



Case Study on

Readiness for the Future of Professional Driving

Country: France

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The professional driver qualification is one of the most suffering fields of work with regard to shortages of labour today and at the same time faces a very insecure future in the light of digitization and autonomous driving vehicles. This leads to a number of challenges that need to be addressed in order to at the same time tackle current deficits and prepare for a future that cannot be clearly described yet.

The FutureDRV project tried to give an insight view into potential future developments of the overall profession and training in the occupational field in order to prepare stakeholders concerned with professional drivers and their role in the supply chain for potential future scenarios. The case study at hand analysis the current situation for the EU member state France in the light of the FutureDRV project results and provides concrete recommendations on how to prepare national, industry and other stakeholder structures, initiatives and practices in a way that supports transport industry and professional drivers to get ready for a digitized future of transport. Major emphasis of this case study is given to labour market considerations, ensuring of a well-skilled workforce and employability of professional drivers over time.

Current state of play of professional driver qualification in France

In France, several ways exist to access to profession of professional driver:

- A short training course + FIMO: Minimum Mandatory Initial Training delivered by the Ministry in charge of transport
- Professional titles issued by the Ministry of Labour (certification for job seekers, people undergoing retraining or professional development, which helps to secure professional careers)
- State diplomas issued by the Ministry of National Education (for young people, by school or apprenticeship): CAP, BAC Pro

In the following table, the initial training for professional drivers in France is presented :

Formations : IVET/CPC					
Access to the profession	Average Age	Pre-requisite	Formations		Number of trainees
			Type	Duration	
Vocational Training (Adult)	34,7	Driving Licence C 21	FIMO TRM (IVET/CPC freight transport)	140 h	152019
		Driving Licence D	FIMO TRV (IVET/ CPC passengers transport)		3568
		Driving Licence B 18	TP Conducteur TRV (TP Driver of passengers transport)	420h	6645
			TP Conducteur TRM sur porteur (TP driver for freight transport on carrier)	434h	10934
		TP Carrier	TP Conducteur TRM tous véhicules (TP Driver for freight transport for all vehicles)	434h+280h	3960
Vocational Training (Teenagers)	15,1	Driving Licence B and CAP (Youth Training Level 1 & 2)	CAP Agent d'accueil Conducteur TRV (Youth Training Level 1,2 - Reception Agent, Passenger Transport Driver)	1 year	9
		Driving Licence B + 16 years old	CAP Déménageur sur VUL (Youth Training Level 1 & 2 Mover Heavy commercial vehicle)	1 or 2 years + Cond : Driving Licence B (35h)	9
			CAP Conducteur Livreur (Youth Training level 1 & 2 delivery driver)	1 or 2 years + Cond : Driving licence C & CE (75h)	1440
			CAP Conducteur TRM (Youth Training level 1 & 2 Driver for freight transport)		Driving Licence B 15h (CAP) 20h (BAC Pro)
		Year 10 pupil (UK) / 9th Grade (Us)	BAC Pro Conducteur TRM (Vocational High School Diploma For driver in freight transport)		1172

Apprenticeship	Driving Licence B and CAP (Youth Training Level 1 & 2)	CAP Agent d'accueil Conducteur TRV (Youth Training Level 1,2 - Reception Agent, Passenger Transport Driver)	1 year	9
	Driving Licence B + 16 years old	CAP Déménageur sur VUL (Youth Training Level	1 year + Cond : Driving licence B (35h)	30%
		CAP Conducteur Livreur (Youth Training level 1 & 2 delivery driver)	1 or 2 years +	9
		CAP Conducteur TRM (Youth Training level 1 & 2 Driver for freight transport)	Cond : Driving licence C & CE (75h)	795
	Year 10 pupil (UK) / 9th Grade (Us)	BAC Pro Conducteur TRM (Vocational High School Diploma For driver in freight transport)	Driving Licence B 15h (CAP) 20h (BAC Pro)	8%
		TP Conducteur Livreur (TP Delivery Driver)	434 h	4
	Driving Licence B	TP Conducteur TRM sur porteur (TP driver for freight transport on carrier)	434h + Cond 25h	20
	TP porteur (TP carrier)	TP Conducteur TRM tous véhicules (TP Driver for freight transport for all vehicles)	434h + 280h Cond : 15h	24

Compared to the number of graduates presented in the table above, the following table presents retirement and end-of-activity leave figures for driving activity. As a result, it is important to note that the number of departures is very high and difficult to replace.

Activity	Retirement and end-of-activity in 2017
FREIGHT TRANSPORT	5 402,81

PASSENGERS TRANSPORT	1 897,89
MOVER	53,30
RENTAL	243,47
AUXILARY	426,66
LOGISTICS PROVIDER	42,57
SANITRAY TRANSPORT	406,60
Total	8 473,31

- **Vocational Training**

In France, the vocational training field is made up of two structures that are relatively autonomous compared with one another: Initial vocational training, which concerns teenagers attending school on a full-time basis, apprentices and continuous vocational training that concerns teenagers who have left or completed their initial education or training, and adults on the job market.

The vocational organisations and the social partners help to draw up the vocational diploma courses, participate in the examination boards, and take on and train young people in their firms. They also contribute to financing initial technological and vocational training courses by paying a tax known as an “apprenticeship tax”. In France the state and the regions share the responsibility for implementing vocational training.

A. Initial Vocational training for teenagers

At the end of the secondary school, a student can enter transport and logistics training by following a professional path. Thus, from 15-16 years old, young people can do a CAP or Bac pro program.

In general, teenagers finish their studies before the legal age of 18 years. Thus, they must wait until they reach the age of majority to obtain all the driving licenses (B, C, EC). It is important to note that some of them pursue their studies in transport.

CAP: Certificate of proficiency (Level 3 EQF)

CAP are professional diplomas that are prepared in 2 years after the secondary school, on a full-time or apprenticeship basis. Depending on the student's profile and needs, the diploma

can also be prepared in 1 or 2 years. CAP enable to learn a trade in a wide range of specialties. After the CAP, it is possible to continue the studies in Bac pro.

CAP training in freight transport, mover, and delivery driver requires being aged between 16 and 26 years old.

These training last 2 years and comprises 1,050 hours of training. With these Professional Aptitude Certificate candidates also receive category B, C-EC driver's licenses and other certificate such as First Aid and Rescue Worker certificate (SST), proof of dangerous goods training, CACES Trolley Category 3 (for movers)...

The "CAP Conducteur Livreur de Marchandises" (Youth Training level 1 & 2 delivery driver) is an intermediate certification of the Bac Pro for road drivers, it only includes the driving licence C ; it is passed at the end of the 12 pupil year (Uk)/11th grade (Us) . The laureates continue in the final year of high school.

The driving licence D is not delivered at the end of the "CAP d'agent d'accueil et de conduite routière" (Youth Training Level 1, 2 - Reception Agent, Passenger Transport Driver) it must be obtained during the training course or before it.

BAC pro: Vocational High School diploma (Level 4 EQF)

Vocational High School diploma are prepared in 3 years after the end of secondary school, in vocational high school. They are also accessible after a CAP or after a general /or technological 11 year pupil/ 10th grade.

The education is based on a trade and includes periods of in-company training. This program incorporates training in B, C, CE Licenses, Initial Qualification, Category 1 and 3 handling equipment operation and basic training in the transport of dangerous goods.

B. Initial Vocational training for Adult

Different types of training exist for adult (18 years old and more):

- **Short initial training courses:** the "FIMO" (mandatory minimum initial training). FIMO is a short training course of 140 hours. Theses trainings are accessible:
 - from the age of 18, and enables drivers to drive vehicles whose driving requires a C1 or C1E driving license: vehicles used to transport goods with a GVWR greater than 3.5T but not exceeding 7.5T,
 - From the age of 21, for the driving of vehicles for which a C or EC driving license is required: vehicles used for the transport of goods with a GVWR exceeding 3.5T,

- from the age of 21 years, for driving vehicles requiring a D1 or D1E driving license: vehicles designed and constructed for the transport of passengers with a maximum of 16 seats in addition to the driver's seat and a length not exceeding 8 meters,
- from the age of 23 years, for the driving of vehicles requiring a D or DE driving license: vehicles designed and constructed for the transport of persons with more than 8 seats in addition to the driver's seat or carrying more than 8 persons. Not including the driver.

FIMO must enable drivers to carry out their work in compliance with safety and professional regulations by providing a quality service.

