



SKILLS  
INTELLIGENCE



The Blueprint for Sectoral Cooperation on Skills  
in the Automotive Sector

# Skills Intelligence in Automotive Sector

## Main results and roadmap outcomes

October 20<sup>th</sup>, 2020

Christian Baio  
Spin360

Contact us:  
[roadmap@project-drives.eu](mailto:roadmap@project-drives.eu)



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# AGENDA



**INSTANT POLL  
AVAILABLE  
TO COLLECT  
FEEDBACK**

Timing	Event	Participants
12:00-12:05	Welcome, project introduction	Jakub Stolfa (VSB-TUO)
12:05-12:10	Stakeholders involved: -intelligence and roadmap creation	Christian Baio (Spin360) All
12:10-12:40	Drivers of Change, Job Roles and Skills: -results coming from the interactions with stakeholders -roadmap Key Actions presentation	Christian Baio (Spin360) All
12:40-12:50	Training provision mechanisms -results coming from the interactions with stakeholders -roadmap Key Actions presentation	Christian Baio (Spin360) All
12:50-13:00	Recognition and Qualification frameworks -results coming from the interactions with stakeholders -roadmap Key Actions presentation	Christian Baio (Spin360) All
13:00-13:20	Sector attractiveness -results coming from the interactions with stakeholders -roadmap Key Actions presentation	Christian Baio (Spin360) All
13:20-13:30	Project sustainability -results coming from the interactions with stakeholders -roadmap Key Actions presentation	Christian Baio (Spin360) All

# THE BLUEPRINT PROJECT FOR THE AUTOMOTIVE SECTOR



**January 2018 to December 2021**



Project assures cooperation between **24 full partners from 11 EU countries**



**Steering Board** has extra 10 associated partners, chaired by **ACEA**, co-chaired by **CLEPA, ETRMA**, as full project partners



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# OBJECTIVES

## Sectoral Intelligence

**Analyse key trends** in the automotive, covering the whole value chain

**Define the skills and job roles** needed in the future

**Analyse offer side** currently available for the trainings/upskilling

**Identify skills gaps** for foreseen changes

## Recognition

Ensure **mutual recognition** of the skills and job roles **across the EU**

**Create an EU-wide framework** that can be used throughout the EU and implemented in the EU regions – based on commonly used definitions

Regularly **deliver policy recommendations** reflecting the needs of the automotive sector to the European Commission

## Training Offer

**Create trainings** for selected skills and job roles in the automotive sector

**Provide as a pilot 1100 trainings across the EU** and across the education and training institutions

**Provide clear guidance for the education and training providers** on skills needs of the automotive industry

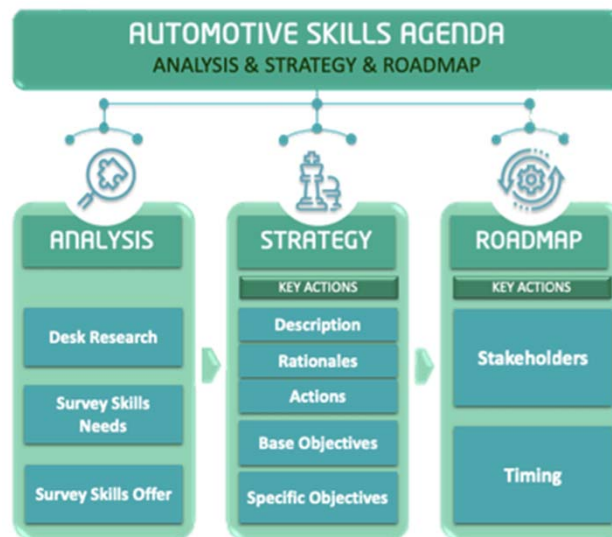


# AUTOMOTIVE SKILLS AGENDA – STRATEGY & ROADMAP

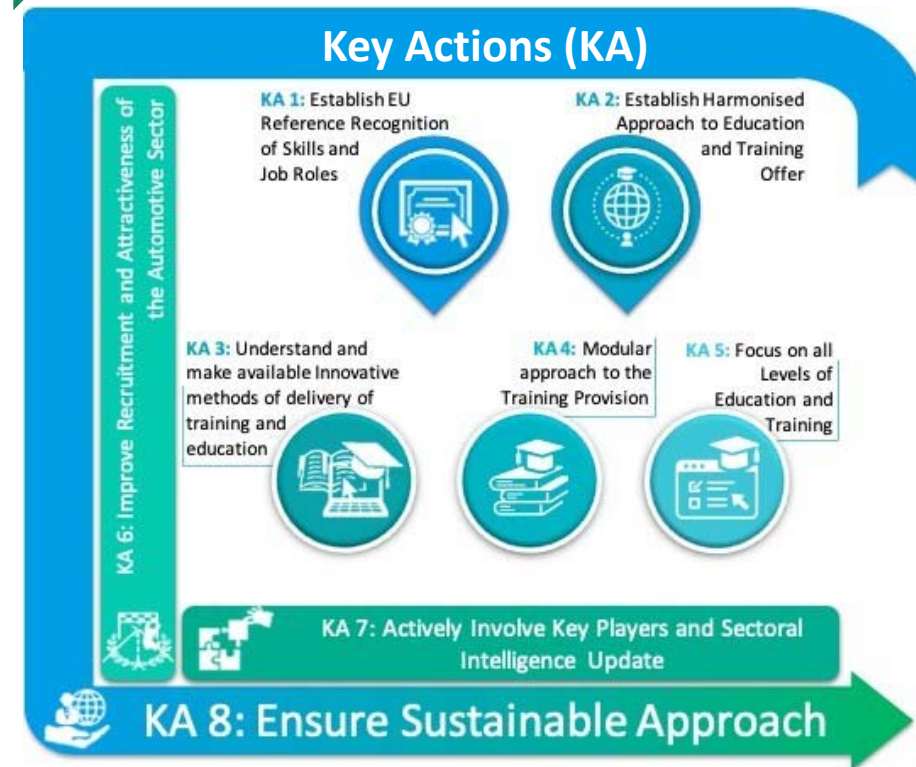
Sectoral Intelligence (WP2)



DRIVES-D2.9  
Automotive Skills Agenda Strategy & Roadmap



- The analysis led to the strategy and roadmap for the Automotive sectoral skills agenda
- First release May 2020
- Updates in December 2020 and December 2021



# DEMAND AND OFFER STAKEHOLDERS



- SME
- Large enterprise
- Technology centre
- Sectoral/Industrial association
- Trade union
- Labour market intelligence entity
- Public employment service
- Private employment service
- Public authority
- Chambers of Commerce
- Labour ministry
- National statistics office
- Professional School (secondary education, EQF 3-4)
- Higher Education (master & bachelors, EQF 5-8)
- Training and education provider
- Independent trainer

## Survey - DEMAND

- To analyze the demand of the automotive sector and its skills needs

March 2019



## Survey – OFFER

- Based on the demand, analyze the offer
- What skills are offering, what is in plan, what are the capacities of offered courses

June/September 2019





# STAKEHOLDERS AGGREGATION

**Education and Training Providers:** Accreditation, Certification or Qualification bodies, Colleges / Universities, Private companies and involved into EQF3 to EQF8 “activities”, Research institutes and centres, VET schools whether or not organised and represented by Umbrella organizations and Sectoral VET associations

**Industry:** Large Enterprise and Small and Medium Enterprise whether or not organised in sectoral/industrial or other associations at regional and/or European level.

**National Authorities:** Education and Labour Ministries, Labour Market Intelligence Entities, National Statistics Labour Offices and Public Authority

**Trade Unions**

**European Commission**

# WHO ARE YOU?

## ...AND WHERE ARE YOU FROM?

### INSTANT POLL

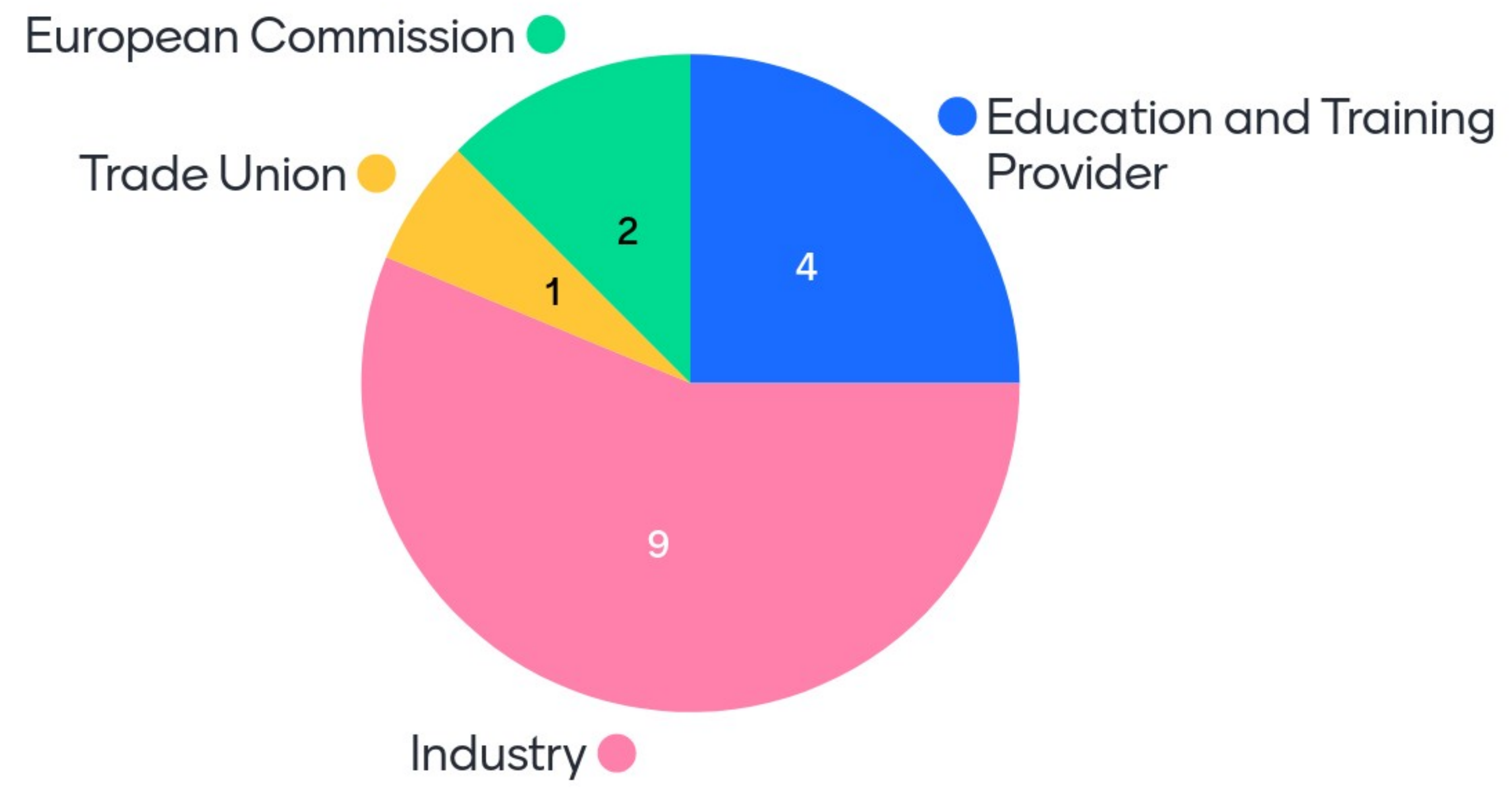


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# WHO ARE YOU?



# Where are you from?





# THE PROCESS FOR THE ROADMAP

**DEMAND**  
Point of view  
**INDUSTRY**



**OFFER**  
Point of view  
**EDUCATION & TRAINING PROVIDERS**



**DRIVERS OF CHANGE, SKILLS & JOB ROLES**

**TRAINING PROVISION MECHANISMS**

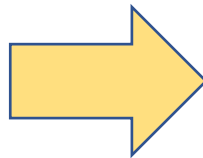
**RECOGNITION AND QUALIFICATION FRAMEWORKS**

**ATTRACTIVENESS**

**IDENTIFIED GAPS**

**ROADMAP WITH 8 KEY ACTIONS AND 56 SPECIFIC ACTIONS**

Validated by  
Automotive stakeholders



# THE PROCESS FOR THE ROADMAP

**DIFFERENCE BETWEEN DEMAND AND OFFER**



**MAIN CONSIDERATIONS**



**ROADMAP AND KEY ACTIONS TO REDUCE GAP**



**INSTANT POLL TO COLLECT YOUR FEEDBACK**



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# DRIVERS OF CHANGE

## 2 DIMENSIONS OF ANALYSIS:

- IMPORTANCE (0=not important, 5=most important)
- URGENCY (timeframe by 2020 → 5, by 2025 → 3 and 2030 and later → 1)

## 5 CATEGORIES (and 23 specific Drivers):

1. NEW TECHNOLOGIES AND BUSINESS MODELS
2. CLIMATE GOALS, ENVIRONMENTAL AND HEALTH CHALLENGES
3. SOCIETAL CHANGES AND CHANGE IN THE WAY THAT CONSUMER ACCESS, PURCHASE AND USE THE CARS
4. STRUCTURAL CHANGES
5. GLOBALISATION AND RISE OF NEW PLAYERS

# DRIVERS OF CHANGE: IMPORTANCE



acquisition of new skills

continuous training



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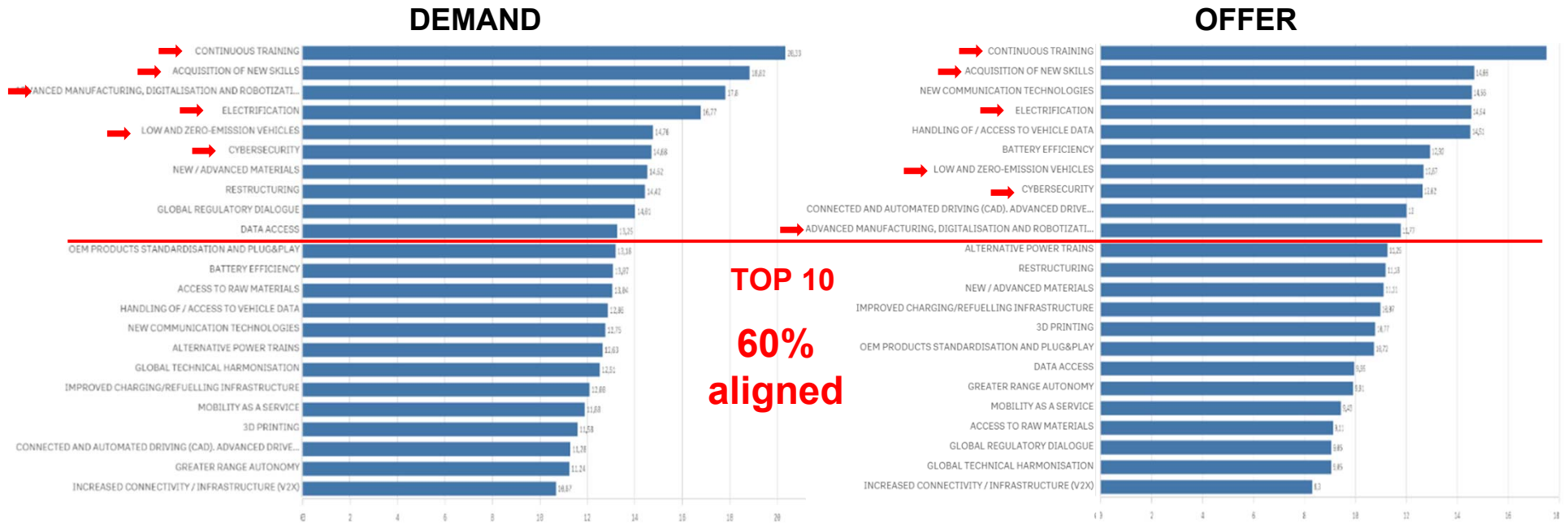
# DRIVERS OF CHANGE: URGENCY





