

{ ISCOM } 12 janvier 2022

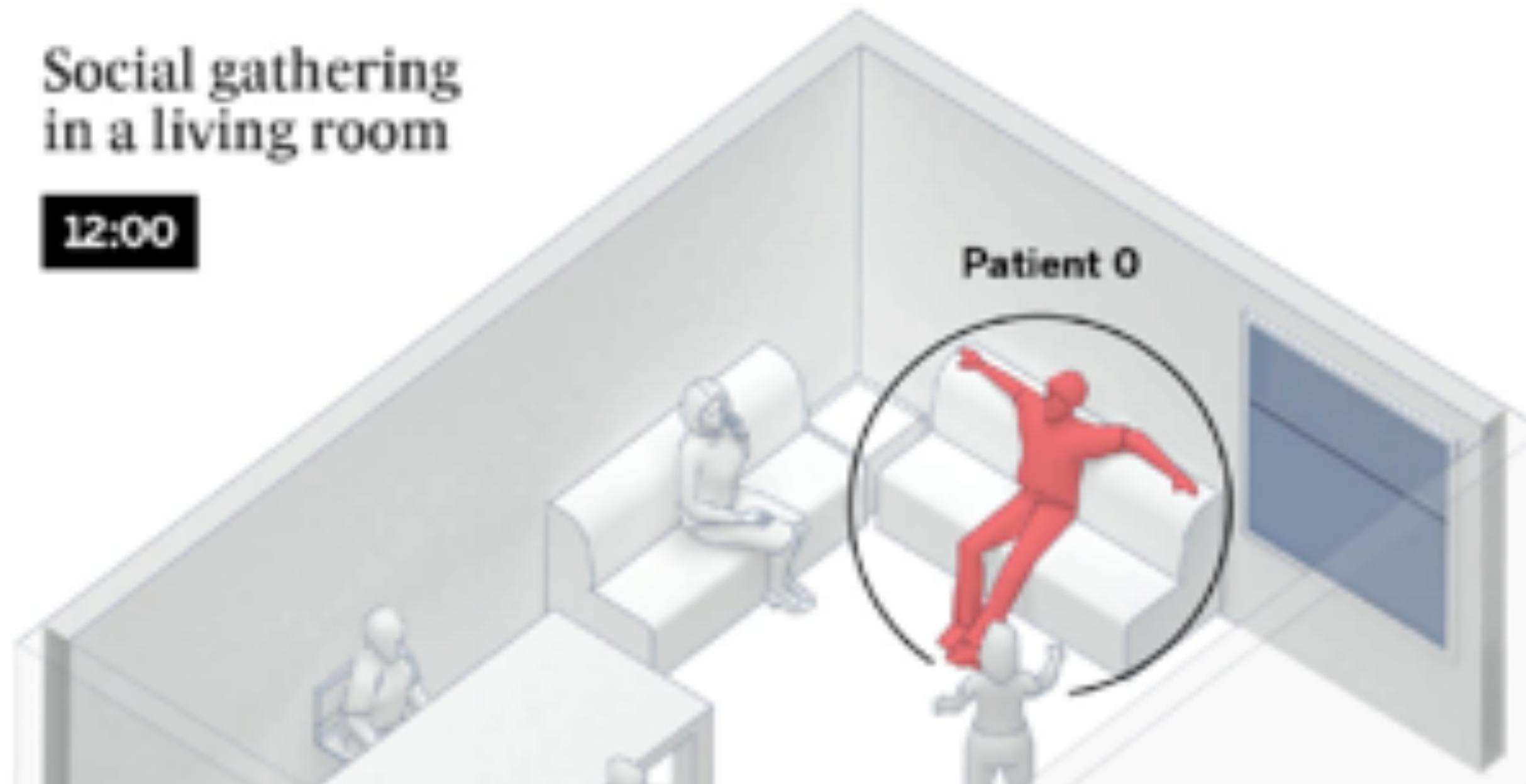
VOUS AVEZ DIT DESIGN THINKING ?

MARIE-CÉCILE GODWIN PACCARD
mcgodwin.com

PRÉAMBULE

Social gathering
in a living room

12:00



<https://english.elpais.com/usa/2021-03-29/how-to-avoid-coronavirus-infection-in-indoor-spaces-dont-breathe-other-peoples-air.html?rel=listapoyo>

Six people get together in a private home, one of whom is infected. **Some 31% of coronavirus outbreaks recorded in Spain** are caused by this kind of gathering, mainly between family and friends.

Nous aérons

FICHES PRATIQUES

MESURER LE CO₂

GUIDE D'ACHAT

TEXTES & ARTICLES

FILTRATION

CONTACTS

PRÉVENTION COVID-19

RISQUES AÉROSOLS : LES MEILLEURES PRATIQUES POUR RÉDUIRE LES CONTAMINATIONS



 @nousaerons

 Nous Aérons

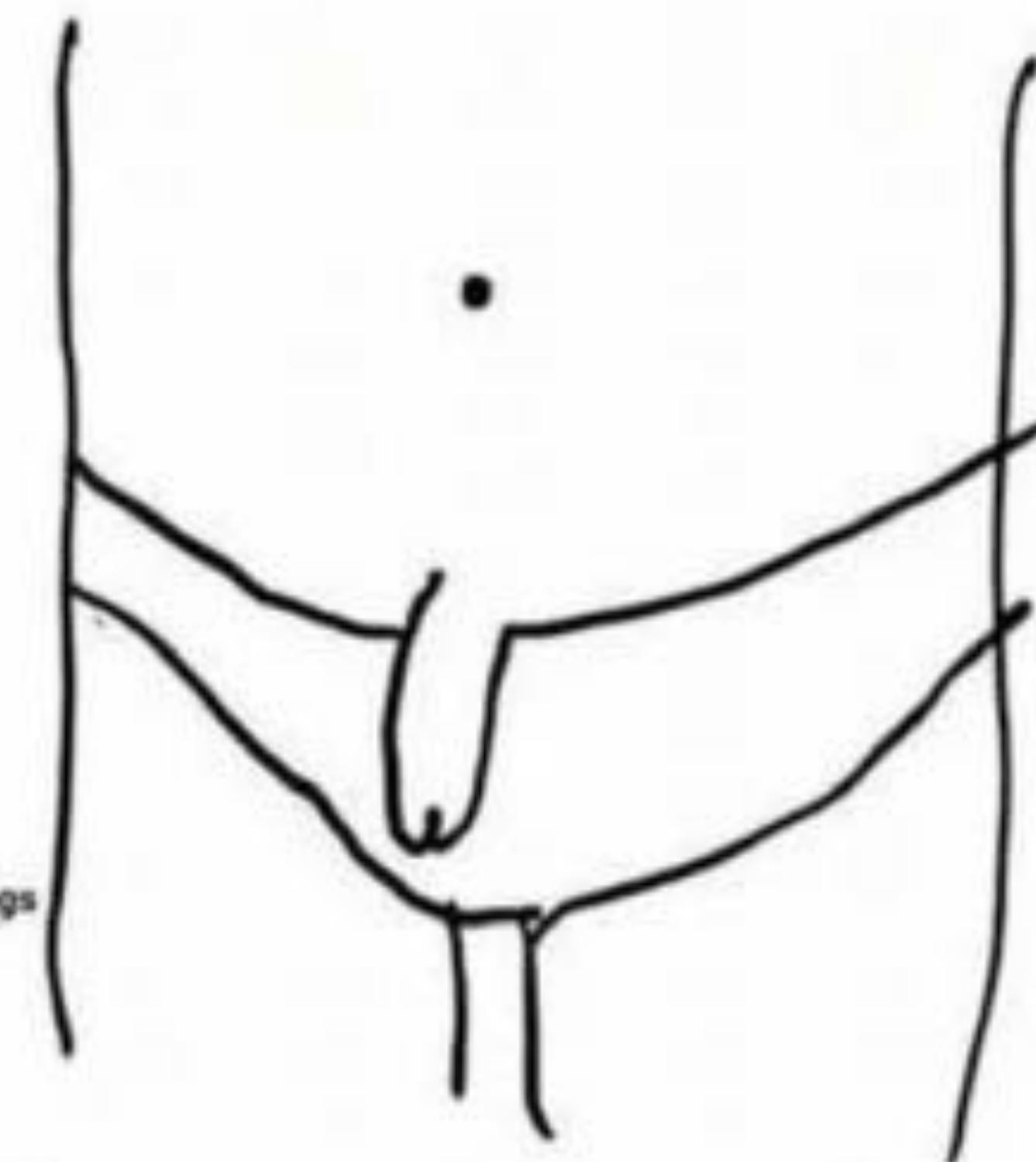
 info@nousaerons.fr

L'aération, la ventilation, la mesure du CO₂ et l'installation de purificateurs d'air sont recommandés par plusieurs entités nationales et des recommandations concernant des taux de CO₂ à ne pas dépasser sont proposés :

**Wearing your
face mask
like this.....**



**Is like you wearing
your underwear
like this**



So please wear your face mask properly!

HELLO !

Je m'appelle Marie-Cécile.

Je suis designer critique et systémique, j'étudie les usages (UX research).

mcgodwin.com

common-futures.org

madameguillotine.fr



Photo : Sara Thom

"TU FAIS QUOI,
DANS LA VIE ?

Sécateur



Maïeuticienne





Roomba

Design
|di.zajn|

critique \kri.tik\

Porter un regard analytique et critique sur le design, déconstruire et exposer sa participation aux systèmes d'oppression (capitalisme, extractif, accélération des cycles de production, colonialisme, patriarcat, etc.)

\e.ty.d\ |
Étude des
Aller "sur le terrain"
d'utilisation et
observer, rencontrer,
questionner, analyser...

usages \y.zaj\ |
Les comportements,
habitudes, outils,
raccourcis que les
personnes utilisent pour
accomplir ce qu'elles ont
besoin de faire.

Qui dit designer, dit forcément...

DESIGN THINKING !



1

DESIGN THINKING : LA MYTHOLOGIE

Mythe numéro 1

LE DESIGN THINKING EST JUSTE UN TRUC TENDANCE

*La tendance
est à la toge, en
ce moment*





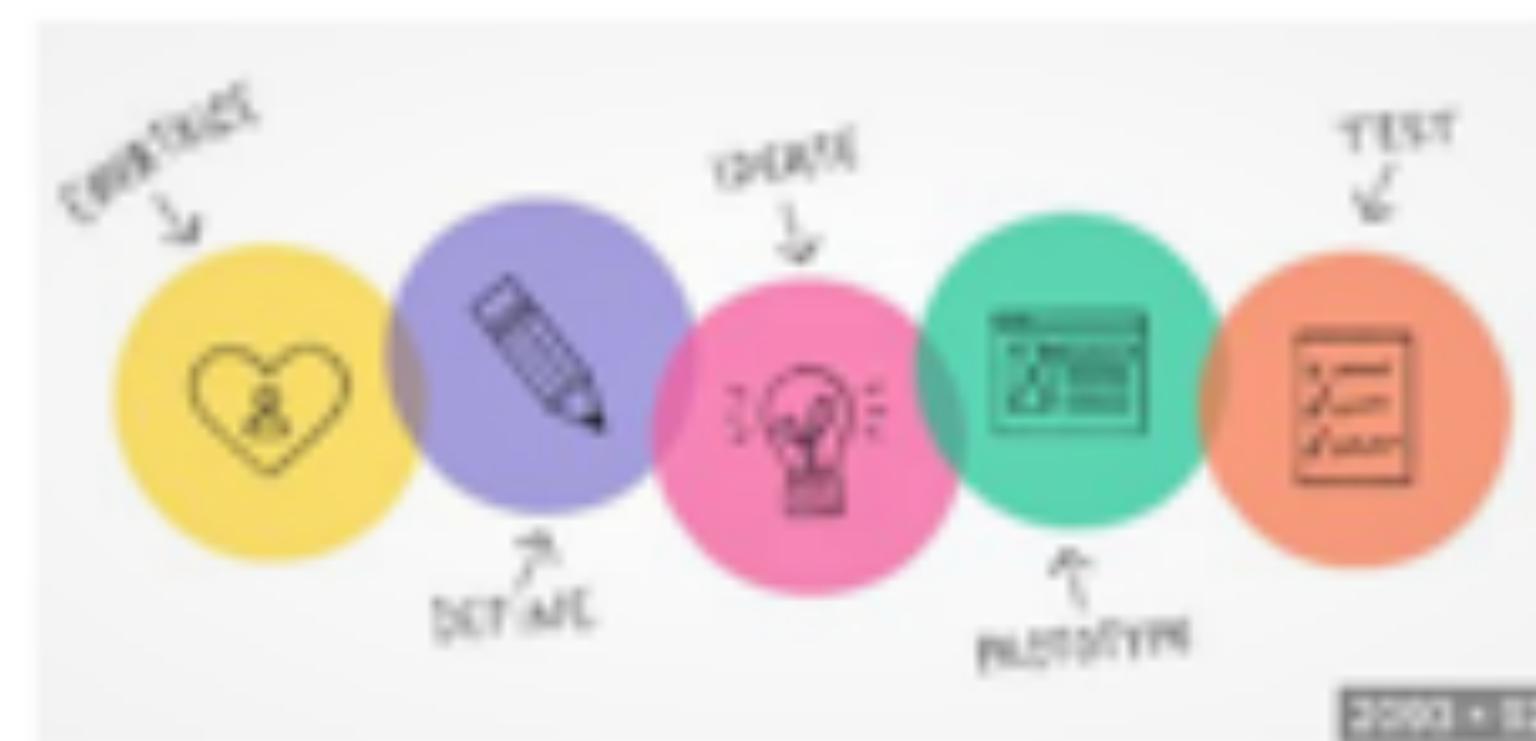
design thinking



Votre confidentialité, simplifiée.

