

Meeting in Roanne: from 04-05-2025 to 07-05-2025

Work package: 'Support for early school leavers'

Day 1: in school, Lycée Professionnel Hippolyte Carnot, Roanne, France

Content of the proposed activity:

> Day 1: In school (Lycée Professionnel Hippolyte Carnot):

✓ 1/ Team building activities.

✓ 2/ Support for early school leavers (sharing good (proven) practices):

- Personalized guidance & mentoring.
- Flexible learning paths.
- Collaboration with employers & industry.
- Social & psychological support.
- Reintegration into education.

✓ 3/ Dissemination activities.

<https://swipeinvet.com/> , social media, Erasdu

✓ 4/ Project evaluation. Have the goals of the project been achieved up to here? Where do adjustments need to be made?

All five themes are discussed, although they are not equally developed.

The meeting report presents several concrete practices for preventing dropout and supporting students at risk of leaving school.

Theme	Discussed?	How?
Personalized guidance and mentoring	Strongly discussed	The multidisciplinary GPDS team identifies students at risk because of absences, low motivation, or academic difficulties. It provides individual follow-up, tutoring, remedial support, and pathway adjustments. A tutor also maintains contact between the student, family, and school. Personalized support plans (PAPs) provide adaptations for students with long-term learning difficulties, such as dyslexia.
Flexible learning paths	Strongly discussed	Students can be reoriented to another programme or vocational school. Their pathway may be adjusted by reducing time spent in school and increasing work-experience placements in companies. The school also offers several routes—general, technological, vocational, and post-secondary BTS pathways—so students can choose a more suitable option.
Collaboration with employers and industry	Strongly discussed	Students undertake internships and alternating school–company placements. Teachers and dedicated staff help students find placements, while companies provide practical training. The school also organises company visits, visits to the Solutrans transport exhibition, and work placements in areas such as truck driving, mechanics, industrial maintenance, and IT. These links help students understand possible careers and remain engaged in education.

Theme	Discussed?	How?
Social and psychological support	Partly to strongly discussed	The GPDS team responds to academic, attendance, and motivation problems. Support includes tutoring, individual follow-up, remedial measures, and referrals to other support services. The school also addresses language difficulties, special educational needs, sexism, racism, and social diversity. Social cohesion is encouraged through sports, outdoor activities, cultural projects, and group work. However, the document does not give extensive detail about professional psychological counselling or mental-health services.
Reintegration into education	Clearly discussed	The school supports students who are struggling or considering leaving by adjusting their pathways, offering reorientation to other vocational schools or programmes, and increasing practical work experience. The ninth-grade career workshop exposes students to different occupations through internships and helps prepare them for vocational education. The flexible education system also allows students to move between vocational, technological, BTS, and employment-related pathways.

Main dropout-prevention practices identified

The document describes the following proven or established practices:

- **Early identification of risk**, based on absence, low motivation, or academic difficulties.
- **Multidisciplinary case management** through the GPDS team.
- **Individual tutoring and follow-up** involving the student, family, teachers, and school staff.
- **Personalized learning adaptations** through PAPs for students with learning difficulties.
- **Pathway changes and reorientation** when the original programme is unsuitable.
- **More workplace learning** to re-engage students through practical experience.
- **Career exploration internships** before students enter vocational education.
- **Strong employer cooperation** through internships, company visits, and industry events.
- **Social and cultural activities** that strengthen belonging and peer relationships.
- **Multiple education routes**, allowing students to continue through vocational, technological, general, or post-secondary pathways.

Overall assessment

The strongest themes in the meeting report are:

1. **Personalized guidance and mentoring**
2. **Flexible learning paths**
3. **Collaboration with employers and industry**
4. **Reintegration into education**

Social and psychological support is also present, particularly through multidisciplinary follow-up, inclusion measures, tutoring, and social-cohesion activities.

However, the meeting report focuses more on educational and social support than on formal psychological counselling.

Overall, the school's approach is based on identifying difficulties early, adapting the student's pathway, connecting learning to real work, and offering alternative routes so that students can remain in education or return to it.

Day 2: meeting in the company: LTR Vialon, Rue André Turcat, 42160 Andrézieux-Bouthéon, France

✓ 1/ Understand the French context.

✓ 2/ Key strategies for support:

- Personalized training & adapted learning paths.
- Collaboration with vocational schools.
- Social & psychological support.
- Alternative career paths within the transport industry.
- Partnerships with local authorities & social services.

