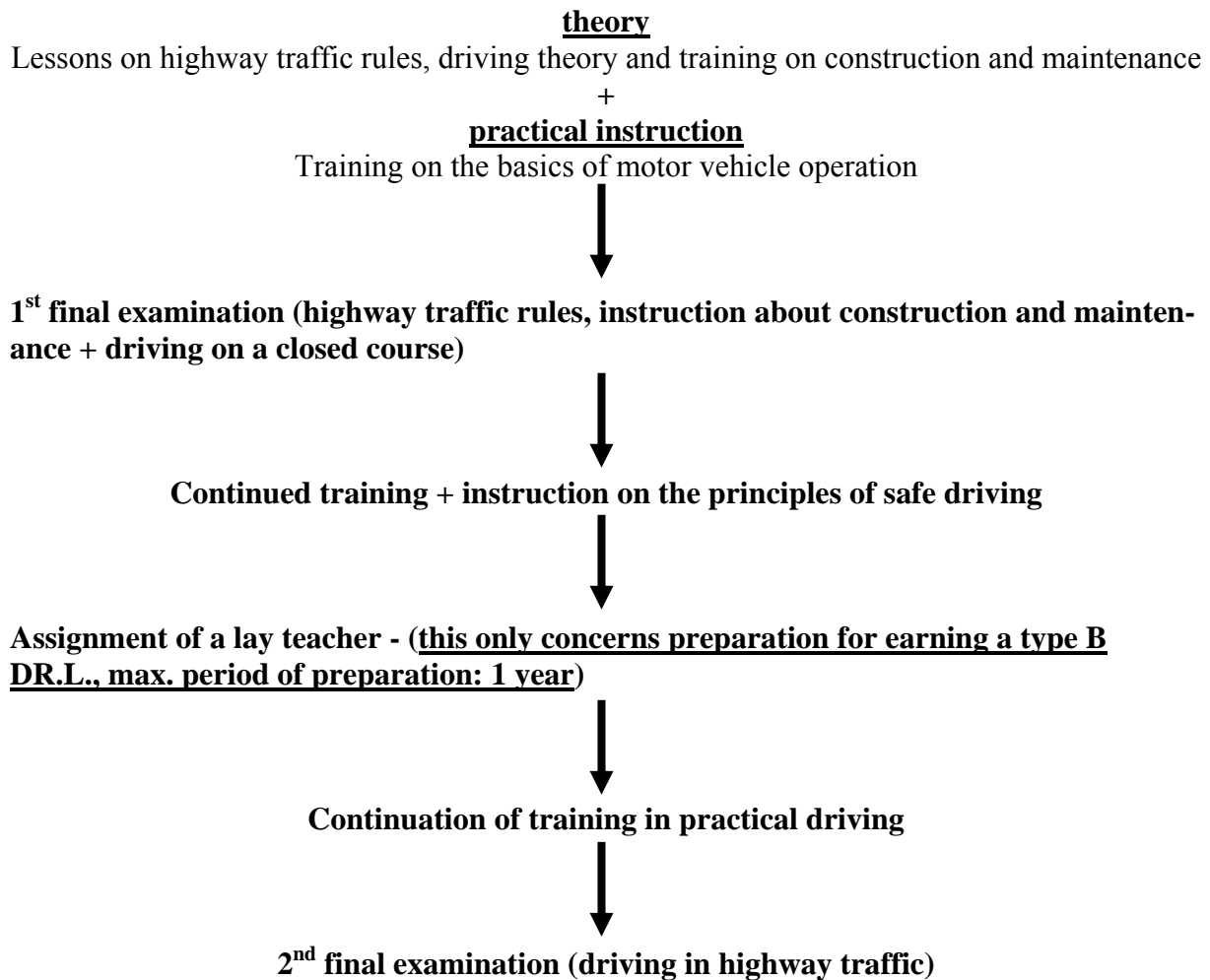
Markings

The vehicle must be roadworthy, and this should be documented when submitting the application for a permit for providing training. Special markings must be placed on the front and rear of the vehicle – ca. the same size as the markings used for beginning drivers. These markings are necessary to ensure necessary highway traffic safety.

Required curriculum record keeping

It is necessary to keep a trip log (to be used only for trips when the pupil is driving) for checks that the vehicle is being driven by the person that is the pupil in training and that the preparation is being performed under the supervision of the person with the relevant permit.

SEQUENCE OF BOTH PHASES OF PREPARATION OF DRIVER'S LICENSE APPLICANTS



Extent of practical preparation under the supervision of a non-professional teacher

In an accredited driving school, the pupil must complete full instruction on highway traffic rules, must become familiar with the theoretical and practical aspects of performing basic vehicle maintenance, and finally must be familiar with the theory of driving and the principles of safe driving. It is furthermore necessary to complete the mandatory part of practical driving that is required in order to take the first exam, i.e. the test on highway traffic rules, vehicle maintenance and the practical handling of a vehicle on driver training grounds.

If it is decided that a pupil is required to complete, for example, 16 hours of instruction in practical driving, it can be suggested that before the first exam, the pupil might complete only 4 – 6 hours in an accredited driving school, then after the 1st exam the remainder up to a total of 10 hours (+ instruction in the principles of safe driving). This would then be followed by

the portion under the supervision of a non-teacher (maximum length: 1 year), followed by the rest (i.e. 6 hours) for a total of 16 required hours of instruction. Following that is the second exam, i.e. just the practical driving test that takes place entirely in real traffic.

Instruction and Training

As opposed to the approach in the past, we regard the foundation of preparation of drivers to be the passing of a demanding final examination as well as awareness of the real existence of a system of motivating sanctions that intervenes effectively in the case of any more serious breach of the established legal duties. This was described in detail at the very beginning of the publication.

In the past, the practice has been almost the opposite: a required quota of hours of instruction and training is set, its completion is checked by the relevant authorities, and if any problems are determined, appropriate sanctions are to be imposed. This approach should be regarded as anachronistic, and with the adoption of the existing Act on Driver Education it could even be regarded as an approach with reduced effectiveness (e.g. effective checks during the actual preparation of the pupil are basically impossible; the actual check can basically be limited to the keeping of relevant documentation, and wrongdoers tend to be masters in that field). We would again emphasize that the current system of preparing new drivers has its roots in the mid 1960s when Svazarm had a monopoly and when the police and the leaders of individual driving schools could perform effective inspections. Back then, the system that is criticized today was progressive and highly effective.

Furthermore, the thinking of the test commissioners and the owners and employees of driving schools is far removed from a desirable situation. The performance of a pupil taking a test is tied to the required number of hours given by valid laws, so the thinking is that given this or that number of hours (typically of practical driving), this or that maximum result can be achieved. The pupils then graduate knowing that not until they get their own independent experience will they develop desirable skills. Often, the pupil is even discouraged from getting behind the wheel him-/herself, since he/she is almost certain to cause a traffic accident. If, however, the requirements of the testing organization for performance on the final examination are taken into consideration, such an individual number of hours will be chosen so that it will be possible to pass the exam without a problem. **So it is not the driving school (and the**

number of hours of preparation determined by law, currently understood as the maximum that can be demanded) that determines the level of the final examination, but rather the testing organization (and the final examination itself) that determines the level of preparation.

As far as setting the minimum number of hours of mandatory preparation of driver's license applicants, we don't want to go to the other extreme where everything would be left to an agreement between the driving school and the customer (usually the driving school pupil). In countries that do not set a required number of hours of practical driving (this applies to preparation for a DR.L. for a passenger car), the pupils paradoxically take more hours than in countries with a set minimum. This practice is also usual in North America (where traffic accident rates are among the best in the world), but first it is still necessary to build up a truly excellent testing organization and at the same time to introduce an effective system of motivating sanctions into real practice. It will also be necessary to change the thinking of those who provide preparation, namely of the owners and teachers of driving schools. If things go smoothly, that will take five years. After evaluation of the effectiveness of the new system of preparation of drivers, it will be possible to further reduce the number of required hours of preparation.

One of the advantages of the set number of hours of preparation of a pupil and its division into so-called stages has been the possibility of creating a mandatory method for preparing pupils. If a pupil did not meet the requirements for certain hours of instruction, the procedure has been for the driving school to require the completion of additional preparation. This method was actually a necessary organizational measure, since a district branch of a driving school used to employ several dozen on-staff and self-employed teachers (i.e. persons performing teaching duties as a part-time job), and although these persons were divided into smaller groups (teams), several teachers took part in the preparation of a pupil. So in order to ensure adequate continuity and quality of preparation, it was necessary for each lesson to have required contents, so that the teacher taking part in the lesson would be sure that the pupil had mastered the previous topics (even at the cost of taking extra lessons, as was said above). **Today, on the other hand, the market of driving instructors (driving schools) is highly atomized. There are few big driving schools, and even there the number of teachers is nowhere near the number of teachers at a typical Svazarm driving school. This ensures an individual approach whereby it is possible to adapt the content of the lessons taken (especially practical) including the tempo of actual preparation to the personality and**

background of a particular pupil (given, for example, by their workload). To the contrary, paradoxically, especially when the decree was in force (the predecessor to today's Act on Driver Education), the former inspections by Czech police officers focused on whether a pupil was receiving the required training during the given lesson, and in case of the determination of a discrepancy, a sanction could be imposed (the exact procedure depended on the degree of enlightenment and knowledge of the inspecting officer, and this varied greatly on an individual basis). This solution effectively paralyzed any individual approach to the pupil, so it turned out to be highly retrogressive.

On the other hand, there is no doubt that if our proposed concept for the preparation of future drivers is accepted, it would not be irrelevant to make an operative version of the recommended method to establish the ideal sequence, especially for practical preparation, and setting the specific contents for each lesson. At the same time, there would be a recommendation for how to teach that lesson. Again, we would emphasize that this must be a recommended method, not a required one.

Concerning the setting of a required number of hours of training and instruction for earning various types of driver's licenses, our opinion is that it is necessary to avoid a more-is-better approach, taking the route of supporting the further increase of the required minimum, as has already been explained above. Some post-socialist countries tend to see the gradual increase in the number of hours spent in a driving school as a solution for their bad traffic accident rate statistics, but analysis of the statistical data clearly leads to the opposite conclusion.

As far as the extent of instruction and training is concerned, the final examination must play a dominant role in the system, meaning a final examination that is in full compliance with the requirements of the Directive. There is no doubt that an important role will be played by the testing organization, which must be able and willing to provide the applicant with adequate information about the final examination in a professional manner. The same applies to communication by the testing organization with providers of needed preparation, i.e. driving schools. Again, we would emphasize that this requirement can only be satisfied if the organization in question is being managed using modern managerial and marketing principles.

The Directive in Annex II sets forth in detail what the final examination should be like. Above all, it states that it must consist of

- theoretical tests and then
- tests of skill and behavior

As far as the theoretical test is concerned, the Directive does not dictate its concrete form, so Member States will choose a form allowing them to ensure that the applicant has necessary knowledge in the areas set forth in sections 2, 3 and 4 of that Annex. It is possible to choose the form of a paper test (with closed or open questions), a test using computer equipment or, of course, an oral examination. As far as choosing between a paper test and a test using computer technology, we clearly recommend the second choice. An oral examination will be necessary in some cases, as is mentioned below.

It is furthermore stated that applicants for one type of driver's license who have already passed a theoretical examination for a different type of driver's license may be exempted from the requirements of the provisions of sections 2, 3 and 4. This supports our aforementioned proposal that the preparation of applicants in the case of supplementary instruction and training be performed in modules.

We would point out in particular section 2.1.7, concerning the preparation of pupils for all types of DR.L. in the so-called technical area, i.e. today's instruction on the construction and maintenance of motor vehicles. As will be stated below, for type A and B driver's licenses, the Directive does not emphasize familiarizing pupils with theoretical fundamentals, but rather with practical matters. One of the changes that will be acutely needed for instruction and training for earning these types of driver's licenses will be less emphasis on theory and, to the contrary, more focus on practical aspects. Our recommendation for all groups concerning the issues covered in 2.1.7 is a written rather than an oral test.

For the theoretical tests for applicants for type C, CE, C1, C1E, D, DE, D1E and D1 DR.L., Annex No. II to the Directive, section 4, sets forth special provisions, stating among other things that applicants must be tested on the issues listed in sections 4.2.1 – 4.2.7. In view of their nature, we recommend verifying the level of knowledge solely by an oral examination. The actual instruction must emphasize comprehension of the fundamentals of the working of the main construction units of the vehicle, and there must also be comprehension of the fundamentals of routine maintenance and handling. This is not only our conclusion, but also that of experts from many EU countries.

When determining the minimum required **number of hours of instruction**, we recommend in any case going below the number of hours required today. We would again emphasize the need to choose an individual approach to each pupil, enabling them to pass the demanding final examination and to be able to drive in real traffic. Furthermore, by adding modern audiovisual aids and computer technology to the process of training future drivers in connection with modern pedagogical methods (e-learning, coaching etc.), more effective preparation will be achieved. At the same time, this will allow differentiation between driving schools with respect to their willingness and ability to accept these approaches. If an extensive solution is chosen, the current problematic situation will be maintained. Basically it would be possible to set a required number of hours at the level of today's instruction according to an individual study plan, and there is no reason not to permit the same thing for instruction for earning D, D+E, D1 and D1+E type DR.L.