Entry into FIMO training is subject to obtaining the right to drive vehicles of the category in question:

- FIMO Voyageurs: license category D or D1
- FIMO Goods: license category C CE C1 or C1E
- **Long initial training: Professional titles “Titres professionnels”:** A professional title is a professional certification that provides specific professional skills and promotes access to employment or professional development. Professional titles are composed of blocks of competencies known as professional certificates of competence (CCPs). Access to professional title training requires being aged of 18 years, holding a driving license and being medically able to drive.

To enter training for the "TP TRM tous véhicules", it is necessary to hold the "TP TRM Porteur". It is also accessible with a driving license C, FIMO and three months of professional experience.

Training for professional titles by apprenticeship has been made possible by Act No. 2014-288 of 5 March 2014 on professional training, employment and social democracy. The duration of training in "TP TRM Tous Véhicules" through apprenticeship is 385 hours, while it is 280 hours through vocational training. As these courses are shorter and the tests can be organised throughout the year, the apprenticeship TP sections should develop strongly.

- **Apprenticeship :**

Apprenticeship training is characterized by the alternation of training in an Apprenticeship Training Centre (CFA) and in-company training. CFA training is not only theoretical, it also includes practical work: on the quay or runway, in the workshop, in the computer room, in the language laboratory, or in a professional situation. The variety of fields and the concrete

aspect of activities, both in the center and in the company, is often the essential factor for motivation and success in training.

Since the renovation of apprenticeship and the 1987 law, apprenticeship has made it possible to follow a complete course, from CAP to Bac+4 in the transport and logistics professions. All the diplomas prepared are state diplomas or titles recognized by the Ministry of Labour.

- **Social Partners**

The social partners intervene through their participation in Consultative Professional Commissions (CPC): Consultative Professional Commissions set up under the Ministry of Employment, CPC "transport and logistics", and the Ministry of National Education, CPC "transport, logistics, security and other services". CPCs are composed of representatives of employers, trade unions, public authorities and qualified personalities. The commissions that must be consulted when creating, revising or abolishing professional titles and diplomas.

These bodies provide opinions and proposals on:

- The creation, revision or abolition of certifications, with regard to the evolution of qualifications, the use of titles in the professional field and with a view to ensuring the consistency of existing certifications
- The employment, activity and skills reference standard and the certification reference standard for each specialty.

The commissions may also be asked by the State to deal with any general or specific question relating to professional titles

The consultative professional committees are chaired alternately by a member elected from the employers' college and a member elected from the employees' college at the first meeting of the committee.

During the presidency of one of the colleges, the representative of the other college acts as vice-president.

The social partners have also set up a national joint professional employment and vocational training committee (CPNE) on road transport.

In terms of employment and qualifications, the CPNE has the following responsibilities:

- To enable the mutual information of member employers' and employees' organisations on the employment situation and qualifications, as well as on their development;

- Analyze the employment and skills situation and their evolution, both qualitative and quantitative;
- Periodically update the list of titles, diplomas and qualifications eligible for funding under branch priorities;
- promote the creation of professional qualification certificates (CQP).

Thus, in the field of driving professions, the CPNE has created a cash courier CQP and a mover CQP.

Formal qualification provided for professional drivers

Directive 2003/59/EC of the European Parliament and of the Council of 15 July 2003, transposed into French law by Decree 2007-1340 of 11 September 2007, now codified in Articles R. 3314-1 et seq. of the Transport Code, imposes an obligation of initial qualification and continuous training on all drivers of vehicles for which a driving licence C1, C1E, C, EC and/or D 1, D1E, D, DE is required, whether the transport is performed on own account or on behalf of others.

Compulsory training is intended for all drivers, whether or not they are employees, full-time or occasional drivers, engaged in public or private transport of goods or passengers; it is also intended for civil servants in the national, territorial or hospital sectors.

1. Directive 2003/59/EC

One of the main objectives of Directive 2003/59/EC is to improve road safety by introducing a compulsory initial and periodic training for EU professional drivers. Road safety indeed involves high cost in terms of lives as well as the economic and financial costs associated with damage to property, loss of production for victims and enterprises ... Professional Driver Training is one of the means of achieving this objective to reduce road accidents.

Improving road safety is not the only objective of the Directive who also seeks to professionalize drivers and to improve the image of the profession while ensuring more sustainable mobility.

Training leading to a qualification of drivers lends recognition to those professions, their importance for the functioning of society and the development of economic and social activities, and it also supports the free movement of persons and the mobility of workers in Europe thanks to the mutual recognition of qualifications.

It induces a training scheme, which must be strengthened in some Member States, but needs to be built from scratch in other Member States, which did not have any dedicated training for drivers.

2. Transposition of Directive 2003/59/EC

The Directive of vocational training of drivers has been transposed into French law by the Decree 2007-1340 of 11 September 2007.

This decree introduced various regulations concerning the initial qualification and continuous training of drivers:

- **Initial qualifications**

Drivers of goods vehicles with a permissible gross vehicle weight exceeding three and a half tones and passenger vehicles with more than eight seats in addition to the driver's seat are subject to the obligation of professional training (Article L.3314-2).

Any driver mentioned in Article L. 3314-2 must, before starting his professional activity as a professional driver, have assiduously followed initial theoretical and practical professional training and have successfully passed the final examination. This training can be long or accelerated.

The mandatory minimum initial training (FIMO) is an initial qualifying training allowing the practice of professional driving of heavy goods vehicles. It lasts 140 hours. There are also so-called initial training courses of at least 280 hours (these are the professional titles and diplomas of truck drivers: CAP, TP...).

- **Mandatory continuous training**

In order to maintain their qualification to drive heavy goods vehicles, truck drivers must undergo mandatory continuous training (FCO) every 5 years. → Duration of 35 hours in a training center approved by the regional prefect, (the 35 hours of training are spread over 5 days with the possibility of splitting into 3 days + 2 days within a maximum period of three months.)

FCO allows drivers to update their knowledge and practice in the areas of safety and professional regulation.

The system distinguishes between two sectors of activity: passengers and freight. Thus, FIMO and FCO voyageurs permit the practice of an urban or interurban transport activity without the need for additional specialization.

- **Bridge training**

It is possible for a driver who holds a qualification for one sector of activity to obtain, through "bridge" training, a qualification for the other sector on condition that he/she holds the corresponding categories of driving license.

→ 35 hours of training for drivers holding a C and D driving license who wish to change sectors of activity and move from the freight transport sector to the passenger transport sector or vice versa.

- **Equivalence**

The Article R. 3314-9 from the transport code provides equivalences to obtain the FIMO. In fact:

- A driver holding a valid category D driving license issued before 10 September 2008 who has been a professional driver and has not interrupted his professional driving activity for more than ten years is likely to obtain FIMO equivalence.

- A driver holding a valid category C driving license issued before 10 September 2009 who has pursued an activity as a professional driver and has not interrupted that activity for more than ten years is likely to obtain FIMO equivalence.

These regulations do not apply to drivers who have never professionally driven vehicles of the categories in question or who have interrupted this activity for at least 10 consecutive years.

This equivalence must be justified by a certificate of driving activity issued by the former employer or by the new employer in the light of convincing work certificates.

All drivers holding a FIMO issued by a certificate of driving activity must, mandatorily, follow an FCO before any driving activity.

At the end of the training, the center delivers to the trainee a certificate of completion of the training and gives him the driver qualification card (CQC).

The driver qualification card is granted as and when drivers complete one of the mandatory training courses.

The company manager must be able to prove that the situation of his employees complies with the training obligations during the inspections carried out in the company.

- **Sanctions:** Articles R. 3315-7 and R. 3315-8 of the Transport Code.

The fact that an employer hires an employee without training or does not take the necessary measures to meet the training obligations (FIMO and FCO), is punishable by a 4th class fine (750.00€) as many times as the driver is in violation.

The fact that a driver cannot immediately present his certificate is punishable by a 3rd class fine (450,00€).

