

ProfDRV project newsletter



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Professional driving - more than just driving!:

Qualification requirements and vocational training for professional drivers in Europe

newsletter content

- Two successful years of project work on the finishing line
- Transport Meets Education on December 13/14 in Bonn (DE)
- Recommendations for the improvement of directive 2003/59/EC
- When in Rome, do as the Romans do: driver certificate of professional competence (CPC) in different European countries.
- We are the ProfDRV consortium!
- The new European project: ICT-DRV
- Imprint

Two successful years of project work on the finishing line

Two years of project work are heading for their finals. Eleven partners from eight countries, from Hungary to Canada, have examined the effects of directive 2003/59/EC and likewise made suggestions on how to improve professional driver qualification, in order to meet the requirements of this challenging profession. It is now our turn to make use of the projects rich results also in practical terms in order to improve and further develop professional drivers vocational training and in this way also the reputation of this demanding occupation as well as European road safety.



It was the aim of the ProfDRV project to make use of one European instrument – the European Qualifications Framework (EQF) – in order to ensure quality in the implementation of another European instrument – EC directive 2003/59. All these efforts intended to contribute to the aspired aim of directive 2003/59 to reach a common minimum level of professional drivers qualification all across Europe. The projects outcomes are more. The results such as the developed learning outcomes based profile and the quality standards open up new opportunities to raise the profile of the overall occupation professional driver. At the same time they provide an example for the possible implementation of a common European (minimum) VET standard – as strongly requested by industry – under recognition and valuation of the heterogeneity and uniqueness of the different European qualifications systems with the existing European instruments.

I'd like to thank all project partners and supporters for their continuous commitment and contributions to this intensive, interesting and successful project. We are looking forward to implementing the ProfDRV project results together as well as to working together again on our next European project "ICT-DRV" on the enrichment of professional driver qualification in Europe with technology-based methods and tools.

The European dimension of vocational education and training and the change vocational education and training can make for people and for economy is of major concern for DEKRA Akademie GmbH (DE) and we are proud to be able to support and implement projects such as ProfDRV and ICT-DRV in order to contribute to the continuous improvement of vocational education and training Europe.

Dr. Peter Littig, Leiter Bildungspolitik und -strategie,
DEKRA Akademie GmbH (DE)

Transport Meets Education on December 13/14 in Bonn (DE)

On December 13 and 14 the ProfDRV-project held its final conference „Transport meets Education“ at the Gustav-Stresemann-Institut in Bonn (DE). The aim of this final conference of the project ProfDRV was, to put a row of open questions concerning professional driver qualification to discussion all over Europe. About 70 guests, among them transport companies, training providers, policy makers and competent bodies had the





Recommendations for the improvement of directive 2003/59/EC

chance, to exchange with foreign colleagues directly at the conference and receive brand new information about the status quo in Europe and further European developments with regard to vocational education and training in Europe.

One of the major concerns addressed by the conference have been the deficits in quality, concerning initial and periodic training, as far as the actual progress in knowledge, skills and competences of the (future) drivers is concerned through training. This results from missing awareness and consideration of the human factor in the directives implementation – quantity instead of quality. The project partners conclude that an embedding of directive 2003/59/EC



Panel discussion: Dr. Peter Littig, Dekra Akademie (DE), James Tillyer, FTA (EN), Benedikt Peppinghaus, Bibb (DE), Flora Deville, AFT (FR), Angela Splinter, CTHRC (CA).

into the different national vocational education and training systems and therefore the improvement of the quality is essential, in order to make professional driver qualification improve safety on European roads and cope with the shortage of qualified drivers. The project partners propose a dialog between transport and education for this purpose.

The conference was already the starting point of this dialogue: Mrs. Ulrike Buhrke responsible for the implementation of the professional driver directive at the German Ministry of Transport, and Peter Thiele responsible for basic policy issues at the German Ministry of Education and Research talked about current questions and showed their proposals for the near future. The following speeches of the project partners and experts showed, how different the situations are in Europe. Bureaucracy, a bottleneck in training, low quality and abuse are present all over Europe, as examples showed. Almost everywhere in Europe, there is a shortage of drivers which is not totally caused by economic factors. At the final conference session, the future of professional drivers was focalised. After all, all stakeholders have the same goal: to make the job of a professional driver more attractive and ensure safety on European roads.