In the area of training, we absolutely recommend setting a lower number of practical driving lessons (e.g. type B today requires 28 lessons of 45 minutes). We can't just stick to the dogma where, once a pupil finishes the number of hours of practical driving required by law, he/she insists on then taking the examination. Instead, it will have to be explained to the driving schools and testing centers that the number of hours is only a methodological guideline for the preparation of applicants, setting forth areas of skills that must be learned before the actual practical test. If there is support for this policy in the daily work of the testing centers, driving schools will truly be able to approach each pupil individually, at the same time demonstrating the quality of the individual providers of instruction and, and this should not go unnoticed in the marketplace.

Duty of a driver's license applicant to complete other special training (e.g. completion of first aid training at an accredited center not at the driving school)

We recommend that the training of drivers in the area of providing first aid take place completely away from the driving schools. Preparation of the population in the area of providing first aid should be dealt with comprehensively, since this is a very important skill for every inhabitant of this country. Ideally, on the day of the final examination, the pupil should have to document appropriate training and passing of a final examination, so the only duty of the driving school would be to inform the pupil of this duty.

Final driving exams pursuant to Directive No. 2006/126/EC, driver tests pursuant to Directive No. 2003/59/EC

ORGANIZATION OF ADMINISTRATION OF EXAMINATIONS

For the reasons set forth below, it appears necessary to reorganize thoroughly the system of administering final driving examinations because the effective system is inefficient, outdated and, last but not least, in connection with the implementation of Directive No. 2003/59/EC.

Until the end of the year 2000, for several decades the tests had been administered by the Police of the Czech Republic. While this system was imperfect, in comparison with today's system it was more flexible. The traffic police who did the testing had a daily connection with trends in the field of highway traffic safety, they were not burdened with other, completely extraneous matters relating to the running of their organization (as is often the case today in municipal government offices with extended jurisdiction). One of the advantages then was the (theoretical) flexibility in securing the requirements of driving schools for final examinations, since any police officer with the relevant qualifications could test anywhere in the Czech Republic. On the other hand, there were often problems with covering test dates because of the lack of police officers. More than once, police officers showed a tendency towards inappropriate behavior at examinations. Today, when we are implementing the Directive (not to mention the needed trend of treating a tested pupil as a customer of the state), the mechanical use of the system from the days before 2001 is unrealistic and would be a step backwards, and would not represent the needed step forwards.

The current system, whereby final examinations are arranged by municipal government offices with expanded jurisdiction (within the framework of so-called transferred jurisdiction), does not work very well, and it basically is not found anywhere else in Europe. If the testers (and by extension of the whole system) have any influence at all on traffic accident rates (especially involving drivers up to age 25), then it is negative. The current system must be abandoned without compromise.

The sensible solution would be for the tests to be administered by an organization run from a single center and with a sufficient number of separate branch offices around the country. The question is who should own this organization. This is not entirely uniform in Europe. It would be a state company with state participation (and often with the participation of private subjects. In any case, it is necessary for that organization to be involved solely with the adminis-

tering of the relevant examinations, including those relating to Directive 2003/59/EC. That would let it concentrate its attention not only the smooth operations of the organization, but also, at the same time and most importantly, on adequate quality.

In the interest of the possibility of the efficient and effective management of the system and taking into consideration the application of legislation, one might devise a three-stage system with headquarters, regional centers (7 or 14 regions) and testing centers (usually in the district seat).

It is necessary to ensure that the final exams truly become an effective means for deciding whether or not to permit a driver to begin driving alone. It therefore is not good for the main criteria to be purely commercial goals; the desired quality must be goal number one. In any case, the activities of the system will be paid for by the fees for administering the exams.

An option is to choose a system whereby headquarters would answer directly to one of the ministries, obviously the transportation ministry (because of its agenda).

At the regional level, there could be methodological, managerial and coordination centers that would also serve as an appellate body for the activities of the centers actually performing testing. It is hardly necessary to emphasize that these regional offices would be as trim as possible (ca. 3 employees). The tests themselves would be arranged by centers approximately at the level of today's district seats.

In view of the need to perform the final retesting of drivers pursuant to Directive 2003/59/EC, it is necessary to determine who will do the testing – nothing would prevent the use of the aforementioned testing centers, assuming that the tests in question would be administered by commissioners with appropriate training (it is neither necessary nor permissible for those tests to be administered by an ordinary commissioner without thorough, certified training).

It is absolutely necessary to abolish the institution of so-called deputy testing commissioners (these are driving school teachers who have been issued a special permit to perform periodic testing of professional drivers after they undergo relevant expert training). Taking into account Directive 2003/59/EC, apparently only final examinations of applicants will be administered, and the contents (and usually the needed level of expertise as well) of those examinations will exceed the competence of the currently defined deputy testing commissioners. If

it is decided that the regular training of drivers performed pursuant to the Directive is completed by relevant testing, the same thing would apply.

Jurisdiction of the testing organization

In view of the fact that the organization will be uniform and nationwide, one might speak of the possibility of making operational use of testing commissioners throughout the entire Czech Republic.

Basically, after completion of training, a pupil will be registered for a test according to the place where the testing took place or according to the pupil's permanent residence. In fact, however, an applicant could apply for a test anywhere in the country, the sole condition being his/her presentation by an accredited driving school on the grounds of the providing of an appropriately equipped vehicle (with a second set of controls; the vehicle must be approved for training).

Requirements imposed on the testing organization

Above there has been general discussion of the question. It is necessary to remember that the chief mission of the testing organization will not be to generate profits, but to administer the final examinations of applicants for a DR.L. (as well as final testing of persons pursuant to Directive 2003/59/EC). Naturally, the price for the testing will be set so that the organization does not lose money (as is usual in EU countries).

It is necessary to ensure that the organization has its own (rented) facilities, and the same thing will apply for the closed training course for the administering of the relevant parts of final examinations. The premises will be equipped with needed office technology, and of course it is necessary to secure an adequate number of computers (or other similar equipment) suitable for administering final examinations on theory.

Since the practical driving examinations will be administered in the vehicles of the driving school presenting the pupil, it is not necessary to secure such transportation technology.

It should be mentioned that it is not economically feasible (nor is it pedagogically desirable) for the centers to own their own transportation technology. The main reason (apart from the cost) is that a pupil is used to the make and model of vehicle in which he/she has been trained, and

will scarcely be able to perform adequately if he/she must be tested in a completely different make and model vehicle (including an entirely different engine design – diesel vs. gasoline). One might object that the driving schools could acquire the same vehicles as those used by the centers, but at first glance it is certain that in view of all of the major vehicle makers and importers, the centers would become a target for all of them (for passenger cars, one might expect a fleet of hundreds of vehicles), so the terms of sale would be so atypical (i.e. so favorable for the testing organization) that a typical driving school would be unable to keep pace, and at the same time (for advertising and prestige), each provider of vehicles would tend to want to update the fleet often (ca. once every two years?), which would make the problem even worse (and would also discriminate economically against smaller driving schools).

Besides administrators, the centers would mainly employ testing commissioners. Priority must go to full-time employees, but another question is the possibility of entrusting them with administering examinations at different places around the country (which current labor law prohibits). On the other hand, nothing would rule out the (occasional) use of independent contractors, especially for the administering of final examinations of drivers pursuant to Directive 2003/59/EC (e.g. in order to secure the presence of highly qualified specialists from the testing commission).

Summary

- final exams will be administered by a specialized testing organization
- the nationwide jurisdiction of the organization will ensure the possibility of flexibly moving testing commissioners around the country according to current demand to secure the administering of the relevant final examinations
- its main goal will not be commercial interest, but a contribution towards a long-term increase of highway traffic safety
- the organization will have its own business facilities, even if only leased
- on the other hand, practical driving tests will be administered only in vehicles belonging to a driving school presenting pupils for examination
- tests will be administered by relevant testing commissioners employed by the testing organization, and the use of independent contractors will be considered only exceptionally (e.g. to secure the presence of highly qualified specialists from the testing commission for final exams pursuant to Directive 2003/59/EC)

- the Ministry of Transportation of the Czech Republic will bear responsibility
- a three-stage management system will be chosen (HQ-region-district)
- final examinations will be administered in the district seat
- the organization will also administer exams pursuant to Directive 2003/59/EC

TESTING COMMISSIONER

Age

Pursuant to Directive 2006/126/ES, the required minimum age of a testing commissioner is 23. In view of the findings of CIECA, the prevalent situation in Europe and findings in the area of traffic psychology, we regard the ideal minimum age for a testing commissioner to be 25, **but in view of the wording of the Directive, the minimum age for a beginning commissioner must be set at 23.**

Minimum educational requirement

Annex IV to Directive 2006/126/EC requires that a commissioner “must have terminated a vocational education that leads at least to a completion of level 3 as defined by Council Decision 85/368/EEC of 16 July 1985 on the comparability of vocational training qualifications between Member States of the European Community,” so as has been determined after consultation with the Ministry of Education, Youth and Sports, a commissioner must have a secondary school education with a diploma.

One thing is the level of education attained, and another is the requirement for specialization. For many decades, the emphasis for driving school teachers (and usually for commissioners as well) has been on previous technical and transportation training. In view of the contents of present-day instruction, the contents of final examinations and the requirements for real, practical life as such, this practice needs to be abandoned. Today, the predominant demand is for the ability to evaluate a DR.L. applicant from a psychological, pedagogical and personality perspective. Naturally, this is no reason to fight for introducing the opposite extreme, i.e. mandatory pedagogical (or liberal arts) education. The requirement of a secondary school diploma as such is enough, without further demands on the focus of previous studies.

Previous experience

Pursuant to Directive 2006/126/EC, **a testing commissioner must have held a type B DR.L. for at least 3 years, and in order to expand the qualifications to include testing of other groups, he/she must be a testing commissioner for a type B DR.L. for a period of at least 3 years, but if the testing commissioner can document having at least five years of driving experience for the relevant type of license** or having theoretical and practical knowledge for the evaluation of competence for driving at a higher level than is required for the obtaining of a driver's license, the three-year period may be waived. **Naturally, it is forbidden for a testing commissioner to work as a commercial instructor at a driving school.** The stated conclusion is in accordance with our findings. It definitely is not necessary to insist on professional driving experience, experience as an expert in highway traffic etc.

Clean criminal record

In any case, a testing commissioner must also be a sort of moral model for future drivers, we recommend that the same demands be placed on them relating to highway traffic safety as for driving school teachers.

Medical condition incl. a psychological examination

Naturally, applicants must satisfy the criteria imposed on holders of that type of DR.L., but they must also undergo a special psychological test examining the structure of their personalities, IQ and EQ, all with respect to their future jobs. It should be stressed that the emphasis will be placed mainly on the psychological examination, and that it will be necessary to initiate the compiling of the relevant tests with the Ministry of Transportation, the Ministry of Healthcare and the Association of Traffic Psychologists.

When evaluating the fitness of an applicant for the profession of testing commissioner, we suggest using the following questionnaire, created by Dr. Seidlic for evaluating driving school teachers and used successfully for years in traffic psychology practice:

SPECIFICATION OF PSYCHOLOGICAL FITNESS DEMANDS FOR TESTING COMMISSIONERS

The psychodiagnostic requirements for the optimum selection of a candidate for the position of testing commissioner can generally be characterized as follows:

- 1/ This is a special traffic-related profession, regulated by relevant, binding legislation.

2/ The functional competency requirements and duties give this profession a leading place among professional drivers, even exceeding that of the profession of driving school teacher

3/ Of the general psychodiagnostic criteria, one may list:

- a problem-free medical, family and professional history, the appropriate age and expert driving experience;
- a well-composed personality (a so-called non-aggressive type);
 preference should go to an extroverted, cyclothymic personality with a lower level of misanthropy;
- prerequisites for evaluation of the performance of the tested pupil – in particular, average intelligence, good-quality verbal skills, adequate level of empathy towards clients (tested pupils) including a rational approach to problem solving;
- under laboratory conditions, there must be proof of a good (at least average) standard value of spatial orientation and coordination, good attention and vigilance (focusing of perception and decision making in the presence of unexpected external stimuli); there must also be experimental proof of a higher level of resistance to time-demanding stimuli (resistance to stress and frustration);
- the ability to clarify the basic factors of the relatively independent dimensions of driver behavior while driving (on the basis of previous driving experience), namely:
 - a/ active, dynamic – careless versus careful behavior while driving
 - b/ fast versus slow driving speed
 - c/ less frequent, weaker versus aggressive use of the clutch – “gas – brake” driving
 - d/ moving the steering wheel smoothly versus twitching, hand crossing, “milking”
 - e/ cautiously tolerant, helpful versus intolerant, peevish behavior
 - f/ less versus more driving experience relative to levels of excitement and frustration
 - g/ decisive, targeted versus an indecisive, untargeted way of driving.