3. Contents of training courses

FIMO	Professional Titles	Diplomas
<p>4 themes :</p> <ol style="list-style-type: none"> 1. Improvement in rational driving based on safety rules <ul style="list-style-type: none"> - The technical characteristics of the vehicle and the operation of the safety devices - The improvement of safe and economical driving by emphasising the different possibilities offered by on-board computing and the optimisation of fuel consumption - The principles of using an automated or automatic gearbox - Loading, stowage, handling of goods in compliance with safety instructions and proper use of the vehicle - Practical application of driving in both normal and difficult situations <ol style="list-style-type: none"> 2. Enforcement of regulations 3. Health, road safety and environmental safety 4. Logistics service 	<p>7 professionals skills :</p> <ol style="list-style-type: none"> 1. Ensure security and compliance controls before, during and after the transport of goods. 2. Driving and manoeuvring a heavy group vehicle safely, ecologically and economically, a vehicle in the heavy group with a maximum permissible mass exceeding 3.5 tones and transporting the goods 3. Take responsibility for transport and deliver the goods 4. Prepare the vehicle for loading or unloading, and loading, unloading the vehicle 5. Prevent risks, apply current social regulations and react in the event of an incident or accident 6. Detect, describe vehicle malfunctions and perform a minor intervention 7. Coupling, uncoupling an articulated vehicle or a combination of vehicles (specific to EC category) 	<p>5 professional activities :</p> <ol style="list-style-type: none"> 1. Prepare and organize their transport mission. 2. Carry out removal and loading operations 3. Carry out transport and delivery 4. Communicate with their environment 5. Close its mission

The content of FIMOs and FCOs is specified by the decree of 3 January 2008 regarding the program and methods for implementing initial and continuous vocational training for drivers in road freight and passenger transport.

FIMO, FCO and bridge training have four themes:

- Improvement in rational driving based on safety rules
- Enforcement of regulations
- Health, road safety and environmental safety
- Service, logistics

The training program includes:

- The improvement of driving skills, driving rules allowing rational use of the vehicle,

- The practical application of driving with individual driving time on the road,
- Road safety and stopping safety rules,
- National and European social regulations applicable to road transport,
- Health and accident prevention, environmental safety,
- Behaviors that contribute to the enhancement of the company's brand image and the development of service quality,
- The economic environment of road transport.

Directive 2003/59/EC of the European Parliament on the initial and continuous training of drivers of road freight or passenger transport requires Member States of the European Union to provide drivers with an official qualification card proving that they have complied the obligations regarding initial and continuous training.

This card is issued at the end of the training courses: Professional title of road driver, CAP of road driving, BAC pro road driver, FIMO, FCO.

Holders of these cards must provide a renewal every 5 years.

The current offer of IVET leading to CPC qualification is consistent with current EU legislation which itself is rather consistent with available technology on board buses, coaches and trucks delivering goods throughout the continent.

However, both the European and domestic sets of rules will need to evolve in parallel with the evolution of technological capabilities (*e.g.* autonomy, interoperable IoT etc.) borne by vehicles.

Hence a special emphasis should or at least could be brought to the topical content of training by insisting on digital abilities. The latter will be so important, the Future DRV profile has included whole work task as part of future professional drivers' activities. This work task has been labeled "Digitalised and automated work records". Other work tasks, such as customer relations, performing checks or even driving and maneuvering imply that a certain number of digital skills be mastered.

For this reason, one could expect a revised topical definition, contained the annexes of the directive, that would explicitly include digital skills as a specific area to be included in CPC-related curricula.

Moreover, depending on the scenario adopted, customer relations may also pass the threshold making it relevant to emphasize cooperation and conduct toward customers as an important part of training content in the future. This will be especially true for the highly qualified truck, bus or coach drivers who -thanks to automation – will have more time devoted to the care or services rendered to customers/passengers.

Current situation regarding the entry level requirements into the profession.

The road freight transport is facing a decline in staff numbers with the non-renewal of fixed-term contracts and temporary assignments and the non-replacement of retirements, resignations and cessation of activity.

Turnover problem: Road passenger transport has to cope with departures of employees due to problems of insecurity in buses, lack of knowledge of the profession, time constraints and low wages. This requires psychological work with drivers to manage conflicts and insecurity. Psycho-social risks, stress and back pain are recurrent.

Any candidate professional driver needs to succeed in a specific vocational training path before hitting the road. This path consists of certification mechanisms to the appropriate driver's certificate for professional competence and qualification. The path is lengthy, full of hurdles and demands both for the individual and for the industry, since it represents a serious human and financial investment.

Rather than recruiting often, the profession has to strive to retain its staff over time. People arrive later in the profession and are therefore quickly dependent on family, and therefore less likely to stay in the profession due to staggered schedules.

In line with the Future DRV project findings, the development of new technologies is changing the traditional transport professions. The necessary skills are increasingly expected to change in order to increase the ability to communicate with an information system. The generalization and multiplication of information and communication technologies require staff to make a permanent effort to adapt.

For drivers, the development of driving and control automatisms is changing the content of the operator's work. Some core competencies are moving towards monitoring systems and replacing them in the event of failure. The traditional formative process based on the continuum of experience and the individualization of learning is no longer predominant, as multiple operators of regulation must then manage their interaction.

The profession of road driver has evolved significantly in recent years. In addition to the technical management function, commercial and administrative tasks have also increased. New ways of organising companies, as well as satellite tracking of vehicles, increasingly require the use of on-board computers. In addition, the opening of borders requires the use of a foreign language. Also, the traditional image of the profession of road driver, to which the ideas of independence, freedom and wide open spaces were associated, is less and less in line with reality: long-distance truck drivers now represent only 10% of the profession, which includes more and more drivers making short journeys. In addition, other distinctions overlap

with the classification of drivers according to the length of the journeys they make, with the diversification of driving professions leading to a real segmentation of labour markets.

In a changing economic and social context, where jobs are changing rapidly, the design of training standards is not progressing at the same speed. At the same time, employers expect greater flexibility from employees, a skills-based approach is needed to meet companies' expectations and provide the working population with every opportunity to develop skills.

In this context, training organisations must develop an offer of training based on personalised and modularised pathways, innovative training methods meeting the needs of individuals, the requirements of companies and adapted to new developments the skills required to develop our professions. These personalised courses will also provide an answer to the recruitment difficulties experienced by our sector in the sense of where they will enable the branches to attract and qualify employees, whether retraining or recruited in other sectors by offering them training courses adapted to their needs in terms of basic or professional skills.

Thus, one of the main challenges will be to allow for this shift toward more “tailor-made”, or at least personalized training patterns consistent with regulatory obligations. The problem today is CPC training providers, as provided by Directive 2003/59/EC need to be approved through a process that does not so much take into account the “custom fit” approach a training provider can offer, but rather is based on a perspective where the provider opens its doors with a fixed training offer and where the checks performed by the authorizing public authority mostly concentrate of the consistency with the entire provisions of the Directive with regard to content, competency (of the training provider), equipment etc.

Future versions of a revised Directive should perhaps allow for more flexibility, allowing training providers, perhaps depending on the specialty pursued by learners, to deviate from an inflexible training offer to one that is more tailored for the needs of particular categories of learners.

Such a scheme would of course carry the risk of a driver not undergoing a fundamental part of a training for a specialty occupation he/she does not need in his/her current occupation, but that could be needed in the next. A particular set of skills may not be needed by a low qualification long-distance bus driver (*e.g.* customer relation skills) but may be very important to the daily activities of a highly qualified urban delivery driver. A good way around such a hurdle would be for EU legislation to develop some form of “modularized” record of the training undergone, with each “module” bearing the same legally qualifying effect for the drivers.

Suggestions :

The particular added value of the multiplicity of access roads to the occupation of road driver has not been proven. Managers do not seem to make much of a difference in recruitment between candidates with a FIMO or a TP. In both cases, they complain in particular that graduates have insufficient skills to perform maneuvers, stow different types of goods, handle the tachograph, correctly fill in transport documents....

In addition, the opening of supervised driving to training courses preparing for professional drivers' jobs would allow real work-linked training and a shortening of the integration period in the company. This can currently last several weeks or months, and results in different practices in companies: accompanied/directed driving, double driving, adaptation of the tour.

The minimum age required to obtain a driver qualification card is a significant barrier to entry into the profession (*e.g.* one needs to be 21 in certain instances, see table on page 2). As a result, this trade is often a second or third part of a career. Thus, the average age at the end of a FIMO or TP is 36 years. Lowering the age criteria would allow driving to be the subject of a more frequent first choice of orientation. However, it faces questions of social acceptability, particularly for passenger transport.

But lowering the age criteria would be more consistent with the mind frame under which Future DRV and most EU-funded VET projects have been implemented in the last decade as this would be consistent with the EQF and its learning outcomes approach. Hence, what is important should not be the age of an individual, but rather the acquired knowledge, skills and competences he/she can resort to when performing his/her professional duties.