[Tous](#) [Images](#) [Vidéos](#) [Actualités](#) [Cartes](#)[Préférences](#)

Design Thinking Studio in Social I...
[blogs.eion.edu](#)



How to Use Design Thinking to Guide Your Company's ...
[trainme.net](#)



Design Thinking is the New Black | C...
[contentplus.paceco.com](#)



Driving Innovation Through Design Thinking - KSM Consult...
[ksmconsulting.com](#)



Design thinking - Wikipedia
[en.wikipedia.org](#)



Design Thinking Must Be Fu...
[thefutureschool.com](#)



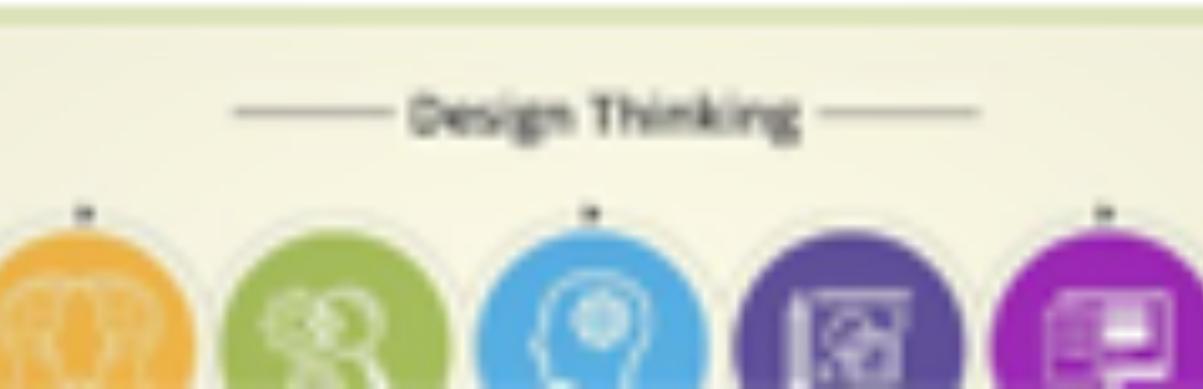
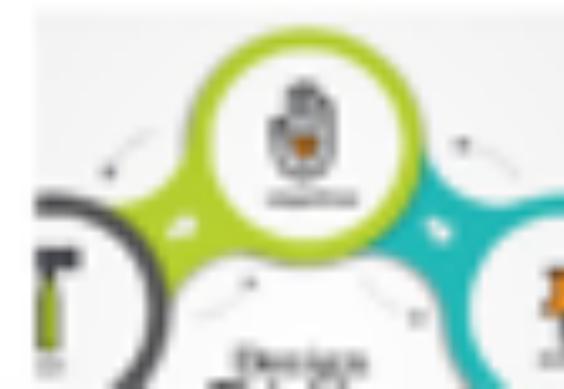
Design Thinking: A Success St...
[cohort21.com](#)



What is Design Thinking? - YouTube
[youtube.com](#)



Design Thinking Isn't Just For Your Product Dev...
[productinnovation.com](#)



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France Filtre Parental : Modéré À tout moment

How design thinking can help you achieve your business ...

© [https://www.mydesignminds.com/2020/02/20/how-design-thinking-can-help-you-achieve...](https://www.mydesignminds.com/2020/02/20/how-design-thinking-can-help-you-achieve/)

Pros of design thinking. Design thinking performs better than the regular business strategy, as it works from the user's end to improve the product. The consumer decides the changes required, thus making the product more user-friendly. Design thinking is all about creativity. During the ideation step, the company can look for various ...

How can design thinking help your business? | World ...

⇒ <https://www.weforum.org/agenda/2015/05/how-can-design-thinking-help-your-business/>

To me, design thinking is a framework for ingenuity. It can generate excitement for new ideas, leading to solutions that address unmet needs. Just as business intelligence can be the enabler for faster, better-informed decisions, design thinking can be the driver for better-designed solutions for products and services.

How to Use Design Thinking in Your Business

¶ <https://designforfounders.com/design-thinking/>

The benefits of using design thinking in business include: Saving time and money developing new products. Actually solving the problems end users face. For most of us, design thinking comes naturally, and we use parts of it in our everyday lives.

How Design Thinking can help your business - Saratoga

© <https://www.saratoga.co.za/design-thinking-can-help-your-business/>

The benefit of Design Thinking is its principles can be applied across many areas of business because it focuses on finding solutions. It's a user-centric approach to problem

Envoyez Vos Remarques

2. Five awesome examples of design thinking



Image credit: Screenshot from the Oral B

design industriel Braun/Oral B Electric Toothbrush

In 2016, Braun and Oral B recruited the expertise of designers Kim Colin and Sam Hecht, founders of the London-based design studio Industrial Facility, to create a smarter electric toothbrush.

When they initially partnered with Braun and Oral B, the manufacturers suggested Colin and Hecht design an electric toothbrush with a variety of sophisticated data-tracking features including a music player, ways to sense how well the user's were brushing every

UberEats

Log in

(Image credit: Homepage screenshot of [UberEats](#))

UberEats

The design team at UberEats is constantly accessing design thinking principles to fuse modern, state-of-art technology with the antiquated and fundamental act of buying a meal. And it's safe to say that they've had a very successful project.

One thing that really stands out about the UberEats design team is their adherence to the design thinking process. They seek to empathize with their user's experience so much that they've implemented The Walkabout Program—a quarterly event where UberEats designers are sent to a city to learn about its transportation infrastructure, delivery and restaurant industry, and its overall food culture.

In addition to this immersive design technique, UberEats designers iterate quickly and innovate constantly. They participate in rapid field testing, where designers are



Discussion



Nathália Urban

@UrbanNathalia

...

Uber Eats announced the end of its activities in Brazil as of March 8th. The announcement came a day after it was enacted in the country a law requiring delivery apps to pay statutory sick pay to delivery workers in cases of accidents at work and covid-19 contamination.

[Traduire le Tweet](#)

9:09 PM · 6 janv. 2022 · Twitter for iPhone

6 012 Retweets

756 Tweets cités

32 344 J'aime

comm, buzz et exploitation de vides juridiques

1950

DESIGN THINKING

- **Années 60** : premiers ouvrages
- **Années 70** : "pensée design"
- **Années 80** : "human-centered design"
- **Années 90** : *IDEO* crée une adaptation orientée Business
- **Années 2000** : Popularisation du terme, notamment à travers l'innovation intensive et le design sprint.

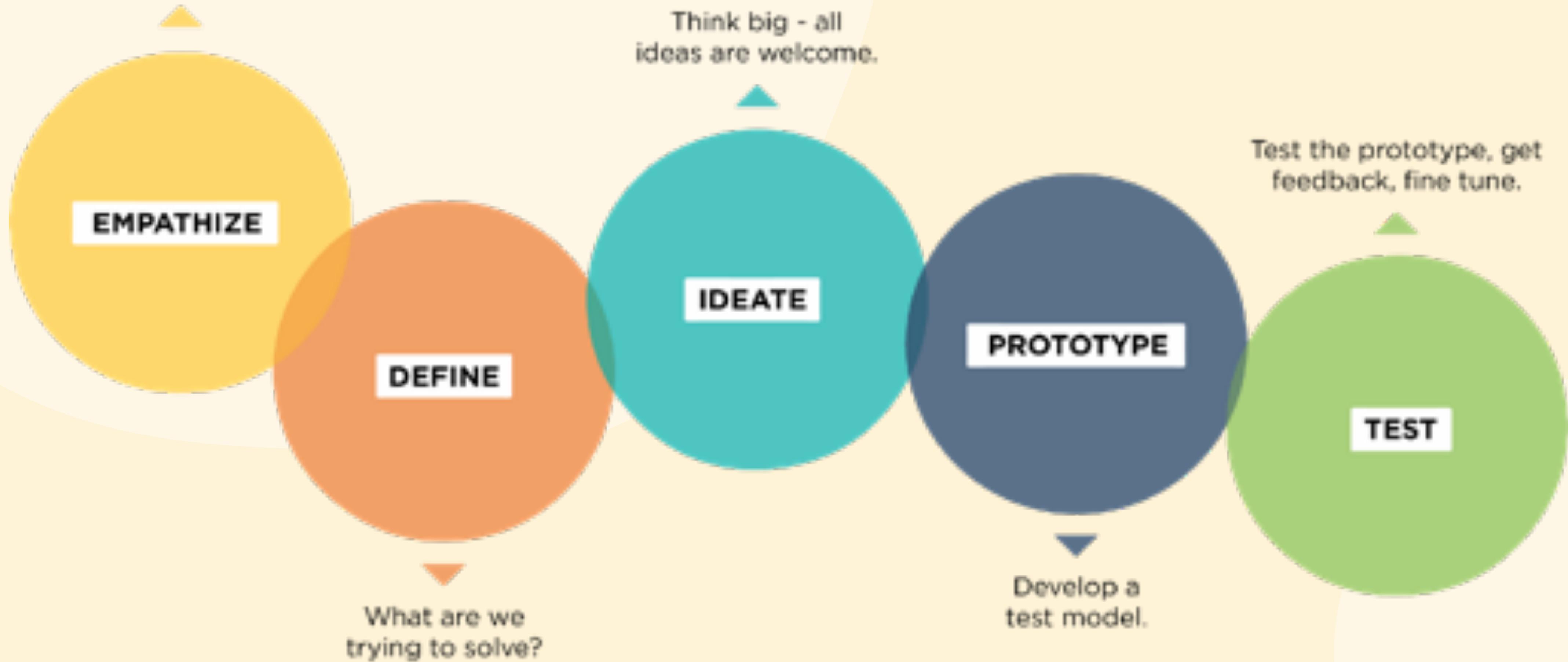


*C'est bon,
c'est pas si
compliqué, ho*

Mythe numéro 2

LE DESIGN THINKING N'EST RIEN DE PLUS QU'UNE MÉTHODE À SUIVRE

Every problem has
a human element.

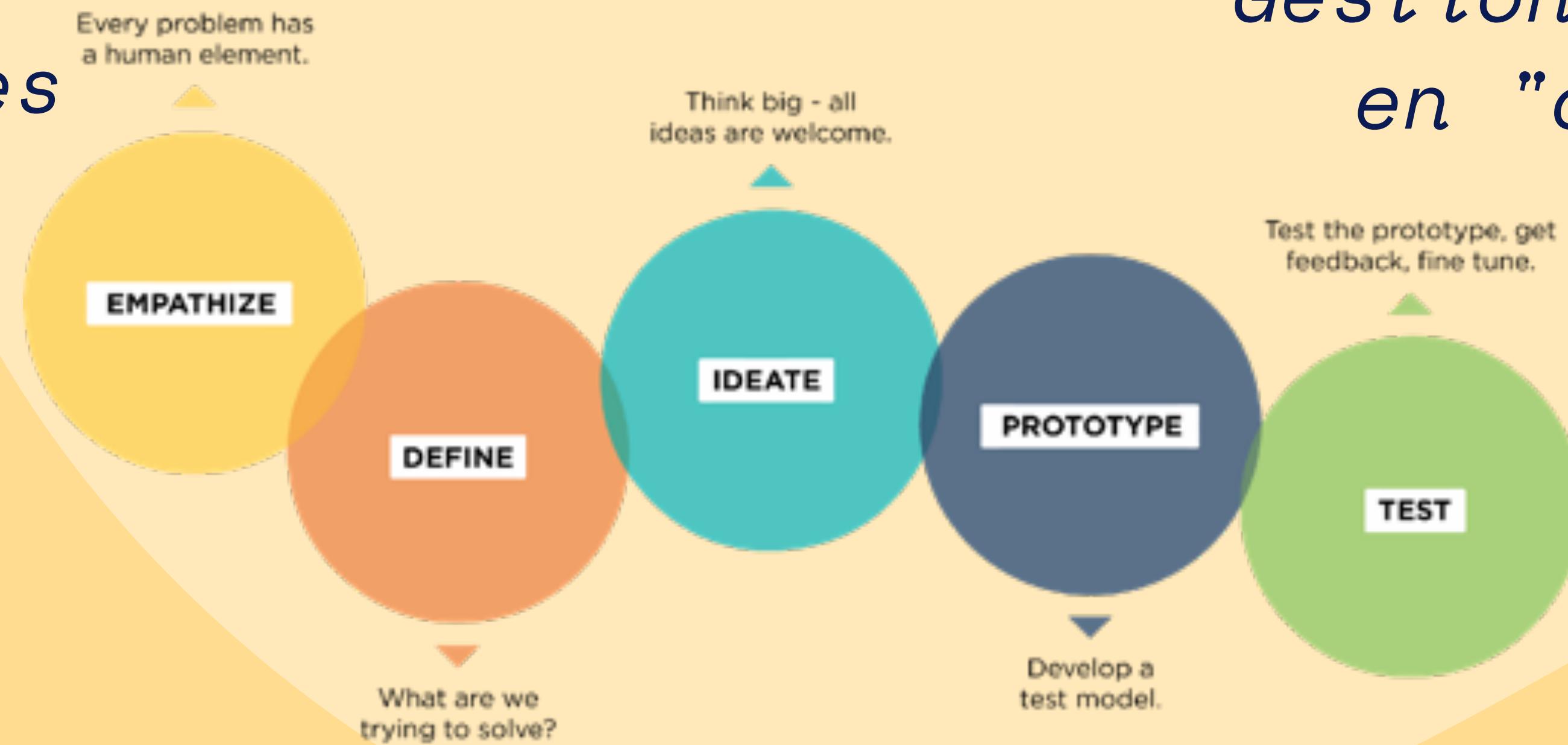


C'EST UN PEU PLUS COMPLIQUE QU'AVEC CA :

- C'est une manière totalement **différente** de procéder qui demande une remise en question de beaucoup des **clichés** auxquels nous nous conformons aujourd'hui au sein de nos organisations.