For examinations, a differentiation is made between requirements for testing commissioners who will be certified to test applicants for a type B license and those who will be certified to test applicants for a type A DR.L.

QUESTIONNAIRE ON THE DRIVING STYLE AND BEHAVIOR OF DRIVERS

From your own experience, explain why several driving styles and kinds of driving behavior are positive or negative / for some, it is enough to put a plus sign /+/, for others a minus sign/-/, while for others, where there is room, give an explanation – your opinion:

- 1/ Active, dynamic and careless behavior while driving
- 2/ Slow driving speed
- 3/ Fast driving speed
- 4/ Deliberate, cautious behavior while driving
- 5/ Less frequent, weak stepping on the clutch
- 6/ Stomping on the clutch, “brake – gas” driving
- 7/ Smooth movement of the steering wheel
- 8/ Hand crossing, jerking the steering wheel, “milking”
- 9/ Cautiously tolerant, helpful behavior behind the wheel
- 10/ Intolerant, peevishly stubborn behavior behind the wheel
.....
- 11/ Less driving experience and a state of excitement or failure a few hours before driving
.....
.....
- 12/ More driving routine and excitement or failure a few hours before driving
.....
.....
- 13/ A decisive, targeted and focused way of driving
- 14/ An unfocused and indecisive way of driving
- 15/ What can be caused by an important factor like caution for a very experienced driver driving in a well-known environment where he has already driven a thousand times?
.....

Special expert training – entry course

After the selection process, an applicant for the position of testing commissioner must receive training and preparation in the form of an expert course. The course will be offered by the training organization (tests must be administered by the relevant central authority of state administration, i.e. the Ministry of Transportation of the Czech Republic).

Besides the topics required by Directive No. 2006/126/EC, other topics must also be taught that are relevant to the contents of the everyday work of a testing commissioner, and at the same time it is necessary to take into account the fact that the individual in question represents (albeit indirectly) official state agencies, so he/she must also be adequately prepared in the area of making public appearances, etc.

We recommend training in the following areas:

- special pedagogy and psychology focusing on adults and the area of traffic
- relevant legal issues
- fundamentals of managing a testing organization
- communicating with the public and PR by public organizations (incl. crisis communication)

The ideal choice would be preparation at a boarding school in one place in the Czech Republic, where new commissioners would be trained periodically (as needed by the organization). The advantage would be the concentration of human potential (i.e. excellent instructors, of whom there are never enough) and material resources (securing of modern audiovisual aids, adequately equipped classrooms, vehicular technology etc.).

PREPARATION OF TESTING COMMISSIONERS

Training of testing commissioners (organization)

Training of commissioners (i.e. new ones and periodical training) will be performed by a special testing organization, as is customary in the EU. At this time, this is the only possible solution, since there is no other organization in the state (or organizational unit of the state) that would be qualified to play this role. At the same time, it is necessary to note that the participation of employees of central authorities, especially from the Ministry of Transportation of the Czech Republic, is necessary for the training.

Extent of training of testing commissioners

With respect to the material contents, the preparation of new commissioners must be based on the requirements imposed for the administering of tests of new drivers, then (for selected commissioners) on the requirements imposed on drivers falling under the jurisdiction of the implemented Directive 2006/126/EC.

2.1 c) of Annex IV to the Directive states that a testing commissioner must have successfully completed initial qualification pursuant to section no. 3 of Annex IV.

Section 3 subsection 3.1.1 states that before a person is authorized to administer driving tests, he/she must satisfactorily complete a training program that a Member State may designate, so that the person has the abilities set forth in section 1 (subsection 3.1.2 furthermore states that Member States must determine whether the contents of a specific training program will relate to certification for administering driving tests for one or more types of driver's licenses – here we recommend establishing that entry training will universally apply to certification for the administering of driving examinations for all types of driver's licenses for which the future commissioner in training is specifically preparing for testing certification).

Section 1 of Annex IV of the Directive then precisely defines the abilities required from a testing commissioner.

There has already been discussion above in the section “special expert training – entry course” about certain special abilities and skills and training of future commissioners in those skills. We recommend paying attention to the following areas:

- special pedagogy and psychology focusing on adults and the area of traffic
- relevant legal issues
- fundamentals of managing a testing organization
- communicating with the public and PR by public organizations (incl. crisis communication)

- **Knowledge and skills in driving and evaluation:**

To an appropriate extent, a testing commissioner must know the theory of operating motor vehicles and must be able to make a relative evaluation of whether an applicant for a particular type of driver's license is able to drive a motor vehicle independently and safely. We recommend paying especially careful attention to this part of the preparing of future commissioners, since this is the ability of testing commissioners that will be the key for future safe traffic on Czech roads. Instruction on traffic and transportation law must get enough emphasis, and especially the rules for highway traffic – in this area, the knowledgeable testing commissioner must be a real authority with respect to driving schools and tested pupils.

- **Skills for evaluation:**

The previous section discussed relevant theory. The stated requirements speak of concrete, real abilities for evaluating concrete candidates for a driver's license. For the most part, candidates for the profession of testing commissioner will be recruited from among individuals who have not been driving school teachers, and who will not have made any concrete observations about the administering of final examinations to driving school pupils. It will therefore be necessary to devote enough time to the providing of practical instruction during the entry training of commissioners. Past experience indicates that new testing commissioners have tended to be abnormally (even unrealistically) strict, and this paradoxically diminishes the reputation of the final examinations. It has taken those individuals ca. 6 months of experience to find the right scale of difficulty. We recommend that part of the practical training take place during real final examinations of driver's license applicants.

- **Personal driving skills:**

Without a doubt, every testing commissioner must be a driver with above-average skill. The main problem will be with applicants for final examinations for driver's license types C and D, since there are not many persons in the population with the relevant level of education, personal qualities and appropriate experience with driving trucks or busses. Still, we recommend insisting on proof of truly good driving skills – we assume that the profession of testing commissioner will be attractive to many individuals, in part because of the above-average financial compensation for the job. We would add that at present, many commissioners have considerable problems with driving (not only large) vehicles.

A part of the preparation of testing commissioners will have to be practical training with the driving of motor vehicles of the relevant type. As far as trucks are concerned, attention must also be paid to such still neglected topics as loading and unloading, keeping required documentation etc. For bus drivers, attention must also be paid to attending to passengers, pulling into and out of a bus stop etc.

- **Quality of services:**

The preparation of commissioners in the area of quality of services has long been the Achilles heel in the system of preparing commissioners, both back in the days of police commissioners and today. Future commissioners have been more than happy to identify with the opinion of other police officers and state bureaucrats that it is the citizen's duty to put up with anything

from public or state administrators, or else everything the citizen will get what is coming to him with interest. In fact, to this day many public officials and police officers are convinced that the citizens are there for them, at their mercy – the example of the British testing organization DSA would seem not to be an apt comparison, but we would still emphatically appeal for the new Czech testing organization to be managed in a modern way. Along with the creation of excellent management, much emphasis must be placed on the choice of candidates, and it must be insisted upon that the new commissioners will meet the required parameters, and if existing commissioners join the new testing organization (which is expected), it will be necessary to part ways mercilessly with individuals who do not adapt.

- **Knowledge of the technical and physical aspects of vehicles:**

Adequate knowledge of the construction of modern motor vehicles and the physics of their operation is necessary for successful performance as a professional testing commissioner. We would add that today many testing commissioners are ignorant of the more complex questions of modern vehicle construction, and this unfortunately relates to no small degree to their poor past education. It is necessary to insist on an appropriate level of knowledge. There is plenty of literature on the market concerning these matters, and there is also literature available from the area of (secondary school) physics etc.

- **Economical driving with respect to fuel savings and environmental protection**

The ecological aspect of motor vehicle operation was long regarded in this region as being of little importance (although it has been widely discussed recently). It is necessary to convince future commissioners of the society-wide impact of correct or incorrect practical application of the principles of ecological vehicle driving.

Site for training of testing commissioners

As has been said above, with respect to the need to secure adequate preparation of the future commissioners (as well as the quality of re-trained commissioners), it is necessary to set up a central training center serving for the relevant activity. It must be located where (among other things) it is near a large city with a population of at least ca. 100,000, in part to ensure difficult enough traffic conditions for the training of future commissioners. It would also be good to have the possibility of practicing driving not only in urban areas, but also in rural areas, including motorways and expressways.

Qualifications of trainers of testing commissioners

Basically the basis of the training team providing the preparation and periodic training of testing commissioners should consist of experienced testing commissioners with many years of documentable successful practice, and ideally supervisors, as we state elsewhere in this study. Their pedagogical activity should be appropriately supplemented by independent contractors, especially in the area of traffic psychology, administrative and traffic law (this involves the teaching of the units “knowledge and skills on driving and evaluation” and “skills for evaluation”).

Final qualifying examination for testing commissioners

Section 3.2 of Annex IV of the Directive sets forth the principles of administering qualifying examinations for new testing commissioners. It states, completely logically, that “before a person may be authorized to administer driving examinations, he/she must prove a sufficient level of knowledge, awareness, skill and fitness in the areas of the topics set forth in section 1” (of Annex IV to the Directive – author’s note).

Specifications for administering final qualifying examinations for testing commissioners

A sufficiently difficult final examination must be selected, since among other things, qualification as a testing commissioner needs to be regarded as the assuming of a new profession. The examination must be at the level of difficulty of a state qualifying examination (like Bachelor’s, Master’s or state language examinations).

Above all, it is necessary to define the composition of the testing commission. We recommend that on the commission there be representation of the organization, the Ministry of Transportation, and a team of pedagogues participating in the providing of qualifying preparation of the testing commissioners. The commission must have at least 3 members. The examination should be divided into a theoretical and practical parts as the Directive requires.

Testing must cover the following topics:

- Knowledge and skills in driving and evaluation
- Skills for evaluation
- Personal driving skills
- Quality of services
- Knowledge of the technical and physical aspects of vehicles

- Economical driving with respect to fuel savings and environmental protection

We recommend administering the **theory test** both orally and using computer technology. While the test using computer technology should be in the form of closed questions (multiple choice – we recommend 3 or 4 choices), the oral test should have the character of an expert discussion of a randomly selected topic before a testing commission with 3 – 5 members.

We suggest testing the following subjects with the use of computer technology:

- Knowledge and skills in driving and evaluation (a separate subsection should be a test on highway traffic rules)
- Knowledge of the technical and physical aspects of vehicles
- Economical driving with respect to fuel savings and environmental protection

While these subjects could be tested with a single combined test, we think a better version would be a set of 3 separate tests. There is constant discussion about whether on tests on highway traffic rules it is necessary to insist on 100% correct answers to all questions or whether it is enough to achieve a certain established minimum. Above, we stated that a testing commissioner must be a true expert authority in this area, so we clearly recommend insisting 100% correct answers to all questions.

We suggest testing the following subjects orally:

- Knowledge and skills in driving and evaluation
- Skills for evaluation
- Quality of services

The oral examination should be administered in the form of an expert discussion. After randomly selected questions and relevant independent preparation, the applicant should present a basic interpretation of the tested material, followed by discussion showing whether the candidate's knowledge is sufficiently in depth and is appropriately interconnected with other issues.

The practical examination should cover the following topics:

- Skills for evaluation
- Personal driving skills

Skills for evaluation would be best tested in the form of a simulated driving test, with the tested conducting a final driving examination as a testing commissioner from beginning to end. The evaluation would cover both the actual performance of the testing commissioner and the commentary of the tested person on the comments and questions of the person performing the evaluation of his/her performance. Of course, it is not permissible for the person behind the wheel to be an applicant for a driver's license, so that role would best be played by another member of the testing commission.

Personal driving skills will be tested by the driving of vehicles of the relevant category. Of course, the purpose of the test will not be the evaluation of minor errors caused mainly by the driving style of the tested person. Rather, passing the test would require driving without serious errors in the practical application of traffic rules and a high degree of driving skill.

Section 3.2.3 of Annex IV of the Directive states that Member States must decide whether the contents of a specific test will relate to certification for administering driving tests for one or more types of driver's license. We recommend making a sort of stratification of types of driver's licenses, with type A the highest among types AM, A1, A2 and A, and type D being higher than types C and B. For example, if a candidate for the profession of testing commissioner wants to be certified for testing of applicants for a type D DR.L., that candidate shall be tested on the material corresponding to type D etc.

The final examination will obviously be difficult and time consuming, so we recommend holding it over two days. To pass, the candidate must pass all individual parts of the exam.

Remedial examination of a testing commissioner

The Directive does not cover the situation when an applicant for the profession of testing commissioner fails the final examination – the matter is fully within the jurisdiction of each Member State. We recommend allowing each tested person two remedial testing dates after a sufficient interval, allowing the candidate to prepare for sufficient improvement (so improvement is not just a formality in the case of two test dates in rapid succession). The interval should be at least two calendar weeks, but the details would be up to the testing commission.