A system, the Leave of Absence from Work (CFA), introduced in France in 1997, allows drivers of transport companies to stop working up to 5 years before their retirement rights are granted, under certain conditions of seniority in the profession. However, these seniority conditions are rarely met due to the late entry into the profession.

4. Additional provisions

The conditions for the approval of training centres authorised to provide such compulsory training are specified in the Decree of 3 January 2008 on the approval of vocational training centres authorised to provide initial and continuing vocational training for drivers in the road freight and passenger transport sector

Accreditation is granted for a maximum period of five years from the date of its approval. Delivery can be renewed.

However, when it is granted for the first time, its duration may not exceed six months, during which time the training centre must have completed at least one initial training session minimum mandatory training (FIMO) and six mandatory continuing training sessions (FCO) or additional training called "passerelle"(bridge).

Each of these sessions has at least eight trainees. For the training centres that only wish to carry out FCO sessions, the minimum number of training sessions is set at eight.

At the end of this six-month period, the approval may be renewed, upon request, for a period of for a maximum period of five years. If the number of training sessions required, each involving at least eight trainees, are not reached, no new application for accreditation can be made submitted before one year from the end of the six-month period.

Centres that have already held an approval for the training of freight transport drivers for at least two years and that are applying for an approval for the training of passenger transport drivers, must, during the initial approval, carry out at least one mandatory minimum initial training session (FIMO) and two mandatory continuous training sessions (FCO) or two additional training sessions known as "passerelle". For centres that wish to conduct only FCO sessions, the minimum number of training sessions is set at three.

Applications for approval, drawn up in accordance with this Decree, involve the commitment of the centre:

1. To respect the programmes and procedures for the implementation of vocational training mandatory road driver's licences and in particular to check that trainees have the necessary permits to drive, titles or certificates required to be able to register for the planned training;
2. To set up a material and pedagogical organization adapted to the training exempted ;
3. To ensure that trainers and/or company instructors meet the requirements set in Annex II and to provide them with training to enable them to maintain and update their knowledge in the fields in which they provide professional training mandatory road driver requirements;
4. To present to the regional prefect an annual report on the compulsory vocational training of road driver and to provide him with the necessary elements for him to ensure regular monitoring of the proper conduct of training in compliance with the training programs ;
5. To communicate each year to the regional prefect the new contracts or agreements concluded in the past year by which it has entrusted other approved training organisations with the implementation of some of the mandatory driver training courses as well as the changes in previous contracts during the same period;

6. To be carried out itself, in all cases, including where part of the compulsory training has been entrusted to another approved training body, the reception of trainees, the verification of documents, titles or diplomas provided for in 1 above and the final evaluation of these courses.

7. To provide as soon as possible and before the end of the training period to the public service body responsible for manufacturing and issuing the driver qualification card, all the information necessary for the establishment, manufacture and issue of the driver qualification card and to hand over or have handed over this card to the drivers concerned.

Failure to comply with these commitments may result in suspension or withdrawal of approval.

Lifelong learning of professional drivers

1. Mandatory continuous training (FCO)

As mentioned above, mandatory continuous training (FCO) are required every five years for drivers.

Mandatory continuous training, which ensures that knowledge is constantly updated, enables drivers with an initial qualification to renew their right to drive for five years. It is provided for by Articles 8 to 11 of Decree No. 2007-1340 of 11 September 2007 and its organisational conditions are specified in Article 3 and Annexes I bis and II bis of the Decree of 3 January 2008 relating to the program.

Conditions of registration:

The FCO must be pursued either in the Member State where the driver resides or in the Member State where he work.

In order to verify that trainees meet the FCO registration requirements set out in Article 3 of the decree of 3 January 2008 on the program, the CFA (Vocational training center) must ensure that the driver is in possession of a valid driving license and a initial qualification (FIMO or equivalent) or a FCO. It is not necessary to check the initial qualification as soon as the driver presents a driver qualification card or a driving license on which code 95 appears.

In application of the Article 11 of Decree No. 2007-1340 of 11 September 2007, the pursue of a FCO allows a driver holding an initial qualification (FIMO or equivalent) and a “bridge training” in another sector (or two FIMO or equivalent) to renew the validity of the training for each of the two sectors. In this case, the CFA must verify at the time of registration that

the driver has an initial qualification in both sectors (a FIMO and a "Passerelle"/bridge, in general).

Organization:

The FCO must take place during the "usual working time" (article 9 of decree n°2007-1340 of 11 September 2007). Companies cannot therefore require their employees to attend training outside their normal working hours (e.g. on Saturdays).

The anticipation for participating of a FCO is of 6 months compared to the expiry date of the previous training (article 10 of the decree n°2007-1340 of September 11, 2007). In the event that the training is split into two sessions with a maximum period of three months between them, the first session must be started and completed within the six-month period preceding the end of the validity of the previous training, the second session must be completed before the end of the validity period.

The duration of the FCO is 5 days (35 hours) but can be divided.

The division of the FCO into 3 + 2 days, with the delivery of a certificate between the two sessions to certify the elements of the program followed and set the date of the 2nd session, has been set up to allow precise monitoring of the progress of the training by trainees, employers and the training center.

When the training period is carried out in the company by the company instructors, if it is not possible for a session to be divided according to the regulatory provisions and provided that all the parts of the program are actually carried out and within the deadlines provided for by the texts, the division may be carried out differently in 4 days + 1 day devoted to driving practice (or 1 + 4 days).

Contents of a FCO

The training content of a FCO is diversified and includes:

- An assessment of knowledge,
- An improvement in rational driving skills based on safety rules,
- The application of regulations (updating knowledge),
- The concepts of health, road safety and environmental safety,
- Service and logistics.

The practical part of the FCO can be validated as soon as a trainee has completed at least 1h50 of driving, corresponding to the 30 minutes of free driving accumulated at 1h20 of practice provided for in theme 1, the 10 minutes of pedagogical commentary are not included in the

driving time. When using a tachograph that cuts off in the event of a stop prolonged (maneuvering, traffic jams, etc.), interruptions must be indicated on the printed ticket

Validation of a FCO

The Article 7 of the decree of 3 January 2008 on the program stipulates that the FCO ends with a final self-assessment test and an assessment of prior learning carried out and commented on with the trainee.

Given the risks that could weigh on the employment of a driver whose FCO has not been validated, the texts do not foresee any formal failure of the FCO. Nevertheless, in the event of shortcomings being identified, the trainer may explain to the trainee, or even to the employer, how his driving may be dangerous for other users or his own vehicles and loads, and encourage him to undergo advanced driving training

2. Other continuous training schemes

In addition, of Initial, training (FIMO, CAP, TP...) presented above, drivers have the possibility to undergo various continuous training courses:

- Training in dangerous goods
- Hygiene, Safety and Environment training
- CACES training (The Certificate of Ability to Drive safely), Driving construction machinery
- Improvement training courses
- Eco-driving training courses

→ Example of CACES training:

The Certificate of Aptitude to drive safely (CACES®) is a recommendation of the CNAMTS. It is, in a way, a valid driving license for one or more types of construction machinery.

During the CACES® training, the candidate learns how the machines work and the safety measures to be taken when using them. Many accidents can be avoided by learning and respecting safety rules.

The CACES® is held by the employee, he accompanies him during his professional career, whether he changes jobs or positions, during his validity.

Regulation

Article R 4323-55 of the Labor Code stipulates, "the operation of self-propelled mobile work equipment and work equipment used for lifting is reserved workers who have received adequate training. This training must be completed and updated whenever necessary".

To certify the ability of the drivers of these machines to CNAMTS has set up a national system: CACES® / R 377, R 383, R 372, R 386 and R 390.

In addition, a driving license is required for the operation of certain equipment (article R 4323-56), including:

- tower cranes,
- mobile cranes,
- remote-controlled or mounted construction site machinery,
- mobile personnel lifting platforms,
- auxiliary cranes for loading vehicles.

This driving license must be issued by the employer to the driver, after taking into account three conditions:

1. A medical aptitude examination of the driver, carried out by the occupational doctor
2. A check of the driver's knowledge and skills for the safe operation of the machine.

The CACES® system set up by the CNAMTS (Caisse Nationale d'Assurance Maladie des Travailleurs Salariés) is a good way for the company manager to comply with the obligations regarding the control of the driver's knowledge and know-how (Circular DRT 99/7 of 15 June 1999).

