

ENGLISH

"Support For Early School Leavers" at Lycée Professionnel Hippolyte Carnot, France



Funded by the European Union

The SWiPE team visited Lycée Professionnel Hippolyte Carnot, Roanne, France (04/05/2026 → 07/05/2026).

(<https://lyc-hippolyte-carnot.ent.auvergnerhonealpes.fr/>)

The SWiPE team focused this time on "*Support For Early School Leavers*"
French Secondary and Vocational Education Pathways



SWiPE members at the start of the meeting; listening and discussing educational pathways

This lecture provides an overview of the French education system with a focus on lower and upper secondary pathways (general, technological, vocational), the baccalaureate and post-bac options (including BTS/STS), and work-based learning opportunities such as internships and alternating school-company contracts.

It centers on a vocational high school in a rural area that offers tracks in transport (truck driving), electricity and connected environments, cybersecurity/IT, and industrial systems, highlighting project-based pedagogy, internships, national competitions, and cross-border Erasmus+ collaborations.

The session also details dropout prevention strategies (personalized support plans, multidisciplinary teams, pathway adjustments), inclusion challenges (language learning difficulties, special needs, social diversity, gender balance), and outcomes (high bac success rates, tracking alumni via LinkedIn, strong local employment in transport).

Pedagogical Approach: Projects, Culture, and Competitions

- Project-based, active methods
 - The school uses active methodologies: project-based learning, case studies, on-the-job learning to motivate students and reduce dropout.
 - Integration of humanitarian projects and participation in national professional competitions.
- Cultural-historical integration
 - Annual memorial visits for 12 years; students drive trucks to historic sites (e.g., in Paris, Normandy), planning trips and creating final presentations developed in history and French courses.
 - Collaboration with artists (filmmaker, storyteller, singer) on creative outputs; a notable stop-motion film project about local WWII resistance in Rouen area: students researched archives, visited local memorial sites, selected significant locations/stories, and produced a stop-motion film featuring a fictional “resistant ghosts” interviewer. This connected students to local history, family conversations, and community elders’ stories (e.g., weapons delivered by trainers, storage in lakes, visits by General de Gaulle).
 - Trip execution: short tours of two days, culminating in a four-day visit to the D-Day beaches; the filmmaking spanned roughly three months with weekly Monday sessions with the filmmaker.

Student Outcomes, Capacity, and Alumni Tracking

- Success rates and retention
 - Bac success rates are reported “between nineteen and one hundred” percent in different contexts; clarified figures state about 80% success for BTS, and bac success around 80–100% depending on year; dropout exists but is lower in truck driving than other areas.
 - Example cohort: 64 students started driver trainings in “two thousand twenty five,” with 16 progressing post-bac to jobs in transport companies; 12 students stopped training during the first months.
- Alumni tracking
 - Alumni are tracked via a LinkedIn group; annual open-door events bring alumni back with trucks (20–30 trucks visiting the school), often with their children; many alumni remain in the local area.
- Capacity constraints
 - High demand for driver programs: classes capped at 24, but only 20 places available; selection pressures apply. Many students prefer to stay near family; regional formation limits mean some must leave for broader options (e.g., Lyon).

Inclusion, Special Needs, and Language Challenges

- Student demographics and challenges
 - 95% of students in certain tracks are boys; many are from rural areas. The school addresses sexism, racism, and prejudices, working to increase social diversity; guidance system changes four years ago attempted to improve liquidity/diversity but remain challenging.
 - Language difficulties: some students, including those from Africa, struggle to learn French; special educational needs are present.
- Personalized support plans (PAP)
 - PAP targets long-term learning difficulties (e.g., dyslexia), offering adaptations: extra time, adjusted worksheets/lesson formats, reduced workloads for specific steps.
 - PAP is established by the school team with teachers, family, and a doctor; school nurses cannot create PAPs.
- Dropout prevention structures
 - **GPDS (a multidisciplinary team)** identifies at-risk students (absences, low motivation, academic difficulties), analyzes cases, suggests solutions, and sets up individual follow-up: personalized academic support, tutoring, remedial measures, pathway adjustments, referral to other support systems. Members include head teacher, teachers, school life staff.
 - **Adjusted pathways:** reorientation and reduced time in school to increase work experience placements in companies or other vocational schools; pathways require approval by the school's board of directors and the Academic Director of National Education. A tutor links family and student; end-of-program assessment evaluates effectiveness.
 - Local ecosystem support: several vocational schools in the area (including agricultural vocational high school) and CSF practical training offer diverse options to support reorientation.

Meet transportstudents at the Humanitarian aid: ALICE (humanitarian association), Rue de Brosse, 42110 FEURS



SWiPE team leaders, along with volunteers from ALICE and students from the truck driver program

Choice of the "truck driver" course – [Main speakers: Students, Teachers]

Family and vocational motivations

Several students cite a family influence (father a truck driver) and experiences on vacation in the truck as triggers. They love vehicles and driving. Teachers confirm that 20–25% of students have a family connection to transportation, while others discover the appeal of driving at school.