Fonctions en silos hermétiques

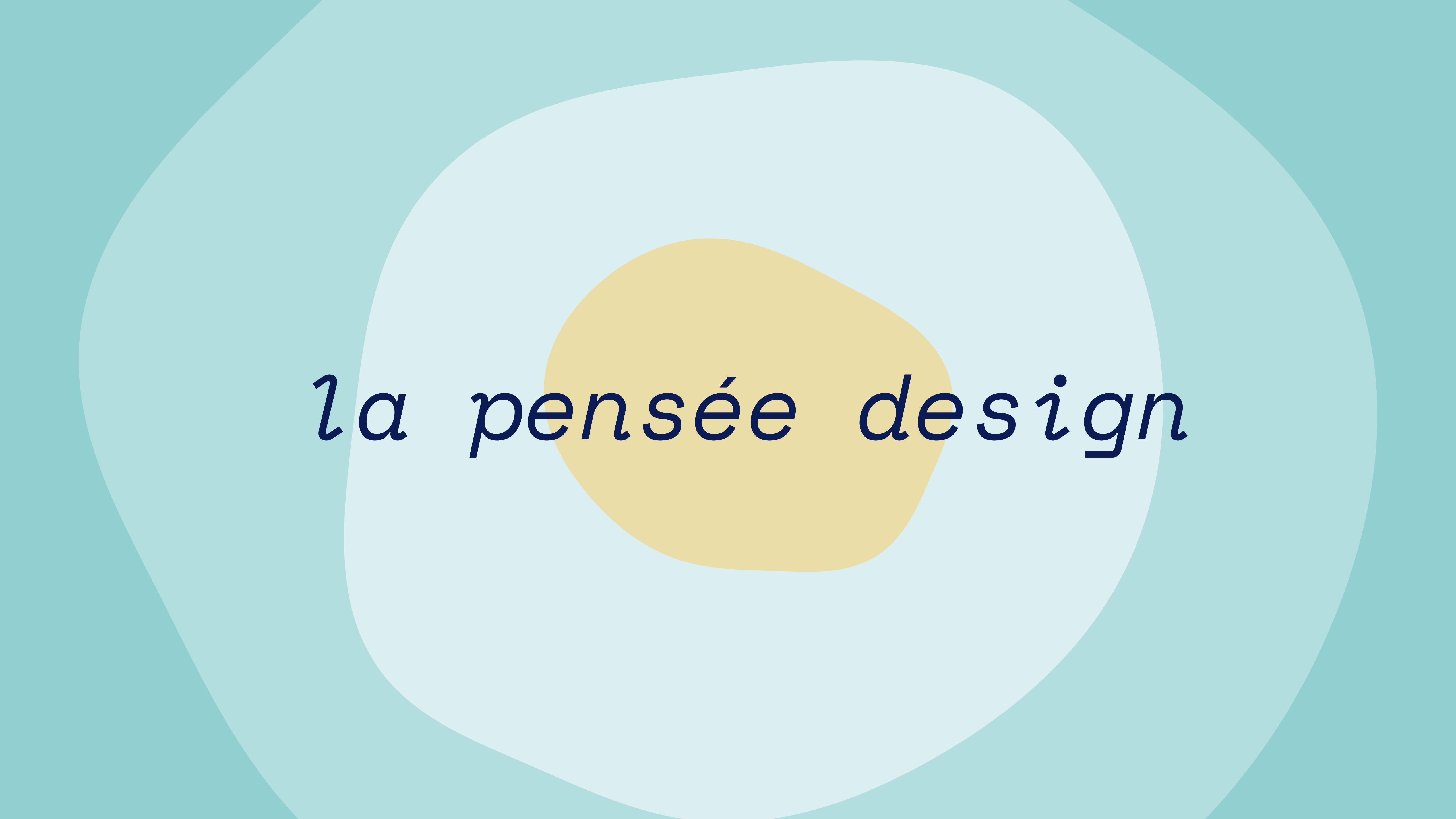
Définition incomplète du besoin



Pas ou peu d'itération

Gestion de projet en "cascade"

Conception isolée du reste de la production



la pensée design

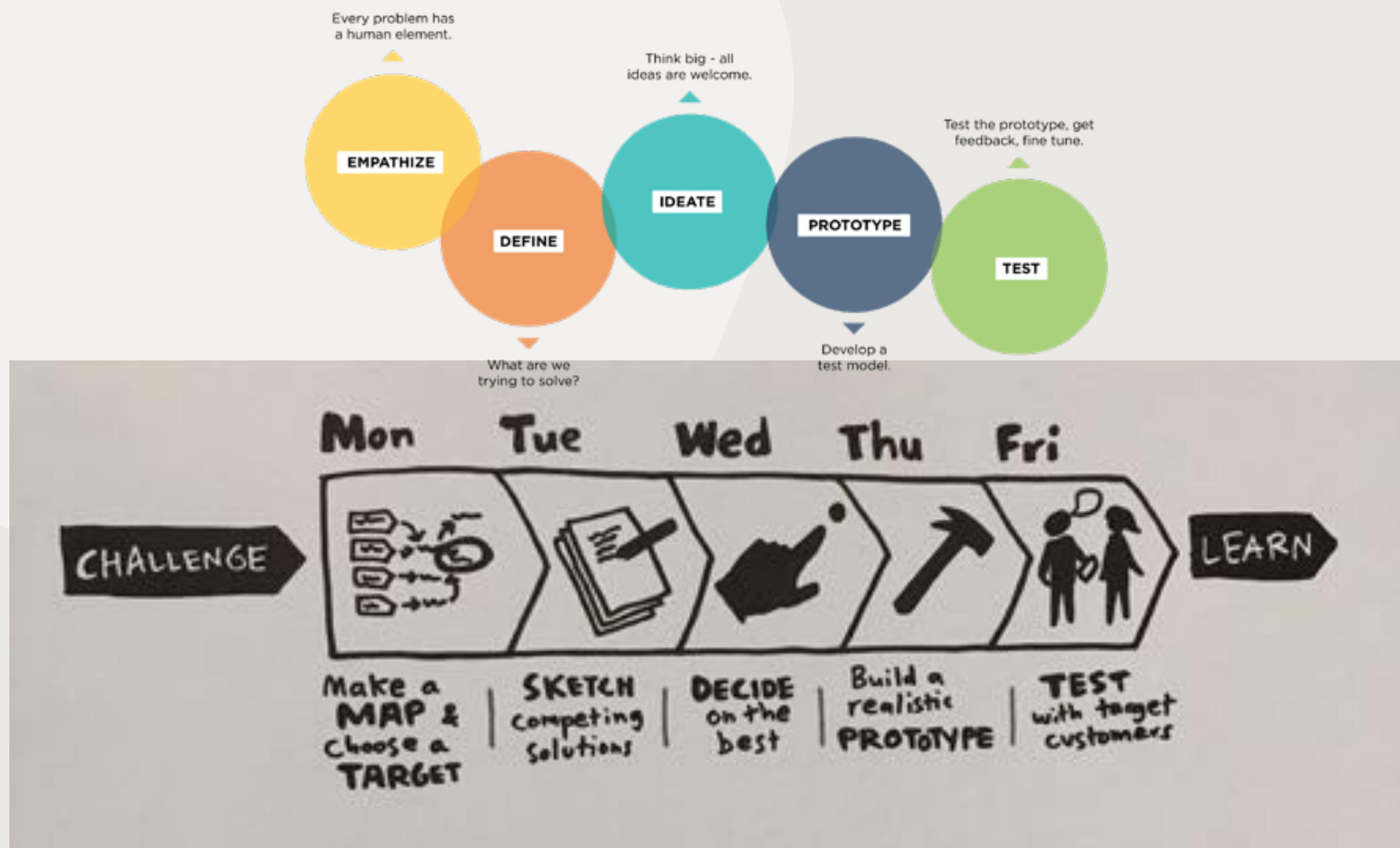




Poussez-vous,
j'arrive

Mythe numéro 3

LE DESIGN SPRINT EST LA SOLUTION À TOUT



LOIN DE LÀ.

- Le sprint est un **condensé** accéléré de design thinking.
- Il ne fonctionne que dans des conditions **contrôlées**, sur un problème **identifié**, avec au moins une personne **qualifiée** en facilitation, documentation et pensée divergente.
- Il est sur-vendu comme un accélérateur de **créativité**, mais mal conduit, il ne produit rien d'extraordinaire.

PAR CONTRE,

- Le sprint est super efficace pour optimiser le **travail en groupe** sur un laps de temps constraint,
- Les **méthodes utilisées** (*How Might We*, dot voting, etc.) sont redoutables et super utiles à appliquer par la suite,
- Les **tests du vendredi** sont des usines à informations et insights.

2

REMONTONS AUX ORIGINES...

LE DESIGN THINKING, C'EST QUOI ?

*C'est un processus qui enchaîne **exploration** extensive et non-discriminante, **analyse** objective, **idéation**, puis **mise en forme** de la solution à la problématique initiale.*

C'EST QUOI ?

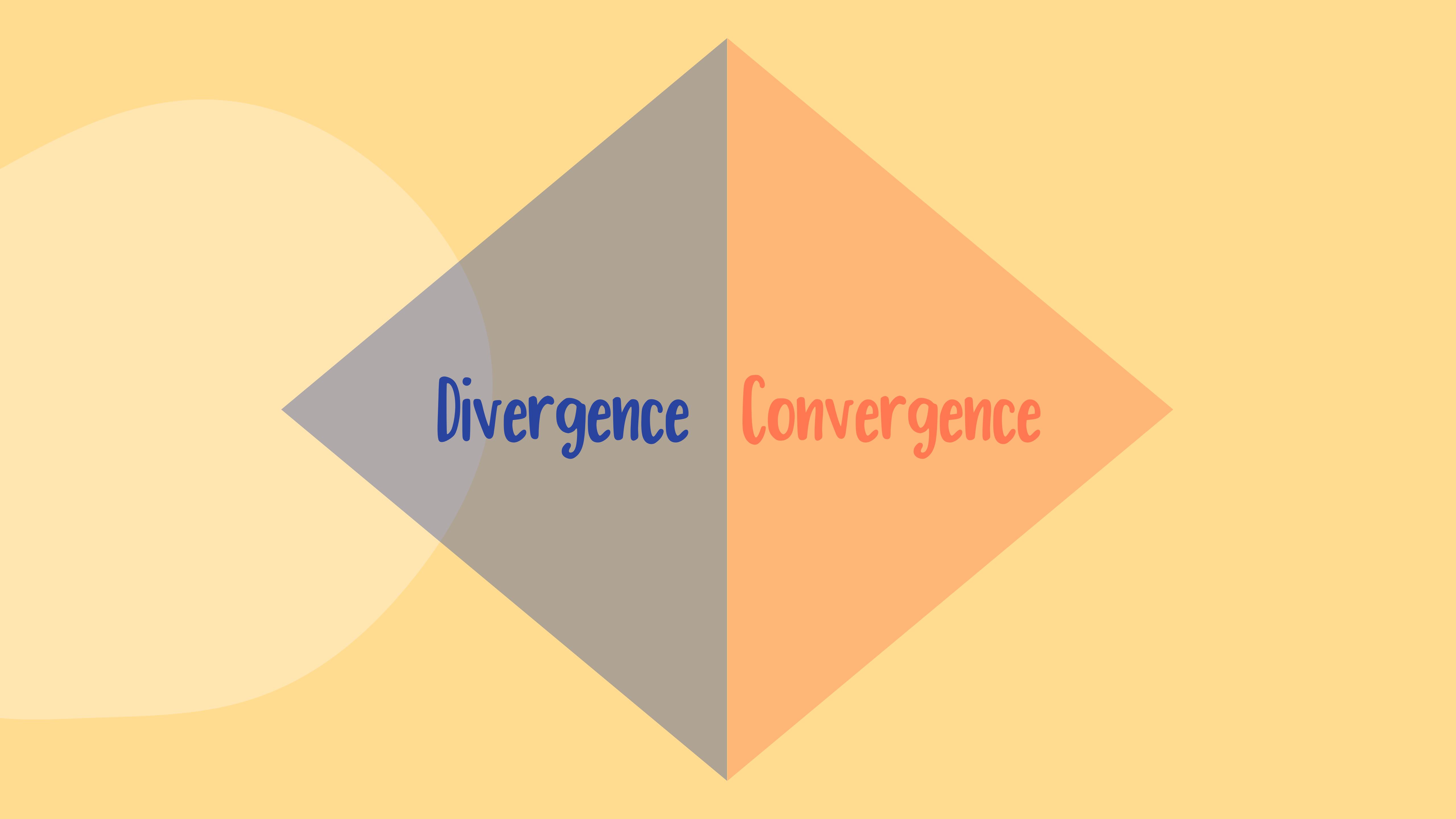
\di.zajn\

Le design est un ensemble de méthodes qui permet de concevoir une réponse à un problème donné, dans un contexte particulier.

ÇA CONSISTE EN QUOI ?

\di.zajn\

apprentissage de la pensée divergente, de l'appréhension du complexe, de l'exploration non-discriminante, de l'horizontalisation des savoirs, pour ensuite informer des décisions adaptées à la problématique identifiée



Divergence

Convergence

Divergence

Une exploration extensive et non-discriminante. Une analyse du terrain et des savoirs horizontaux

Convergence

Un processus de reformulation et de mise en forme informé par les données issues de l'exploration

*Sources
inhabituelles,
non officielles,
etc.*

Usages réels

*Savoirs
dévalorisés*

*Savoirs
invisibilisés par
les oppressions de
classe, de
validisme, de genre,
de race, etc.*

Recherche

*Sciences humaines et sociales,
sciences du vivant, médecine,
technologies, etc.*

*Expert·es
identifié·es*

***Vécu personnel,
éducation, bulle
d'information,
connaissances,
expertise***

*Expériences
vécues par nos
proches*

*Canaux
"officiels"*

*médias publics, canaux
officiels des organisations,
etc.*

*Expert·es dans
des domaines
éloignés*

*Savoirs
vernaculaires et
indigènes*

*Expériences
vécues par des
personnes
différentes de
nous*

3

MAIS SI ON NE FAIT PAS DE DESIGN
THINKING, ON FAIT QUOI ?

A dense tropical jungle scene. In the foreground, large palm fronds and other tropical foliage are visible. A small, simple hut with a thatched roof is nestled among the trees on the right side. In the background, a tall, multi-tiered stone structure, possibly a temple or pyramid, rises through the canopy of leaves. The overall atmosphere is lush and green.