✓ > Meeting assessment: Have the predefined objectives been achieved? Where do we need to make adjustments?

✓ > Report of the meeting and tasks.

Key strategies for support identified:

Strategy	Evidence	Analysis
1. Personalized training and adapted learning paths	LTA has an internal "Academy" that provides additional knowledge and supports movement between different jobs. For example, drivers can transition into mechanical-workshop roles. The company also trains drivers in ecological driving techniques and uses performance monitoring to provide feedback.	This indicates a flexible, skills-based development model rather than a single career track. Training is connected to employees' existing experience and can support progression into driving, maintenance, technical, or other operational roles. However, the document does not describe formally individualized training plans, assessments, or specific accommodations for different learning needs.
2. Collaboration with vocational schools	The company offers internships for its technical department and conducts outreach by presenting at high schools.	These activities show engagement with the education system and provide potential recruitment pathways for young people entering transport and technical occupations. The collaboration appears to be developing, but the document does not identify formal partnerships with named vocational schools, apprenticeship schemes, joint curricula, or work-study agreements.
3. Social and psychological support	LTA emphasizes employee well-being, maintains an open-door management policy, listens to driver complaints, and allows drivers with young children to move from long-distance routes to regional work so they can return home daily. It	The strongest evidence concerns practical and social support: access to management, flexible work arrangements, and operational assistance. These measures can reduce work-family pressure, isolation, and stress. However, there is no explicit

Strategy	Evidence	Analysis
	also provides 24/7 technical assistance to drivers experiencing vehicle problems.	mention of professional psychological counselling, employee assistance programmes, mental-health training, stress assessments, or confidential support services.
4. Alternative career paths within the transport industry	The LTA Academy encourages internal mobility , including movement from driving to the mechanical workshop. The company also has roles in logistics, administration, technical maintenance, warehousing, specialized transport, and fleet operations.	LTA presents transport as a broad occupational ecosystem rather than a career limited to driving. Employees can potentially move into mechanics, logistics, warehouse operations, administration, or specialized transport. The document suggests these pathways exist, but it does not provide a formal career framework, published progression criteria, or details about promotion processes.
5. Partnerships with local authorities and social services	No direct partnerships with local authorities, employment agencies, social services, or public support organizations are described. The document mentions community outreach in schools and compliance with government-mandated vehicle inspections, but these are not equivalent to social-service partnerships.	This strategy is not evidenced in the document . LTA may have informal or undisclosed relationships with public bodies, but they cannot be confirmed from the available material. This is a potential area for development, particularly to support recruitment, inclusion, family-related difficulties, vocational transitions, and employee access to external services.

Overall assessment

LTA already demonstrates a relatively strong **internal support model**, based on:

- An open and accessible management culture.
- Flexible assignment of routes to accommodate family responsibilities.
- Internal training through the LTA Academy.
- Opportunities for movement between driving, maintenance, logistics, and other roles.
- School outreach and technical internships.
- Practical 24/7 support for drivers on the road.
- Inclusion initiatives aimed at recruiting women and workers from diverse backgrounds.

The least developed or least documented areas are:

1. **Formal individualized learning plans.**
2. **Structured partnerships with vocational schools.**
3. **Professional psychological and mental-health support.**
4. **Clearly defined career progression pathways.**
5. **Partnerships with local authorities and social services.**

Therefore, meeting report portrays LTA as having several effective informal and company-based support mechanisms, but it provides limited evidence of a fully structured external support network or formalized programme for personalized and psychosocial assistance.

Possible reasons for leaving early

1. Irregular and demanding working hours

The meeting report states that drivers may start as early as **5:00 a.m.** and finish as late as **8:00 p.m.** Trucking can also involve long-distance routes and time away from home. These working patterns may lead to:

- Fatigue and work–life imbalance
- Difficulties caring for children or family members
- Reduced job satisfaction
- Physical and mental exhaustion over time

The meeting report specifically acknowledges that irregular hours are a challenge for women with children. The same issue could also affect other employees with family responsibilities.

2. Long-distance work and insufficient time at home

Long-distance driving appears to be a normal part of the business. Drivers with young children can request a move to regional routes so they can return home daily. This suggests that remaining on long-distance routes may be a reason some employees consider leaving.

The possibility of transferring to regional work may help retain employees, but the document does not say whether such positions are available to everyone who requests them.