# DoC PRIORITY INDEX

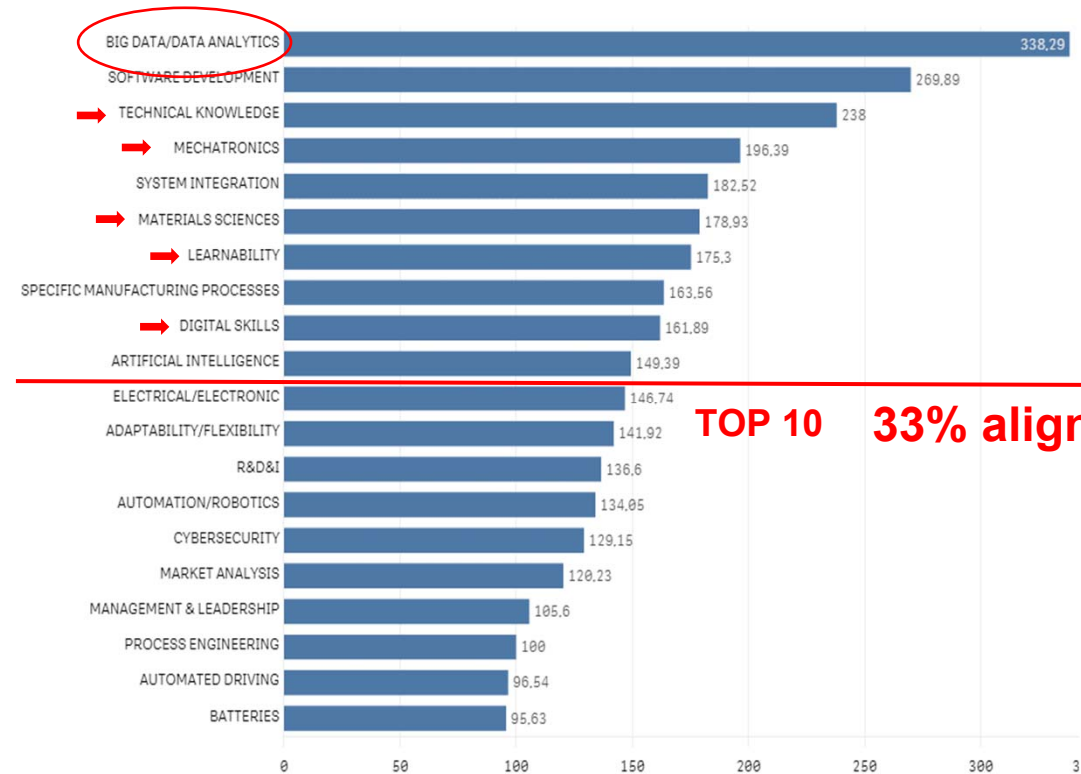
It is calculated by total number of available replies for importance and urgency with: **IMPORTANCE x URGENCY**





# SKILLS

## DEMAND



## OFFER

SKILLS	% GRADUATES (per year)
CONTINUOUS IMPROVEMENT	9.45%
TECHNICAL KNOWLEDGE	9.43%
FOREIGN LANGUAGES	6.04%
COMMUNICATION	5.65%
LEARNABILITY	4.81%
TEAMWORK	4.59%
MATERIALS SCIENCES	4.20%
FUNCTIONAL SAFETY	3.88%
PROCESS ENGINEERING	3.82%
PRODUCT DEVELOPMENT	3.48%
ADAPTABILITY/FLEXIBILITY	3.15%
BEHAVIOURAL AGILITY	3.06%
MECHANICAL	2.96%
DIGITAL SKILLS	2.92%
CREATIVITY	2.81%
ELECTRICAL/ELECTRONIC	2.55%
PROBLEM SOLVING	1.95%
CRITICAL THINKING	1.93%
IOT & CLOUD	1.91%
ENTREPRENEURSHIP	1.89%
MAINTENANCE	1.76%
MECHATRONICS	1.15%
OPTIMIZE ACTIVITIES	1.08%

**TOP 20**

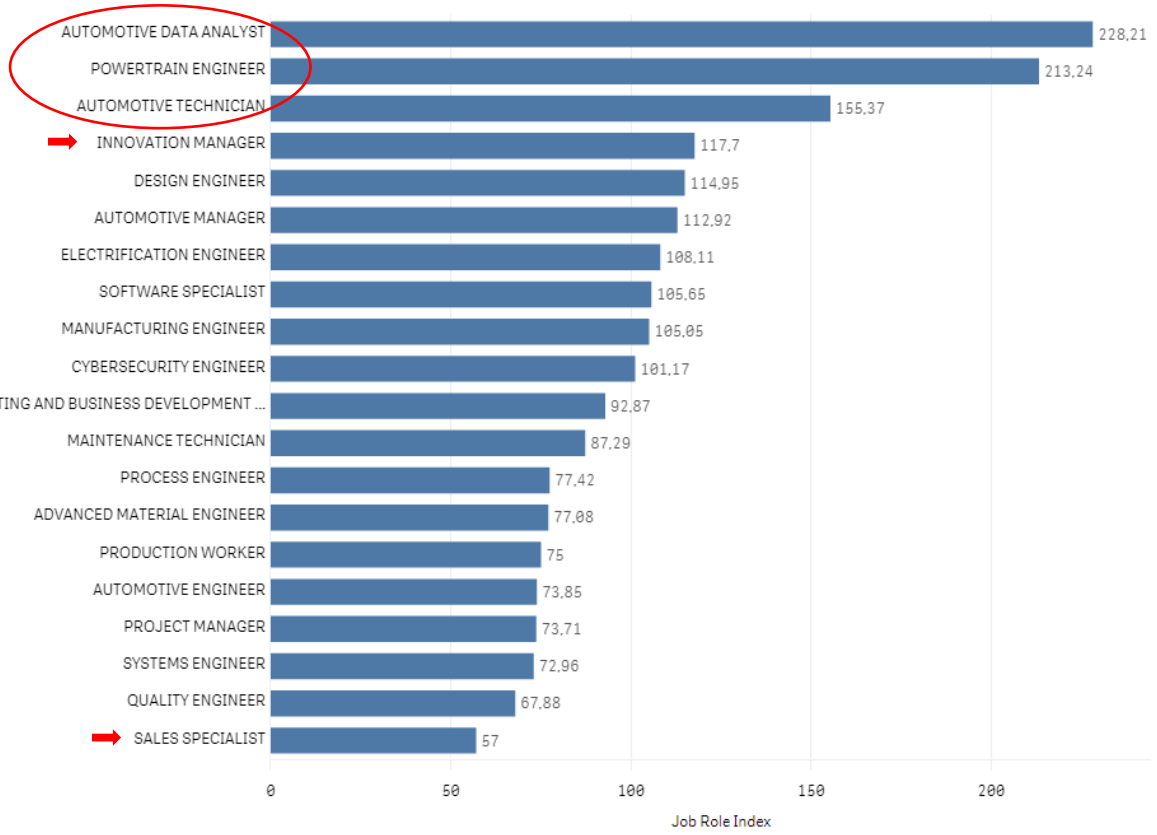


# TOP 20 JOB ROLES (DEMAND)

“Automotive” specific  
Transversal

Sales & Marketing

Sales & Marketing



## SOME CONSIDERATIONS

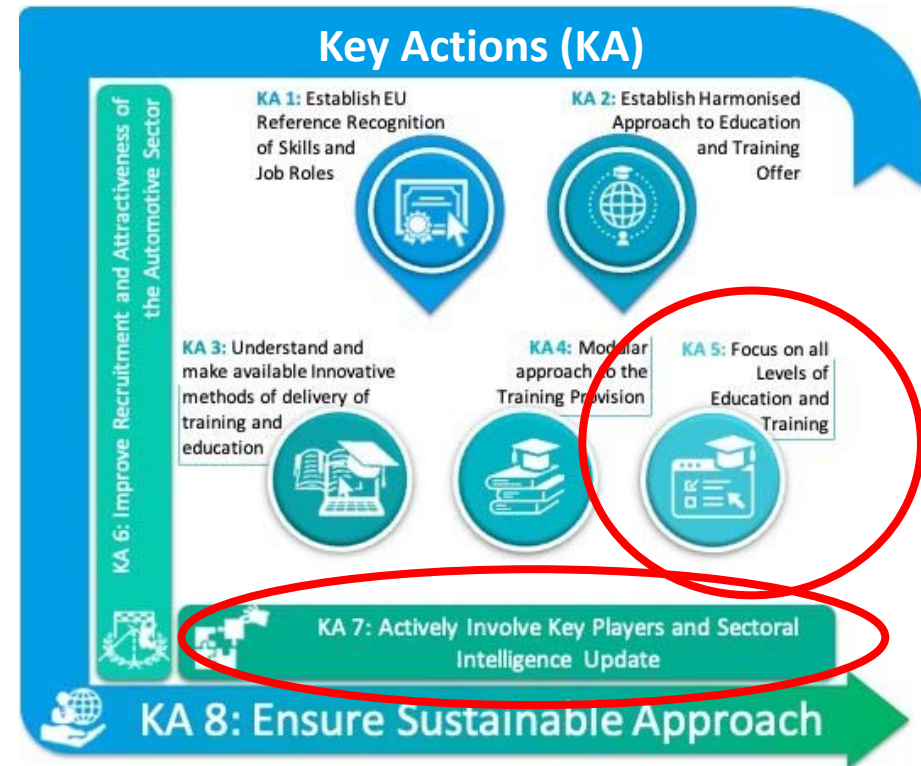
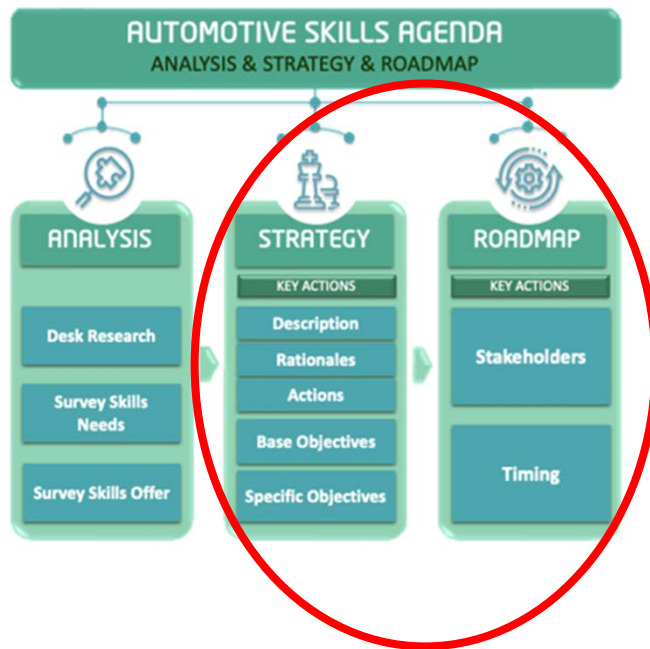
This analysis illustrates and confirms that **STRUCTURAL CHANGES** (continuous training, acquisition of new skills) are considered as “very urgent” from the DEMAND, whereas they are “urgent” from the OFFER side. Job Roles and Skills needs to be better evaluated between DEMAND and OFFER

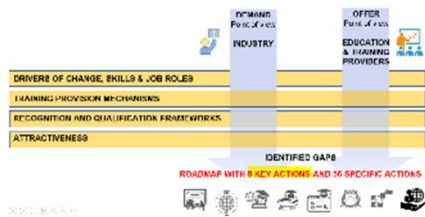
The **exchange of information** between the main groups of **stakeholders should be improved** to better understand **the real need of urgency**

OFFER stakeholders should **modify educational processes and content** according to the needs of the DEMAND side with **a continuous and planned exchange of information.**



# DRIVERS OF CHANGE, SKILLS AND JOB ROLES: ROADMAP





# KEY ACTION 5: FOCUS ON ALL LEVELS OF EDUCATION AND TRAINING

## AUTOMOTIVE SKILLS AGENDA STRATEGY & ROADMAP

### DESCRIPTION

### RATIONALES

### SKILLS INTELLIGENCE



The KA has a detailed list of more specific actions with indication on the Key stakeholders and Support ones

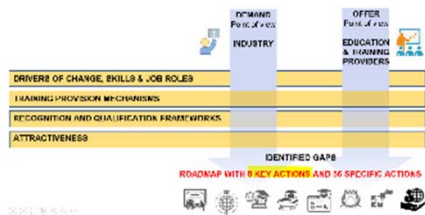
The critical mass of the employees and workers has lower than tertiary level education. Their continuous upskilling and reskilling is critical.

Education and training providers should also enable clear upskilling paths for the lower skilled employees.

The more complex structure of the workforce in the automotive industry must also be reflected in the much broader scope of the education and training provided. This implies that the **target groups of the education providers must be much broader**, including post-graduate institutes, universities, VET providers and apprenticeships.

The core of employment in the sector will be challenged by the drivers of change. **The focus must not only be on the "leaders" but also on the much higher number of unskilled workers or workers with low level of skills/ competences.**

The challenges for these employees will be even higher as increasing digitalisation and robotisation of the industry will lead to an increased need of highly specialised skills. A worker can have very low education levels and diplomas and yet be the most competent in a given area because of his/her training on the job and courses which may not translate into higher education diplomas. The problem is not these workers, but those that have no skills whatsoever.



# KEY ACTION 7: ACTIVELY INVOLVE KEY PLAYERS AND SECTORAL INTELLIGENCE UPDATE

## AUTOMOTIVE SKILLS AGENDA STRATEGY & ROADMAP

### DESCRIPTION

Overall **active cooperation between key stakeholders** is critical for the development and update of the skills agenda in the automotive sector.

**There must be a common understanding of the skills agenda** and its commonalities as well as of specifics at national and regional levels (the regional level actions seem to be critical to mitigate foreseen structural changes).

The actions at local, and even company-level, should be supported and endorsed by relevant tools (tax and other financial incentives) at national and EU levels.

### RATIONALES

In some regions the employment in automotive is up to 25% of total employment. Therefore, providing sufficient training to mitigate structural changes will be essential from the regional perspective to keep employment in the automotive region.

A number of regions with particularly high concentrations of automotive employment are developing their own responses to address fast changing skill requirements.

Mechanisms should be put in place to share lessons learnt and actively engage these regions to support enhanced intelligence gathering and support the design of fit for purpose training.