THE TESTING COMMISSIONER AND DIRECTIVE NO. 2003/59/EC

In the part of our study dedicated to proposed principles of providing training for certain categories of drivers pursuant to the principles of Directive 2003/59/EC, we would state that required testing should be administered by a testing organization and testing commissioners.

From the proposed system for providing driver training, it follows that at the conclusion of qualifying training, those persons will be tested only on theory (see the relevant part of the final report). At the same time, we recommend that the examination take place with the use of a test containing relevant questions. The test should be administered using computer technology, with the questions generated randomly. When the test is submitted, it would be checked automatically, together with a pass/fail result. It would not be necessary for a testing commissioner to be present in the room throughout the test, since his/her presence would really be unnecessary.

We recommend, among other things, the following:

- The examination should be commenced by a qualified testing commissioner who would provide necessary instructions and answer any questions.
- The room should be monitored to prevent any attempts at copying, prompting etc.
- Present at the actual examination would be assistants who would be responsible for keeping to the required records.
- The final report on the administering of the examination including the results would be initialed by the testing commissioner.
- The testing commissioner would react to any complaints from tested persons, especially in connection with any failed tests (expert answers to questions, analysis of errors for individual questions etc.).

This is the most efficient solution, with the presence of the testing commissioner limited as much as possible, so he/she can concentrate solely on matters requiring expertise. Routine administrative matters would be handed by administrative employees.

Fundamentals of the basic qualifying training of a commissioner

Although the final examination will consist solely of a written test administered by computer that not only generates the questions but also checks the answers, the testing commissioner

must have at least a general familiarity with the topics of instruction in a course for an established category of drivers. It would not be permissible for the tested person to be more qualified than the examiner, since the final exam would then not appear to be very serious.

The selected commissioner must be certified to test for the relevant type of DR.L. (i.e. CE, DE, or both versions simultaneously), and it is then necessary to proceed to additional training within the framework of supplementary specialization. The commissioner should be familiarized with the following (tested) topics:

- advanced training in a rational driving method based on the relevant safety rules
- application of the Provisions
- health, highway safety, the environment, services, logistics

In view of how extensive the matter is and in view of the prerequisite professional experience, it is recommended that the extent of preparation of a commissioner be comparable to accelerated driver preparation, i.e. 70 + 10 hours, with course contents (or the methodology of interpretation) being modified for the needs of the testers.

The ideal choice would be preparation at a boarding school in one place in the Czech Republic, where new commissioners would be trained periodically (as needed by the organization). The advantage would be the concentration of human potential (i.e. excellent instructors, of whom there are never enough) and material resources (securing of modern audiovisual aids, adequately equipped classrooms, vehicular technology etc.).

PRINCIPLES FOR RETESTING OF TRAINED DRIVERS

The organization owns the tests; testing for individual types of driver's licenses

The Directive states that a final exam must include at least one question for each of the goals stated in the list of topics in part 1 (see the list above). The test may be written or oral.

We recommend choosing a written test. We believe that an oral test administered by a qualified person would be more sophisticated, but

- would leave room for possible corruption,
- would leave room for challenging test results because drivers would feel that their answers were correct and complete, but would still be evaluated as having failed,

- it is also necessary to take into consideration the real ability of the testing commissioners to administer oral exams competently, since one can hardly expect all of them to be constantly up to date about the details of the tested material (the commissioners will have daily contact with expert practice),
- on the other hand, there might be excesses, where a testing commissioner might have favorite topics and might pay attention to them pedantically (imposing exaggerated demands on the tested persons),
- it is also necessary to give attention to the efficiency of testing, when a written test is administered during a set time period,
- last but not least, we recommend considering the fact that today many universities are going over to administering tests using set questions, even without the presence of pedagogues (only assistants are present); if the test is administered using computer technology, after the tests are submitted they are automatically and objectively checked, and the tested person receives the result immediately after turning in the test.

In the case of written tests, there are the following possibilities:

- a) a written test with open questions and the pupil freely answering the assigned questions (generally within a set time limit),
- b) a written test with closed questions and the pupil choosing prepared answers; the test is administered using computer technology (test answers must be given within a set time limit),
- c) a written test with a combination of open and closed questions, so some of the questions are answered using computer technology, while free answers are given to some of the questions.

The total number of training goals is 16, so the minimum number of questions is 16 (the Directive requires at least one question for each of the training goals). For a test with open answers, this is a huge number of questions, putting an enormous strain on the tested person (including for expected problems of tested persons with verbal expression – i.e. problems with grammar, style and vocabulary), as well as for the tester evaluating the answers. As has been said, some tested persons would have real problems with expression, and this would certainly affect how the test answers are written, so the commissioners would often have difficulty evaluating the answers when the content might be sufficient for a passing mark, but

with respect to expression and logical arrangement, the submitted test answers might seem chaotic and incongruous. A commissioner with higher standards for written expression might mark a test as failing, while another might do the opposite. It would also leave room for corruption.

We recommend version b). At the same time, one should take into consideration that the minimum number of questions for a final examination need not be a dogma. The number of questions can be greatly increased, so that all required units are tested. Certainly nothing would prevent the formulation of sophisticated questions forcing the tested person to make small calculations (choosing from several numerical results) etc. The advantage would be a high level of objectivity of the tests, their standard administering throughout the Czech Republic and, last but not least, the virtual elimination of the possible subjective influencing of the test result.

Our recommendation is as follows:

- administer the final examination using computer technology;
- cover each of the 16 tested topics with several questions (3-5). For some questions, small (trivial) calculations or logical thinking will be required;
- we strongly recommend that there always be only one possible correct answer, while the number of given answers would vary at between 3 and 5;
- the test has been divided into 6 subtests (corresponding to the structure of training goals pursuant to the Directive) – this division would be meaningful for cases where a driver fails a final examination, because he/she would only be required to take a remedial test for the part(s) of the examination that he/she failed.

This solution will certainly meet with many critics who will argue that far from every future professional driver is able to communicate with computer technology. We think that at the start of the 21st century it is time to drop these arguments, since:

- technology used for administering final exams would be as easy as possible to use;
- each person would be familiarized with using the technology during training;
- test questions (in the hundreds) including the answers would be public knowledge (determined by decree of the relevant ministry);

- the basics of using computer technology have long been among the knowledge and skills required of elementary school pupils, and even those who left school before 1989 have had enough opportunity to become more than sufficiently familiar with computer technology;
- if someone still has insurmountable difficulties with using computer technology when taking a final examination, such a person obviously also will not have the intellectual capacity of operating a motor vehicle as a professional driver (besides, today computer technology is often the only way to communicate with an operated modern vehicle, guidance systems etc.).

Evaluation of tests

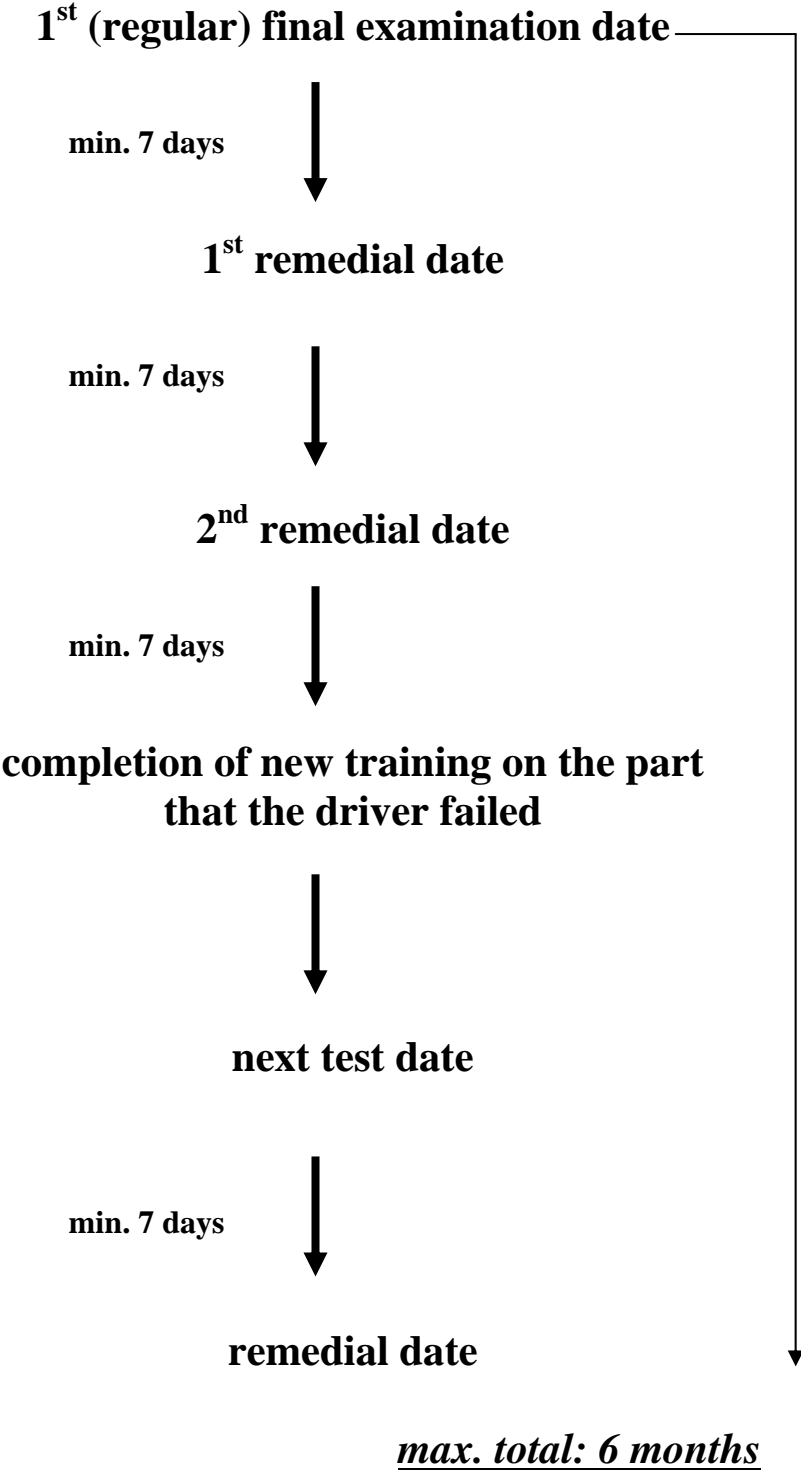
It was stated above that we recommend administering final examinations of drivers using computer technology, so tests would be submitted and evaluated automatically by the system.

We recommend that for each of the 6 subtests, besides the maximum number of possible points, there be a set minimum required limit, within the framework of which, each of the 3-5 questions for each subtest would be assigned a point value corresponding to the importance of the tested topic.

As a final result, there would be an evaluation of whether the driver has achieved the required number of points for the test as a whole and, at the same time, has earned at least the minimum number of points for each subtest. Otherwise, the driver would be required to repeat the portion of the test he/she failed.

We think it is necessary to set the number of remedial tests allowed without the requirement of first receiving supplementary instruction at 2 test dates. Drivers will then have available one regular test date and two remedial test dates. In view of the need to force an unsuccessful candidate to review the relevant material of the preparatory course, we suggest setting the minimum interval between test dates at 7 days. On the other hand, it is also necessary put an upper limit on the time between individual test dates. We recommend setting the maximum interval between the 1st (regular) date and the administering of the remedial test as six months (this would allow for exceptional personal circumstances of the tested individual such as an extended illness or business travel). After the expiring of that time period, a driver would be required to take the preparatory course again in its entirety. On the other hand, if a driver fails

the remedial test twice within the aforementioned six months, he/she would be required to take only that part of the preparatory course concerning questions for the part of the test that the driver failed (in case of repeated failure, a driver would again have two remedial test dates, followed by new training corresponding to the part of the test that the driver failed, etc.). After the expiring of a total period of 6 months, a driver would be required to take the preparatory course in its entirety.



The body responsible for the issuing of a Certificate of Professional Competence (hereinafter “CPC”) should be the traffic authority of local jurisdiction according to the permanent residence of the driver (the testing organization would send a certificate of completion of final driver testing by the established method). Ideally, a central database of drivers should be created containing all important data on the driver, including the type of DR.L. issued (incl. its revocation etc.), records of relevant violations and penalty points as well as the granting of a CPC, successful completion of periodic supplementary training etc.). Access to the database would be granted to relevant traffic authorities throughout the Czech Republic and the Police of the Czech Republic including mobile traffic police units (the database could be a precursor of a joint database for EU member states).

PERIODIC TRAINING INCLUDING ANY RETESTING OF TESTING COMMISSIONERS

Section 4.2 of Annex IV of the Directive concerns the question of regular training of testing commissioners.

To maintain the validity of their certification, regardless of the number of types of licenses for which they are accredited, testing commissioners must take part in:

minimum regular training for a total length of four days during a period of two years, with the goal of:

- maintaining and acquiring necessary knowledge and skills for testing,
- developing new abilities that have become a prerequisite for performance of the job,
- ensuring that testing commissioners continue administering tests fairly and uniformly

minimum regular training for a total of at least five days over a period of five years:

- with the goal of developing and maintaining necessary practical driving skills.