*La découverte d'une
problématique*

A dark, atmospheric photograph of a forest at night or in low light. In the lower right foreground, a yellow tractor with a bucket attachment is positioned on a dirt path. The background is filled with tall, dark silhouettes of trees. A small, faint light source, possibly a headlight or a distant street lamp, is visible in the center-left area.

*Le déroulement
classique*

Design Sprint



Ah, on y voit plus clair, non ?



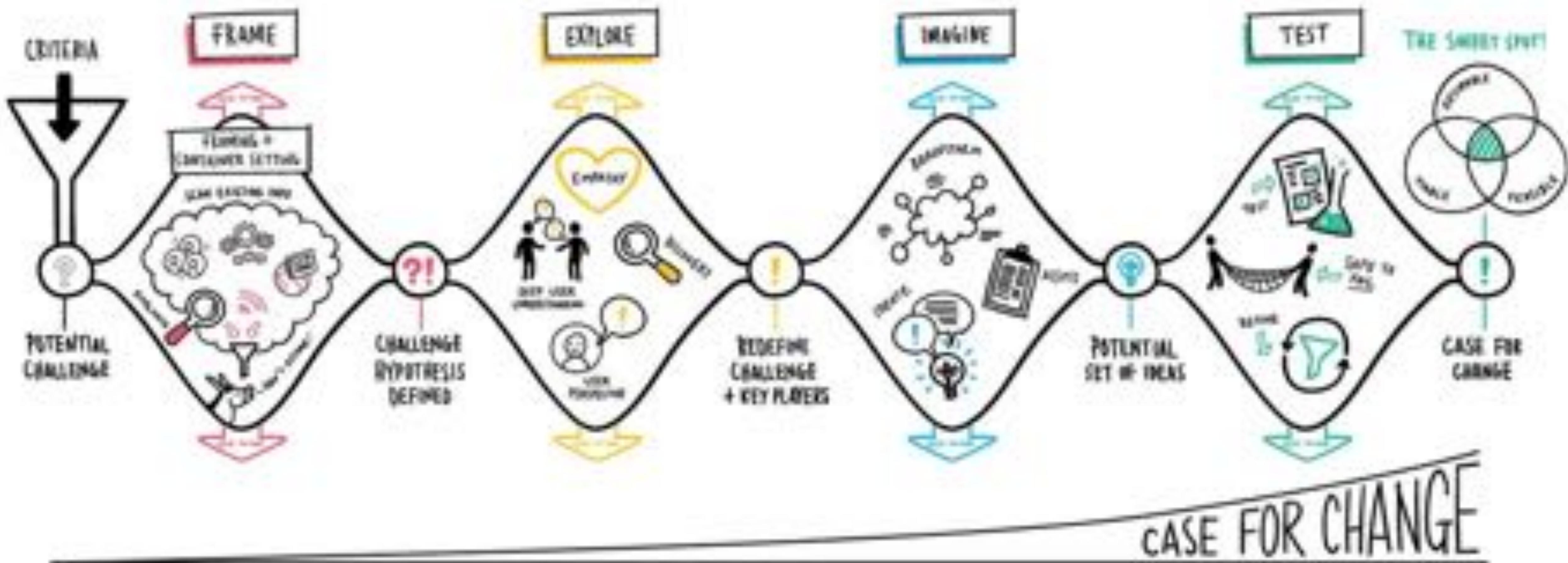
The background of the image is a blurred, colorful photograph of a city at night. The scene is filled with streaks of light from moving vehicles and illuminated buildings, creating a sense of motion and urban energy. The colors are predominantly blues, purples, and yellows, with occasional bright reds and greens.

Design Thinking

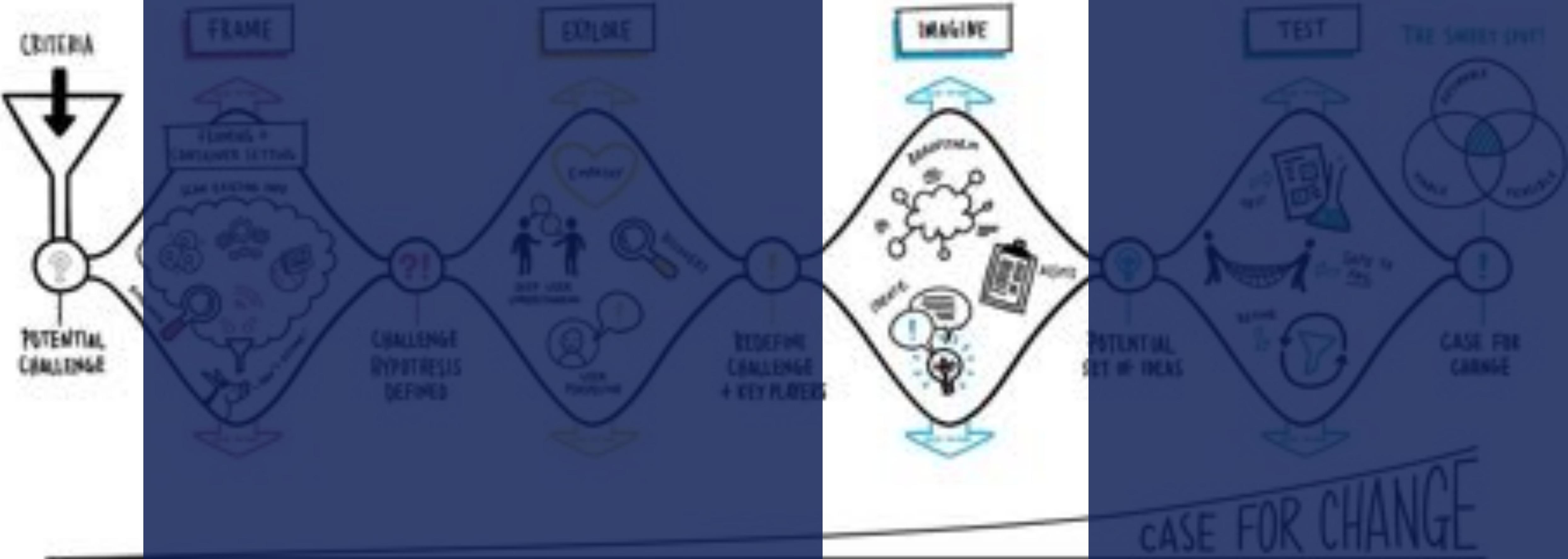


LE DESIGN THINKING EN BREF

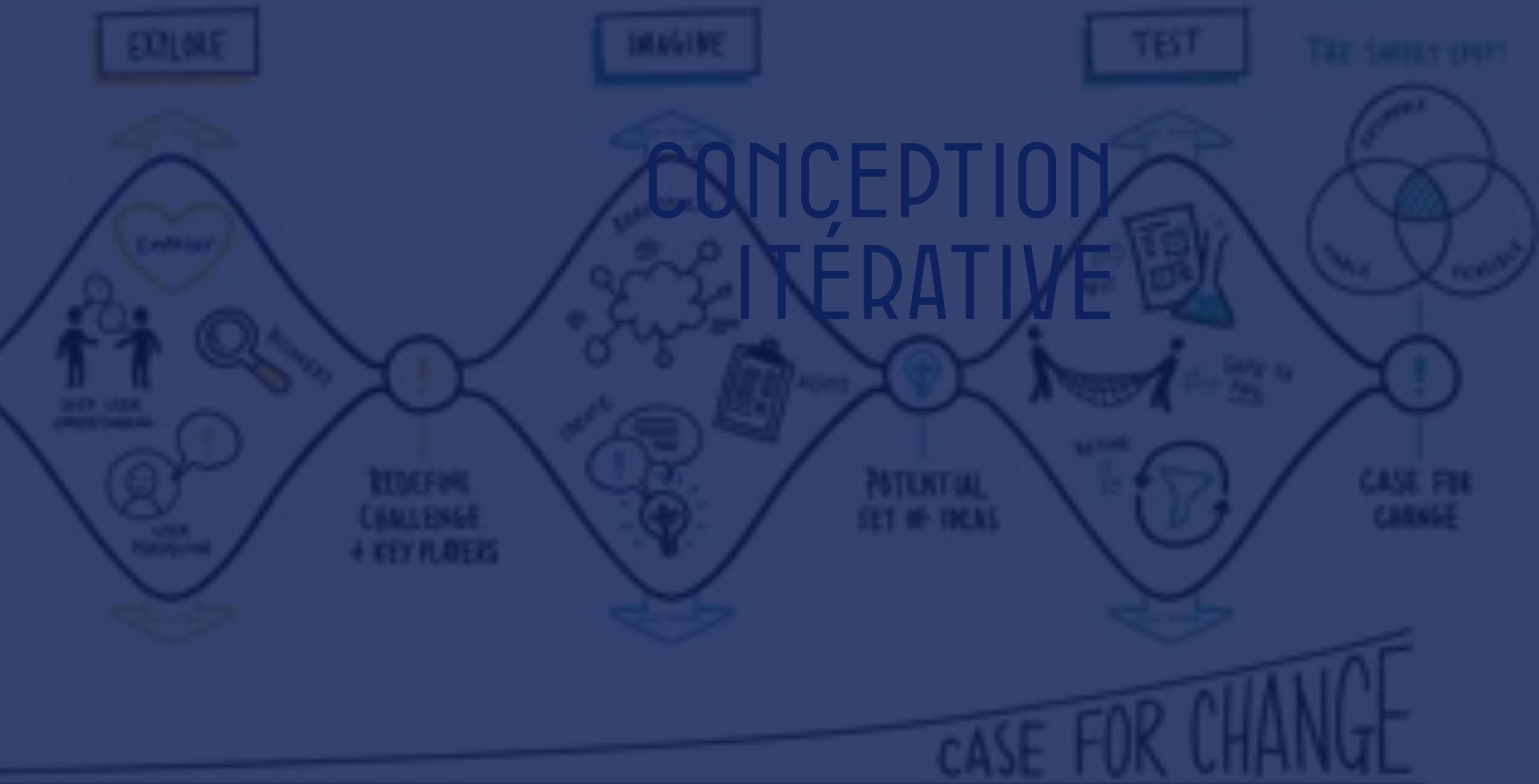
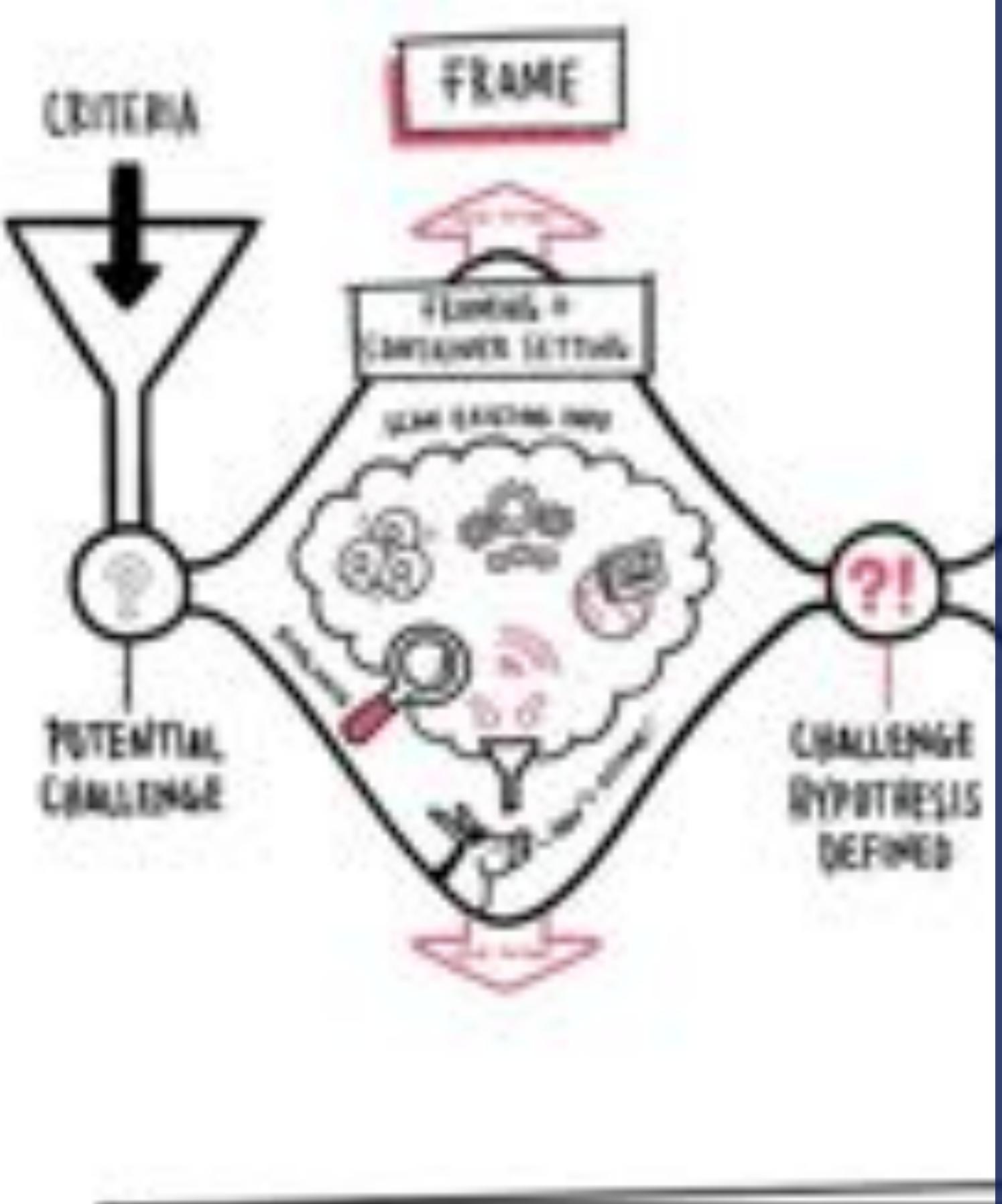
Le modèle du laboratoire de co-conception d'Auckland, NZ