Employment outlook and attractiveness of the sector

Teachers point to a sector under pressure looking for many drivers in France, Sweden, Finland and Belgium. Students perceive good job prospects after the training, reinforcing the relevance of the choice.

Conclusion

The interview highlights a pragmatic and progressive "truck driver" training, combining soft skills, safety and driving practice, with solid job prospects in Europe.

The motivations of the students are often family and passionate, while the main difficulties concern mathematics.

English and international openness via Erasmus are valued, even if most of them want to start in France before going abroad. The exchange, in a friendly multicultural atmosphere, confirms the attractiveness of the sector and the coherence of the proposed route.

**Meeting in the company: LTR Vialon, Rue André Turcat, 42160
Andrézieux-Bouthéon**

<https://www.transport-ltr.com/>



Company History, Structure, and Culture

LTA Transport is a quintessential French family business, a fact the company highlights as a core part of its identity.

Its slogan, "**Sur la route ensemble**", reflects a collaborative spirit.

The company's history is deeply rooted in its family lineage, which began with a grandfather who had two sons and one daughter.

Today, the two sons are integral to the company, with one serving as the "big boss," (Louis) and the other as the "small boss." The daughter and multiple grandchildren are also actively involved, holding "direction functions" within the organization. This generational succession is a point of pride, emphasizing a culture of "transmission."

The leadership, particularly Louis, is described as very open-minded, fostering an environment where new ideas can be proposed.

A defining characteristic of the company culture is its "open door" policy, where the management's desks are always accessible, making it difficult to distinguish the boss from any other employee.

Despite this openness, the leadership is decisive; when the boss says "no," the decision is final. The company, which employs around 1,000 people, operates primarily as a French activity with limited international exports, occasionally extending to Belgium.

Workforce Management and Employee Relations



HR OF LTR explaining strategies for managing driver complaints and promoting well-being

LTA employs a multifaceted approach to workforce management, balancing business needs with employee well-being.

The company actively engages in community outreach, such as presenting at high schools.

A key challenge is managing driver complaints, which can range from starting hours and routes to pay and coffee. The management acknowledges that while they strive to improve situations, it's sometimes impossible to satisfy every demand.

To promote flexibility, drivers with young children can switch from long-distance routes to regional activities that allow them to return home daily.

Internal mobility and professional development are encouraged through a dedicated "Academy." This initiative provides employees with additional knowledge and facilitates movement between different jobs, such as a driver transitioning to a role in the mechanical workshop.

The company also offers internships for its technical department.

Remuneration at LTA is strategically positioned to be "higher than expected."

While adhering to the legal agreements standard across the French transport industry, the company offers extra pay to "reference" (good) drivers. A significant benefit is the annual "participation" bonus, which is approximately 5-6% and distributed equally among all employees, from the administrative director to drivers and logistics staff.

The company is actively working to diversify its workforce. While most drivers are French, LTA also employs personnel from North Africa, Madagascar, and French islands like La Réunion.

There is a concerted effort to recruit more women into driving and technical roles, with a program like "Queen of the Road" helping to promote the profession. Women drivers are highly appreciated for being meticulous and taking excellent care of the equipment. However, the irregular hours of trucking present a significant challenge for women with children, although this is reportedly easier in certain regions of France.

Technological Integration and Sustainability Initiatives



LTA has increased its investment in electric vehicles.

LTA strategically employs technology to enhance efficiency and promote sustainability, with a strong focus on reducing fuel consumption.

The company trains its drivers in ecological driving techniques and equips every truck with a monitoring system. This system grades drivers daily on a five-star scale, and this performance data is visible to management.

To incentivize better performance, LTA awards a trophy for top eco-drivers every three months and runs an annual competition where drivers can win gift cards or vouchers. This initiative is both ecological and economical, as it directly reduces fuel costs.

Key performance indicators are shared with all employees via a company app. To manage rising fuel prices in Europe, the company has its own on-site fuel storage and charging stations, allowing it to purchase and use its own fuel. In recent years, LTA has increased its investment in electric vehicles.

While the company utilizes modern "intelligent truck" technologies that assist with speed adaptation, it remains skeptical about fully autonomous trucks, believing a human driver is essential.

The company also utilizes multimodal transport to optimize long-distance routes. For example, on the Marseille to Paris corridor, trailers are loaded onto trains between Lyon and the north of France, where they are then picked up by a truck for final delivery. This approach is well-suited to France's varied geography of mountains and rivers.

Roadtrip

The meeting concluded with a road trip through the beautiful surroundings.



Sincerely, Robert Gabriels



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details on our website:
<https://swipeinvet.com/>