## SKILLS INTELLIGENCE



The KA has a detailed list of more specific actions with indication on the Key stakeholders and Support ones

# YOUR OPINION



KEY ACTION 5: Focus on All Levels of Education and Training



KEY ACTION 7: Actively Involve Key Players and Sectoral Intelligence Update

## INSTANT POLL



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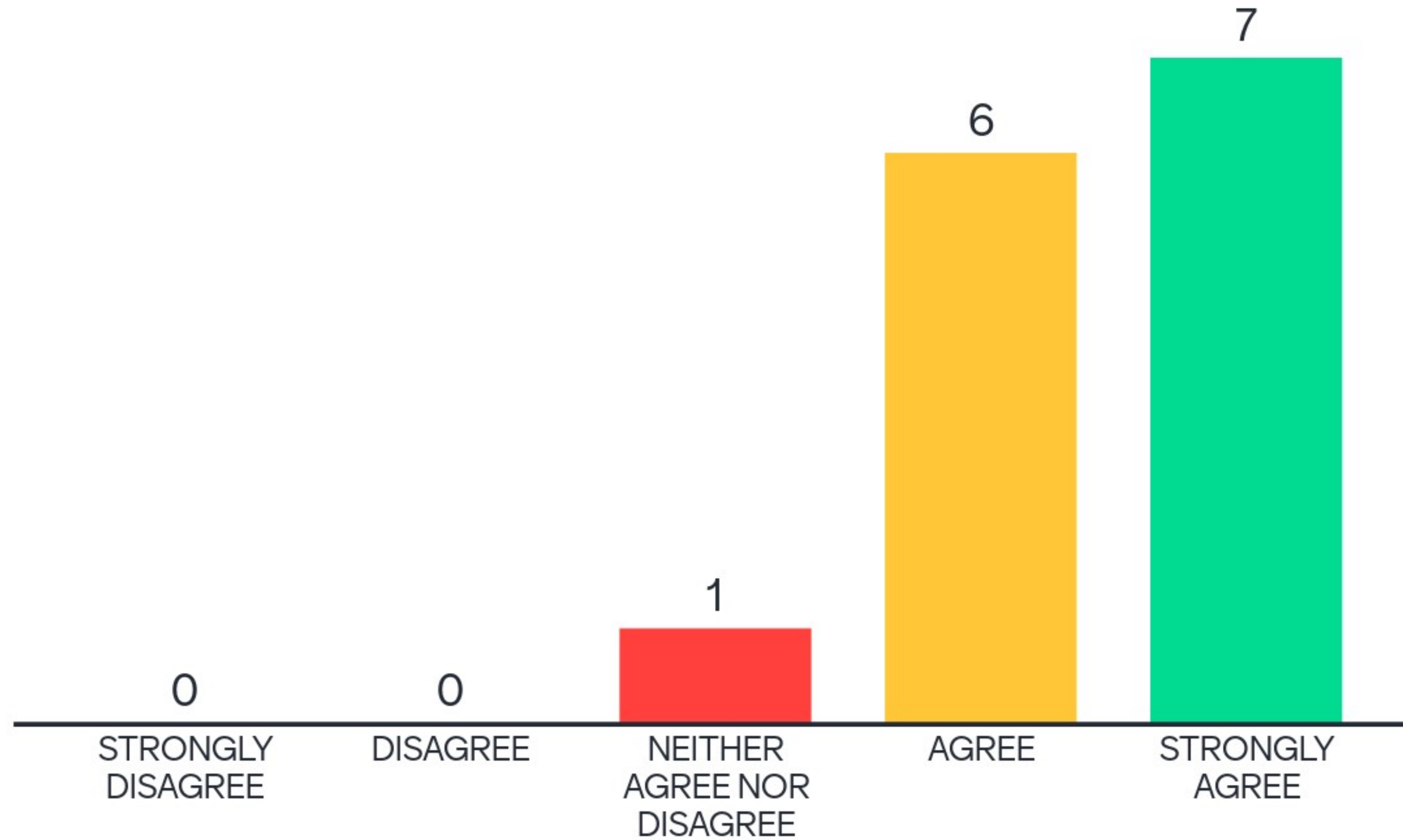
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# KA 5: Focus on all Levels of Education and Training

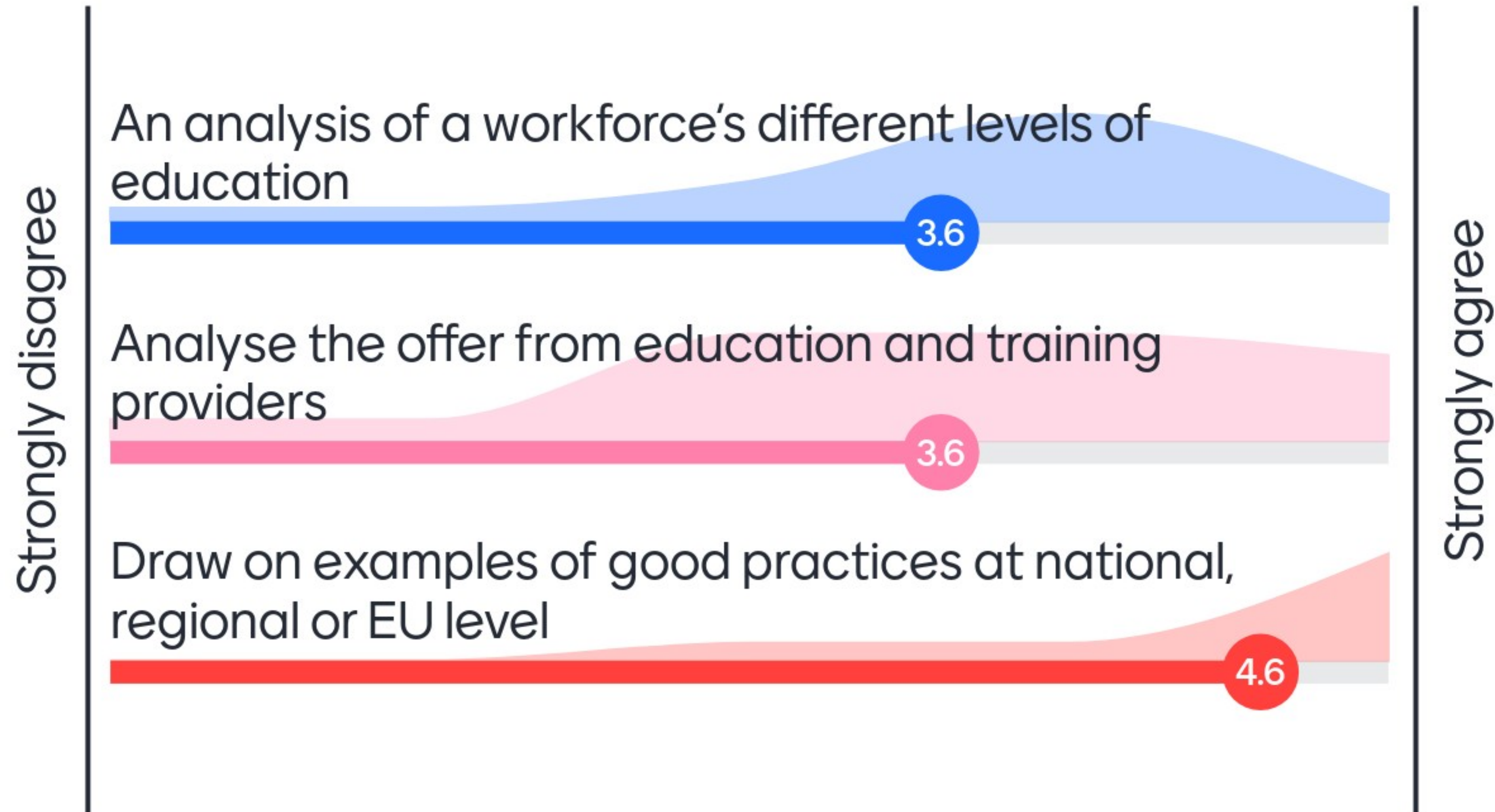
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# It is important that the training and education offer is much broader (encompassing all levels of education)



# Which actions would you implement to offer proper trainings for upskilling/reskilling?



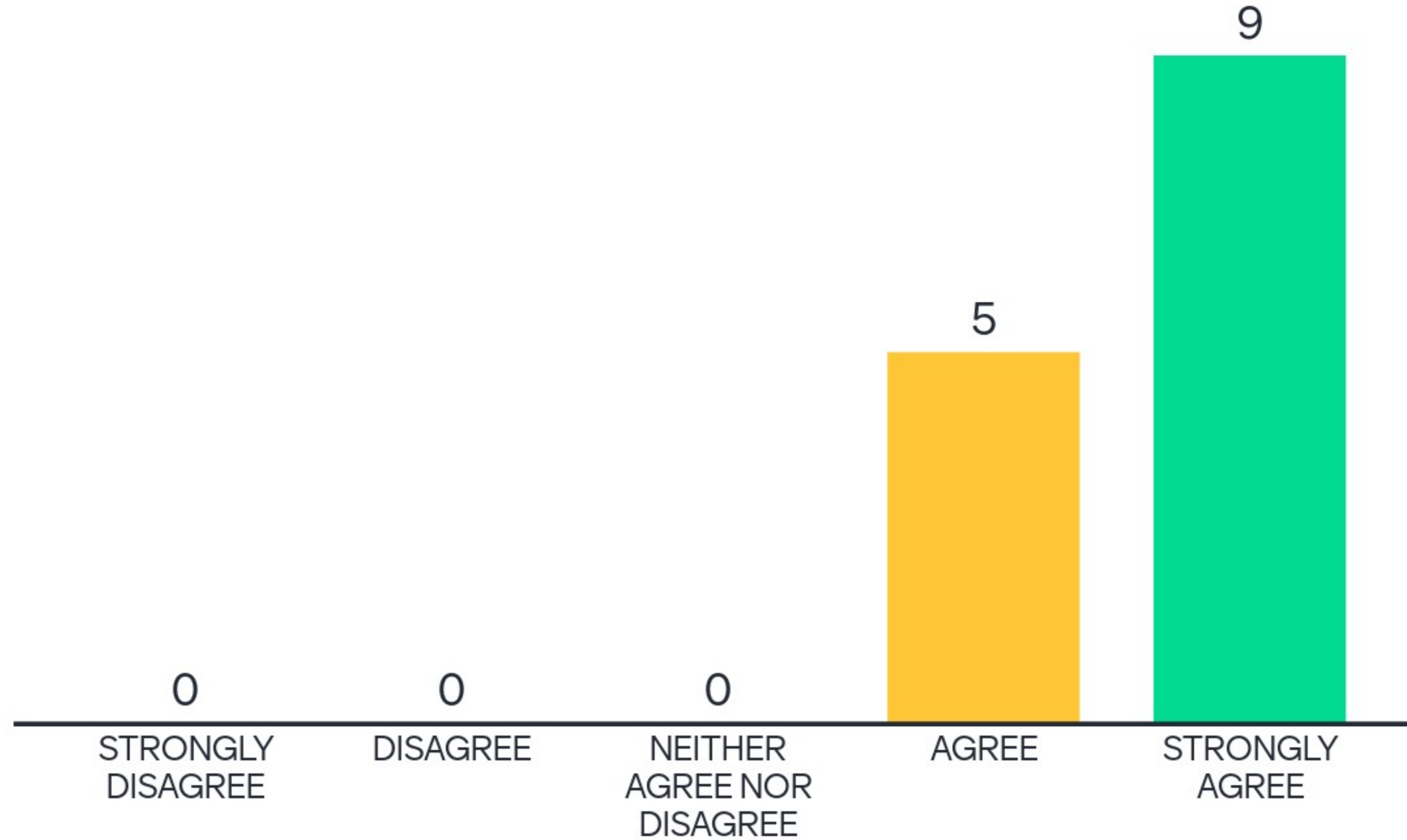


KA 7: Actively Involve Key Players  
and Sectoral Intelligence Update

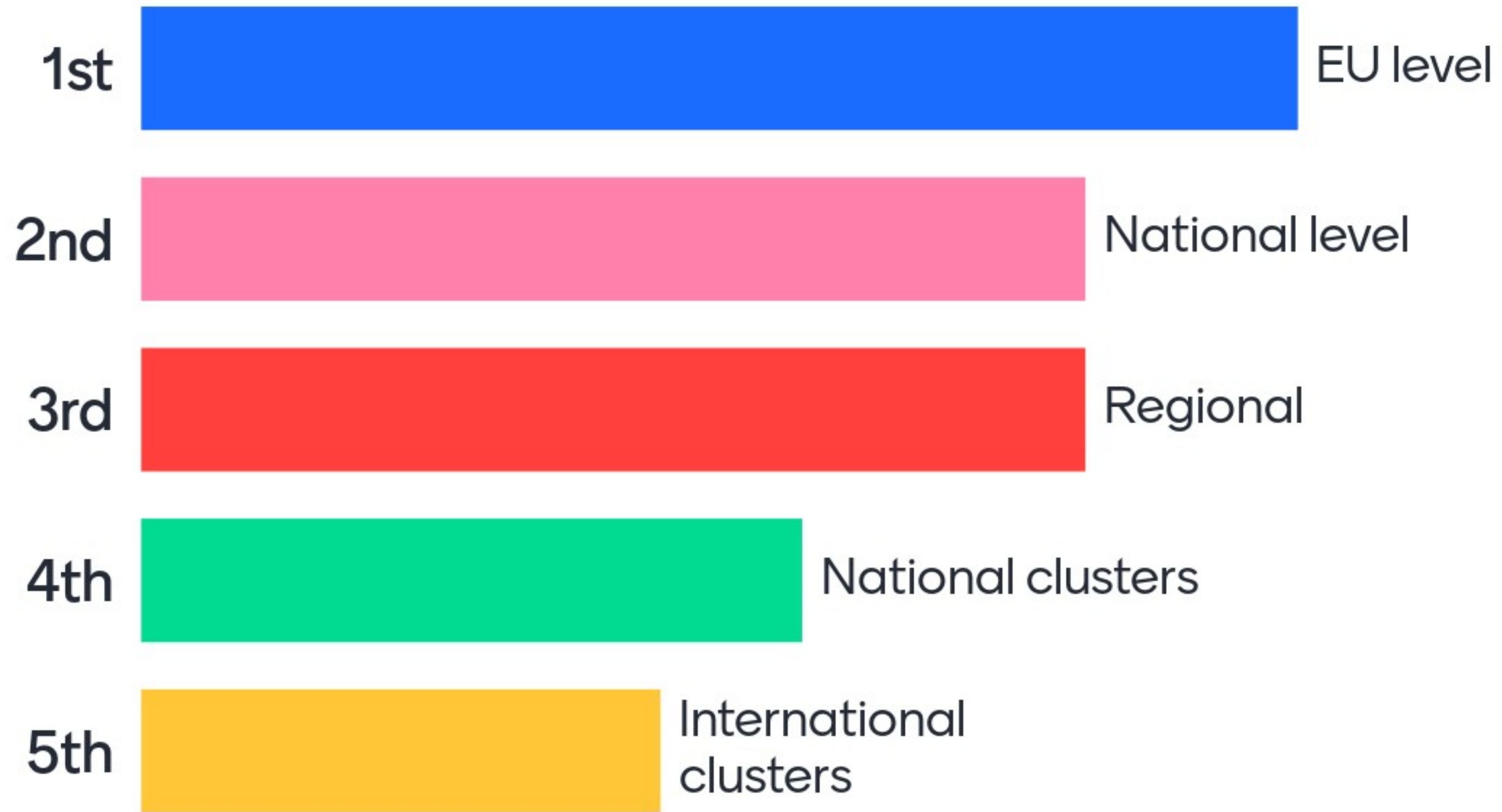
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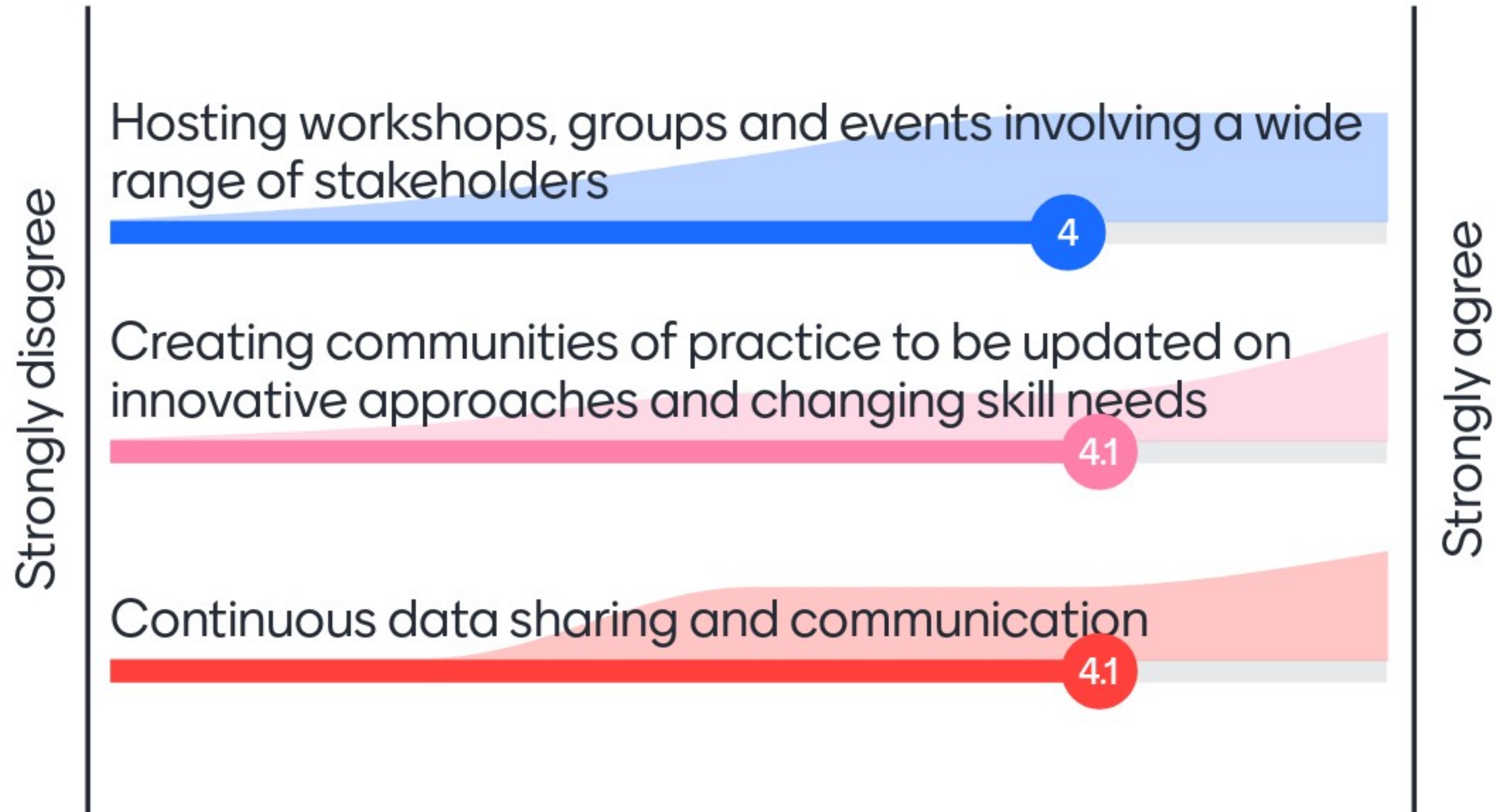
# Fostering collaboration among key stakeholders at national, regional, EU or cluster level is a key issue