3. A knowledge of the site and the instructions to be followed at the site(s) of use.

The CACES® is valid for 5 years with the exception of site for which it is valid for 10 years.

→ Example of Eco-driving training:

More and more carriers have requirements regarding the environmental impact of heavy vehicles

In view of its sustainable performance indicators, of transport companies encourages the training of their drivers to eco-driving on their vehicles.

During this training, the driving behavior of drivers is highlighted; 60 to 70% of Eco-driving is linked to this behavioral aspect: knowing how to anticipate, "listening" to your vehicle, knowing how to maintain it, etc.

Drivers follow an evaluation path, a training path during which they analyze together the points to be improved. They then went through a second evaluation process identical to the first, making it possible to measure the progress of each trainee, using different criteria.

This Eco-driving training covers three topics that are sensitive to companies, who can quickly measure the benefits:

- Social: less stress for their drivers, which means that they are less stressed, increases driving safety and reduces the risk of accidents;
- Economic: reduced fuel consumption, reduced travel time, less mechanical wear and tear on braking in particular,
- Environmental: reduction of CO2 emissions in the production of the atmosphere....

Suggestions:

The training budget of transport companies is now largely absorbed by the implementation of mandatory continuous training (FCO, but also dangerous), rescue and rescue at work...). As a result, drivers do not usually undergo further training.

For the same reasons as those expressed above, a modular FCO (mandatory continuous training) scheme would be more adapted to the very specialized activities professional drivers will carrying out in the future (as the Future DRV project partners have acknowledged by developing different scenarios entailing different work tasks) and would make it possible to support the driver's skill needs and would allow the deployment of a training plan that is in line with the obligations set out in the European Directive. This could include a common core curriculum for all 2-day drivers and tailor-made training over the remaining 3 days tailored to the skills needs of the employee and the company. This would, also, improve the adaptation of training to the pace of change in the profession, individualise it and integrate it more effectively into the transport vocational training system.

And ultimately, there is a belief indicating that a modular approach of continuous VET provision could help alleviate resistance against embarking in a career of professional driving. Having the impression training is in line with actual tasks performed on a regular basis - contrary to the very theoretical approach at play today – should comfort future professionals in the sense their lifelong learning is indeed useful in praxis.

Moreover, in practice, the FCO does not contain the topic of driving. The possibility of carrying out a rational driving training course in the company, in production with the vehicle used by drivers, would seem to be an added value for drivers and companies. An optional module on a simulator could also be developed around risk driving scenarios (snow, rain, ice, etc.)

Correlation with neighbouring occupational fields

Decree No. 2007-1340 of 11 September 2007 introduced a so-called "bridge" training course that allows truck drivers to move between the freight and passenger sectors without having to undergo a complete new initial training. Each year, more than 3,000 people follow these bridge training courses to change sectors of activity.

An analysis of employee movements based on the Annual Social Data Declarations (DADS) of (mandatory) companies shows that nearly 87% of people in these jobs in 2009 were in the same profession in 2008.

According to the same source, 37% of the drivers of public road transport in the sector who worked in this profession in 2009, but not in 2008, held a position as a driver of a road haulage vehicle in 2008.

At the same time, 17% of drivers of road freight transport who worked in this occupation in 2009, but not in 2008, were employed as public road transport drivers in 2008, and 16% were logistics workers.

Logistics jobs are sometimes jobs that allow drivers who suffer from back pain, for example, to be reclassified. Nevertheless, most of the time, they are logistics operators who wish to become road drivers due in particular to better remuneration.

The exploitation professions have also long represented a career development perspective for truck drivers.

This is still a reality, especially in SMEs, but less so than before:

- The creation of specialized schools and curricula to train road transport operators
- From the search for productivity gains and an increase in skills at the farm level, requiring managerial, relational, digital, organisational know-how... which are more difficult to acquire for drivers who have often entered with a low level of qualification.

Nevertheless, when they have a position to fill on the exploitation, recruiters may prefer to promote a driver who gives satisfaction to the company and has potential. Such a candidate has the advantage of knowing the company's culture and procedures, the products/type of goods transported, customers, loading/unloading sites, the skills of other drivers... all things that a young operator leaving school, or a more experienced operator from another company, will take time to assimilate. Learning on the job operating techniques (order taking, pricing, resource planning, etc.) and operating software can take less time in comparison.

Correlation with other occupational fields

Annual placement surveys of graduates 6 months after completion of their training show that when they are not professional road drivers, driving graduates most often work in construction and public works, agriculture, forestry and fisheries, or the army, either areas of activity that use heavy machinery for which the training they have received is useful.

A study by the Professional Transition Observatory shows that employees benefiting from a CIF (Individual Training Leave) come from three main sectors of activity, including transport and warehousing.

All employees who engage in a training process aim to change their professional situation regardless of their motivation. This may include, for example, the willingness to change specialties, to strengthen or diversify their skills, to obtain a qualification, to upgrade, to find a new occupation that meets a need for personal growth or health constraints.

The study shows that employees in the transport sector diversify their skills in their original profession and wish to specialize. In this sector, more than 20% of employees are in internal transition.

For example, 49% of employees who chose to train in the "Transport, handling, warehousing" field were already working in this field: they made an internal transition. These include, truck drivers, delivery drivers, public transit drivers, etc. For these people, passing a new licence or certificate seems to correspond more often to a change in their profession than to a radical change: when we asked about their motivation to undertake training, 40% of them answer that they wanted to move on to their job. Delivery drivers and public transport drivers most often turn to the CCP taxi. Truck drivers more often acquire an EC licence (licence to drive a vehicle with a trailer weighing more than 750 kg).

However, in the building sector, 15% of the workforce in transition comes from the transport sector, in electricity 21% came from transport, in automotive mechanics 32% of the workforce worked in the transport sector.

On the other hand, 59% of the beneficiaries of training in transport come from a different field of employment (trade, sales, security, construction, etc.).

Today, the main obstacle to the interprofessional mobility of employees is that qualifications are still too rarely divided into skill blocks. Common and transferable skills are not identified or listed. As a result, it is difficult to identify and implement the real possible bridges between trades.

This appears to be a sizeable problem requiring a solution in the upcoming years. Future DRV has built an occupational profile built on minimum requirements and professional

requirements that vary depending on the type of driving a professional is handling (long or short distance) and on the type of qualification he/she has achieved (high or low). This shows that in the future, drivers will be mobilizing different sets of skills depending on their activity in praxis.

Such a situation where all drivers are not all accustomed to the same skills may hinder on professional mobility, making it harder for drivers to become employed in other sectors, and harder for professionals from other sectors to spot converging elements between their current industry and that of transport they might want to join.

One useful solution would then indeed be to describe all existing relevant qualifications in skills blocks facilitating comparison between possessed skills and those that are lacking. This would make training decision making easier which should, in turn, facilitate professional mobility.

A skills blocks approach may also boost employability and improve the attractiveness of the profession by letting interested stakeholders understand - through the observation of the convergence of digitalized skills between industries- how horizontal career moves, toward neighbouring industries, can be a lot more simple.

“New Learning” within professional driver qualification

While not all pedagogical innovations are digital, the notion of digital pedagogical innovation (DPI) reflects the fact that digital technology is a lever for rethinking and renewing pedagogy, in line with the overall transformation of society and the economy.

In the transport sector and particularly in the field of driver training, learning innovations exist:

- Training in E-Learning, Individualized multimedia training courses
- Mobile driving simulation systems
- ECOPILOT 2.0" driving evaluation systems
- Implementation of an LMS "Learning Management System" platform by AFT: module individualisé conduite

→ Training in E-Learning:

E learning allows the learner to learn at his own pace whenever and wherever he wishes. For the company, this helps to minimize costs by training a large number of employees and limiting absences.

There are more than 200 training modules in transport (E-waste, E-carrier, etc.) These training courses aim to provide training or further training via the Internet with individualised support.

→ Focus on Individualized multimedia training courses:

These trainings are addressed to freight and passenger transport drivers: FIMO, TP freight driver on carrier, TP freight driver on all vehicles, CACES[®], TP Interurban passenger transport drivers.

Their objectives are to:

- Facilitate the acquisition of knowledge through "tailor-made" teaching, adapted to the profile of the trainees.
- Evaluate their weaknesses and strengths objectively.
- Taking into account the learning rhythm of each trainee.
- Make the trainee active using new technologies during the acquisition of knowledge.