At the same time, it has been established that regular training must have the character of instruction, classroom training, conducted with traditional or electronic teaching, either individually or in groups. It may include repeated accreditation pursuant to norms, if Member States deem that to be appropriate.

We recommend that each testing commissioner be required once a year to take part in regular training lasting a total of 3 days, with two days dedicated to theoretical topics and one day for developing and maintaining practical driving skills.

The theoretical part should take place in a classroom, and should be conducted in the form of a refresher seminar taking place in a collegial atmosphere. We automatically expect the use of modern audiovisual aids and computer simulations.

The practical part should take place in the form of initial discussion in the classroom, of course followed by driving of a motor vehicle of the relevant category (see below), and we definitely recommend using the opportunity to perform part of the practical driving in a special autodrome, where it will be possible to practice advanced driving techniques.

The Directive permits the **repeated certification of a testing commissioner**. We recommend taking the opportunity to establish the duty of getting new certification every five years. The retesting material would be similar to that for the initial qualifying test, but with a reduced scope. Attention should be paid to testing of more advanced content in compared with the basic qualifying test. It certainly also would be worthwhile to hold preparatory seminars for commissioners preparing for this examination. All of this would be fully under the direction of the testing organization.

FURTHER MEASURES TO ACHIEVE AND MAINTAIN QUALITY OF TESTING ORGANIZATION AND COMMISSIONER ACTIVITY

In Annex IV, section 4.1.2, the Directive discusses more systemic measures that should lead to the achieving and maintaining of the desired quality of activity of the testing commissioners. These measures have not yet been applied in this country, mainly concerning oversight of the testing commissioners in their work and regular reviewing of the results of the driving examinations that they administer. In view of the newness of these measures and their anticipated effectiveness, appropriate attention should be paid to them in the future.

Sections 4.1.3 – 4.1.5 of Annex IV of the Directive state that Member States must arrange for each testing commissioner to be subject to annual oversight with the use of measures for the securing of quality as set forth in section 4.1.2. Here we recommend having this oversight

performed by authorized employees of the testing organization (supervisors). These individuals must have an appropriate amount of experience and must have achieved good job performance. It is necessary to emphasize that these inspections will not be an attempt to catch the testing commissioners making administrative mistakes, but rather will involve supervision and, to a certain extent, coaching. If it is decided to entrust a different organization (obviously some other government authority) with this inspection activity, because of lack of knowledge of the basic nature of the problems, the inspections would tend to develop in exactly the direction that is not desired.

The authorized employees of the Ministry of Transportation (the authority performing top-level oversight) should have the opportunity to participate in regular inspections, but only when accompanied by the aforementioned supervisor.

Another innovation would be the introduction of regular monitoring of the results of driver exams administered by specific testing commissioners. This is a usual measure in the old EU Member States and is regarded as an effective method of continuous inspection of the work of the testing commissioners. The results of the testing commissioners are compared with the results of their colleagues from the same testing center (and then with the results of other testing centers with similar parameters – in this country, comparing testing centers in selected regional capitals, etc.). If obvious discrepancies are found (especially long-term excesses), the testing commissioner would be subjected to targeted monitoring and an interview to determine the causes, targeted retraining if needed, and in extreme cases it could come to dismissal (or to revocation of certification as a testing commissioner).

As has been said above, in the case of the determination of faulty work by a testing commissioner, appropriate corrective measures should be enacted. One option is special training provided to the person in question by the testing organization's training center (see below). The contents of the training should correspond to the determined weaknesses. This possibility is mentioned in Annex IV of the Directive (section 4.2.2), which states that “the Member States shall adopt appropriate measures to ensure that testing commissioners found to be performing very poorly by the valid system of quality assurance are immediately provided with special training.”

ADMINISTERING OF FINAL EXAMINATIONS OF DRIVER'S LICENSE APPLICANTS

Who requests the assignment of a test date

According to currently valid rules, a driving school requests the assignment of a test date, but we recommend having the applicant request the test date (optionally through a driving school), since that would enable more flexibility in complying with pupils' requests for the time of the administering of a test. Again we would emphasize that the testing organization must take the approach that the pupil is a client, so it will not be impossible to request a test date early in the morning, late in the evening or on a Saturday (or even Sunday) – atypical dates will obviously be assigned for a surcharge above the regular charge for administering of the examination.

The existing state of affairs fully corresponds to the era when most current legislation originated (the late 1960s and early 1970s), when tests were administered in groups of everyone taking a course, with typically 30 to 35 individuals. The pupil was in the role of an individual forced to adapt. Many employers looked the other way when employees took the examination, since on the given day it was not necessary to request holiday leave etc. The realities of today's society are totally different.

The driving school presenting the pupil will be seemingly at a disadvantage, since the testing organization will offer available test dates, the pupil will choose a date to fit his/her schedule, and the driving school will be forced to respect the choice made by their client. In truth, however, the driving school is a service provider, and as such it is forced to adapt to the client, but at the same time it will be demanding the relevant fee for participation in the final exam.

Concrete date for administering of a test

It was stated above that the testing organization will certainly provide the applicant a far wider choice of possible test dates than is usual today, and this may be regarded as a desirable situation. The question is within how many days of the pupil's application for the assignment of a test date must the test begin. The maximum deadline today is 15 days, which looks advantageous at first glance, but appearances are deceiving. First of all, driving schools are required to apply for the final exam no later than within 15 days of the end of instruction and training of the pupil, then the office administering the final examination commences the ex-

amination within 15 days. In an extreme case, therefore, the pupil will not take the final examination until 30 days after completion of practical driving training. One can certainly question whether the pupil taking the examination would be in top form. The other extreme is the situation where the driving school is assigned a test date on the second day after submitting the application – you can hardly expect the pupil to be able to be excused from work, and the situation also means an operations complication for the driving school etc. Among other problems, test dates are now set for a specific day, generally so that the test at the driving school begins at ca. 8 a.m., and the presence of all pupils at the given time is mandatory. Frequently, however, the pupil does not take the final driving exam until that afternoon. The fact that a client of the driving school and the state wastes a whole day doing nothing, then does the driving when mentally exhausted is today viewed as the only possible solution, but— as you will see – there are far more elegant solutions.

On the other hand, current legislation on the assigning of dates for the administering of final examinations is not ideal for the officials administering the tests either. This mainly involves the assignment of dates for the administering of remedial exams, especially for practical driving, which again must begin within 15 days of the submission of the application by the driving school. In smaller towns, a few chronically unsuccessful individuals can use up an office's capacity (especially during periods after holidays etc.), and meanwhile these individuals often fail to participate in a single supplementary training lesson.

Our recommendation is not to set a strict deadline by which a pupil must be assigned a final examination date, but at the same time we recommend not insisting that the pupil applying for the examination have completed the full required curriculum of instruction and training, so that among other things, the pupil will know the date of his/her test a few weeks in advance and will be able to adjust the tempo of preparation appropriately. These are usual solutions in countries where testing centers have long operated. According to the representatives of driving schools and testing centers, the solutions are regarded as adequate.

METHOD OF ADMINISTERING FINAL EXAMINATIONS

The minimum requirements imposed for driver's licenses are the contents of Annex II of the Directive. The tests introduced for this purpose must consist of:

- theory tests, then
- tests of skills and behavior.”

THEORY EXAMINATION

In view of current practice and practice in EU countries, we recommend insisting on an electronic version of final theory examinations for all types of driver’s license. Among the advantages are automatic checking for the result of pass/fail, eliminating unnecessary errors arising from manual test grading.

Another clear advantage is that during administering of theory tests, the testing commissioner need not be present. An administrative worker is sufficient. This undoubtedly saves costs and reduces the demand for the number of testing commissioners in the system.

Modular method of administering final examinations

It is very important to take into consideration the provision of Annex II of the Directive, that “applicants for one type of driver’s license who have already passed a theory examination for a different type of driver’s license may be exempt from the application of the joint provisions of sections 2, 3 and 4 (this concerns the contents of a theory exam that apply to all types of vehicles, special provisions for types A1, A2 and A, special provisions for types C, CE, C1, C1E, D, DE, D1 and D1E – author’s note).” In the part of our study dedicated to preparation of the pupil for the final examination, we propose a modular method of preparation so that, for example, an individual preparing to get a type C driver’s license would not need to attend the parts that he/she already completed to get another type of DR.L. (type B in this case). This would typically involve general legislative provisions concerning highway traffic law, instruction about construction and maintenance and the theory and principles of safe driving. These measures would allow the focusing of attention on testing of relevant topics, while maintaining the adequate scope of the tests (i.e. not going the route of gradual extension to the top-level driver’s licenses).

Condition for success of an applicant

The condition for success of a DR.L. applicant is to achieve the established number of points within a definite time limit. The Directive does not deal with this question concretely, and everything is fully in the jurisdiction of the individual Member States. As a condition for suc-

cess, we recommend setting the minimum score at 80 – 90 %, which also corresponds to usual practice in EU countries.

TEST OF SKILLS AND BEHAVIOR

While the theory test mainly concerns the pupil's competence gained from instruction, the test of skills and behavior focuses on competence gained by practice (i.e. the practical side of driving a motor vehicle).

Length of the test

The length of the test is also covered in detail in Annex II of the Directive, which specifically states that the length of the test and the distance driven must be sufficient for adequate evaluation of the established and required skills and behavior. The amount of time spent driving on roads absolutely may not be less than 25 minutes for types A, A1, A2, B, B1 and BE and 45 minutes for the other types. That time does not include the arrival of the applicant, preparation of the vehicle, technical inspection of the vehicle with respect to highway safety, special driving actions and announcement of the result of the practical test.

Venue for administering the final examination

Only on the premises of the testing center, in part because of its technical facilities. It should be stated that the business hours of the testing centers must be convenient for the needs of the public (as is usual in advanced EU countries), especially in comparison with current practice. A suggestion might be to administer theoretical tests on workdays from 7 a.m. to 5 - 7 p.m., according to the current level of public interest, and a higher fee can be charged for attractive times.

As far as the contents of Annex II of the Directive are concerned with respect to the venue for administering of the examination, it is stated there that “the part of the examination verifying the mastery of driving actions may be administered on a special testing lot. If feasible, the part of the examination during which the behavior of the applicant in traffic is evaluated should take place on roads away from urban areas, on expressways (for vehicles) and motorways (or similar roads) as well as on all types of city streets (in residential areas with speed limits of 30 and 50 km/h, on municipal expressways), thereby presenting various kinds of difficult situations that drivers are likely to encounter. It is also desirable for the examination to take place

during various levels of traffic intensity. The time spent driving on roads should be used optimally for evaluating the behavior of the applicant in different areas of traffic that may be encountered, with special emphasis on alternation of those areas.”

Transporting of a driver’s license applicant to the final examination

The presence of a representative of the driving school is not required for a theory test. The driver’s license applicant may come alone, naturally with the relevant certificate. If a system is introduced with testing in two parts, i.e. first the theory test, practical maintenance and the basics of vehicle operation on a closed course, the pupil could come to the theory part without a driving school representative. The driving school representative would come later at an appointed time (to provide the testing vehicle for the practical test). Thereafter, the presence of the driving school representative is not required in case of a remedial theory test.

Practical test in traffic

Test vehicle

In view of the fact that testing centers will not be equipped with their own vehicles, testing will only take place in a vehicle of the presenting driving school (their specifications have been covered in detail in the section dedicated to training of driver’s license applicants).

Test centers will not own vehicles for use for administering final examinations because:

- equipping the centers with their own vehicles would be excessively expensive (100s of millions of crowns)
- care for the vehicles would be excessively expensive (direct and indirect costs)
- during the actual test, the pupil would be at a great disadvantage, since he/she would have to drive a make or model of vehicle that he did not have a chance to drive during training

Last but not least, if the centers were equipped with their own vehicles, they would obviously be purchased in large quantities from a single vendor (for cost savings). This would be connected with a significant discount. At the same time, since this would be an important move for the seller (manufacturer, importer), the vehicles would be replaced at short time intervals (at an estimated interval of ca. 2 years), not because of their being technically deteriorated or obsolete, but for advertising purposes (so that a potential client would have the opportunity of becoming familiar with the latest model series etc.). The providing of practical driving at a driving school in the vehicle that is currently used by the testing organization for administer-

ing final examinations would obviously be a competitive advantage for the driving school, but in view of their aforementioned expected service life, the vehicles would have to be replaced too often (obviously at a higher price than would be offered to a wholesale buyer like a testing center), and this would necessarily lead to a noticeably higher price charged to the pupil for preparation, and the frequent exchange of vehicles would not be motivated in the least by an effort to maximize highway traffic safety.

Among other things, pupils now have the option of choosing a driving school that uses a vehicle for training that is the same as or similar to the vehicles that the pupils will be driving independently after earning a driver's license. At the same time, however, one might expect there to be corruption scandals connected with the selection of a wholesale vehicle supplier for the testing organization.