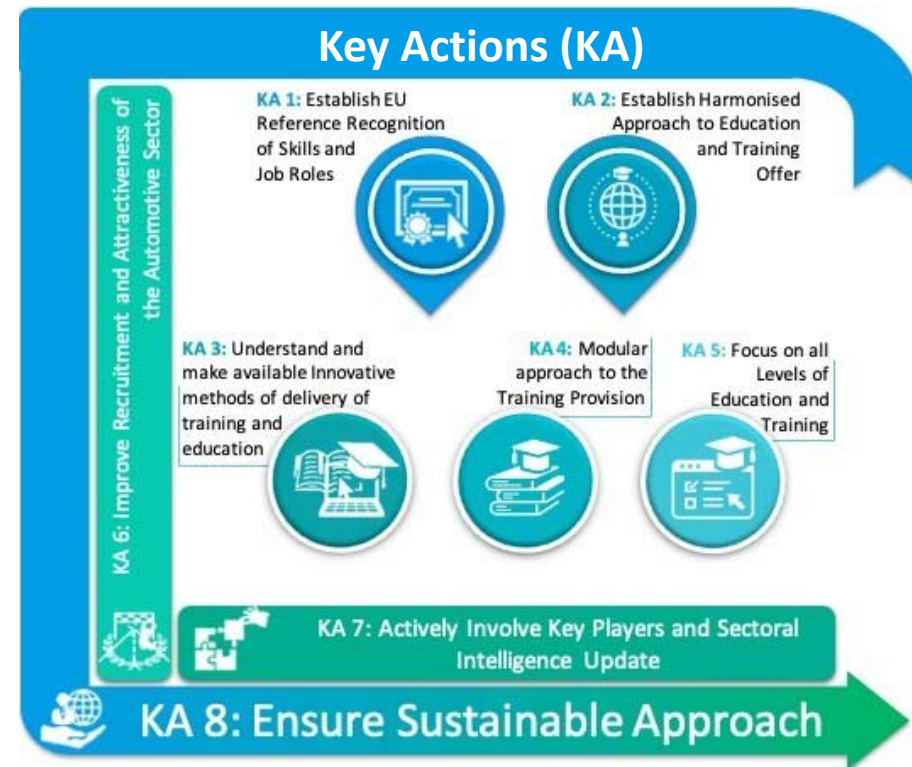
# Which level of collaboration do you believe is most important?



# Which actions would you implement to foster collaboration among key stakeholders at national, regional, EU or cluster level?



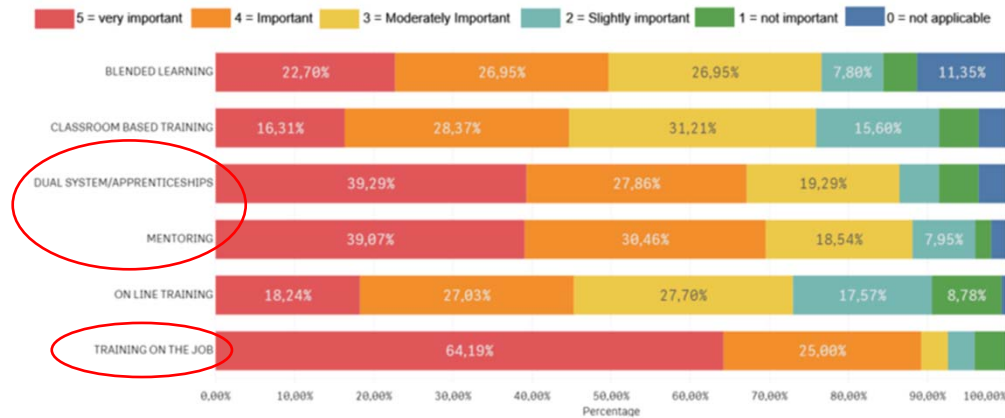
# TRAINING PROVISION MECHANISMS: ANALYSIS



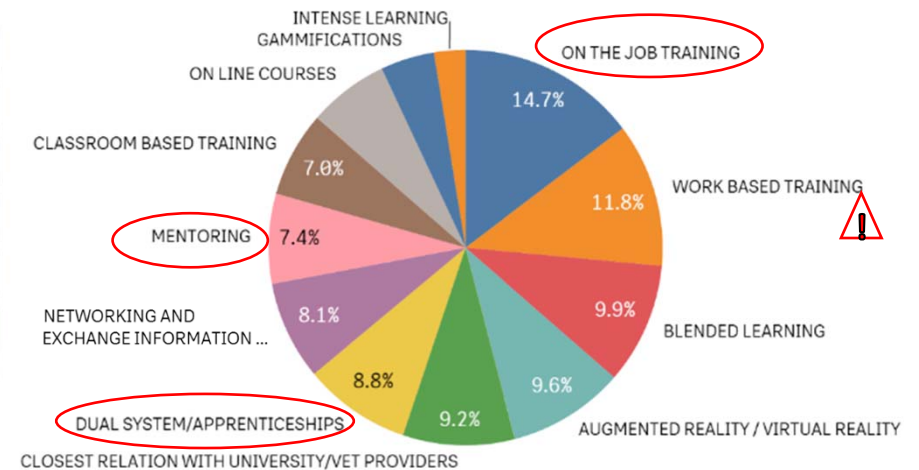
# TRAINING PROVISION MECHANISMS

To understand the preferences of stakeholders in relation to the most appropriate VET mechanisms to meet changing needs

## DEMAND



## OFFER





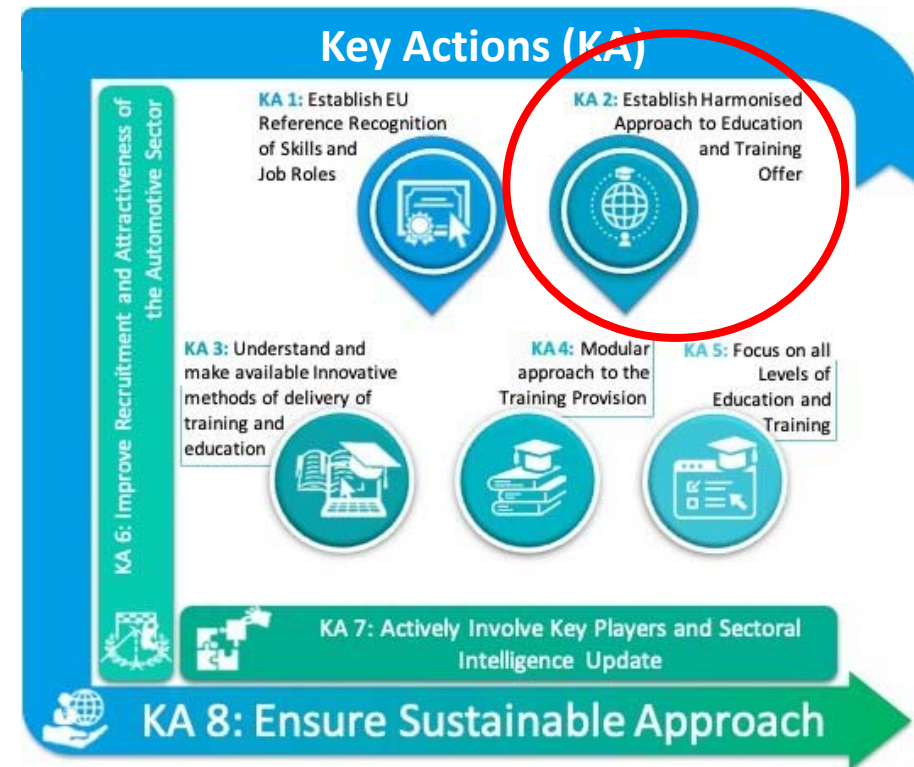
## SOME CONSIDERATIONS

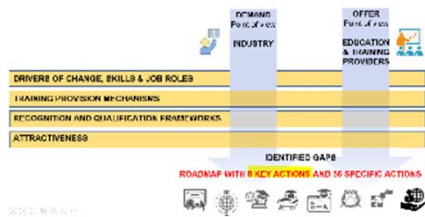
The DEMAND and OFFER both highlight the importance of “training on the job” as the most important VET approach.

On the job training, work-based training, apprenticeship .. need a **clear and structured interaction** between providers and companies



# TRAINING PROVISION MECHANISMS: ROADMAP





# KEY ACTION 2: ESTABLISH HARMONISED APPROACH TO EDUCATION AND TRAINING OFFER

## AUTOMOTIVE SKILLS AGENDA STRATEGY & ROADMAP

### SKILLS INTELLIGENCE



The KA has a detailed list of more specific actions with indication on the Key stakeholders and Support ones

#### DESCRIPTION

Harmonised baseline view of the key training and education providers and their courses offered towards the automotive sector, with respect to reference definition of job roles and their related skills.

Education and training shall assure coverage of reference job roles and skills definitions. This will naturally bring an overview of job roles and skills needs versus offered training and education.

A database of key providers and their training courses for the automotive sector shall be developed throughout the value chain ensuring quality standards for the entrants and enabling competition among the training providers across the EU.

#### RATIONALES

There are many training and education providers at regional, national and EU levels. Although various associations focus on different levels of training and education, it is challenging to have an overall view of the offer. This was made visible by the results of the Offer Survey, run by DRIVES project, where it was very difficult to map existing courses and education providers related to Automotive sector.

It is hard to compare the specific training offer by skill area and between countries, and It is also difficult to define training courses and how they relate to each job role and related skills.



# YOUR OPINION



## KEY ACTION 2: Establish Harmonized Approach to Education and Training Offer

# INSTANT POLL



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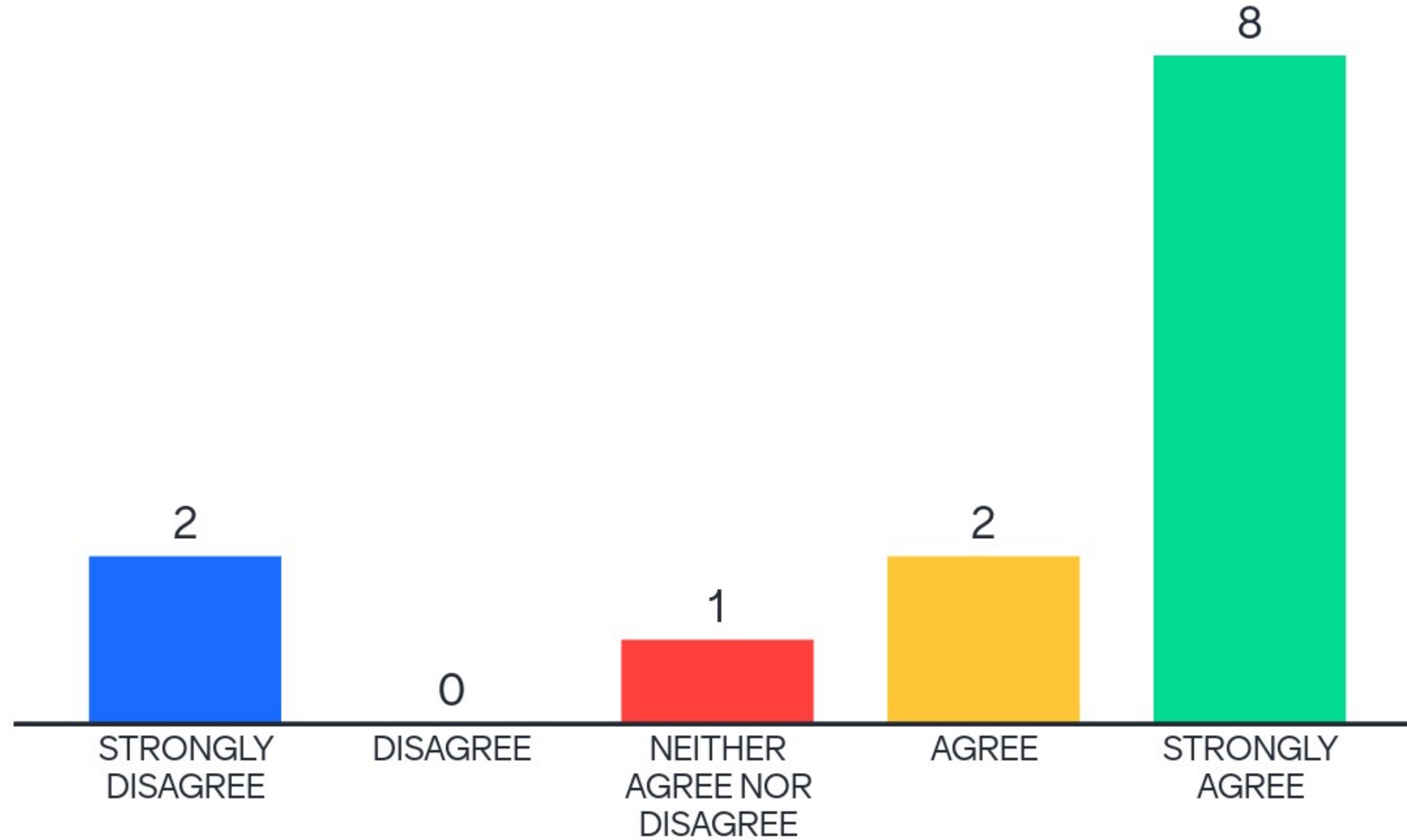
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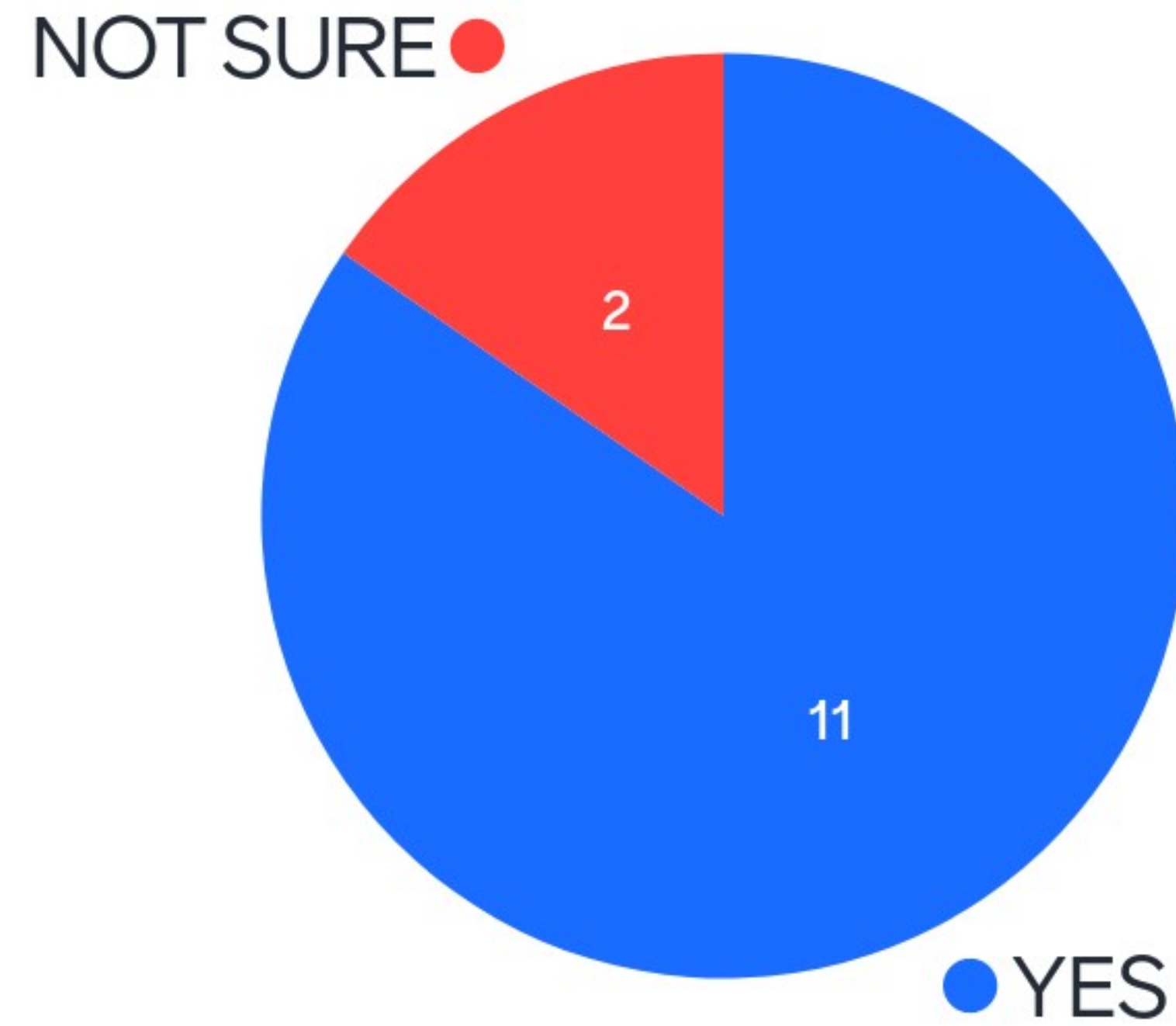
KA 2: Establish Harmonized  
Approach to Education and  
Training Offer