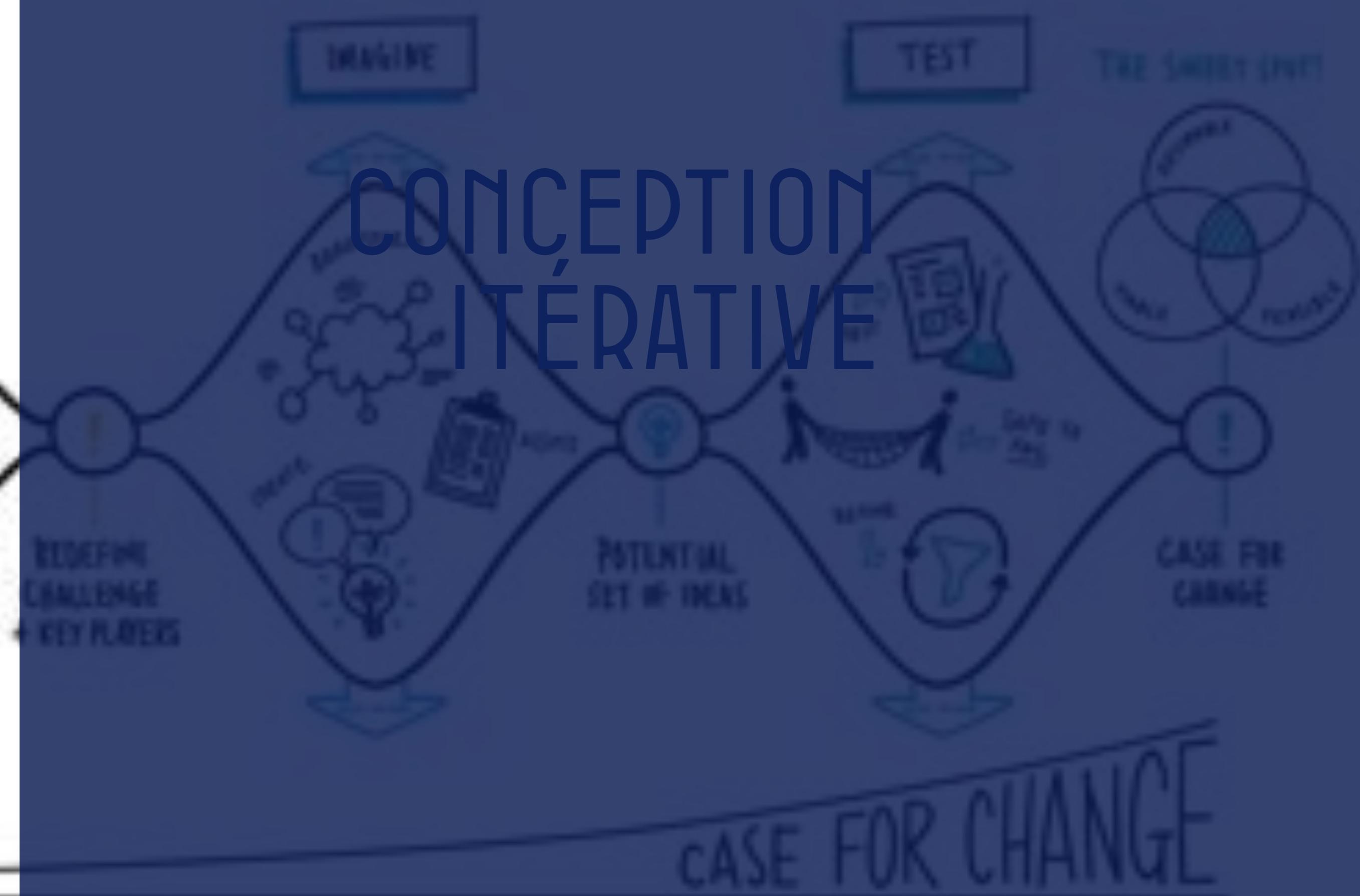
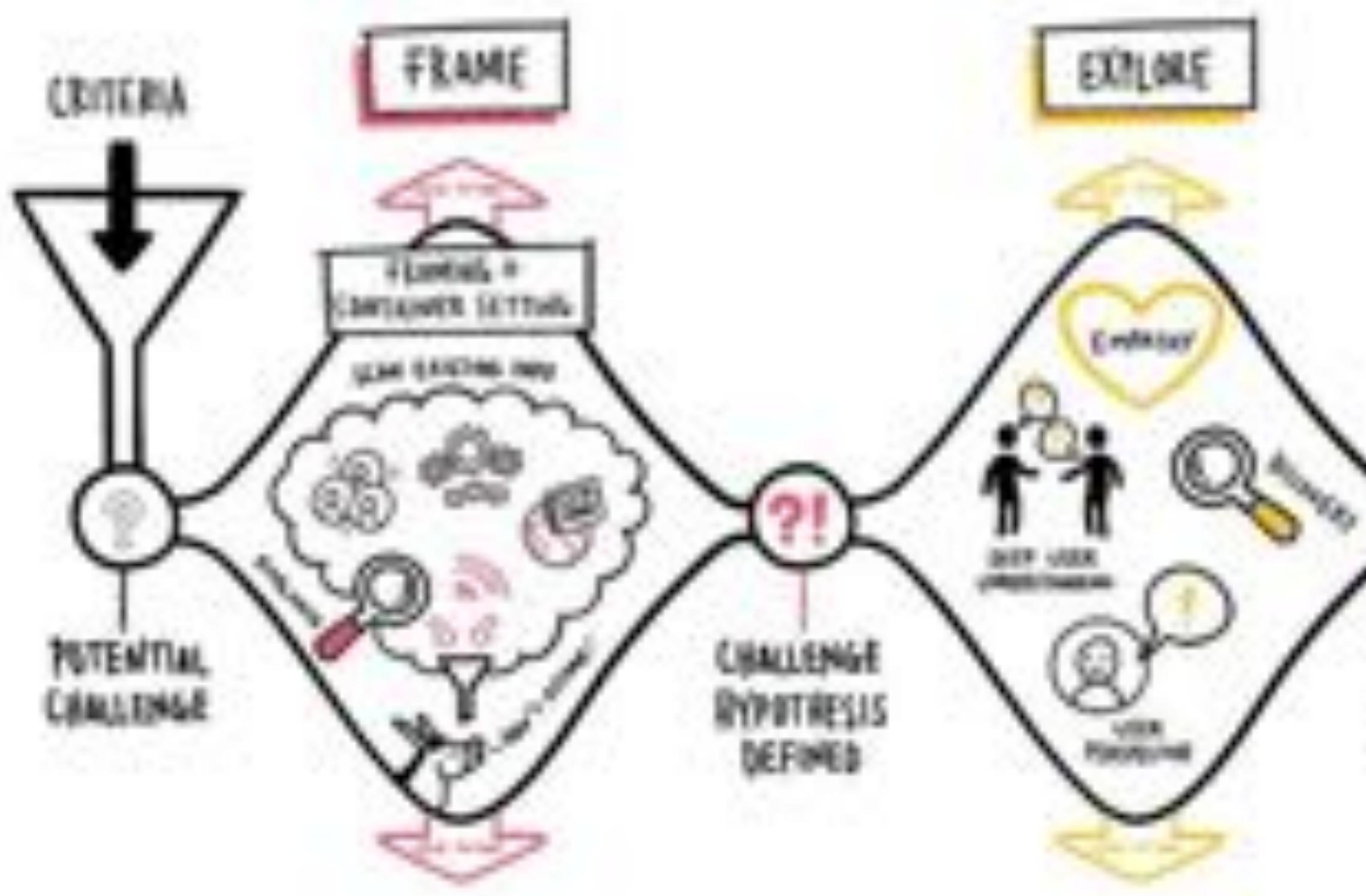


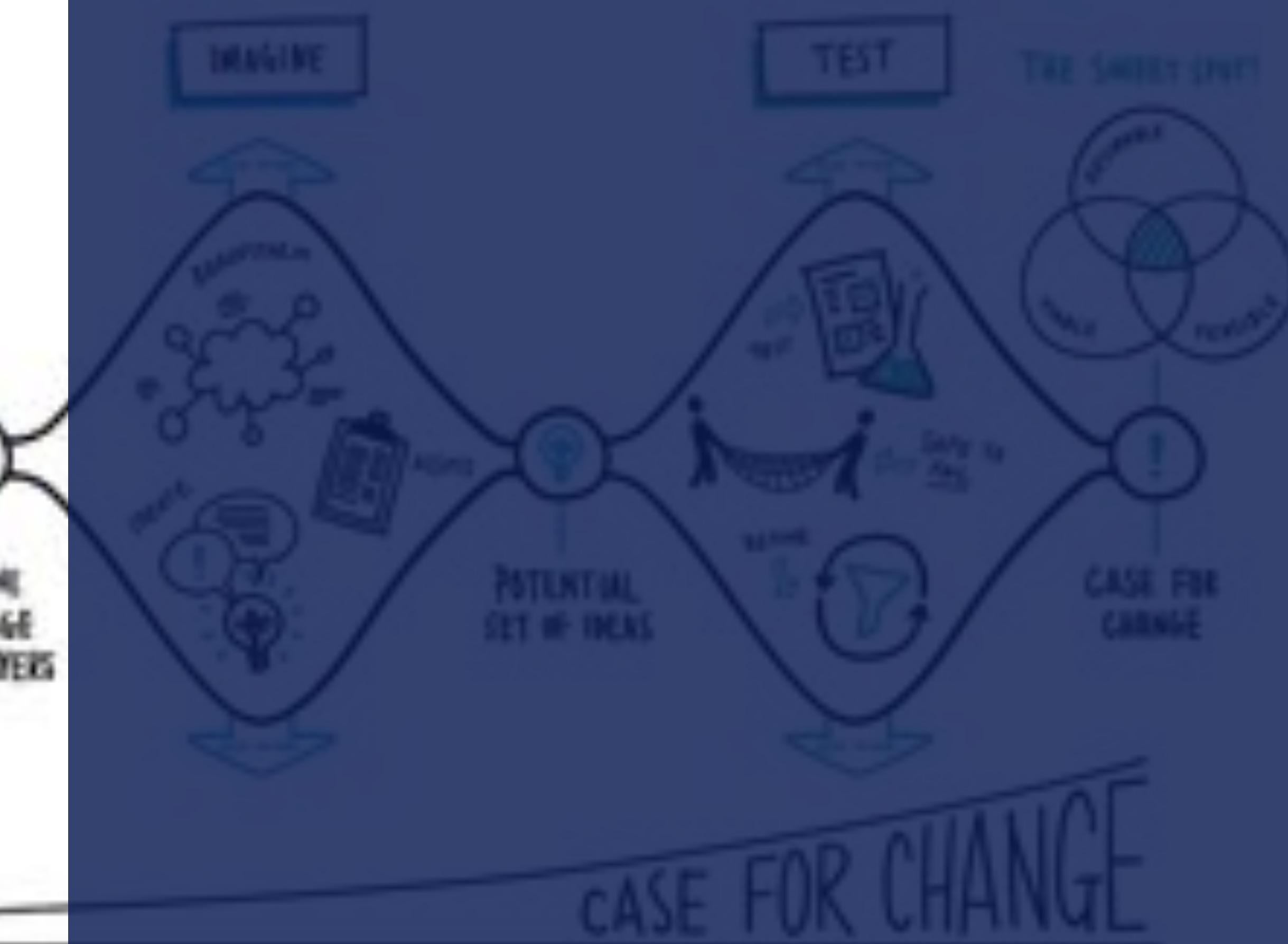
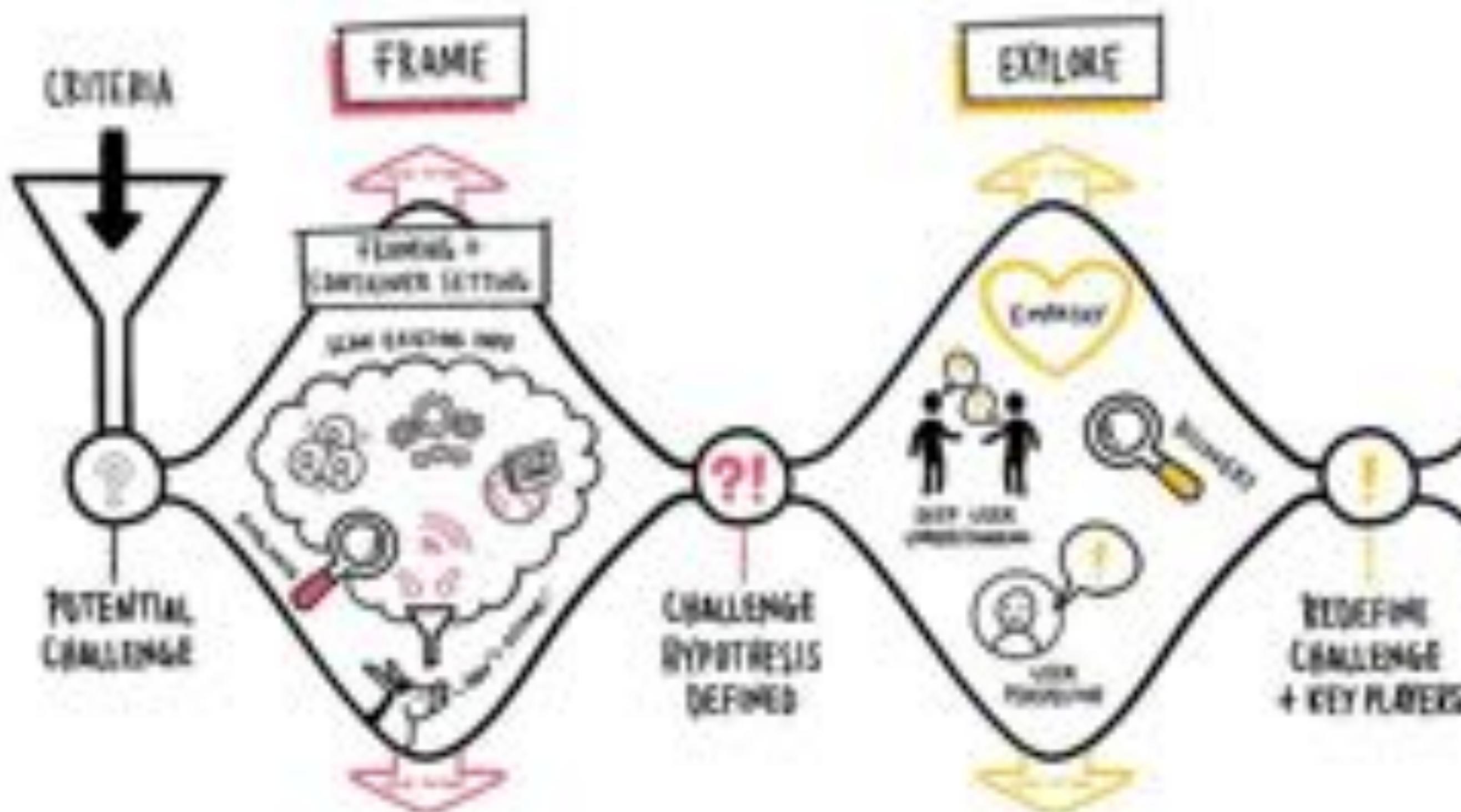