3. Dissatisfaction with routes and starting times

Management receives complaints about:

- Starting hours
- Assigned routes
- Working arrangements
- Other day-to-day operational issues

The meeting report says that management tries to improve the situation but cannot satisfy every request. Persistent dissatisfaction with schedules or routes could therefore contribute to early departure.

4. Pay and perceived fairness

Drivers also raise complaints concerning remuneration. Although LTA offers pay described as “higher than expected,” additional payments for high-performing drivers, and an annual participation bonus, not every employee may consider the pay sufficient in relation to:

- The responsibility of driving heavy vehicles
- Long or irregular hours
- Time away from home
- Stress and physical demands
- Comparisons with other transport companies

Thus, pay is not presented as an established cause of departures, but it is clearly an area of employee concern.

5. Physical and mental strain of the job

The meeting report describes a demanding transport environment involving early starts, long routes, heavy equipment, loading and unloading, and responsibility for valuable or specialised goods. Over time, this may contribute to:

- Physical wear and health problems
- Stress and burnout
- Reduced ability to continue driving
- A decision to leave the transport sector altogether

However, the meeting report does not provide specific information about injuries, illness, burnout, or mental-health-related departures.

6. Limited suitability of the driving profession

Not every employee may find truck driving suitable in the long term. The job requires adapting to:

- Irregular schedules
- Road pressure and traffic
- Time away from home
- Vehicle and delivery responsibilities
- Changing customer and route requirements

Some employees may leave because their expectations about the profession do not match the actual working conditions.

7. Difficulties combining work and family life

The company's provision of regional routes for parents indicates that family commitments are an important retention issue. Employees may leave if they cannot obtain a workable combination of:

- Working hours
- Route allocation
- Childcare
- Daily home time
- Personal responsibilities

This is one of the clearest potential reasons supported by the meeting report.

8. Lack of a suitable alternative role

LTA has an internal Academy that allows employees to move between roles, for example from driving to mechanical work. This suggests that some employees may otherwise leave if they can no longer, or no longer wish to, drive.

Possible causes include:

- Ageing or physical limitations
- Loss of interest in driving
- A desire for more stable working hours
- Health or family responsibilities
- Preference for technical, logistics, or administrative work

The Academy may reduce early leaving by offering alternative career paths, but the document does not state how many employees use it or whether it prevents resignations.

9. Pressure related to performance monitoring

Drivers are monitored through an eco-driving system that grades their performance daily on a five-star scale. Competitions and awards are intended to motivate employees, but continuous performance visibility may also be experienced by some drivers as pressure or surveillance.

This is only a possible factor; the document does not report that the system causes dissatisfaction or departures.

10. Lack of formal psychosocial support

The document mentions open-door management and 24/7 technical assistance, but it does not describe:

- Professional psychological counselling
- A formal employee assistance programme
- Burnout prevention
- Structured stress management

- Social workers or external support services

If employees experience serious stress, family difficulties, burnout, or personal problems, the absence of formal support could potentially increase the risk of leaving. This is an **evidence gap**, not a confirmed reason for turnover.

Summary assessment

Possible reason for early leaving	Evidence	Assessment
Irregular and long working hours	Early starts, late finishes, irregular trucking schedules	Strongly indicated
Time away from home	Long-distance routes; regional routes offered to parents	Strongly indicated
Family and childcare difficulties	Specific reference to drivers with young children	Strongly indicated
Dissatisfaction with routes and schedules	Driver complaints are mentioned	Directly documented as a concern
Pay dissatisfaction	Complaints about pay are mentioned, despite benefits	Possible

Possible reason for early leaving	Evidence	Assessment
Physical or mental strain	Demanding driving and logistics work	Reasonable risk, not confirmed
Lack of career alternatives	Academy provides internal mobility	Possible risk that the Academy is intended to reduce
Performance pressure	Daily eco-driving monitoring	Possible, but not documented as a problem
Lack of psychological support	No formal services described	Evidence gap, not a confirmed cause

Overall conclusion

The strongest potential reasons identified in the meeting report are:

1. **Irregular and demanding working hours**
2. **Long-distance routes and insufficient time at home**
3. **Difficulty balancing work with family responsibilities**
4. **Dissatisfaction with routes, starting times, and pay**
5. **Physical or psychological strain associated with long-term truck driving**

However, the meeting report is an overview of LTA's operations and culture, not a staff-retention study.

It does **not** confirm which factors actually cause employees to leave early.

To establish the real reasons, LTA would need information such as exit interviews, turnover figures by role and age, sickness absence data, and anonymous employee surveys.