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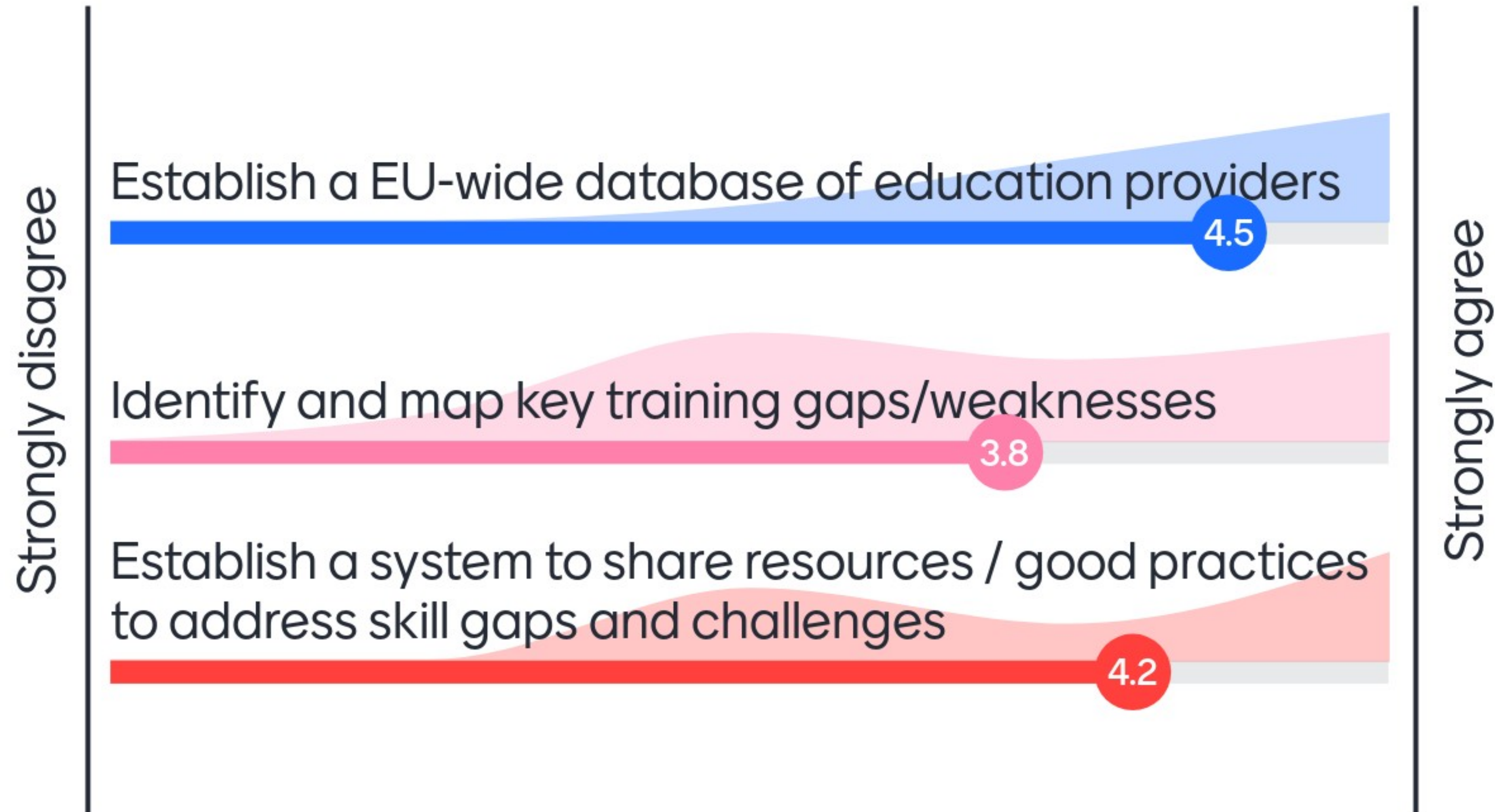
# It is important to have a harmonised baseline view of trainings and education providers and courses



# It is difficult to navigate and compare the trainings offered across the different levels in the EU

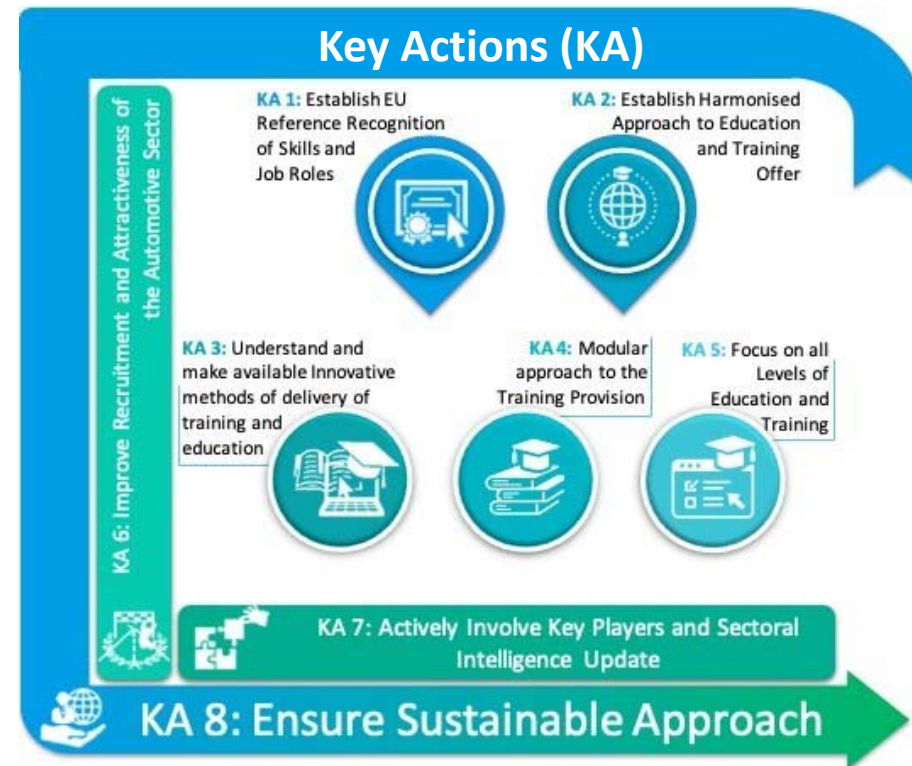


# Which actions do you foresee as most important and urgent to focus on as part of this Key Action 2?





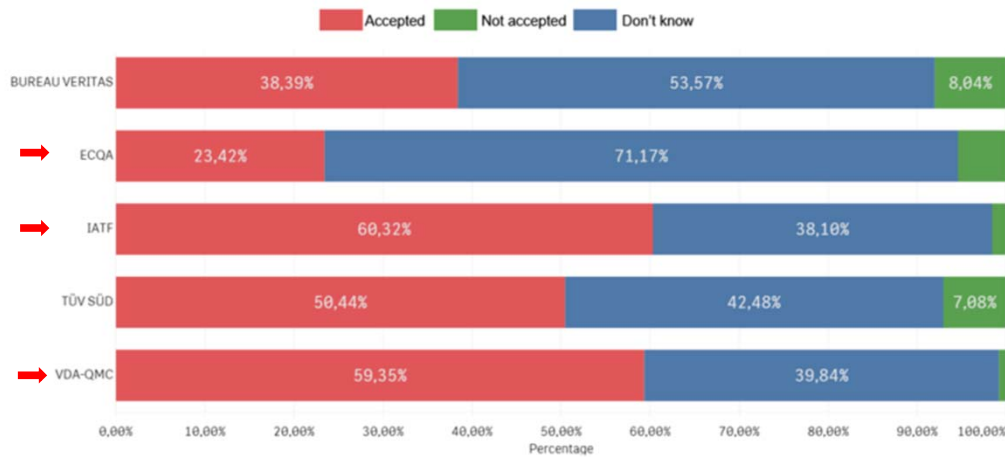
# RECOGNITION AND QUALIFICATION FRAMEWORKS: ANALYSIS



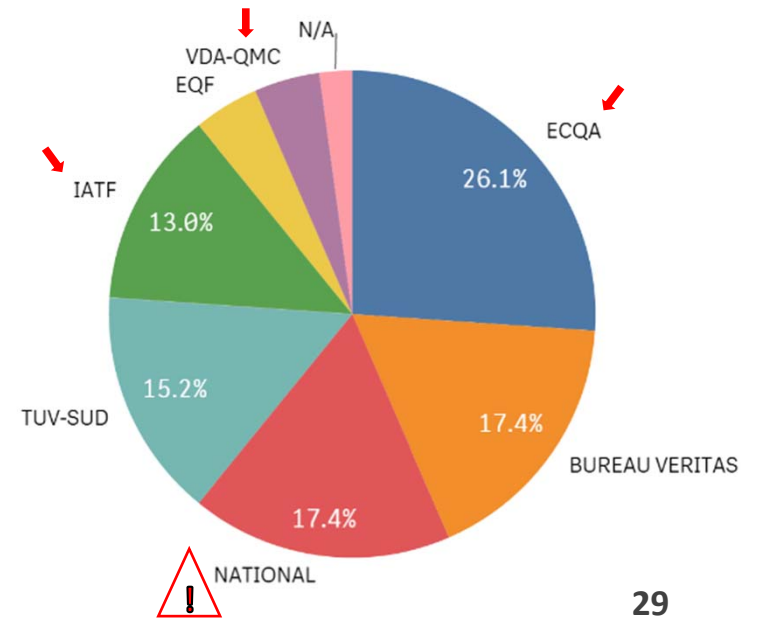
# RECOGNITION AND QUALIFICATION FRAMEWORKS

Most important skills recognition and qualification standards accepted

## DEMAND



## OFFER



## SOME CONSIDERATIONS

“ECQA” is dominating the overall OFFER but scoring least in the DEMAND

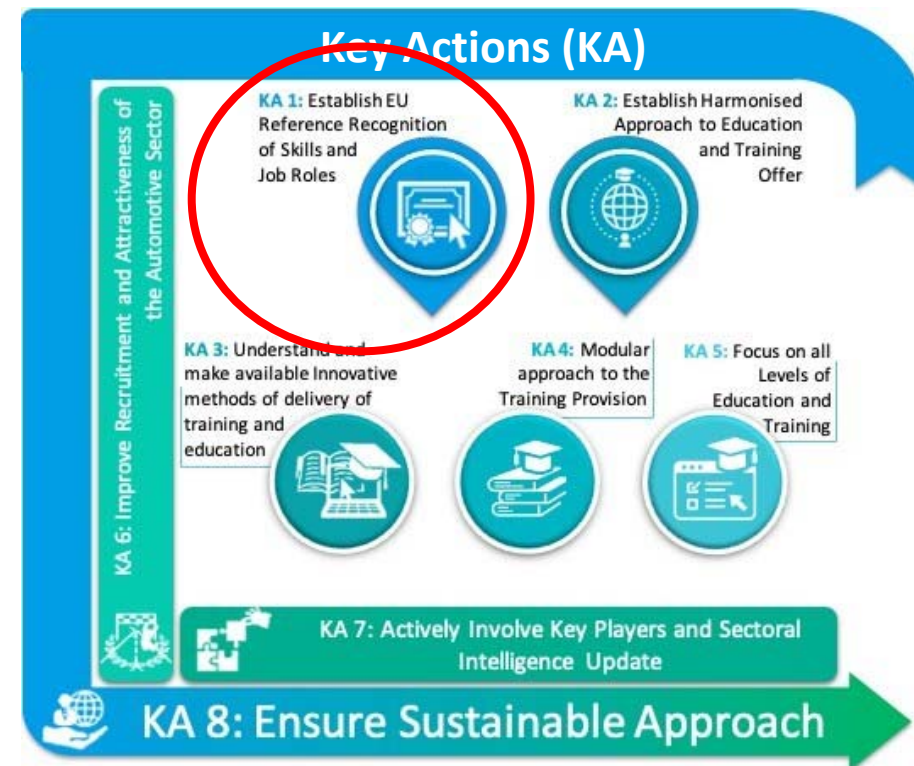
“VDA-QMC” and IATF are highly accepted in the DEMAND but hardly plays a role in the OFFER

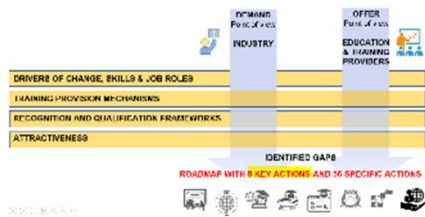
Notable the “NATIONAL” standards category very important for the VET group. To investigate if “national” means <<only valid / recognised in a specific country>>.

It is important to **build a common dialogue table** to inform companies and VET providers about the different needs and create a common vision for the future



# RECOGNITION AND QUALIFICATION FRAMEWORKS: ROADMAP





## KEY ACTION 1: ESTABLISH EU REFERENCE RECOGNITION OF SKILLS AND JOB ROLES

## AUTOMOTIVE SKILLS AGENDA STRATEGY & ROADMAP

### SKILLS INTELLIGENCE



The KA has a detailed list of more specific actions with indication on the Key stakeholders and Support ones

#### DESCRIPTION

The EU reference recognition of job roles and related skills is a key issue for harmonised approach to recruitment, facilitate understanding of skills and job role needs, which enables more efficient upskilling and reskilling of the workforce through common and easy understanding of training and education needs.

The establishment of an EU-wide education and training Framework would facilitate the creation of a real pan-European marketplace and ensure the future competitiveness of the European automotive industry (1).

This would enable the establishment of an intelligence service to track skills changes for employers and training providers and act as an accessible resource for both employers and providers. It would also allow to have a harmonised approach to skills and job roles and their recognition across the EU automotive sector

#### RATIONALES

This key action will address the challenges such as insufficient transparency of skills and qualifications, insufficient understanding of integration of different skills and qualifications into the labour market, lack of coherent and up-to-date overview of information on skills needs in Europe, and clear information/guidance on supporting worker mobility.