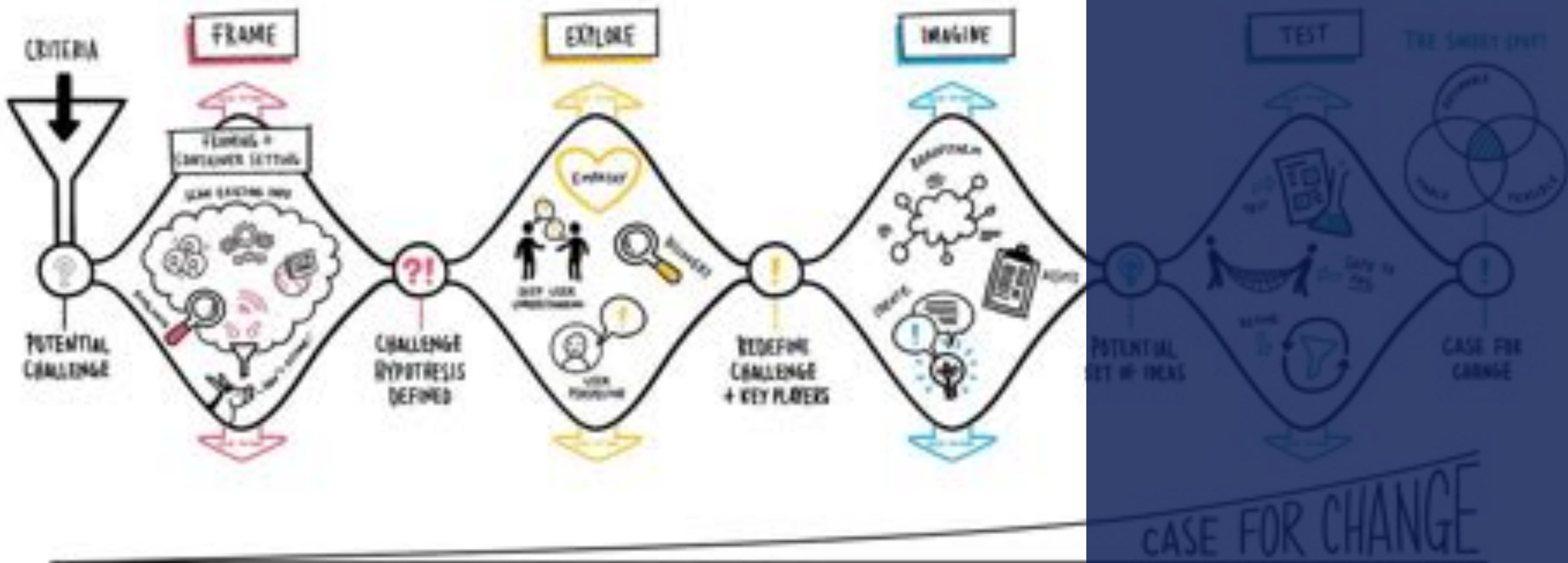


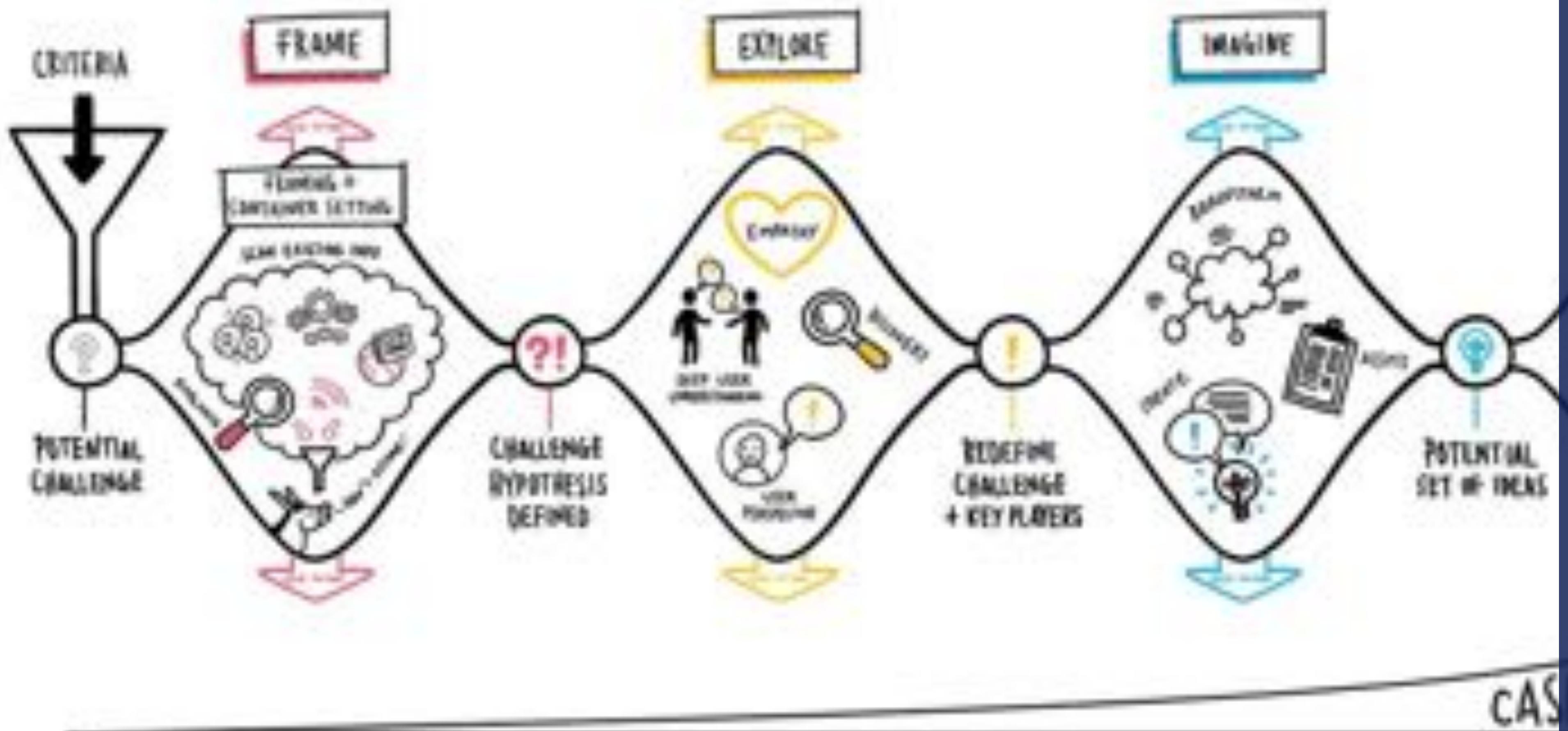


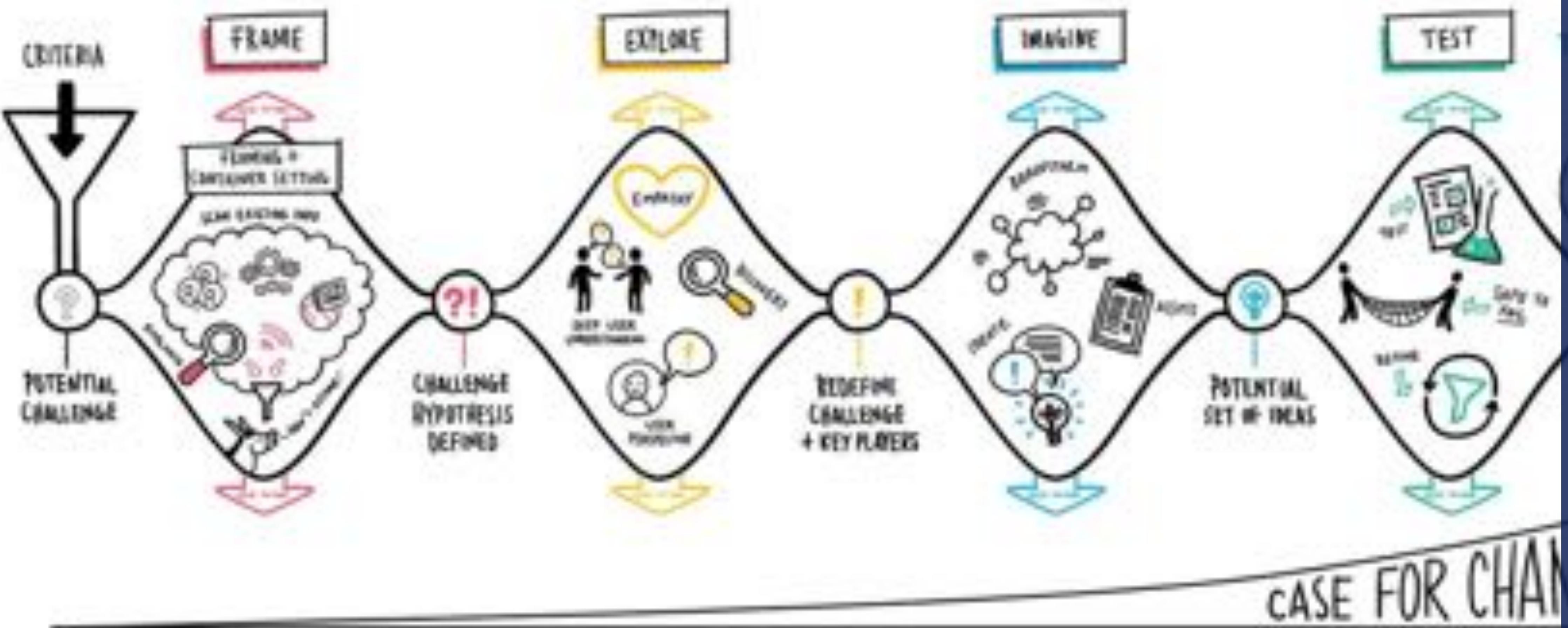




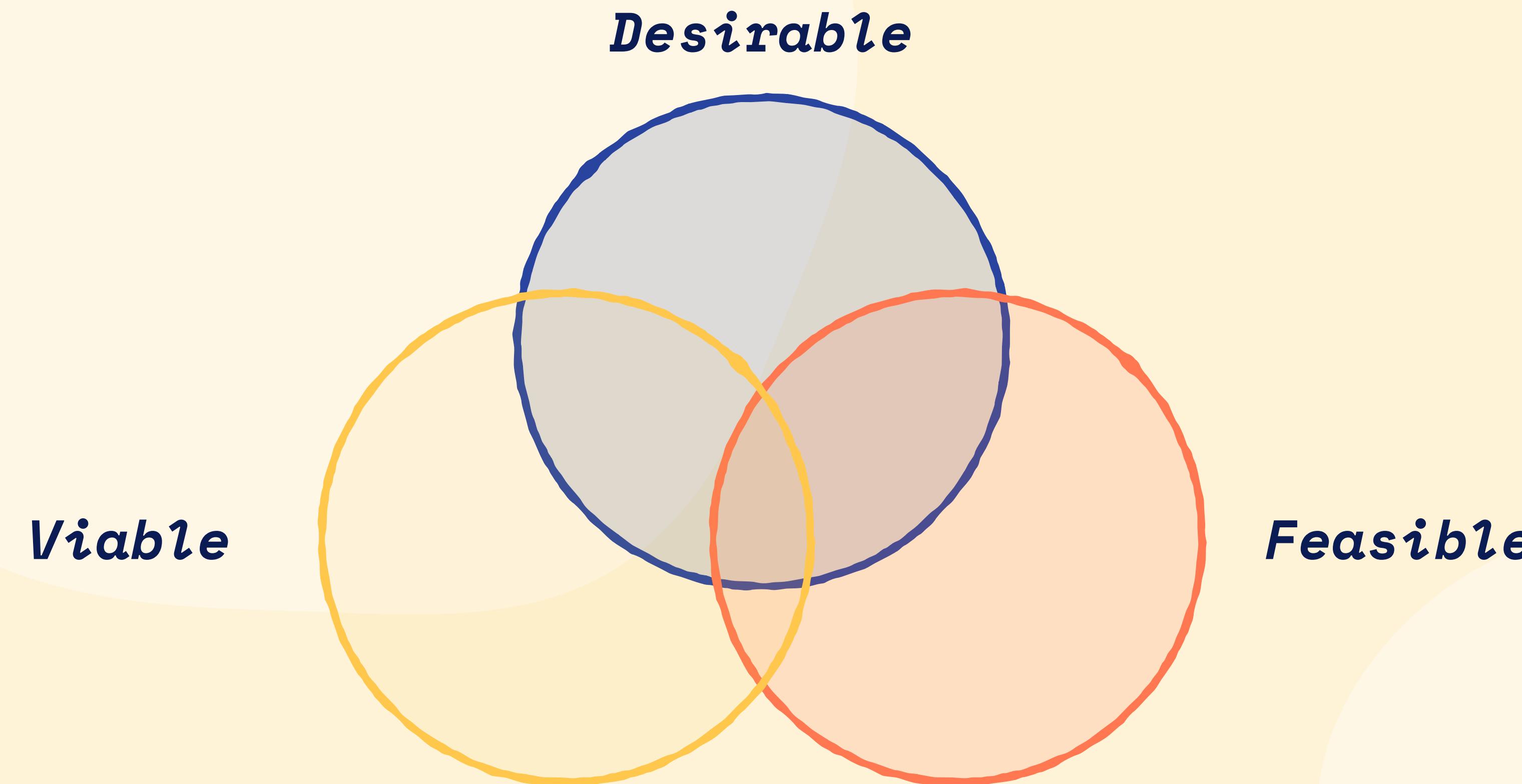




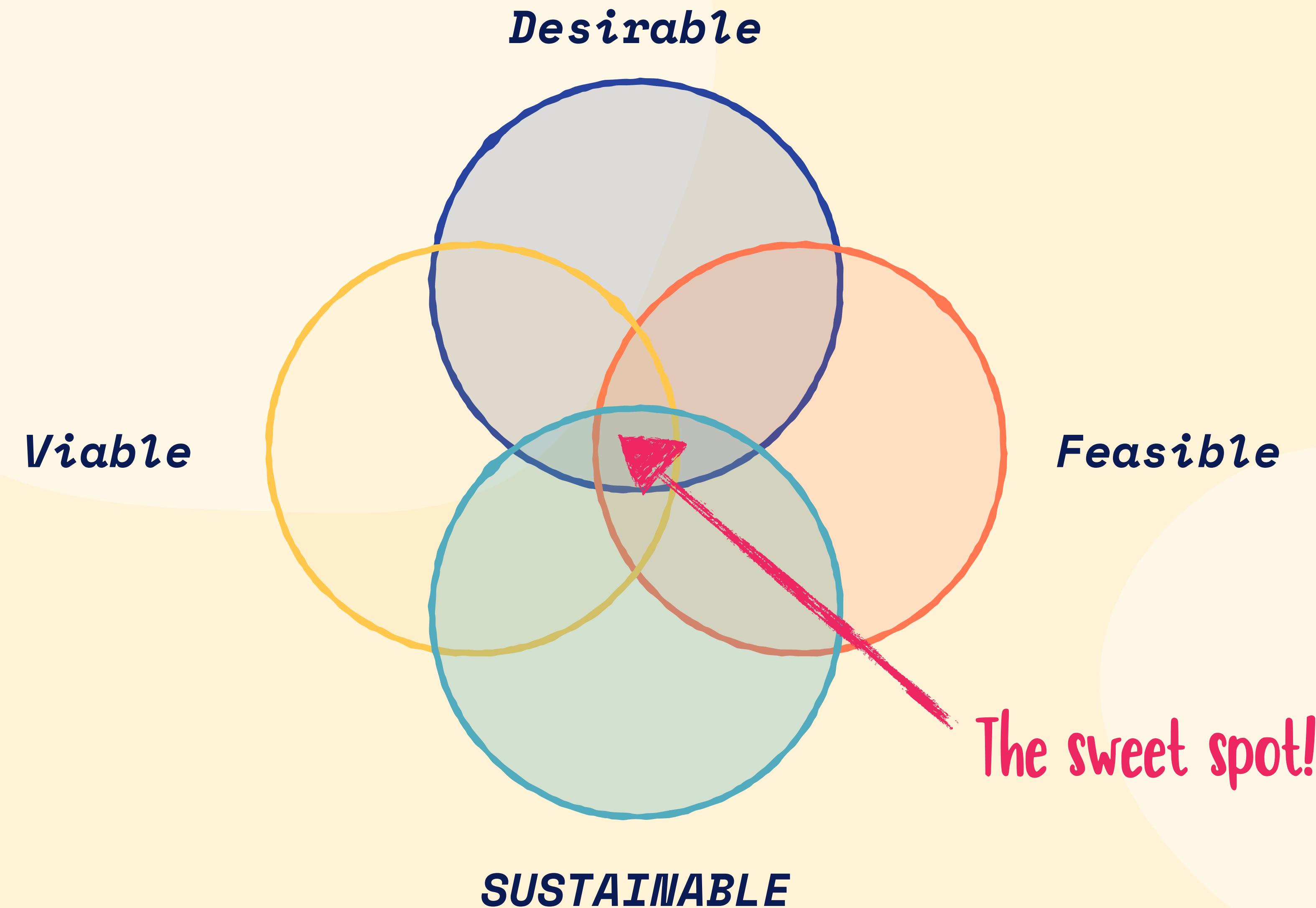




CASE FOR CHANGE



CASE FOR CHANGE



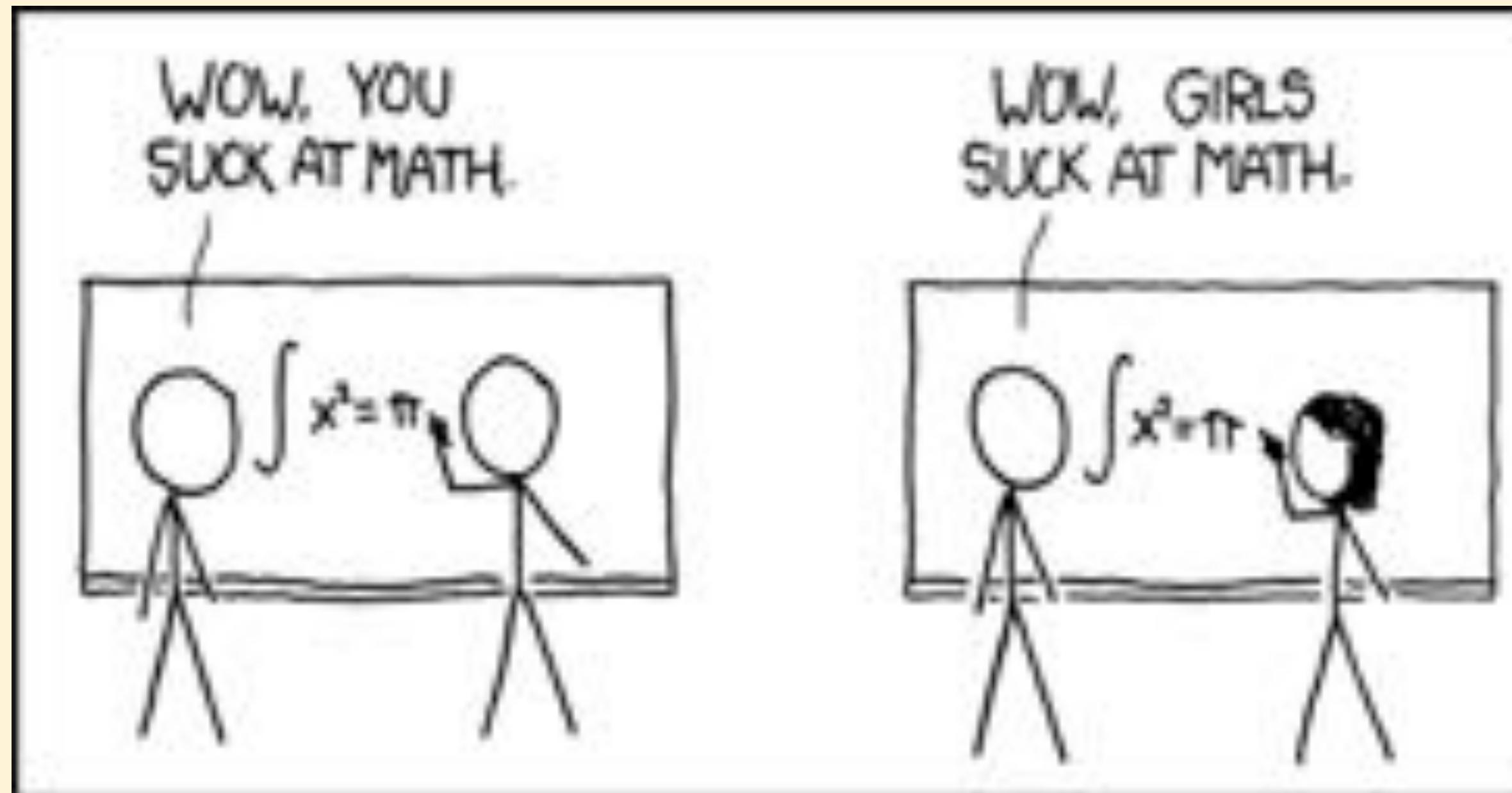
LES BIAIS COGNITIFS EN BREF

*Ennemis jurés du
design thinking !*

BIAIS COGNITIF

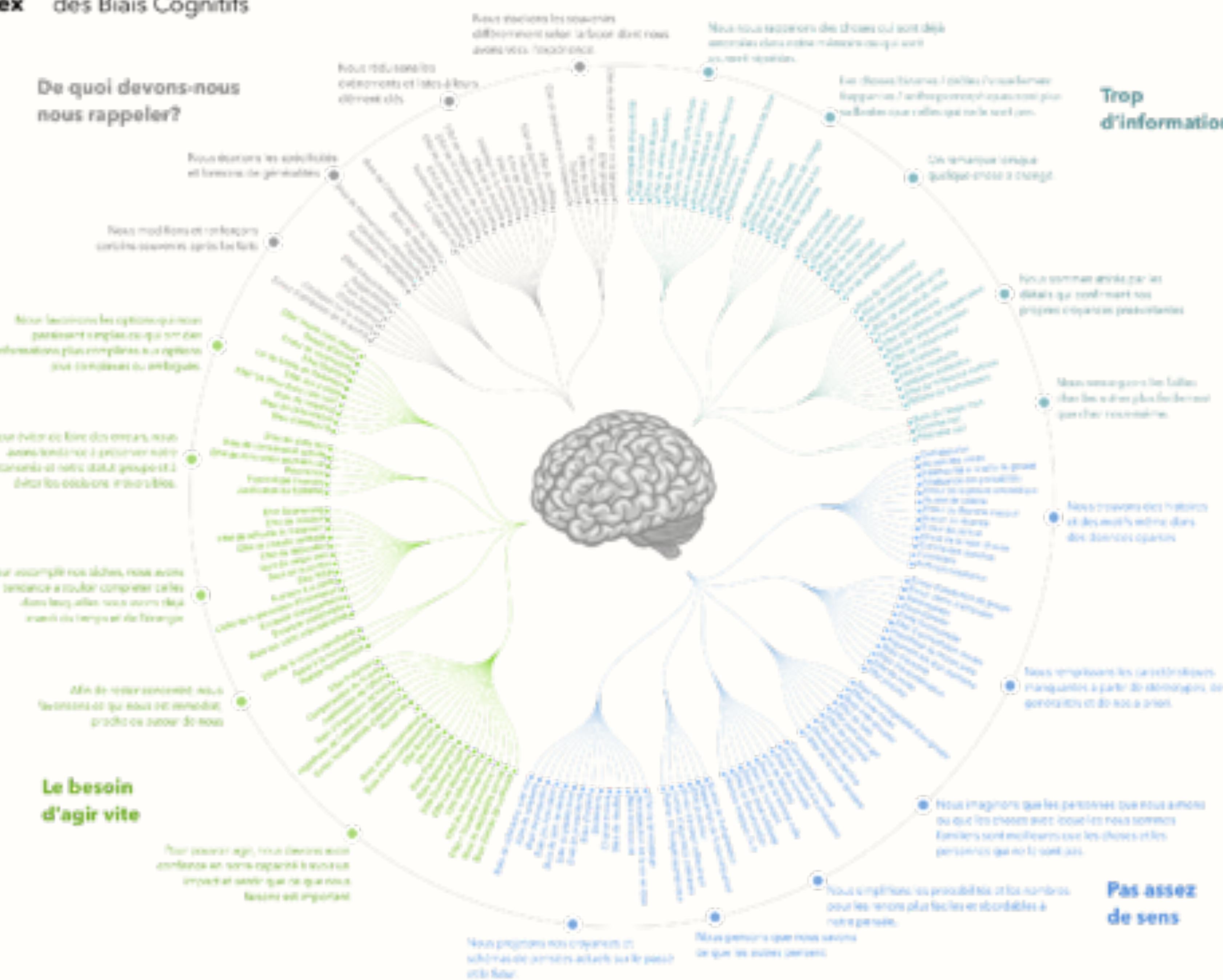
\bjε\ \ko.ni.tif\

- Perception faussée de la réalité, influencée par notre expérience, notre raisonnement ou notre jugement, parfois inconsciemment.



Codex des Biases Cognitifs

De quoi devons-nous nous rappeler?



Trop
d'information

Pas assez
de sens

De quoi devons-nous nous rappeler?



Trop d'information

Version interactive :
https://upload.wikimedia.org/wikipedia/commons/6/65/Cognitive_bias_codex_en.svg

Le besoin d'agir vite

Pour pouvoir agir, nous devons avoir confiance en notre capacité à réussir et savoir que ce que nous faisons est important.



Pas assez de sens

LES BIAIS EN BREF :

1. *Trop d'infos ? Le cerveau **filtre** ce qu'il voit et retient sélectivement.*
2. *Le cerveau **cherche du sens** là où il n'y en a pas.*
3. *Le cerveau veut prendre des décisions **trop vite**.*
4. *Notre **vécu et notre mémoire** renforcent les erreurs.*

*https://stephaniewalter.design/fr/
blog/a-la-decouverte-des-biais-
cognitifs-le-jeu-de-52-cartes/*



Liste de 52 biais cognitifs

Page conçue par
Stéphanie Walter, Laurence Vagner, @GeoffreyCroft

Les biais cognitifs sont des mécanismes de pensée qui poussent le cerveau humain à tirer des conclusions incorrectes.