Venue of the practical driving test

The basic requirement must be the principle that the practical driving test begins at the testing center site. At the same time, it is not good to tie the venue for a practical driving test to the site of the driving school or the place of permanent residence of the pupil etc.; the choice should always be left up to the mutual decision of the pupil and the driving school. Such restrictive measures would have no impact on increasing highway traffic safety.

Mutual connection between the theory and practical tests

At the beginning it was mentioned that the test should be administered in two parts – the first would contain the theory part, followed by the practical part with maneuvering the vehicle on a closed course. Only after successful completion of both parts would the pupil be permitted to continue with the practical training (i.e. training in driving on public roads).

Because of the nature of things, there is no reason to tie the possibility of taking the vehicle maneuvering test to the passing of the theory test. It is possible that a pupil might fail the theory part, but pass the test on maneuvering the vehicle on a closed course, but the pupil still may not proceed to the final phase until after successfully passing both tests.

In the part concerning the procedure in case of repeated failure of a final examination, a procedure was outlined that would apply to all examinations, i.e. to the theory test, the test of vehicle maneuvering on a closed course and then the test on practical driving in real traffic. If,

in accordance with the aforementioned principles, the pupil fails, for example, the theory test, the procedure will be as follows.

PROCEDURE IN CASE OF A FAILED FINAL EXAMINATION

Number of remedial test dates

In countries where preparation at a driving school is not mandatory, there is no limit to the number of final examination. In the Czech Republic, until the year 2000, it was ruled that a pupil has one regular test date and two remedial test dates, and since 2001 the pupil has one regular test date, and always after the passing of 5 workdays, a possible remedial test date, up to a maximum of 6 months after the beginning of the first test. If a pupil fails to earn a driver's license in accordance with these principles, he/she is required to repeat the preparation in its entirety (i.e. new training or new instruction). Experience from practice, however, is undeniably that pupils who fail don't go through full preparation, but only go through the part agreed upon with the driving school operator, and the rest of the preparation is merely reported on paper as having taken place.

In our opinion it is not necessary to set strictly the maximum possible number of remedial tests. It is enough for an appropriate fee to be charged for the final examination, but at the same time it is possible to consider the possibility of setting up special testing centers that would work with individuals that have failed the final examination a large number of times. This would mainly involve cooperation of a psychologist with the unsuccessful individual, since it can be assumed that the problem will mainly involve the structure of the applicant's personality (IQ, EQ, personal maturity etc.).

Time interval between individual test dates

It is not desirable for a pupil who has failed to be able to repeat the test immediately – firstly, it is necessary to support supplementary preparation before the next test, secondly after a certain number of unsuccessful attempts and individual risks having to take the final examination at a special test center, which would be time consuming and costly for applicant. Basically, it would be good to set a minimum time interval, and in our opinion, 7 calendar days would be sufficient.

Procedure in case of a large number of failed attempts at the final examination

It has been said that in case of multiple failures of the final examination, the solution must be sought mainly with the pupil. It can only be suggested that there be established a maximum possible number of final examinations administered at a regular testing center, and after that number has been reached, the pupil must be tested at a special testing center. Here, the taking of an individual approach is needed. The individual should first be seen by a specialized psychologist, who would interview and/or test the pupil to determine the likely cause of the failures and would then recommend the best procedure. The final examination(s) will always be held at a special center, where specially trained testing commissioners would do the testing. It should be added that a special center would be a regular center that additionally performs the actions in question and the final examinations for applicants who have failed repeatedly. The center would mainly have a specialized team consisting of psychologists and testing commissioners with additional qualifications (we recommend setting up at least one such center in each region).

Finally, it must be decided how many failed final tests should indicate the need for taking further tests at the aforementioned center. We assume 3 failed test dates as the minimum and 5 test dates as the maximum (but we would lean towards the upper recommended limit).

Among the advantages of the proposed solution is the existence of a relatively large number of individuals (especially young people) who only make an effort if they are under pressure of the expectation of a supercritical loss, so that they start preparing adequately for the final examination at the last minute (so the solution lowers the workload on testing centers, while giving the institution of the final examination needed authority, in part because of its importance in connection with the expected benefit in the area of highway traffic safety).

Learner's Permit

The institution of the learner's permit

The introduction of the institution of a learner's permit definitely needs to be recommended. This is a typical trend in EU countries, allowing the motivation of drivers in the first years of independent driving to drive safely and to obey traffic laws because of the possibility of the quicker and simpler suspension (revocation) of the driver's license. Under the threat of a relatively simple mechanism for suspension (revocation) of the driver's license, the driver tries not to drive at (or beyond) the limit of his/her true ability, and at the same time is forced to obey strictly traffic legislation (and especially those rules that are emphasized in monitoring and enforcement).

At the same time, during the trial period, the pathological side of the driver's personality might be revealed (and this is obviously the main reason for the existence of a trial period during the first stages of a driver's independent driving). We believe that the keys for highway traffic safety regarding drivers of motor vehicles are:

- a) a difficult and objective examination and
- b) a qualified system of motivating sanctions.

A learner's permit would act as a sort of filter for cases when an individual would get past training and the final examination, but would have personality traits that are incompatible with being able to drive a motor vehicle safely. The trial period is advantageous because of the ease of suspension or revocation of the relevant DR.L. It is also possible to establish further related steps that a driver must complete after the suspension (revocation) of the DR.L. (supplementary training, a psychological examination, psychotherapy etc.).

The basic idea of the trial period is the temporary or permanent elimination of individuals with a damaged intellect or with personality defects, who are incompatible with the independent driving of a motor vehicle. Before such a person becomes a "full fledged" driver, he/she must go through several filters that should promptly eliminate those individuals from the possibility of driving a motor vehicle:

- submitting an application for training at a driving school – on the basis of the health records of the patient, a general practitioner decides on the fitness of the applicant, and

- Actual training – a high-risk individual often sooner or later stops preparation early. In this phase, typically the persons eliminated are those whose intelligence is below the lower limit of the average range or who are incapable of adequate moral volition (it is not impossible for them to complete successfully the required training later, once their personalities have matured).
- Final examination – repeated failure of the final examination, leading to eliminating an individual from the possibility of earning a DR.L. (or the given type of DR.L. if seeking expanded licensing). This is dealt with in more detail in the chapter on the training of new drivers. The drivers who fail often are at least of average intelligence, but who still lack the motor skills to control a motor vehicle. This may be beyond their ability, especially in the context of the need to handle a common traffic situation under mental pressure.
- The trial period following the earning of the first driver's license (types A, B) – the so-called learner's permit. This generally involves individuals able to complete the required training and final examination, but with personality traits (notwithstanding the ability to control themselves in the presence of a teacher or testing commissioner) giving them the tendency to commit infractions that are defined as being incompatible with the independent career of a driver. It should be emphasized that during the required trial period, if a new driver comes into conflict with the law to such a degree that his/her driver's license is suspended, it will not be a matter of ignorance of the traffic rules, but usually a personality defect.
- The last (and permanent) filter is the ongoing effective supervision of highway traffic safety and the enforcement of the law. These activities are fully within the jurisdiction of the state. If someone loses their driver's license during this phase, it necessarily will involve a personality defect (gross ignorance of the law or the fundamentals of driving a motor vehicle can scarcely be expected) or unilateral excess (causing of traffic accidents).

It follows that in the case of the revocation of a driver's license during the trial period, it is necessary to insist on an interview with a designated psychology expert, while insisting on the supplemental training on highway traffic laws that is usual in Europe is not.

Differences between a learner's permit and a permanent driver's license

It is not necessary to physically mark the actual driver's license in any way (as is usually the practice in Europe). It is sufficient to set the length of the trial period, and it will be easy to determine whether a driver is in the trial period from the date of the first issuance of the driver's license.

We recommend introducing trial periods for all type A and B driver's licenses (including DR.L. types AM, A1, A2, but that will not be counted in the case of earning types A, B and higher), but we think that introducing a trial period in the case of the earning of a type E DR.L. would not make sense.

We recommend permitting the mutual offsetting of the trial period for types A and B, and in the case of the earning of a type C or D DR.L., the offsetting of the trial period for type A or B (in the case of holding both types, the trial period is counted from the date when the first type of DR.L. was earned). If an individual earns a type C or D DR.L., after successfully completing the trial period for type B, he/she will not be required to undergo a trial period again for the higher license type.

Length of the trial period

The usual length of the trial period in Europe is 2 years. That is long enough, and a longer period would not make sense (the driver is already relatively experienced; any personality defects would have shown up within the two year period, and for further driving it is only necessary to apply the principles of the normal system of motivating sanctions). What to do if a new driver fails to pass successfully through the trial period is another matter.

Summary of possible approaches to the institution of a trial period in Europe:

- There is no trial period.
- There is a trial period, but there is no special regime for drivers during it.
- The committing of a certain number (or kinds) of infractions or the loss of a certain number of points = the need to repeat a practical or theory test (+ a new trial period).
- The committing of a certain number (or kinds) of infractions or the loss of a certain number of points = the requirement of special, expert supplementary training or a psychological examination or therapy (+ possibly a new trial period)

In the last two cases mentioned, the trial period tends to be extended once or twice, followed by definitive revocation of the DR.L. = the requirement of new training, a final examination and the trial period again from the beginning.

The overview shows that the **institution of a trial period is becoming usual practice, but it seems like in many countries there is uncertainty about what to do with it. The setting of a two-year trial period without setting up a special regime for new drivers is senseless, and the traditional approach whereby in designated cases a driver is required to undergo training on highway traffic regulations or to take the final examination again does not get to the root of the problem.**

Therefore **the establishing of a two-year trial period is desirable. At the same time, we would again emphasize our aforementioned belief that drivers commit typical infractions not because of ignorance of technical matters, but because of the structure of their personalities. Therefore making violators during the trial period take supplemental technical training of traffic regulations will not be effective. To the contrary, it is necessary to deal with the problem comprehensively, as is stated below.**

Conditions for obtaining a permanent driver's

Maximum permitted quantity of violations (number, seriousness, time interval between violations)

Proposals of our team:

- introduction of a trial period of 2 years for type A and B DR.L.,
- the holding of DR.L. types AM, A1 and A2 should not be counted against the trial period (because they are so specific),
- do not introduce a trial period for DR.L. types C, D and E,
- allow the mutual offsetting of the trial periods for DR.L. types A and B,
- do not issue a special driver's license for drivers in their trial – the issued driver's license would automatically become a permanent driver's license at the end of the trial period (unless the driver loses the temporary DR.L.). Data needed to determine whether a driver is or is not in the trial period can be read directly on the driver's license.

The question is whether to put stricter requirements on beginning drivers, e.g. for penalty points. Most European countries have introduced a special regime for drivers in their trial period for the evaluation of their driving performance, with an emphasis on dealing with determined violations, but unfortunately the practice is far from uniform, and because of the short time during which the institution of a trial period has been applied, one can hardly draw objective conclusions about its usefulness (which is expected), and it is difficult in general to evaluate the effectiveness of the models that have been implemented in various countries.

In general, the following options could be chosen:

- **drivers with shorter or longer experience are evaluated in the same way.**

This solution is actually a non-solution, and it makes not sense to consider it.

- **Drivers with shorter or longer experience are evaluated in the same way, but if a DR.L. is revoked, drivers in their trial period are subject to a special administrative procedure.**

This is a very democratic system and creates few administrative demands. It was stated above that for individuals able to complete the required training and final examination successfully, their (hidden or borderline) personality traits (notwithstanding the ability to control themselves in the presence of a teacher or testing commissioner) may lead to the committing of violations that are defined as being incompatible with an independent driving career. Since the commission of these violations during the trial period usually involves a personality problem, a prompt reaction to the situation is required in the interest of the safety of the individual and of society at large, and not to wait until the exceeding of the standard limit of 12 (18) points. For these reasons we do not recommend implementing this version.

- **New drivers are evaluated more strictly. A simple administrative system is introduced so that after a certain number of penalty points is reached (e.g. after reaching half the number of penalty points in comparison with a driver after the trial period) the DR.L. is revoked automatically, followed by administrative steps.**

This system is used relatively often in Europe, is strict, and is not administratively demanding. Unfortunately, however, it does not permit differentiating violations that are of serious consequence for highway traffic safety from minor violations that in and of themselves do not lead to dangerous situations. Nonetheless, during the two-year testing period, the amassing of an excessive number of penalty points (it should be remembered that in the version being eva-

luated, the new drivers may amass only a set fraction of the points in comparison with other drivers) may mean the automatic revoking of the DR.L. and subsequent steps. We think that for the stated reasons, revoking a drivers DR.L. and subjecting him/her to psychological examinations is inappropriate, and might to the contrary cause the person a needless trauma. In spite of its elegance, we would only recommend this solution as a last resort.

- **Drivers are evaluated more strictly. A sophisticated system is created whereby those drivers are generally evaluated in the same way as drivers after their trial period, but a catalog of violations will be made, for which the DR.L. will be revoked immediately (serious violations) or after repeated violations (less serious violations).**

This can be based on the currently valid passages of the Act on Highway Traffic Rules and the Administrative Infractions Act.