Generally these trainings take place in so-called multimedia rooms where each learner progresses at his own pace by following the different training modules.

→ Mobile driving simulation systems

The use of driving simulators during the training allows learners to train for random and/or dangerous situations.

The driving simulator has the advantage of being able to offer trainees driving situations that could not be encountered during the driving phase in circulation (fog, ice, emergency situation, etc.).

Its use, limited to 4 hours in FIMO, 30 minutes in FCO and gateway can therefore bring added value to the treatment of theme 1 of initial training (Improvement in rational driving based on safety rules).

The use of multimedia rooms has made it possible to individualise the training, particularly in terms of professional title, with pedagogical progressions adapted to the trainee, who learns at his own pace (a discourse that often appeals to funders).

Nevertheless, the use of these new means has been accompanied by abuse by training organisations: trainees are too often left alone, without a trainer, all day long. Unfortunately, the same phenomenon occurs in simulator rooms.

In the CFAs, the use of computer tools for the animation of theoretical sequences is not prohibited by regulation. Nevertheless, and as the European Commission pointed out to Member States' experts in June 2013, the pedagogy implemented must focus on face-to-face teaching, with the sharing of experience between drivers constituting an essential element of training. The permanent presence of a trainer with the trainees is required throughout the duration of the training.

E-learning (non-face-to-face e-learning in the absence of a trainer) is not allowed for mandatory driver training.

Beyond the questions raised by the assiduity of the "trainee" during the training, there are even more sensitive legal issues of certification, and therefore of attendance at "exams", in a pure e-learning context. Few digital distance learning courses are currently certified.

→ LMS platform

AFT is currently developing and will soon launch the implementation of an LMS "Learning Management System" platform that will offer individualised driving modules.

Suggestions:

Digitized training courses are more or less emancipating themselves from traditional pedagogies. When digital is only used as a substitute for traditional modes of masterful exposure ("dry" broadcasting of a power point or a video), it does not give the full extent of its potential. A serious game combining playful simulation, cognitive benefits and immediate feedback on the learner's performance is more innovative.

The pedagogical value of "gamification" is recognized by many training actors, who see it as an asset to attract certain audiences. In a French society where the number of regular video game players is estimated to reach more than 30 million people, the game's mechanisms have conquered other worlds, including the training sector. This more playful, interactive approach to training combines the advantages of role-playing and video games and encourages commitment and motivation. The mechanisms of personal gratification drawn from the world of play and competition (points, medals, rankings, etc.) are, for some, an additional element of stimulation.

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As a result of the many innovations in digital education, the place of the trainer/facilitator is likely to evolve: as part of a knowledge society and social learning approaches, he or she will no longer necessarily be the main source of the knowledge provided in training.

It is increasingly called upon to intervene at a distance, sometimes in a logical way, as a teacher - virtual classroom - but sometimes, also, as a tutor, as a companion. Faced with adaptive learning, he will eventually be able to delegate part of the pedagogical adjustment to the machine. The job of training facilitator will therefore in the future require a foundation of skills digital, and, depending on the more specific resources mobilized, the targeted skills (remote tutoring, virtual class, reverse class...).

Trainers, who are nowadays highly positioned in transmission and animation, will have to invest more often in multimedia content production and training engineering, either individually or in teams.

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Not all digitized training courses are intended to claim to be officially certified, especially when they are very short. Certifying a module of a few hours or obtaining a CQP is often not realistic. On the other hand, it is more relevant to consider that the short training in question should be part of a broader certified course of which it would constitute a module corresponding to a block of skills

Teachers, trainers and tutors within professional driver qualification

1. Trainers, instructors

The profile of trainers and instructors is set out in Annex II of the Decree of 3 January 2008 on the approval of centres, amended by the Decree of 2 March 2011.

Any trainer or company instructor responsible for the mandatory training of road transport drivers must meet the minimum requirements listed below:

- or be the holder for at least five years of one of the titles or diplomas mentioned in the annex to the aforementioned decree of 26 February 2008 (CAP, Bac Pro, TP...) or of the “brevet pour l'exercice de la profession d'enseignant de la conduite automobile et de la sécurité routière” (BEPECASER) of the heavy group or, for theoretical education, of any higher level title or diploma;

- either have at least three years' professional experience during the five years preceding taking up their duties in the training organisation, as a road driver or as a trainer for driving vehicles carrying goods weighing more than 3.5 tonnes of the GVWR or passenger transport with more than eight seats in addition to the driver's seat;

- for the teaching of the practical part, hold, depending on the sector concerned (goods or passengers), a valid driving licence in categories C or EC and/or D or ED;

- have completed, before performing their duties, the necessary training to provide the mandatory training as a road driver, in particular as regards pedagogical knowledge and mastery of the subjects taught

The objectives of the training programme required to provide training are as follows:

- on the one hand, the training of trainers must include the initiation and deepening of pedagogical techniques adapted to adults. This requirement aims to ensure that trainers master the pedagogical methods necessary to carry out driver training (formulation of

objectives, construction of sequences, animation, feedback, management, etc.). of a group, choice of media, etc.).

- on the other hand, the trainer must master the subjects he/she teaches. The training center must provide them with training to update their knowledge in the subjects taught.

These trainings have to be completed by all the trainers providing the theoretical part and/or the practical part.

2. Tutors

The arrival of an individual alternately training and performing tasks within the company requires the employer to choose a tutor to support him/her in his/her training within the company.

In this regard, the company that employs work-study professionalization contracts has the obligation to train a tutor, in fact since March 5, 2014, tutor training has been mandatory. The integration of an alternation, in a professionalization contract or period of professionalization, therefore implies training future tutors in the company to set up and monitor a tutoring action.

The tutor is the main vector for transmitting skills within the company. It welcomes new recruits and supports them in their integration, insertion and even training paths.

A tutor may be a voluntary employee with at least 3 years' professional experience, including 2 years in a job with a qualification at least equal to that of the job for which he/she is tutor.

The employer may also provide the tutoring himself if he fulfils the conditions of prior qualification, experience and training. This tutoring is limited to two employees who benefit from contracts or periods of professionalization simultaneously.

The tutor can monitor the activities of up to 3 employees. If the tutor is performing the function for the first time, he can only tutor 3 people, including a maximum of 2 drivers.

The tutor has one day per month to carry out his or her duties. A certificate of exercise of the tutoring function given by the employer at the end of a professionalization contract allows him to put forward his experience.

Any primary tutor accessing, whether an employee or employer, must follow or have followed a training course which remains valid for five years. The training can be in e-learning.

	Trainers formation	Tutors	Preparatory training for the FCO preparation
Objectives	<ul style="list-style-type: none"> -Build an adult trainer posture. - Acquire the fundamentals of training engineering and the profession of trainer. - Acquire technical, methodological and organizational benchmarks to analyze a training request or need. - Design and implement a training action or mechanism. 	<p>Acquire and implement knowledge, know-how and skills necessary to effectively perform the function of tutor in their company.</p> <ul style="list-style-type: none"> - Acquire tools and methods for individual support 	<p>Organize a FCO session</p> <p>Update your knowledge of Transport Regulations</p> <p>Transmit expertise</p> <p>Prepare and facilitate a training session</p> <p>Knowing how to evaluate</p>
Public	<p>Adult education practitioners who are planning to obtain professional certification by obtaining the professional title of professional adult trainer</p> <ul style="list-style-type: none"> -Any professional, employee or jobseeker, considering a professional reconversion into the profession of professional adult trainer, and having acquired sufficient professional experience to follow the training. 	<p>Company employees with recognized professional expertise.</p>	<p>Experienced driver in road freight transport/travellers</p>
Prerequisites	<p>Have reached the baccalaureate level or equivalent,</p> <p>Have two years of professional experience,</p> <p>Have a minimum of 3 years' experience as a road transport driver in the last 5 years.</p> <p>OR</p> <p>Hold a CAP, BEP or Professional Title as a Level V road driver,</p> <p>For the candidate for the VAE, have three years of professional experience in the training trade.</p>	<p>Be an expert in his/her professional field</p> <p>Be endowed with a pedagogical sense or an ability to transmit knowledge</p>	<p>Be over 25 years of age</p> <p>Be the holder of a valid C and EC permit and the current FCO Commodities, or a D or DE permit and the current FCO Voyageurs</p> <p>Have more than 3 years' professional experience (within the last 5 years) in a road transport activity as a driver</p>
Duration of the training	<p>23 weeks (805 hours of training) exam included and 6 weeks option Transport with immersion in a training centre (210 hours).</p>	<p>Varies according to the companies.</p>	<p>35 hours, at the rate of:</p> <p>4 days of training (28 hours)</p> <p>1 day of tutoring and support per trainee (7 hours)</p>
Contents of the training	<p>Building a training action</p> <p>Prepare and facilitate learning situations</p> <p>Contribute to the development of training mechanisms</p> <p>Support learners in the construction and implementation of their career path</p> <p>Technical module and immersion (6 weeks)</p> <p>-> Alternating theoretical contributions and practical situations.</p>	<p>Reception and integration into the company</p> <p>Organization of a professionalization program</p> <p>Transmission of know-how</p> <p>Alternate work/study management</p>	<p>Training of future FCO instructors - 28 h</p> <p>Tutoring and support of the instructor - 7h</p> <p>Teaching methods used:</p> <p>Alternating theoretical contributions, demonstrations and practical situations.</p>
Validation procedures	<p>At the end of the continuous training course, the candidate is evaluated by a jury composed of professionals on the basis of the following elements:</p> <ul style="list-style-type: none"> - The results of evaluations carried out during training - A Professional File which describes, by type of activity, its own professional practice, thus enhancing its experience and the skills acquired - A real or reconstructed professional situation - Final interview with the jury <p>Validation :</p> <p>In case of successful completion of the exams:</p> <p>Validation of one of the two CCPs or the professional title of professional adult trainer (Level 3), issued by the Ministry of Employment.</p> <p>Each participant will receive a certificate at the end of his training.</p>	<p>An individual training certificate will be issued for each participant at the end of the training.</p>	<p>An individual training certificate "F.C.O. Company Instructor Goods / Travellers" (mandatory as part of the declaration to the State services - DREAL).</p>