<https://uxinlux.github.io/cognitive-biases/52-liste-fr/>

Biais de disponibilité

La tendance à privilégier et surestimer les informations immédiatement disponibles à notre mémoire, en particulier lorsqu'elles sont stéréotypées. Les personnes s'abstiennent de rechercher de nouvelles informations qui pourraient éclairer la question sous un autre jour, de manière plus énérale, plus rationnelle, plus objective.

Théorie de la justification du système

La tendance à défendre et à justifier l'ordre établi même lorsque celui-ci est injuste. Les arrangements sociaux, économiques et politiques existants ont tendance à être préférés et les alternatives décriées, parfois même au détriment des intérêts personnels et collectifs.

Biais d'observation

La tendance des chercheurs à manipuler inconsciemment une expérience ou interprète de manière erronée les données afin d'atteindre ce résultat spécifique attendu au départ.

Biais de confirmation

La tendance à rechercher, à interpréter, à privilégier et à mémoriser les informations qui confirment ses idées préconçues ou ses propres hypothèses et à accorder moins de poids aux autres.

Biais de l'angle mort

La tendance à se considérer moins biaisé que les autres, ou à identifier plus de biais cognitifs chez les autres que chez soi.



CHARLIEBINK.TUMBLR.COM



Form Not Yet Submitted!

Sorry, but your form was not submitted! Please correct the following errors and submit the form again:

- *First Name: This field is required.*
- *Last Name: This field is required.*

Name

First Name **This field is required.**

Last Name **This field is required.**

Submit

F

This 'Racist soap dispenser' at Facebook office does not work for black people



A regarder plus tard

Partager



- X The photo you want to upload does not meet our criteria because:
 - Subject eyes are closed

Please refer to the technical requirements.

You have 9 attempts left.

[Check the photo requirements.](#)

[Read more about common photo problems and how to resolve them.](#)

After your tenth attempt you will need to start again and re-enter the CAPTCHA security check.

Reference number: 20161206-81

Filename: Untitled.jpg

If you wish to [contact us](#) about the photo, you must provide us with the reference number given above.



NOTRE PRIVILÈGE EST INVISIBLE.

Nous n'avons pas conscience des avantages dont nous bénéficiions en fonction de notre couleur de peau, notre genre, notre classe sociale, nos aptitudes physiques.

Tout simplement parce que nous n'avons jamais expérimenté leur absence.

Il est toutefois possible d'en prendre conscience et de s'ouvrir aux désavantages vécus par autrui !

L'EMPATHIE EST UN MYTHE.

Exercice d'empathie :

Mettez-vous à la
place d'une personne
en **phase terminale**
d'un cancer du
poumon.

D'une personne **sourde**
de naissance.

D'une mère qui vient
de **perdre son bébé**.

D'une personne noire qui
vient de recevoir une
remarque raciste.

L'EMPATHIE EST UN MYTHE.

C'est tout simplement impossible.

*Votre mission en tant que designers
est de capter au plus juste
l'expérience des autres sans la
remplacer par la vôtre.*

*Votre devoir est de laisser la parole
aux concerné·es.*

« Privilege doesn't dictate how hard we
work, how far we go...»

Privilege determines where we start. »

- *Tatiana Mac*

CASE FOR CHANGE: DRIVER LICENSING

In most parts of New Zealand, only people who drive can fully participate economically and socially, but learning to drive can be a dangerous luxury, particularly for young people. New Zealand introduced a graduated licensing system which has improved road safety. However there are unintended challenges created by a more stringent regime that can be integrated into these broad themes:

Value and Normalisation

There is a social community value proposition for getting fully licensed, normalisation of learning, and responses to breaking the terms changing (and potentially anti-social) behaviour.

Access

There is a lack of access for vulnerable young drivers to the essential resources needed to gain a driver licence, which the system is failing to address.

System and process issues

There are system-wide issues with how driver licensing is currently delivered and enforced, including some information and processes that are difficult to navigate.

ILLEGAL DRIVING IS ENDEMIC AND NORMALISED IN NEW ZEALAND IRRESPECTIVE OF LOCATION, SOCIO-ECONOMIC STATUS AND ETHNIC GROUP

UNLICENCED ROAD

70,000-
90,000 young
people face major
barriers to progressing
to a full licence -

ACCESS/BARRIERS

- Do you understand the learning process?
- Do you have access to a legal car?
- Do you have a fully licensed teacher and supervisor?
- Can you afford to pay for the tests, and lessons if needed?
- Can you read and speak English well?
- Do you have confidence in ability to pass?
- Can you get to a testing station?
- Can you prove your identity?

LEARNING LICENCE

70%
of jobs
require a Driver's
Licence -

Young drivers are
6-8 times
more likely to crash
than the older
groups of drivers -

40 for
50%

of new drivers
with learner's
licences respectively
had "driven on a
public road without a
learner or restricted
licence for 1-3 years" -

84%
of young people report
breaching the terms of
their Learner or
Restricted
Licence -

288
people were
incarcerated in
2014 for repeated driving
offenses costing
\$11m -



73%
of young people
don't pay their
fees, making a
criminal conviction -



Accidents involving
young people cost:
\$37m
per year in ACC
entitlements and
\$776m
per year in associated
social costs -



LICENCED ROAD



SIZE OF THE PRIZE

THE ONE-OFF SAVING FOR THE MINISTRY OF SOCIAL DEVELOPMENT WOULD BE \$19 MILLION AND THE INCREASE IN PAYE AND ACC LEVELS WOULD BE \$8 MILLION IN THE FIRST YEAR.



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New Zealand introduced a graduated licensing system which has improved road safety. However there are unintended challenges created by a more stringent regime that can be categorised into three broad themes:

Value and Normalisation
Young drivers are more likely to be involved in serious crashes than older drivers. This is due to a combination of inexperience and a lack of motivation to follow the rules.

Access
There is a lack of infrastructure for young drivers, particularly in rural areas. This makes it difficult for young drivers to get a driver's license, which the system is failing to address.

Systems and processes
There are unnecessary barriers to young drivers learning to drive. Some information and processes are difficult to navigate.

Barriers to progressing
to a full licence -

ALLIES/BARRIERS

Do you understand the licensing process?

Do you have access to a legal car?

Do you have a fully licensed teacher and supervisor?

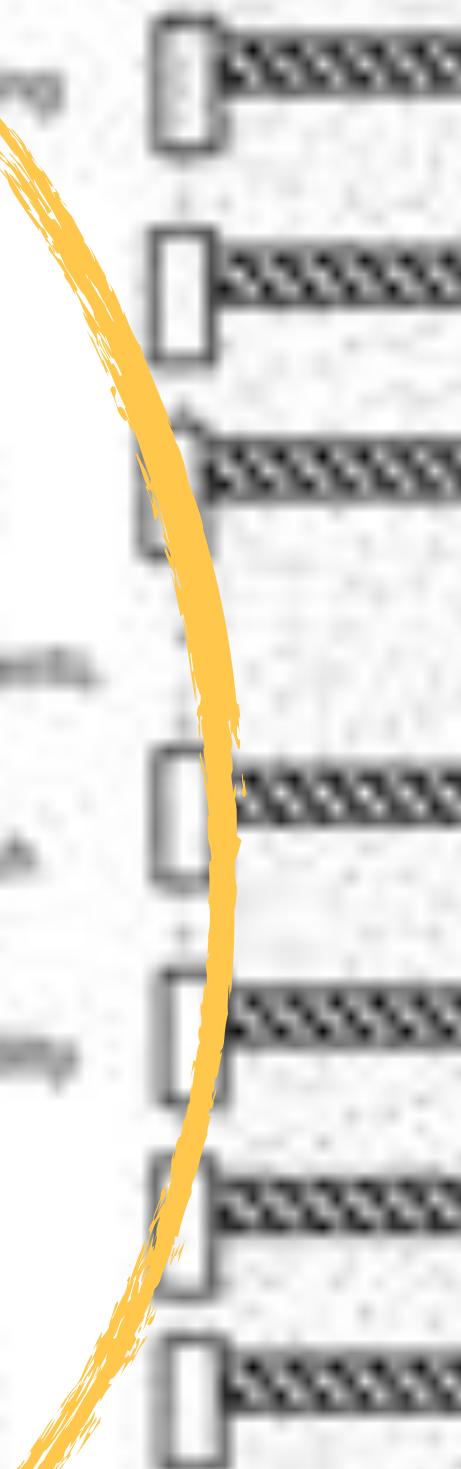
Can you afford to pay for the tests, and lessons if needed?

Can you read and speak English well?

Do you have confidence in driving for pass?

Can you get to a testing station?

Can you prove your identity?



LEARNER LICENSE



of police
require a Driver's
Licence to
drive

Young drivers are
6-8 times
more likely to crash
than the oldest
group of
drivers. +

40 for
50%

of new drivers are
still learners.
Research has shown
significantly less
"driving" among new
learner drivers than
adults. +

84
of young people
break the law
their L
Licence

OUR FINDINGS & RECOMMENDATIONS

Getting a driver's licence helps prepare Kiwis for a lifetime of safe and legal driving, and opens the door to independence and employment. New Zealand's graduated driver licensing system is designed to keep Kiwis safe, by making sure everyone driving unsupervised on our roads has the competence and experience to be there.

This can only be achieved if people can access the system, and play by its rules.

This paper summarises the work of an intensive, ground-breaking 'co-design' project. It was prepared by a multi-agency team, supported by the Auckland Co-Design Lab, and sponsored by the Accident Compensation Corporation (ACC) and the New Zealand Transport Agency (NZTA).

Over four months, the team interviewed, brainstormed and tested potential solutions with more than 300 people in Auckland, Northland, Te Ruiti, Porirua, Wellington and Christchurch. This included young people and their families, frontline organisations working with young and vulnerable people, operational managers and policy teams from across government, employers, training organisations, driving instructors and many others. Our insights were consistent with the findings from other research into young drivers in New Zealand, and population-level studies in peer-reviewed literature here and abroad.

This document tells the stories of the people we met and describes the impacts of the current system on individuals, families and New Zealand as a whole. It suggests directions for change that we have developed in partnership with those most affected. This document is a Strategic Assessment in the language of The Treasury's Better Business Case approach. It also identifies a number of ways that investing in this issue could save money and deliver economic benefits to New Zealand.

“

I want my full licence. Then I don't have to worry anymore.
FREEDOM

10 respondents

“

If I got it handled to me [to sit my restricted] I would use it to pay bills.

10 respondents

WHAT WE'VE LEARNED ABOUT LICENSING

Most Kiwis learn to drive in their teens, at a early stage of their physical, mental, social and emotional development. In combination with their lack of experience on the road, this makes young drivers the most likely to be involved in accidents.

Currently most people successfully gain their licence under our graduated licensing system despite the fact that it is far more difficult and time and resource intensive than earlier regimes. But we know that the majority are breaching the conditions designed to keep them safe during their journey to a full licence. We heard many people - families, employers, churches, sports clubs and others - are either looking the other way or actively condoning this behaviour.

However, a sizeable minority of young Kiwis - around 70-80,000 people per year - struggle to access the licensing system as it stands and are either failing part-way through, or failing to enter the system in the first place. These people miss out on all the benefits of holding a full licence (including access to jobs), and many report risking their own and others' futures by driving anyway.

THIS IS NOT JUST A ROAD SAFETY PROBLEM

The number of unlicensed drivers on our road are clearly a concern - but this isn't just a road safety problem. We found a driver's licence is a huge asset for job-seekers, while not having one can be a pathway to benefit dependence and justice consequences.

A driver's licence is a requirement for 70% of job opportunities in New Zealand, even for entry-level jobs that don't involve driving. Employers use a licence as a way of assessing reliability to get to work, as well as an indication of aptitude and attitude.

Many employers in construction, transport and infrastructure complain of a shortage of skilled staff and see the lack of a basic Class 1 licence as a key barrier to employing local young people. Presently too few employers see value in supporting potential or new staff to gain their licence.

Surprisingly, many young people we spoke to didn't clearly perceive the connections between employability and being licensed. At the same time, many of the employers we spoke to hadn't given much thought to how licensing affected their employees - or their business.

The Ministry for Social Development (MSD) analysis shows that beneficiaries with some form of driver's licence spend less time on a benefit than their counterparts without a licence. The value of a driver's



Young people make up 13% of the population, but a young driver is at fault in 19% of all fatal crashes and 23% of serious injury crashes.

www.nzta.govt.nz/research/2013-1401-101.pdf



There's an estimated shortfall of 8,000 licences in Auckland in the next five years alone. The vast majority of these jobs will require a driver's licence.

www.aucklandworkforce.org.nz/reports/transport-labour-market-report-2014.pdf



License status of MSD job seekers Work Ready beneficiaries as share of NZ population



www.msd.govt.nz/research/2013-1401-101.pdf



70% of jobs require a driver's licence as a mandatory qualification for potential employees.

www.msd.govt.nz

HYPOTHÈSES PROUVÉES FAUSSES

1. *On pense que l'apprentissage de la conduite se fait principalement via la famille proche.*
2. *On pense que les personnes verbalisées pour une infraction vont "apprendre" de leur punition.*
3. *On pense qu'il faut que chacune et chacun finance à 100% son permis avant de le passer.*

« A first and critical assumption is our reliance on a family-led model for teaching people to drive. This may no longer be appropriate, given that gaining a driver's license has become more challenging; that not all families can provide the skills, guidance and resources required; and that being licensed is key to peoples' future employability. »

“The second assumption is that punishment works to change behaviour. Our research and that of others suggests that driver licensing-related offending is endemic in New Zealand, and the current enforcement regime is not only failing to turn this around, but in some cases increasing the likelihood of re-offending.”

« The third assumption is that driver licensing should operate as a 100% 'user pays' model: presently, NZTA must recover all the costs of administering driver licensing through fees (estimated at between \$50-60 million per annum). »

Exerçons-nous à dépasser nos préjugés.



à débusquer les stéréotypes.



à ne pas laisser nos croyances prendre le dessus.



à laisser de côté nos opinions et nos jugements.