Based on the finding of the DRIVES project and other Blueprints [e.g. ALBATTIS (2)], the EU Framework on the commonly accepted reference definitions of skills and job roles must be established.

This would include (or be compliant with) all the work done so far by other relevant projects/bodies, such as ESCO or ECQA.

This recognition should cover job roles and skills on all levels, with respect to 3 – 8 EQF levels.

# YOUR OPINION



## KEY ACTION 1: Establish EU Reference Recognition of Skills and Job Roles

**INSTANT POLL**



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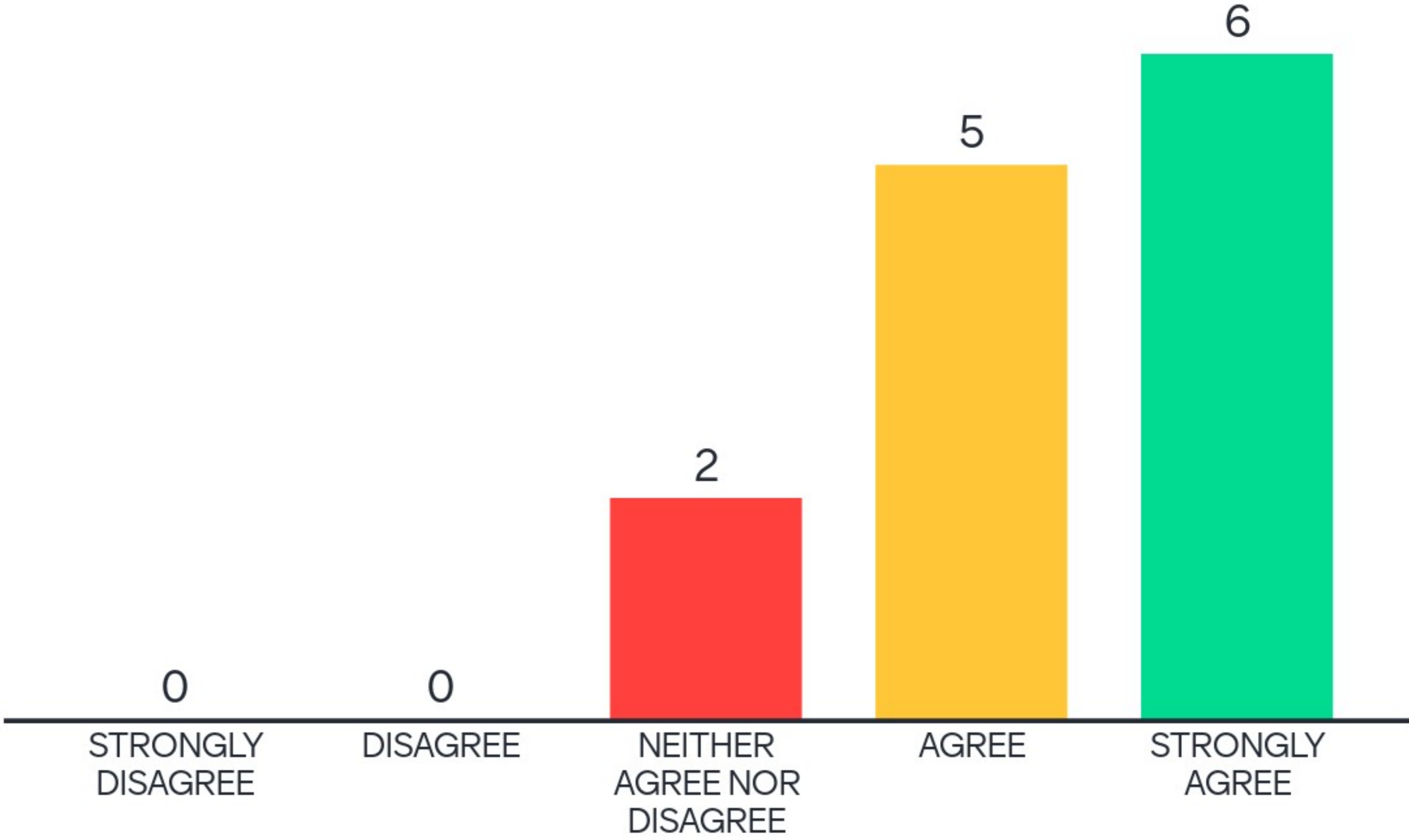
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KA 1: Establish EU Reference  
Recognition of Skills and Job  
Roles

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# The lack of a EU reference recognition of job roles and related skills is currently an issue

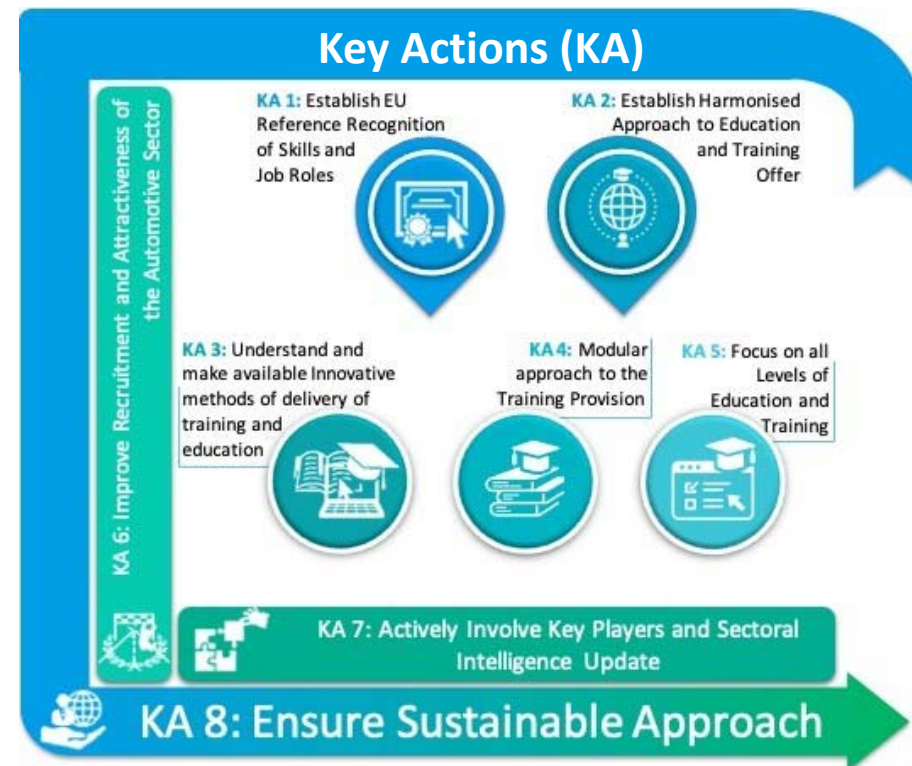




# Which actions would you implement to standardize the sector skills and their link with specific job roles?



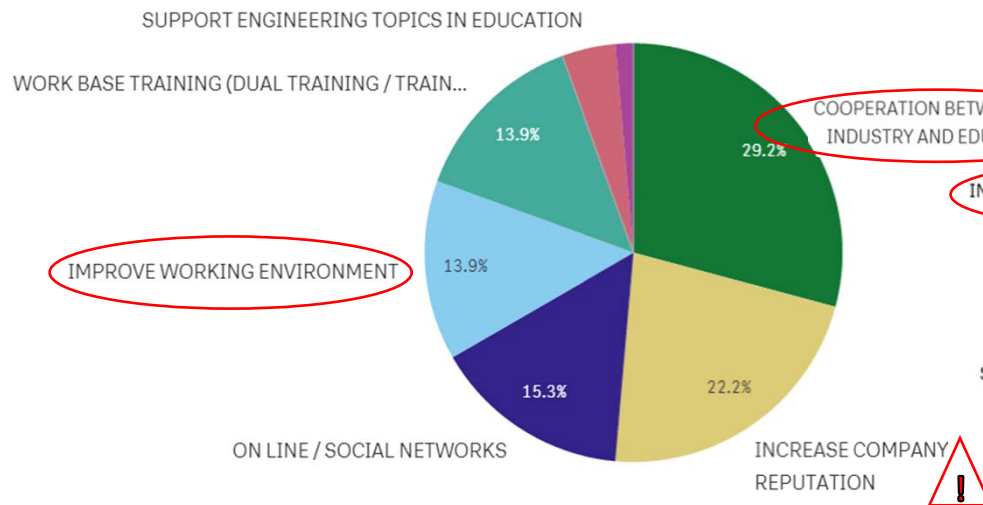
# ATTRACTIVENESS: ANALYSIS



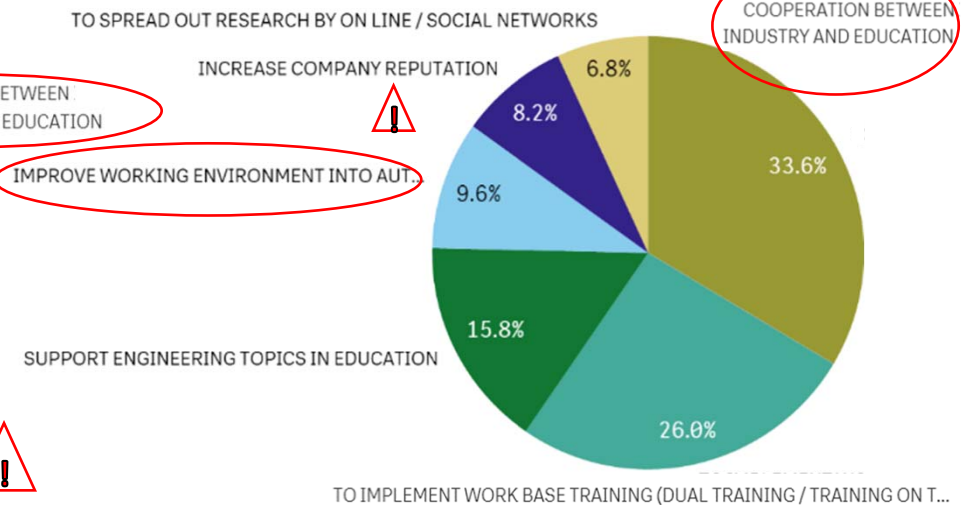
# ATTRACTIVENESS

To understand stakeholders views relating to the best recruitment method to attract new and talented (young) workforce.

## DEMAND



## OFFER



## SOME CONSIDERATIONS

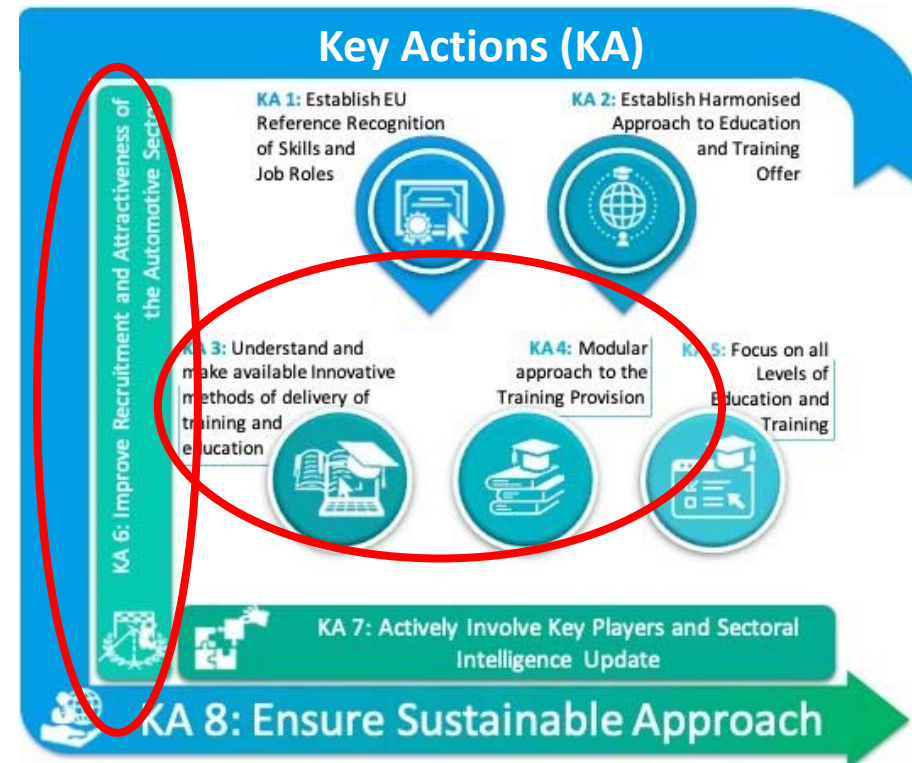
OFFER and DEMAND agree that the **cooperation** between the industry and education **is essential** and holds the primary position.

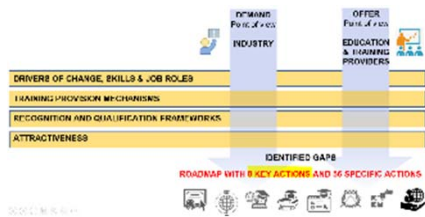
**The attractiveness of the sector** passes through an improve of the working environment (flexible work, a better salary, more prospects for development and the use the latest technological trends)

DEMAND stakeholders underline the necessity to improve the image of the sector (possible also with a **strong interaction** with the service providers)



# ATTRACTIVENESS: ROADMAP





## KEY ACTION 3: UNDERSTAND AND MAKE AVAILABLE INNOVATIVE METHODS OF DELIVERY OF TRAINING AND EDUCATION

### AUTOMOTIVE SKILLS AGENDA STRATEGY & ROADMAP

## SKILLS INTELLIGENCE



The KA has a detailed list of more specific actions with indication on the Key stakeholders and Support ones

### DESCRIPTION

Currently, there isn't a clear view of the range of the training provision for the EU automotive sector.

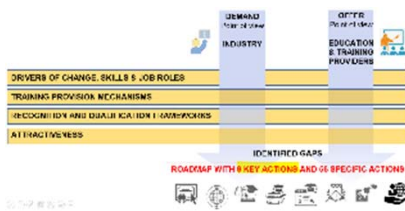
In order to identify weaknesses and gaps, we need to have a better knowledge of the current training provision and of the demands of the industry.

A centralised resource with examples of good practices should be set up. This would be a vehicle to gather good practices relating to particular examples of training, tackling recruitment difficulties, etc. This could draw on a wide range of existing documented good practices, with a potential to be the basis of communication campaigns aiming to better inform the automotive sector.

### RATIONALES

Across a wide range of different sectors, the pace of technological change reinforces the need to adapt learning programmes to incorporate the critical importance of an interdisciplinary approach to innovation in the workplace.

Findings of DRIVES Demand Survey (industry needs) reported the need for work-based training, including dual system/apprenticeship, mentoring or training on the job.



## KEY ACTION 4: MODULAR APPROACH TO THE TRAINING PROVISION

## AUTOMOTIVE SKILLS AGENDA STRATEGY & ROADMAP

### DESCRIPTION

### SKILLS INTELLIGENCE



The KA has a detailed list of more specific actions with indication on the Key stakeholders and Support ones

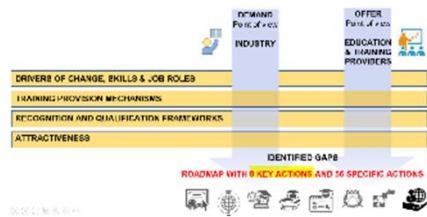
To respond to fast changing skill requirements, more flexibility is required in how training provision is designed and delivered. Many employees and employers do not require full training courses but need to focus on particular gaps/weaknesses in the skills and competences of the existing workforce.

This would help SME's (which are typically highly specialised) making efficient use of training costs and facilitating the release of employees for such training. It would also support much more flexible career pathways.

### RATIONALES

This is underlined by recent research highlighting how the rapid pace of technological change demands more modular and flexible training courses that can be used to upskill and reskill the existing workforce, sometimes alongside full-time learners.

This research also highlights the potential of step-by-step certification provided by modularisation to reduce the risk of learners leaving the system with only partial qualifications that are not necessarily needed or recognised in the labour market.