As part of its missions, AFT organizes and leads conferences in the territories on the development of transport and logistics professions. These conferences are open to a wide audience: guidance, employment, training, public authorities, social partners, companies, young people, etc. On these occasions, it is pointed out that teachers' reactions are generally very anxious. First of all, they feel overwhelmed and helpless by the developments at work (new technologies, development of e-commerce, etc.), handicapped by their own cultural capital. Then, they question their ability to prepare young people for different or new jobs in the future.

This is all the more reason for the necessity to take into account the fact new skills will need to be mastered by trainers in order for them to be able to suitably train professional drivers. It is not however merely the thematic base of training that needs to evolve in a way that takes into account competences on customer relations, digitalized operations or vehicle autonomy monitoring, but also the pedagogical approach that should evolve in this regard.

As professional drivers will be more and more able to make good and thorough use of connectivity, training provision will most likely evolve toward more electronic formats including e-learning at the workplace. This should lead to changes in didactical approaches. For instance, past EU-funded projects such as ICT-DRV have illustrated the usefulness of having e-learning sessions concluded by instructor or tutor-led debriefing sessions where all participants can benefit from a collective session during which all can learn from others' errors and successes. Re-thinking the way trainers teach and the way they are themselves trained seems to be inevitable, as trainers will need to adapt to a rapidly changing underlying environment.

Validation of learning and career beyond driving

In order to improve the employability of drivers, it seems important to strengthen their transversal skills, such as:

- professional relationship skills with others, in relation to the importance of the need to work with people you do not know, to put yourself in a co-production position (emotional, social and relational intelligence, cross-cultural skills...)
- the skills that will allow everyone to move in a system that requires autonomy: knowing how to motivate oneself while regulating one's own energy and the risk of mental workload;
- cognitive skills that guarantee agility and enable adaptive and innovative responses to unexpected situations: openness (curiosity), creativity (balancing one's life in such a way as to regularly renew one's creativity), polarization (concentration), mental flexibility (switching from one type of information to another, changing one's frame of reference regularly).

These skills are currently neglected by the training system, while they are those that make it possible to adapt to new situations and promote professional mobility.

Attracting, recruiting and retaining professional drivers

Context:

France is undergoing a cycle of economic change that is having a major impact on its businesses. In parallel with economic restructuring, technological progress is changing the conditions under which even the most traditional trades are carried out. Digital transition and regulatory measures associated with the transition environmental impact strongly on the activity of companies, their businesses and their skills needs.

Finally, changes in lifestyles are giving rise to new forms of employment and are leading to more and more frequent professional mobility in France and Europe.

In the Road Transport and Auxiliary Activities branch, the challenge is therefore to ensure the promotion of an image of work and working conditions conducive to new forms of attractiveness.

It involves improving the management practices of Human Resources. It also involves enhancing the value of developing professions, previously little recognized in the profession, such as the profession of driver-deliverer, whose conditions of practice have become more complex.

For the Collective Passenger Transport branch, the number of companies has been increasing since 2010. Since then, job offers have continued to increase.

Despite the high unemployment rate and therefore the availability of labour, recruitment difficulties are not reduced. It is thus obvious that there are difficulties in matching employers, the unemployed, young people...

Thus, companies in the sector must implement strategies to find candidates: from defining needs to research and targeting, as well as proactive identification and hiring of talent who would never have become candidates if they had not been approached.

The commitment of companies to the discovery of trades, good practices in employee recruitment and retention, are at the heart of the profession's challenges because today the attractiveness of trades directly impacts the economic activity of each company. Also, involving as many transport and logistics stakeholders as possible in a socially responsible approach is an important challenge for the profession.

AFT is working on an employer brand in order to build employee commitment and attract external candidates. In this regards, AFT focus in three main areas of work in an approach to attract, recruit, integrate and retain employees:

- Axis 1: Introduce people to the professions
- Axis 2: Facilitate the recruitment of people seeking employment
- Axis 3: Building employee loyalty

→ Axis 1: Introduce people to the occupations

In order to promote the sector's occupations, the various training schemes and to contribute to the orientation of young people, adults, jobseekers and employees undergoing retraining, AFT:

- Reaches out to the public by organizing or participating in more than 7,500 meetings or individual interviews
- Participates in 500 events in partnership with national and regional actors in the field of guidance, information and employment: CARIF-OREF, APEC, Pôle Emploi, CIO, ONISEP, Cités des métiers, local missions, E2C and EPIDe.
- Organizes regular visits in companies for the benefit of students and their teachers who come in whole classes.

AFT designs, produces and distributes numerous tools and supports to help guide and promote the transport and logistics professions.

In order to make candidates active in their orientation, playful games, company immersions, visits to training centers and professional films have been developed.

Thus, some twenty interactive virtual reality kits have been deployed in the regions to enable all audiences to discover different jobs in the sector in an immersive and fun way.

Work with guidance actors is also carried out with the aim of presenting the professions in the sector, reducing prejudices and better matching candidates and training (e. g.

Intervention in guidance centers, participation in conferences, annual visits to CFAs, etc.)

An Orientation Guide is also available for guidance and employment specifiers. This printed guide lists the 40 main professions in the sector, all certified and diploma courses as well as training locations throughout France.

For the general public, a unique orientation portal has been developed, consisting of a website www.choisis-ton-avenir.com and a mobile application "Choose your Future".

→ Axis 2: Facilitate the recruitment of people seeking employment

In response to the recruitment difficulties encountered by transport companies, professional organizations (including AFT) have set up a TREMP LIN initiative (TRansport EMPLOi INnovation), a major initiative to promote employment, recruitment and attractiveness in the road transport of goods, passengers, logistics and removals. This project will make possible to "match" candidates and companies according to their profiles and needs.

In addition, AFT is working to implement actions such as:

- Welcoming a job seeker into a company (professional immersion)
- Improve the drafting and dissemination of job offers
- Promote permanent employment
- Launch an internal co-optation program
- Participate in Job dating
- Recruit by the GEIQ
- Recruiting "beginners"
- Promote gender diversity in companies.

→ Axis 3: Building employee loyalty

Companies and the transport sector are currently spending a lot of time developing actions in favor of attractiveness and recruitment in order to attract new candidates. However, it is important to develop tools and processes to build employee loyalty. In this sense, AFT is working on developing actions to ensure that employees remain motivated and invested:

- Promote and offer career opportunities to its employees.
- Promote QWL (Quality of Work Life)
- Implement a benefits policy
- Maintaining employment for people with disabilities
- Organize family days
- Mentoring newcomers
- Supporting employees to increase their skills
- Encourage employees to become brand ambassadors
- Validation of prior learning (VAE)
- Participatory innovation
- Implement an integration program for new recruits (Onboarding)

- Focus on Quality of Work Life (QWL)

Working on Quality of Work Life (QWL) does not only mean improving working conditions or better reconciling employees' professional and personal lifetime. These actions may be part of it, but they do not in themselves summarize QWL. "Its ambition is broader and consists in thinking the content of the work to give everyone the opportunity to act in order to improve their work and to improve the quality of service, employability and performance of the company".