An annex to the Act on Highway Traffic Rules sets forth how many penalty points are assigned to each violation. For the needed evaluation of the seriousness of an infraction by a driver in the trial period with respect to the possibility of the quicker revocation of a DR.L., we recommend considering whether all of the violations, including their point valuation, reflect their objective seriousness with regard to their impact on highway traffic safety. It is necessary to look at this from both a formal and material perspective (although this can be a problem sometimes when strictly applying the currently valid legislation).

Therefore, in connection with what has been said above and within the context of the point system, we recommend in general the evaluating beginning drivers like other drivers (but to revoke the DR.L. once only half the limit of penalty points has been reached). At the same time, however, it is necessary to take into consideration the relevant provisions of the Administrative Infractions Act that ban for several violations the driving of a motor vehicle in a definite range. Regardless of whether the limit for penalty points has been reached, if a new driver is banned from driving in connection with the applicable provisions of the Administrative Infractions Act, proceed as in the case where a driver exceeds the limit for penalty points.

Maximum number of penalty points received

In view of what has been said above, the maximum number of penalty points for beginning drivers should be half the number in comparison with others. On the other hand, it is worth examining the present point system, especially with regard to the possible raising of the limit for the revoking of a Dr.L. to 18 points, while also considering the possibility of raising the annual deduction (if a driver commits no violations) of penalty points from the present 4 to 6.

It is furthermore necessary to realize that drivers get penalty points mostly for speeding, failure to use their lights as required and not using a safety belt, as well as for improper use of a telephone while driving and using alcohol. Every driver knows about these violations, and it is not necessary to make these persons go through supplementary training at driving schools or similar facilities. The reasons for the violations are purely a matter of their personalities, so **we think the only sensible solution is to require them to undergo a psychological examination connected with an interview with an experienced psychologist (ideally a traffic specialist). This involves the opportunity of excluding persons with a pathological personality makeup or to start needed therapy for individuals with a diagnosed illness.**

The duty of taking a special supplemental training course during the trial period

In Europe, there is frequent discussion about whether drivers should take a standard supplemental training course during the trial period (training for skidding, driving in reduced visibility etc.). Some countries do this (especially in Scandinavia because of the climate). Under the conditions here, we do not consider imposing this duty by law to be reasonable. In view of the technical conditions that the service provider would have to arrange, either the pupil would have to get the supplementary training at one of the existing autodromes (there are few of them in the Czech Republic, and this would involve driving long distances), or the supplemental training would be provided by certified driving schools (especially for practicing skidding, this would be very limited by the unpredictable climate of this country, and this would probably lead to the kind of formalism or even cheating that is so widespread today). Last but not least, one must take into consideration the fact that paying too much attention to the technical side of driving a motor vehicle typically leads to a false feeling of security. As is shown by foreign research, this instead leads to higher traffic accident rates among less experienced and mature drivers.

In principle, however, the completion of such a supplemental training course during the trial period would be beneficial, if it were held under the supervision of real experts at an appropriately equipped autodrome. In view of the savings for society at large from the lowering of accident rates especially under extreme driving conditions, even the driving of long distances would be worthwhile (and this would certainly soon be noticeably improved by the influence of the invisible hand of the market). Another solution would be the joining of the providing of (technical facilities for) this supplemental training course with the technical facilities for the testing center, which, according to the proposal, should have an appropriate testing course. The appropriate organization of both of these activities would make possible the setting up of an appropriate autodrome in each district. In connection with the newly proposed system of motivating sanctions, when there will be an appeal for the ability to decide independently and to take full responsibility for one's actions, it is possible to leave the choice of supplementary training up to the drivers themselves – there is an endless number of topics (driving at night, driving under slick conditions, driving with reduced visibility and rain, driving during peak traffic in a large city, parking, driving on expressways and motorways, driving long distances on rural roads etc.) and there are more than enough suitable teachers (typically at driving schools) at present on the market (but it would be necessary to train the future teachers for the new role of a coach). Again, however, we would emphasize that **supplemental courses should mainly lead drivers to form the appropriate structure of their personalities (according to the GDE-matrix), and not just to getting the usually wrong impression that they have fantastic driving skills, even under extreme driving conditions.** This conclusion is in accordance with surveys that prove that especially young drivers up to the age of 25 often tend to drive in an excessively risky manner after completing these technically oriented courses (thanks to the wrong impression that no situation can get the best of them).

Concrete procedure for the transition from the trial period to a permanent DR.L.

If a driver fulfils all legal requirements during the required trial period, the originally issued license would automatically serve as a permanent driver's license (it would be possible to determine from the date of the granting of the defined type of DR.L. whether the driver is or is not still in the trial period, as was said above). **No further final test is necessary.**

Procedure in case of failure to meet the aforementioned criteria

During a trial period, if a driver is assessed the set number of points (or fails to undergo the required psychological examination by the required deadline with the designated psychologist or to be evaluated as being capable of driving a motor vehicle), his/her DR.L. will be revoked immediately. The question is how to proceed from there. Above it was said that the problem causing a driver to be unfit tends to be the structure of his/her personality, and not technical competence as a driver (incompetence is the caused of repeated – and definitive – failure of the required final examination – in view of the maximum length of time set by law during which an applicant can attempt to pass the final examination, there is no danger of the situation arising when somebody would have been trying to get a DR.L. for decades). **So it is necessary to insist unconditionally on an appropriate psychological examination and possibly a psychotherapeutic interview, on the basis of which further steps would be taken.**

The result could be:

- the verdict that the individual is permanently incapable of driving a motor vehicle, although it cannot be ruled out that after the passing of a certain amount of time, the person might mature, and then after successfully passing the relevant psychological examinations, he/she would again be able to drive a vehicle of the appropriate category,
- the conclusion that the individual is able to drive a motor vehicle already after the first examination – then it would obviously be desirable to require the completion of a new final examination in full, without the requirement of repeated training (the reason is the longer period without driving; the test would only confirm the current technical fitness). After passing the examination, a new trial period would begin.

A traffic psychologist processes the following data for the aforementioned problem drivers:

- 1/ Medical history – medical documentation or a report from an examining physician, professional history – records from the register of drivers of the traffic authority*
- 2/ With an expert assistant, the psychologist would perform a complete traffic psychology examination using of standardized methods determining in accordance with norms the ranges*
 - *of the level of intelligence*
 - *of psychomotoric abilities, concentration and differentiation of attention, the overall level of vigilance and sensory coordination, peripheral perception, performance tempo, resistance to time pressure and stress and mental blocks or syncopes if any*

- **personality prerequisites** – degree of social self control, anticipation, composure, comprehensive prerequisites for desirable self criticism and traffic adaptability,
- any determination of borderline or pathognomic aberrations that strongly correlate to traffic offenses (insufficiency, anxiety, personal immaturity, emotional excitability and hedonism - femininity, psychopathy, spontaneity, increased level of risk taking - adventurousness, increased flexibility, excessive aggressiveness in most of its partial causes etc.) must be evaluated comprehensively in all contexts and verified during an exploratory consulting interview by a traffic psychologist.

According to the diagnosis, the psychologist would decide on the next step:

- actual rehabilitation and counseling
- clinical therapy in case of serious mental aberrations
- recommendation of possible further training at a driving school

- In cases of actual rehabilitation and counseling, we recommend having 7 two-hour sessions over a period of seven weeks on one specific day of the week (on psychological grounds on Mondays – the possibility of specific evaluation of traffic behavior and accident statistics from the last free) – for the purpose of observation and the subsequent issuing of an evaluation report for the traffic authority, we recommend for this type of traffic psychology training/coaching a maximum of ten drivers.

- In cases of clinical therapy (serious conditions of anxiety, emotional excitability and irritability and other deficiencies), the clinical psychologist decides together with a medical specialist on further fitness to drive motor vehicles. We assume that the number of these cases – the mentally ill – will be in the range of 5% o 10% of the total number of problem drivers. After therapy, in especially serious cases one might recommend a repeated examination by a traffic psychologist, but that should be left up to the decision of the clinic and its ability to use stress methods.

Subjects for topical discussions (management – coaching – training) with problem drivers:

- physical laws, weight and vehicle speed, braking distance, influence of weather etc.,
- traffic law – reasons for the most basic and important traffic regulations and traffic signs having a major impact on highway traffic safety,
- impact of the driver's personality on traffic accident rates and the creation of traffic

conflicts, intelligence of the driver, stability of personality and anticipation of danger for him/herself or other drivers,

- *basic sensory and coordination requirements for handling a highway motor vehicle, effect of concentration and differentiation of attention, monotony and fatigue, drinking fluids, sleep,*
- *different performance capacity of young and old drivers as opposed to experience – driving practice,*
- *overview of the most serious personality defects causing irresponsible, inflexible traffic behavior (explanation of the term “delayed puberty”), risk taking, excitability, inconsistency, adventurousness, all types of aggressiveness, tendencies towards carelessness, lack of planning, living from day to day, being unrealistic – taking everything to heart, also excessive seeking for calm and femininity – depressed moods versus too unbounded optimism and attractiveness,*
- *drugs and alcohol (who is most at threat), personality traits that are the causes of these crutches, most common occasions (discotheques, emotional dependence - love, divorces),*
- *practical consequences of traffic accidents – statistics and photographs. If possible, combine with preparation for first aid after an accident. Social consequences of traffic accidents for families and friends, financial impact etc.*

In order for the program to be effective, the driver must be motivated to cooperate and then to change his/her own behavior. The cooperation must be based on understanding of why the driver is participating in the program and the acceptance of the rules that arise for the driver from his/her participation. Without inner conviction and acute effort, the program will fail. The less pressure the driver perceives, the more he/she will cooperate voluntarily.

The program must assume the persistence of existing, ingrained habits (so that even a driver with a powerful car can resist the desire to speed). The program must also assume the persistence of present perceptions and mental stereotypes, with the driver usually excusing him/herself and minimizing his/her own fault while blaming circumstances. In spite of the processes of self-evaluation and self-motivation, the traffic psychologist must try to disrupt and rebuild perception, thinking and sensorimotoric habits.

Traffic psychology has several techniques available:

1. Analysis of learned behavior and its changing

- *instruction of principles of self-motivation for behavior (long-term, short-term goals)*
- *development of new ways of perceiving, thinking and sensorimotoric driving habits*

2. Using group dynamics for creating new generational norms

- *Kurt Lewin—group dynamics and focus on changing personality (Gold, 1999)*
- *Albert Ellis—rational-cognitive approach (Ellis & Powers, 1998) including emotional intelligence (Goleman, 1996)*
- *L. Kohlberg—degree of moral development (1976)*
- *Albert Bandura— influence of the social surroundings on the Ego (1989)*

3. Mass media

- *Analysis of driving and drivers presented in the media to the general public and emphasis on their potentially harmful influence*

4. Statistical analysis

- *analysis and reconstruction of accidents*
- *evaluation of standard police records at a regional and national level*

5. The use of “peer program” principles

- *meeting with a “recovered” violator sharing his/her own experiences*

If the program is voluntary, its impact may be narrower, but its effect will be greater (as with other repressive programs). Even for treatment of persons who are drug addicts or criminals, there are two levels of correctional programs:

- *first (repressive) – for all (mandatory institutional treatment for drug addicts, prison for offenders, revocation of driver’s licenses for drivers); their main purpose is to protect the rest of society by excluding the individuals in question.*

- *actual rehabilitation is a deeper process, but it is only intended for motivated persons who are ready for a change that may even be painful for them (for drug addicts, this may involve community facilities, for people serving prison sentences there are psychotherapy groups).*

The key to success is the principle of voluntarism:

1) The driver himself must admit having a problem and must want to change something or him/herself. A positive approach is the key to success in the short period that is given for the training (the psychologist won't have to spend the first several meetings explaining to a group of uniformly combative drivers that he/she needs them to cooperate).

2) It will not be a great problem to exclude drivers who do not cooperate sufficiently or who disrupt the group. That way the drivers will value their participation more.

It is a question whether to introduce brief "training" for everyone with subsequent continuation for motivated persons, or to have only one session only for really motivated individuals. Current legislation should favor successful candidates in regaining their DR.L.

Inspiration can be sought from programs for resocialization of other risk groups.

If, within the framework of a new trial period, an individual repeatedly has gotten himself into the aforementioned situation, the cycle described can be repeated, and in the case of another excess, it would be surprising if the person in question were mentally normal enough not to be clearly excluded from the possibility of driving a motor vehicle of the category in question (with the possibility of reviewing of mental health after the passing of an individually set period, as was described above). The traffic authority of jurisdiction should be responsible for all of the processes connected with administration.