# KEY ACTION 6: IMPROVE RECRUITMENT AND ATTRACTIVENESS OF THE AUTOMOTIVE SECTOR

## AUTOMOTIVE SKILLS AGENDA STRATEGY & ROADMAP

### DESCRIPTION

The Skills Agenda is closely linked to recruitment, which is influenced also by the attractiveness of the automotive sector.

This is key both to recruit new employees and retain the current workforce.

The key issues are to identify the challenges and possible methods to further support the attractiveness of the sector.

### RATIONALES

The perception of the public of the industry was heavily damaged by the "Diesel Gate". In addition, the outdated perception that working for this industry is linked to dirty and heavy machinery still persists.

These are reports of the first interaction with stakeholders during DRIVES "Demand" Survey where "company reputation" was indicated as one of the main ways to attract (and retain) young and talented workforce (1).

New, innovative ways of training, based on the certification and recognition of such methods, could meet the expectations of young workers to polish their skills and promote personal development. In this sense, effective marketing for programmes providing both technical and more narrowly related automotive skills can also help.

## SKILLS INTELLIGENCE



The KA has a detailed list of more specific actions with indication on the Key stakeholders and Support ones



## YOUR OPINION



**KEY ACTION 3:** Understand and make available innovative methods of delivery of training and education



**KEY ACTION 4:** Modular Approach to the Training Provision



**KEY ACTION 6:** Improve Recruitment and Attractiveness of the Automotive Sector

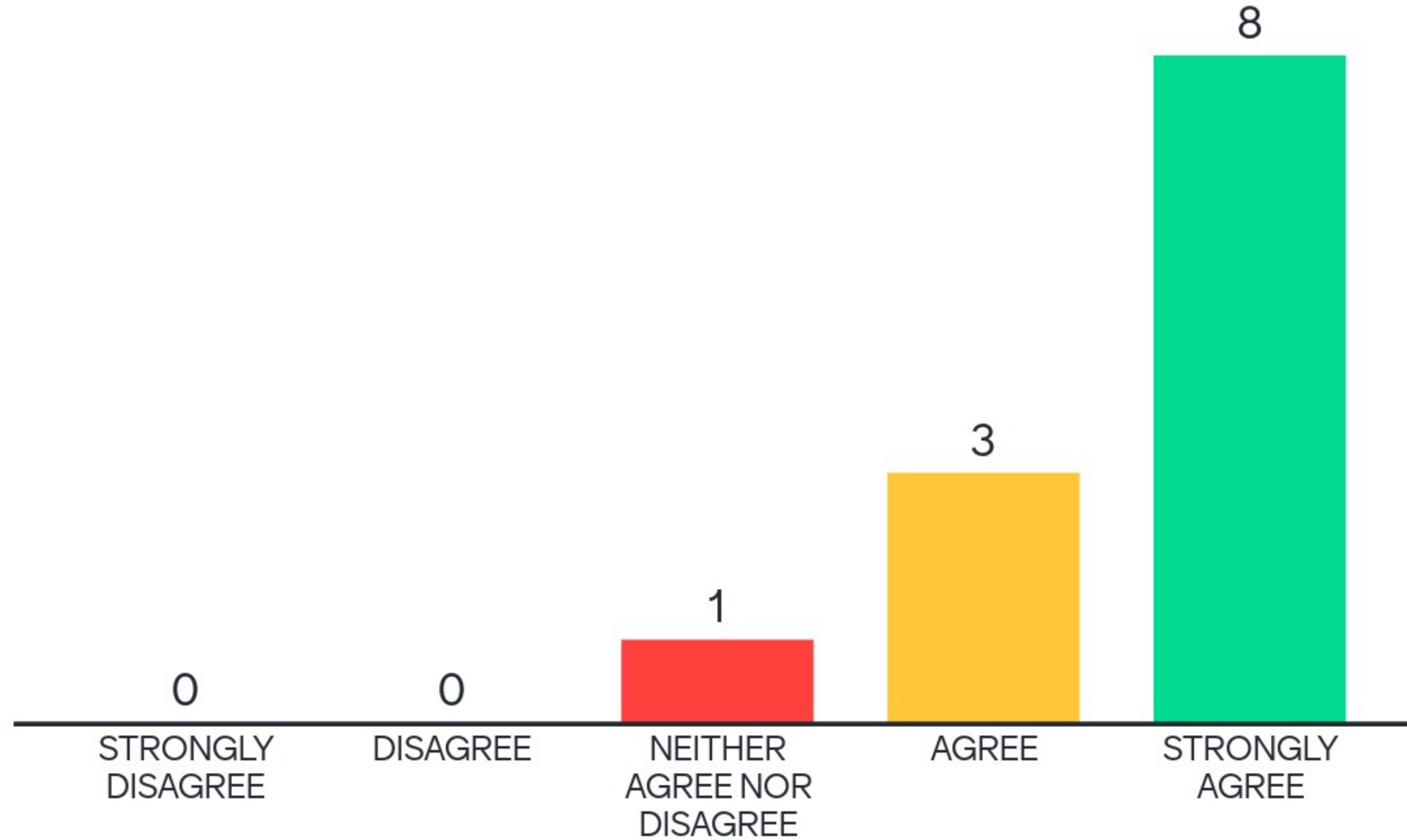
**INSTANT POLL**



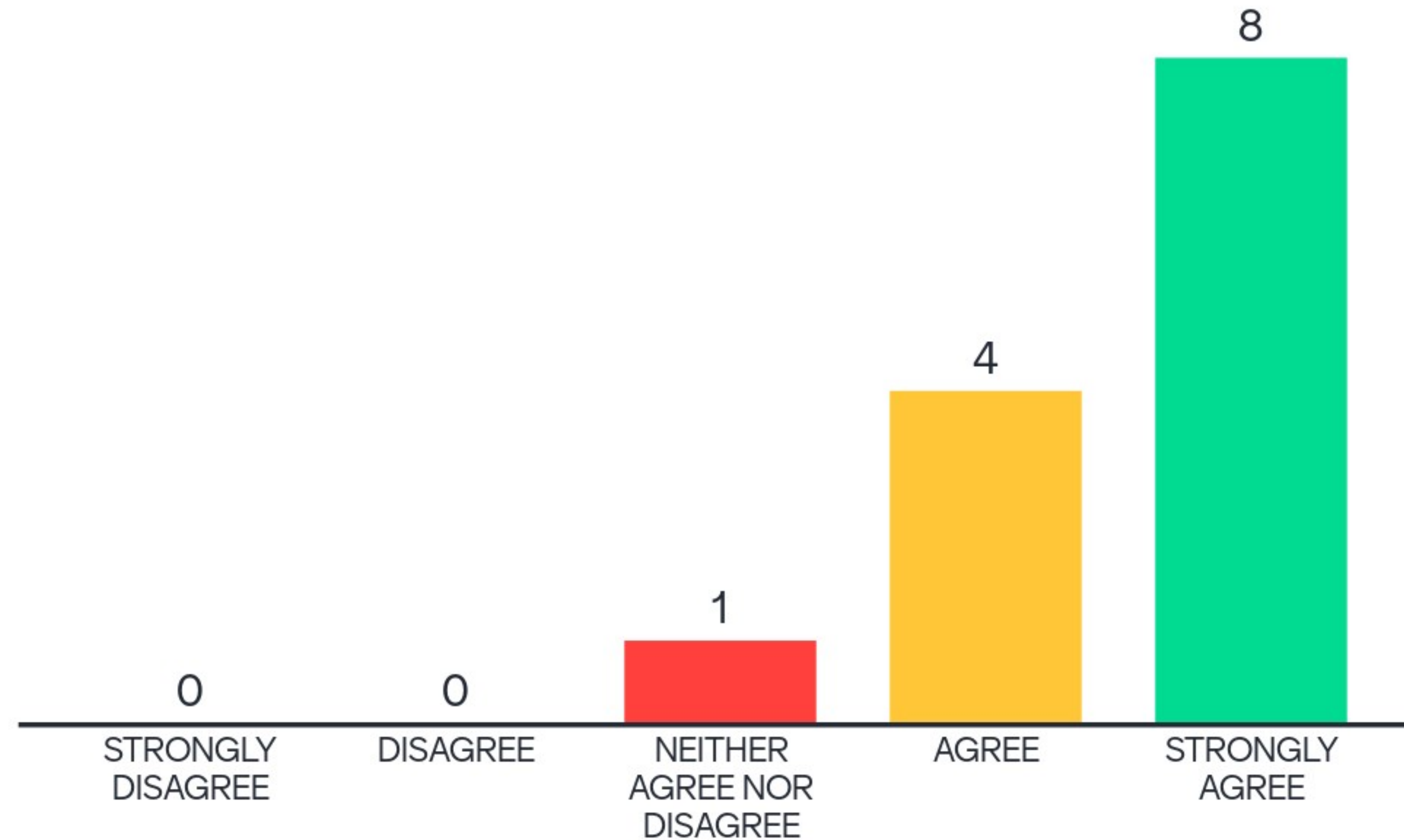
KA 3: Understand and Make  
Available Innovative Methods of  
Delivery of Training and Education

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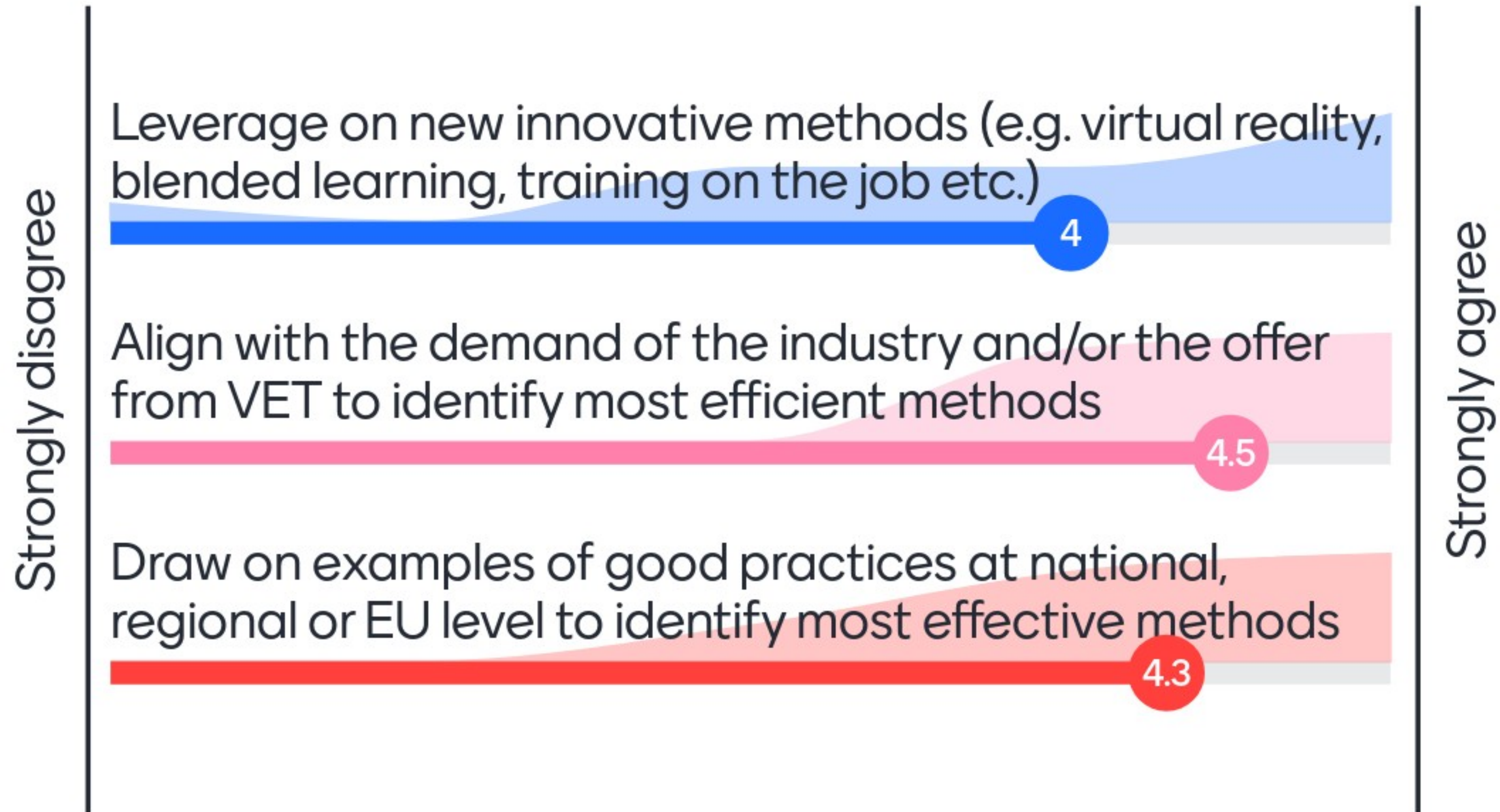
# It is important that innovative trainings and education methods across the EU are effectively mapped



A centralised resource gathering good practices of particular examples of trainings will be a benefit for the sector