Taking action on QWL is interesting for both employees and company managers because it can improve engagement in work and in the company. Employee involvement is the source of performance and innovation gains. However, this involvement depends on the content of the tasks to be performed, the opportunities for professional development, the quality of management, customer satisfaction and the proper functioning of the company in general. Without forgetting the possibility for employees to express themselves and influence the content of their work.

Improving QWL also means, above all, enabling employees to feel that they are well integrated into the company, in this sense, AFT has put in place communication tools and tools to break the feeling of isolation of drivers who work outside the company most of the time (e.g. driver's manual, support games for communication, prevention documents for companies).

- The Validation of Acquired Experience.

The Validation of Acquired Experience (VAE) allows any candidate to obtain a certification corresponding to the profession he/she is working in. This certification is obtained in front of a jury of professionals who validate the candidate's knowledge (it is neither a training nor an exam).

The VAE is accessible from the new texts to all employees who have acquired a year of experience in the profession.

Thus the VAE allows:

- The recognition and enhancement of an individual's professional experience through the total or partial validation of a certification
- To increase or adapt the level of qualification of its employees
- To develop the professionalization of employees
- To manage recruitment difficulties or the needs of specific populations (end of career, evolution of middle management, etc.)

Transformation, digitization and automation have spurred a revolution in which new skills are developing as quickly as others are becoming obsolete. Today, company managers have the difficult task of optimising existing skills and finding alternative ways to help employees whose

profiles no longer correspond to the needs to evolve towards changing or emerging professions.

Fields of specialised transports requiring specially trained drivers

Although the autonomy of trucks will affect the jobs of tomorrow, some specialized drivers cannot be replaced, for example, when it comes to transporting dangerous materials or specialized drivers such as tippers, refrigerated trucks.

Dangerous materials drivers.

Even if the truck will be autonomous, the driver specializing in dangerous goods ensures the collection, transport and delivery of dangerous goods, such as chemicals and petroleum products, or industrial gas, over varying distances (local, regional, national or even international). It permanently guarantees the safety of other road users, the vehicle and the goods transported. Its presence will therefore be essential and its training around safety regulations, technical checks and administrative standards will always be necessary.

The dangerous goods carrier must be versatile in his work compared to a conventional freight carrier. They are drivers but also handlers with a lot of delicate and precise handling to do, whether it is loading or unloading. With, each time, the need for a real and important know-how.

These drivers constitute a special category in the transport sector: they are the ones who transport, in France, more than 80% of the dangerous products, hydrocarbons. On the road, they experience particular moments, specific to the specificity of their profession: "such as the approach to cities, for example, which is always a sensitive moment, because the population is much more concentrated, so in the event of an accident, the number of victims can immediately be dramatic.

The contribution of new technologies: The planned development of new technologies such as intelligent GPS would make it possible to warn firefighters, ambulances and medical services more quickly in the event of an accident... but would not exempt drivers from their presence and vigilance.

In their case, autonomous driving will reduce the risk of accidents and fatigue for these drivers, who currently express difficult working conditions (long working day, high alertness, off-beat life, punctuated by mandatory safety breaks at the roadside,...).

However, new professions dedicated to dangerous goods are emerging and are likely to be developed. For example: safety advisers for the transport of dangerous goods.

Refrigerated truck drivers.

Respect for the cold chain is of fundamental importance in the food sector, both in technical and regulatory terms and in terms of economic profitability. Indeed, the majority of food products are subject to cold preservation methods, the only way to avoid their deterioration by the proliferation of pathogenic microorganisms. This is why refrigerated transport plays a crucial role at every stage of this chain, from production to consumption, including intermediate storage and distribution

But the refrigerated transport trades are also among the most difficult to practice, as they are subject to very strict legislation, at national level but also at European and even international level. For sanitary reasons, of course, but also for ecological reasons.

In France, the regulation of transport under temperature is thus inspired by the provisions of the agreement on the International Transport of Perishable Foodstuffs (ATP), but also by European data such as the "hygiene package" included in a December 2009 decree. As a result, unlike other sectors, the refrigeration professional is subject to performance obligations in the same way as the industrial and distribution sectors. This requires him to be extremely vigilant about compliance with HACCP (Hazard Analysis Critical Control Point) procedures, knowing that they are different (positive cold, negative cold, intermediate cold...) according to each type of food (meat products, dairy products, fruit and vegetables...).

Refrigerants are also subject to strict rules (articles R543-75 to R543-123 of the Environmental Code): the frequency of maintenance checks, the types of fluids, their charge, the tightness of equipment, etc. are very regularly checked

Refrigeration transport professionals must therefore constantly adapt to developments in research, they must also constantly renew their equipment to comply with standards, particularly with regard to vehicle sealing, or to equip themselves with automatic compressor regulation management systems, but also in more compact and efficient units, or in multi-compartment cold rooms. Electric refrigerated vehicles are also developing.

At the same time, cold management in transport will increasingly become a global logistics and freight issue, not just of vehicles taken independently of each other. Because it is primarily consumer habits and demands that shape the market and dictate regulations. Behaviours are

changing, health and ecological concerns are also changing, energy performance is improving, and refrigerated transport must adapt to these changes.

These specialized transport professional drivers may have more time to benefit from the incorporation of digital skills and other “new” skills ordinary work tasks may require, but this situation is only temporary as even these special segments of the industry will probably not resist long before shifting into the autonomous vehicle age.

Therefore it would be wise to have those specialized drivers gradually benefit from the development of new training contents for “ordinary” professional drivers. This would give these segments a head start and at the same time strengthen their horizontal mobility within the same industry, from specialized transport to regular transport. At the same time, trainers for these segments could benefit as of now from training in the new (didactical) approaches foreseen for trainers’ training in ordinary transport.

Summary

France has been the first EU country to require, in 1995, professional drivers follow both initial and continuous VET before they can fully carry out their jobs, enabling the VET system in this regard to become more and more sophisticated through the years. This may explain why so many different qualification “avenues” are offered to any individual wishing to become a professional driver today (diplomas, professional titles, CQPs and recognition of prior learning).

However diverse, all these avenues for achieving qualification enabling to perform the duties of a professional driver are consistent with the provision of Directive 2003/59/EC .

In parallel, the research and investigations carried out in the course of Future DRV have shown that technological innovation are “right around the corner” and that – as a consequence- the content of professional driving will necessarily evolve, somewhere in the vicinity of one of the four scenarios our project has developed. Hence the question of whether or not the VET system in the transport industry is ready for these expected changes...

In this regard, France seems to be as ready as any other member State, understanding as it is the challenges ahead but awaiting the integration into training content of what drivers will be expected to do in the future, and lacking the integration of some innovative training approaches that would facilitate the future of training in the Transport industry.

In this respect, with the help of certain Future DRV results, certain ways of improvement have been identified so as to make us ready for the occupational changes awaiting professional drivers. These include :

- Raising awareness of all the stakeholders involved in the construction of the VET offer in France (social partners, competent bodies, training providers, hauliers, drivers) of what the road

ahead will look like, notably through the dissemination of Future DRV results (especially the Future DRV profile)

- Facilitating career attractiveness and mobility by allowing for greater comparison between occupational training paths and contents. Here, re-describing current qualification standards and reference tools with a “skills blocks” approach , or developing a modular VET offer could effective ways of attaining this goal
- Making sure digital and service-oriented skills are increasingly incorporated into the list of competencies drivers will need to master in the future
- Redefining the training of trainers process with the aim of ensuring they too increasingly master digital skills and adapt the didactical approach to the new features ICT allows today (virtual and augmented realities, serious gaming, tutor-led debriefing sessions after e-learning sessions etc.)

Of course, national and European public authorities need to be in line with these objectives as current legislation will need to evolve so as to make it compatible with these objectives.

But all other stakeholders, from training providers, to social partners, hauliers and even drivers themselves need to converge in understanding everyone needs to be proactive in getting ready for the future.