Attention needs to be paid mainly to young people aged 23-25 (who have driven a low number of kilometers), since

- they lack sufficient driving experiences with possible conflict situations in traffic, experience with the behavior of vehicles with various properties or under various conditions (in the snow, when the leaves are falling etc.),

- they lack social anticipation of threatening danger – they don't sense the threat of injuries and their consequences for the family, let alone for society at large; they lack the social experience of the death of loved ones or friends,
- they are too influenced by the virtual reality of film productions,
- they often visit places of entertainment with access to alcohol and psychotropic substances,
- personality causes are still in combination with predominant immaturity or instability-excitability, or to the contrary, insensitivity, sociopathy. They exhibit excessive flexibility, they behave as if invulnerable and are excessively self-confident. They don't know the rules, act too spontaneously – they are looking for speed, and that is why they exhibit aggressive social behavior and maladjusted driving and behavior in traffic.

Procedure in case of repeated extension of the trial period

We recommend that the trial period can be extended a maximum of two times (described above), otherwise one might doubt the mental health of the individual in question – for the future, a review of the decision would not be ruled out at the end of an individually determined period. The decision would be up to the assigned psychologist or the forensic psychologist assigned the case.

After failure of a total of three trial periods, a thorough (and basically definitive) psychological and/or psychiatric examination would be performed, which should reveal the mental characteristics of the examined individual that are not compatible with the requirements for driving the category of motor vehicle in question. This would be ordered, monitored and definitively handled by the relevant traffic authority.

The outcome of the report from the traffic psychologist will be the comprehensive evaluation of the results – level of intelligence, psychomotoric tests and the driver's personality in relation to his/her medical/ personal and professional history (from the traffic authority that requested the report, the psychologist should have a copy of the driver's records of traffic violations and accidents, and it is worth considering access to medical documentation kept by the driver's assigned general practitioner).

The traffic psychology examination would be finished with a conclusion of:

- mentally fit with the condition of a checkup within one year,
- mentally unfit to drive a vehicle requiring a certain type of DR.L. (usually type D or C) or fit but with a limitation (e.g. only for intrastate transport) and with a recommended date for a checkup if a drivers wants to use a revoked type of DR.L. again (e.g. after 3 years),
- mentally unfit to drive any type of motor vehicle and a recommended date for a checkup if a drivers wants to use a revoked type of DR.L. again (e.g. after 3 years),

In the case of a negative conclusion, the waiting period for the checkup could be shortened by:

- attending a targeted traffic therapy group and a subsequent positive examination by the assigned psychologist.

Supplementary instruction or training

We do not recommend conducting supplementary instruction or training. Instead (as is described above) the relevant final examination will be conducted – ordered (permitted) and administered by the relevant traffic authority.

New final examination if any

After the unsuccessful completion of the trial period, the final examination will be administered in full. The examination itself will not be made stricter to discover any major driving errors (that is not the nature of the trial period), but rather will be to determine by psychological examination whether an individual is currently fit to drive a motor vehicle of the relevant category. The examination as such serves to verify that the examined person, after a shorter or longer break from driving motor vehicles, meets the standard criteria (among other things, this will motivate the applicant, especially after a longer break, to use the services of an accredited driving school and to pay for the necessary number of lessons on theory and practical subjects).

Procedure in case of failure

If three trial periods expire without success (if the person still wants a DR.L.), the individual must undergo a detailed psychological or psychiatric examination for the purpose of determining the causes of failure – here it will be determined whether and when it will be possible

for the applicant to take new training, a final examination and a subsequent trial period (i.e. an entirely new process – also mentioned in the text above).

Establishment of new basic training or a special course

We recommend this solution in the case of interest in a DR.L. and at the same time, under the condition that relevant experts approve the holding of a DR.L., standard training will be completed (not special training).

Possible of joining a preparatory course only after the passing of a set time period

We recommend that an expert from the field of psychology or psychiatry determine the period after which the applicant undergoes a new expert examination. If the applicant passes that examination, he/she may follow the normal procedure to earn a DR.L.

Other possible limitations on a driver's license

The need to undergo a special medical and/or psychological examination for certain categories of drivers (usually trucks and busses)

This is already required by valid legislation – we recommend keeping it, but specifying an examination performed by a designated psychologist

Procedures in case of the finding of excessive anomalies

Undergoing of relevant supplementary examinations, then the procedure recommended by the appropriate specialists.

The need to undergo a traffic psychology examination completed with a finding of:

- mentally fit with the condition of a checkup within one year,
- mentally unfit to drive a vehicle requiring a certain type of DR.L. (usually type D, C or E) or fit but with a limitation (e.g. only for intrastate transport) and with a recommended date for a checkup if a drivers wants to use a revoked type of DR.L. again (e.g. after 3 years),
- mentally unfit to drive any type of motor vehicle and a recommended date for a checkup if a drivers wants to use a revoked type of DR.L. again (e.g. after 3 years),

In the case of a negative finding, the waiting period for the checkup could be shortened by:

- attending a targeted traffic therapy group and a subsequent positive examination by the assigned psychologist.

Periodic medical examination after the reaching of a certain age

Procedure in case of the determination of excessive anomalies

The current status can basically be kept (the procedure is not uniform in Europe, and the practice in the Czech Republic is among the strictest). If a physician (usually a general practitioner) determines an illness that could negatively impact driving a motor vehicle of a particular category, an additional expert examination or therapy will be – current legislation dictates how to approach the traffic authority – it can merely be recommended that in the case of more serious anomalies, the traffic authority really should be informed, so that the relevant steps can be taken, leading to the possible limitation or revocation of the DR.L. (among the issues to be resolved is addiction to alcohol or other defined addictive substances).

If a physician has doubts about the medical fitness of a driver, he/she should order an additional examination incl. e.g. a traffic psychology examination. If the examination determines unfitness to drive or determines conditions for driving, the examining physician (or consulting specialist) should file a motion for the initiation of administrative proceedings to the relevant traffic authority, leading to the revocation of the DR.L. Today, this is covered by valid legislation.

For persons found to be addicted to alcohol or other addictive substances, a parallel motion should be filed for the initiation of administrative proceedings for the revoking of the DR.L. After two years of documentable abstinence, the applicant for the return of the DR.L. would be required to undergo a medical and traffic psychology examination, and in justifiable cases also a toxicology examination, and on the basis of positive results, his/her DR.L. would be reinstated (after completing of required retesting, as stated above).

The problem is still to decide which of the specialists should file the motion – we are inclined to say the examining physician who concludes the examination. There is not yet any tradition of similar practice in this country, and it might be viewed as “informing” that would harm the specialist by causing him/her to lose clients, who would change over to doctors with whom there would be no such threat. It would be appropriate to consider the introduction of a legally mandated duty of reporting, as is the case in suspicion of child abuse etc.

Traffic psychologist

We recommend that the assigned psychologist be a **traffic psychologist**.

It is necessary to define precisely the criteria that a traffic psychologist must satisfy. Current legislation does not establish any legal conditions on which it would be possible to build.

The law on the conditions for acquiring and recognition of fitness for the practice of a non-medical healthcare profession speaks of psychologists (graduates of a one-field Master's Degree program with a length of at least 5 years) and clinical psychologists (they additionally have a required attestation examination), but the term traffic psychologist does not appear in the official materials covering the qualifications of experts. Nonetheless, it is immediately obvious that the question of (highway) traffic psychology is specific enough as well as frequently relevant and of societal importance, so one cannot do otherwise than to recommend that a change be initiated in the area of qualifications of psychologists dealing with traffic issues. One of the solutions is defining a traffic psychologist as a graduate of the aforementioned Master's Degree program, who has also completed mandatory post-graduate studies and has also gained additional experience in the area of traffic psychology (3 – 5 years), ideally in connection with the guaranteed supervision of an experienced professional throughout the period of the gaining of practical experience.

Current practice confirms that the current formulation may also favor individuals who lack needed knowledge or ethical principles, and could harm the reputation of the field of traffic psychology. At present it is only a question of the conscience of each psychologist to avoid getting him/herself into a field in which he/she is not competent (under the current situation, the diagnosis of drivers can be performed by a psychologist from any area – e.g. a pediatric psychologist who has no experience with adults or a marriage counselor whose main specialization is couples therapy etc.). For understanding of the importance of determining specific criteria, we would briefly summarize the system of educating psychologists in the Czech Republic.

After completing a one-field Master's Degree program, it is possible to compare a psychologist to a fresh medical school graduate who knows a bit about everything but has no specialization. More in-depth training is acquired through post-graduate education provided by accredited training centers. Simply put, for clinical psychologists it is at the level of systematic education leading to attestation in clinical psychology. For other areas, it involves education within the framework of professional organizations (diagnostics, current issues) and therapeutic schools (psychotherapy training).

In the area of traffic psychology, a comprehensive system of education is provided only by the Association of Traffic Psychologists, which offers not only education for beginning members, but also supervision and continuing training for its existing members. At the same time it determines the methodology of diagnostic practice and it monitors the quality of work of all of its members.

As an example of viable post-graduate training, we would mention an accredited course now underway, conducted by the Association of Traffic Psychologists in cooperation with the Psychology Department of the School of Liberal Arts of Palacký University in Olomouc. The course meets the standards for accreditation within the EuroPsy project (The European Diploma in Psychology), which permits work throughout the EU after passing relevant language tests.

Description of the training event

The whole program lasts 200 hours, 150 hours of which are completed jointly in the form of lectures and seminars, and 50 hours are supervised expert internships (within this framework, there are also casuistic seminars).

A. JOINT PART (150 hours)

I. Specifics of the work of traffic psychologists

1. Introduction to Traffic Psychology

History and current status of traffic psychology around the world and in this country, European trends, Task Force Traffic Psychology.

2. The Traffic Psychologist

The relationship of the traffic psychologist to those who assign them work – physicians, transportation company management, public officials (police, courts) – working with information, confidentiality, information about work procedures, formulation of findings from examinations and recommendations for work with a driver, documentation of working activity and archives of examination records. Meetings with interested parties.

3. Fundamentals of Behavior in Traffic

Perception, reaction, attention, risky behavior, anticipating risk. Evaluation of mental fitness to drive motor vehicles, boundaries, traffic and clinical psychology.

4. The Traffic Psychologist as Part of the System for Work with Drivers

Goals of the functioning of a traffic psychology laboratory, facilities and technical equipment, specific needs of the traffic psychologist, defining competencies among employees at a traffic psychology laboratory, group planning of goals and their evaluation. Laboratory management, documentation, meetings.

5. Limits on Traffic Psychologists' Need for Cooperation

The cooperation of traffic psychologists with external institutions – medical clinics, diagnostic and counseling facilities, clinical laboratories, the trade licensing department, the Police of the Czech Republic etc., written communication with drivers, colleagues and institutions in cooperation with a network of experts.

6. Legal Minimum

Current legislation within the framework of provided diagnostic services. Fundamentals of law in the area of highway traffic and driver training.

II. Personality of the Driver

The work of specialists with drivers, influencing drivers' personalities, performing a diagnostic interview, specifics of individual consultation, gathering of data on the driver, recommending further care, rehabilitation of problem drivers. Work with the employer, family, formation of agreements.

III. New Trends in Diagnostics and Education

Diagnostics with the help of laboratory and mechanical examination methods, new forms of diagnostic methods (electronic tests), plusses and minuses.

Traffic psychology and lifelong traffic learning – preschool and school traffic learning, training drivers, perfecting their driving skills, rehabilitation of problem drivers.

IV. Traffic Medicine

Alcohol, drugs, medication, various kinds of addiction (gambling) in relation to negative impacts on fitness for driving motor vehicles, opportunities for detection, diagnosis and rehabilitation.

Results of EU research projects (IMMORTAL, available results of the project DRUID).

V. Communication Skills

Training in communication (the skill of winning colleagues over to cooperation, passing on skills and knowledge), ability to plan, define competencies, argue, solve problems, communication when emotional, empathetic reactions).

VI. Personality of the Traffic Psychologist

Led by 2 instructors (max. no. of students in the group – 15). Psychosocial training focusing on the main working tool of psychologists – their personalities – self reflection, being aware of their strengths and limitations, ability to “move in the network of relationships”, communicating negative results of examinations to clients.

B. SPECIAL PART (50 hours)

1. Traffic accident rates, the human factor, working with drivers after an accident

Crisis intervention, psychodiagnostics, elements of therapy during work with the driver and his/her family, support from the psychology for integration).

2. Safety audit for newly built roads and the role of the traffic psychologist

Inappropriate places and the possibility of their correction, advertising along highways and highway traffic safety.

3. Traffic violations

Driving style and lifestyle, self perception and perception of others.

4. Evaluating the mental fitness of driving school teachers

5. Traffic psychology and various groups of participants in highway traffic

Younger versus older drivers versus, problems of chronic illness, cyclists and motorcyclists vs. drivers.

6. Engineering psychology

The vehicle as a tool for a job – stress from noise, temperature.

7. Telematics

Driver assistance systems (ISA).

8. Activities of forensic experts

Traffic forensic evaluations (possibilities, problems).

9. Practical diagnostics

10. Excursions to work sites

Familiarization in the field with the demands of professional driving.

It is truly urgent to begin looking at the possibilities for creating adequate official attestation (specialization), the methodological basis for which could be the aforementioned principles.

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