Further information on the conference and its outcomes are available on the project website at www.project-profdrv.eu. Conference proceedings with the major conference and project outcomes will be available in print and electronic version in May 2013. Please get in touch with your national project contact for obtain a copy.

Directive 2003/59/EC aimed at realising a common Europe-wide minimum qualification level of professional drivers with the major intention to support safety on European roads, but also to address the shortage of well-qualified drivers in the industry. The ProfDRV projects investigation results reveal serious doubts if this has or even can be reached with the current approach applied with the directive and its implementation due to missing comparability of the very heterogeneous implementation approaches applied by the EU member states. This heterogeneity of implementation approaches results among others from the different vocational education and training traditions in the EU member states, but also from the very different strategies applied across Europe in order to transfer the European directive into national law and into the national structures.

The following recommendations can be made based on the ProfDRV results and from a vocational education and training perspective in order to get closer to a real common Europe-wide minimum qualification standard for professional drivers:

- ***Embedding of the driver CPC into the different formal national vocational education and training (VET) systems and National Qualifications Framework in order to improve the quality of training through the application of existing VET structures and facilities and in order to facilitate lifelong learning of workers through bridges to other VET tracks in the formal VET system***
- ***Updating directive 2003/59/EC with a reference to the European Qualifications Framework in order to enable a common minimum level of vocational education to be reached with the initial qualification and to pave the way for comparability of qualifications by broadly applying the EQF approach on professional driver qualification in Europe***
- ***Application of the EQFs learning outcomes approach on the implementation of directive 2003/59/EC in order to ensure a comparable minimum qualification standard for professional drivers across Europe***
- ***Application of the ProfDRV quality standards in order to ensure a common level of quality within professional drivers' vocational education and training as basis for meeting the qualification requirements of the labour market and for contributing to the safety on European roads***

Further information on these recommendations can be found in the project publication Professional driver training in Europe: Status quo and future prospects available on the project [website www.project-profdrv.eu](http://www.project-profdrv.eu).





When in Rome, do as the Romans do: driver certificate of professional competence (CPC) in different European countries

In Hungary, professional drivers have to attend a test to successfully end their initial qualification. Apart from this test-only approach during initial training, Hungarian drivers have to attend courses of a fixed set of topics during periodic training, followed by a test. According to official statistical figures (2011), in total 925 GKI (driver qualification card) courses took place. GKI permits were gained by 16,432 truck drivers and 4,463 bus drivers. Number of training providers/driver schools: 1,017, of which at least 100 have the accreditation to execute initial qualification/periodic training according to directive 2003/59 EC. Attached are official figures for 2008-2012/11. The figures are growing, however not as significantly as they should be according to the total number of drivers (hard to say, how many we talk about, for sure more than 100,000 truck-drivers). This means, many are still waiting to save time and money, and this reaction was also expected by all market participants. The competition is hard, it is very often about pricing. The focus is not primarily on quality. Generally, there is a low level of affordability, both amongst drivers and companies. In many cases the drivers have to pay by themselves for periodic training. Many companies await state (education) support, which is rarely realised. Many participants refer to exemptions which are based on misunderstandings and ignorance. The applicability of huge fines is not a deterrent. E-learning was recently officially approved as a training method for periodic training. One provider is on the market, but there is not yet information available on the demand.

Peter Klingler, Dekra Albasafe Akademie Kft. (HU)

Directive 2003/59/EC has been implemented into German law with the professional driver qualification law and regulation (BKrFQG and BKrFQV) in 2006. Both strongly follow the European directive.

Initial qualification in Germany includes the options test only and training (140 hours) and test. The third option with training (280 hours) and test has not been chosen because the skilled worker certificate “professional driver” would have been devaluated with this option and to a decrease of the entry level into the profession. The formal initial vocational education and training scheme to become a professional driver exists in parallel but those passing through this system obtain together with their skilled-worker certificate also the driver CPC. This also applies to similar formal IVET schemes such as “skilled transport employee”.

The “BKrFQV” limits the topics eligible for periodic training to the ones specified in annex 1 of the directive that is also the thematic basis for the initial CPC training. It requires all those

topics to be covered within the periodic training. This led to a fixed set of 5 modules that are widely implemented with slight differentiations between providers/publishers. Regularly offered continuous training such as ADR, first aid or training in forklift driving has not been touched by the directives implementation because it has not been integrated into the training topics that are accepted for periodic training in Germany.

Claudia Ball, Dekra Akademie GmbH (DE)

In 2007, the Spanish government launched the Royal Decree 1032/2007. It is the legal instrument that transposes the EU Directive about initial and periodic training of the drivers into Spanish national legislation. Thus, this new instrument introduces a new approach in the definition of training in the transport sector, with three innovative measures in the sector as follows:

- 1/ Regardless of the Driving C or C1 permission, the regulation establishes a mandatory initial training for all professional drivers.
- 2/ The new framework regulates the need to periodic training intended to update the initial knowledge of professional drivers.
- 3/ The training is focused in subjects and knowledge directly related to the driving activity.

The new legislative framework covers all topics included in the directive, including initial and periodic training, requirements of the training centre, structure of training and certification.

Thus, both initial and periodic training have to be provided by an authorised centre. The regional public authorities are responsible to monitor and evaluate if the centre fulfil the requirements to offer initial and periodical training for drivers: it's premises meet the requirement, the trainers and facilitators have the required knowledge and qualifications, training materials and resources are enough to deal with the training programme, ... and the most relevant question, if the training centre can offer and homologate course.

Regarding to initial training, it involves compulsory course attendance for 280 hours or for 140 hours (in accelerated training). The training concludes with a test and after the successful completion of this, the drivers obtain the Certification for Professional Competence - Certificado de Aptitud Profesional (in Spanish). The process finishes when Regional government issues the certification.

The new framework also established a mandatory periodic training for all driving permissions. According to this, and after 5 years from obtaining of the CPC, all drivers have to complete a period of 35 hours of mandatory training. This training included the following topics: 1) Advanced training in rational driving based on safety regulations; 2) Application of regulations; and 3) health, road and environmental safety service, logistics. It could be completed in not continuous training periods, whenever the driver meets these three conditions: the same authorised training centre will provide these courses, in the same year and having each of them a total duration of 7 hours or more.





According to some users and experts' opinion, the directive transposition was a relevant step to modernise the transport sector in Spain, because

1. The new environment turned the "truck driver" into a "professional driver";
2. It promoted a professional training framework for transport sector, providing effective training resources and materials for professional drivers; and
3. It established a real lifelong training process.

Amaia San Cristobal Macho, ASIMAG (ES)

"We are the ProfDRV consortium!"

Eleven partner organisations along with public institutions and scientific partners are active in the ProfDRV project. All in all there are 16 organisations from eleven countries contributing to the project.

DEKRA Akademie GmbH (DE) is one of the leading educational providers in Germany and boasts more than 30 years of experience in vocational and further education. DEKRA Akademie is a subsidiary of DEKRA AG, founded in 1925 as a non-profit institute for inspecting cars. DEKRA operates in more than 24 countries worldwide, employing over 21,000 people. DEKRA Akademie GmbH coordinates the overall project and is therefore responsible for the overall project management. Further, DEKRA contributes to all workpackages in its role as an expert on and a VET provider of professional drivers training and also supports the different WP leaders in workpackage implementation.



The new European project: ICT-DRV

Current developments at European level as well as in the EU member states assign the challenging task to prepare the numerous professional drivers for the jobs requirements and to keep them qualified for their job once they entered into the labour market on initial and continuous vocational education and training in Europe. ICT/Multimedia-based training offers additional opportunities to fulfill this task. But a widespread integration of ICT-based learning into professional driver training is hindered by strong scepticism of involved actors towards technology-supported learning and by legal regulations still applying an input orientation with a focus on traditional training settings. Both barriers are based on missing trust into ICT-tools and their appropriate application within VET for drivers with their special needs and characteristics.



ICT-DRV aims to lay ground for the formation of trust and therefore a widespread acceptance of ICT-based learning within professional driver training in Europe by developing indicators and recommendation for a high-quality integration of technology-based training into professional driver VET and by facilitating a culture of quality improvement and innovation at all levels of professional driver VET and with regard to the integration of ICT-based learning.

ICT-DRV will be reachable soon via the project website www.project-ictdrv.eu as well as via the ProfDRV facebook sites at <http://www.facebook.com/ProfDRVen> (EN) and <http://www.facebook.com/ProfDRV> (DE).

The ICT-DRV project will continue this newsletter soon. A first ICT-DRV newsletter edition is planned for September 2013.



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