# Which actions would you implement to understand and offer innovative methods for delivering training and education?

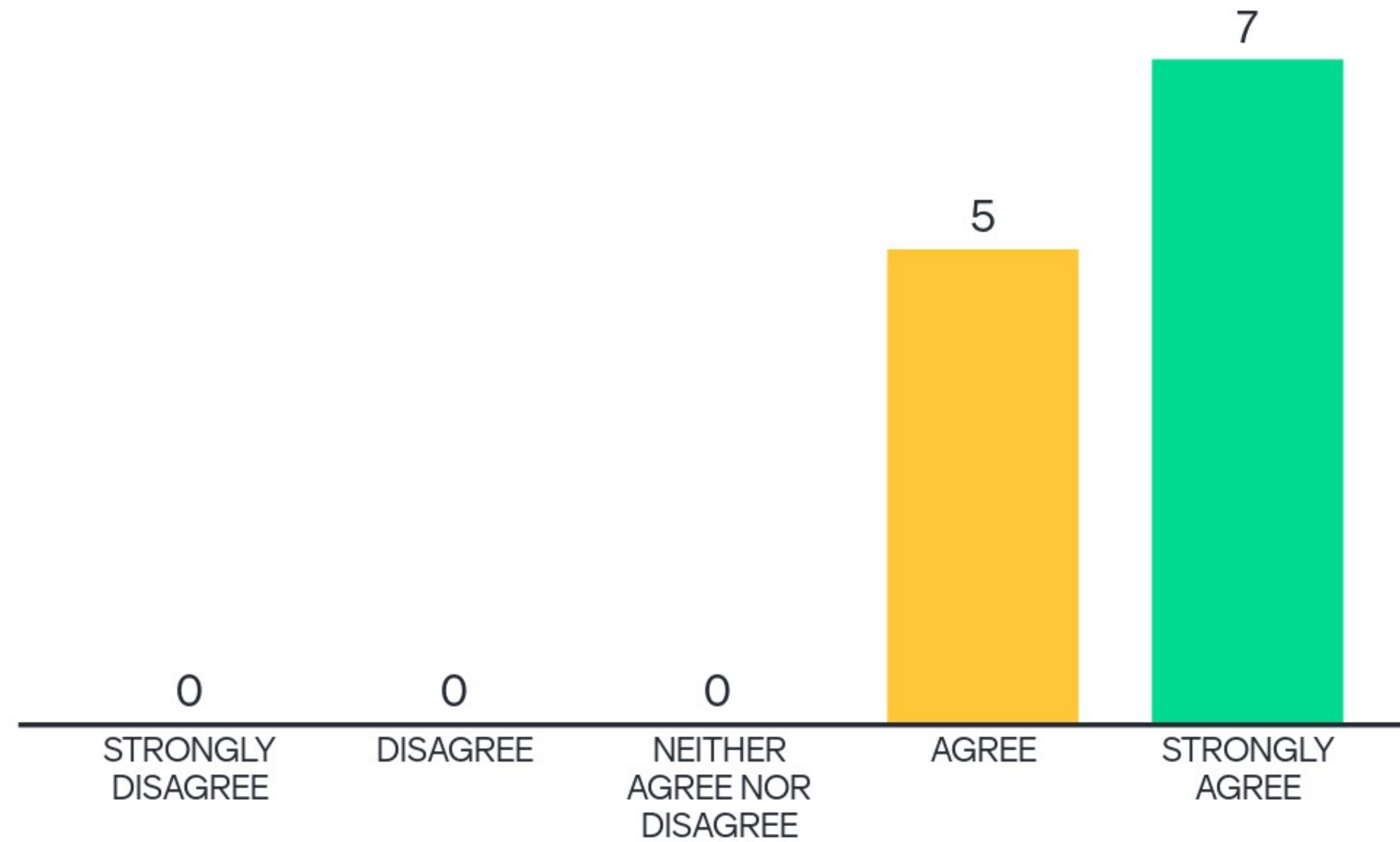


# KA 4: Modular Approach to the Training Provision

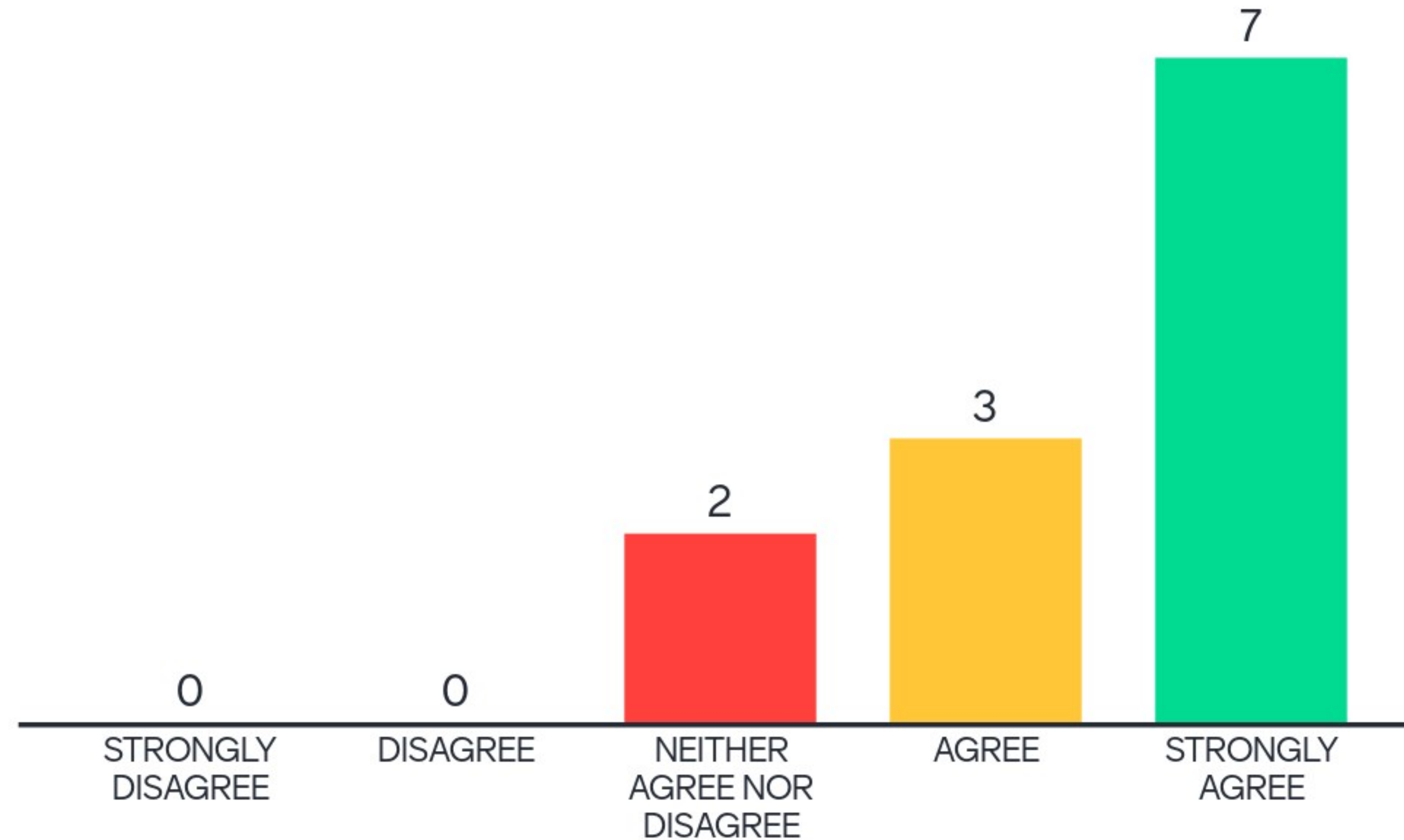
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**(More) modular and flexible training courses to adapt to the fast changing skills requirements will be a benefit for the sector**

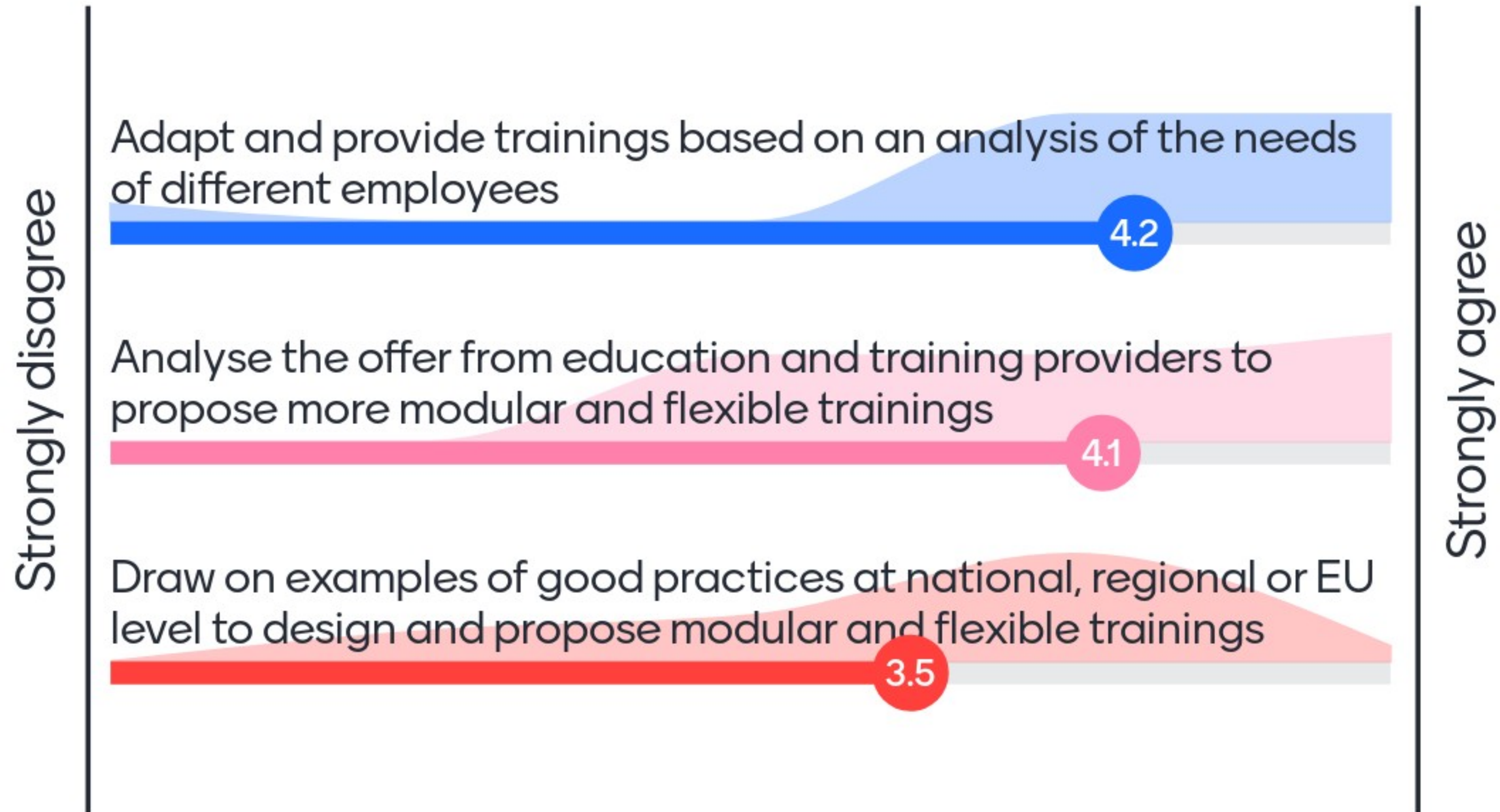


A modular approach to training would facilitate in identifying the right mix of skills of the individual for a specific career pathway





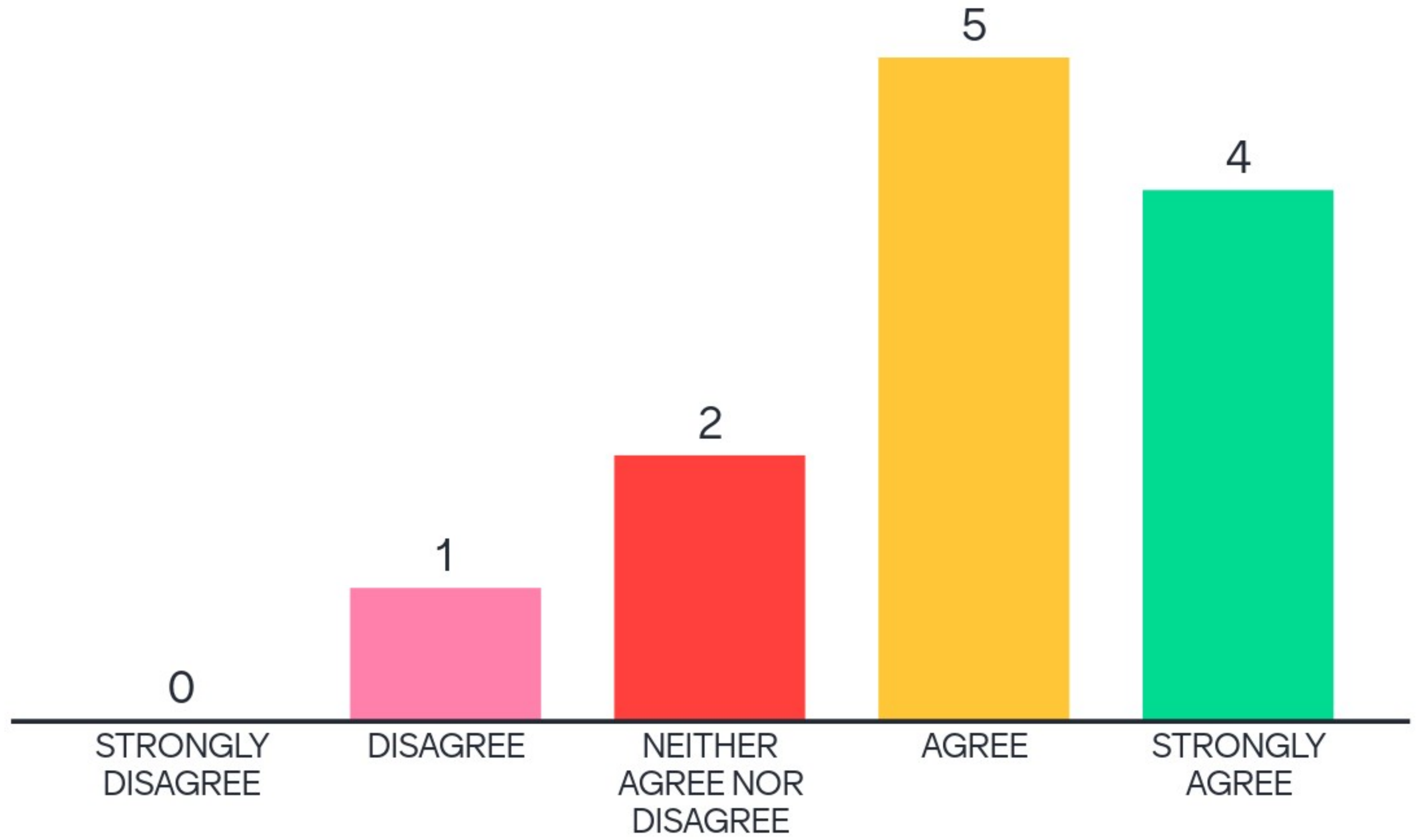
# Which actions would you implement to offer/provide support to the development of more modular and flexible trainings?



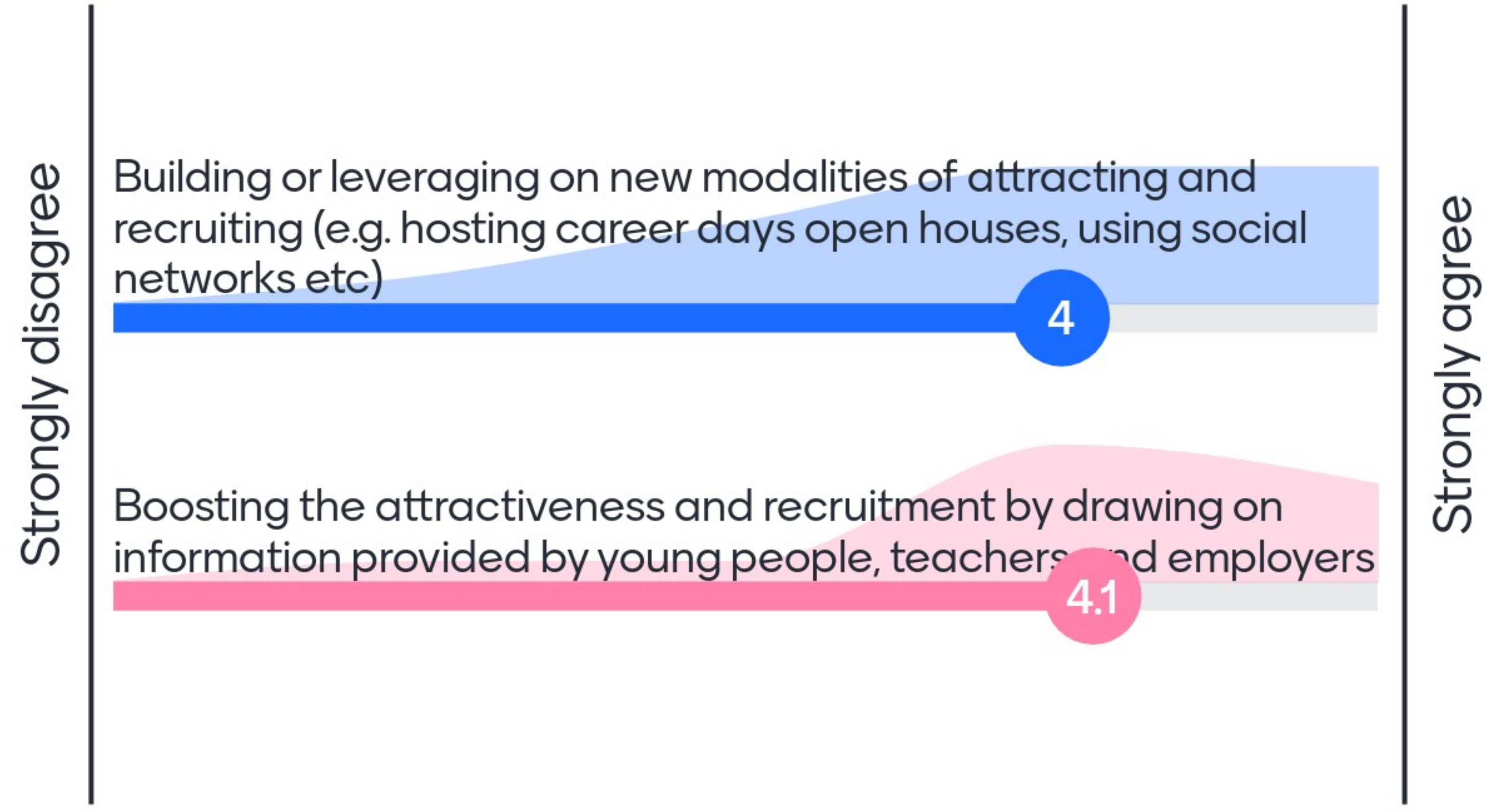
# KA 6: Improve Recruitment and Attractiveness of the Automotive Sector

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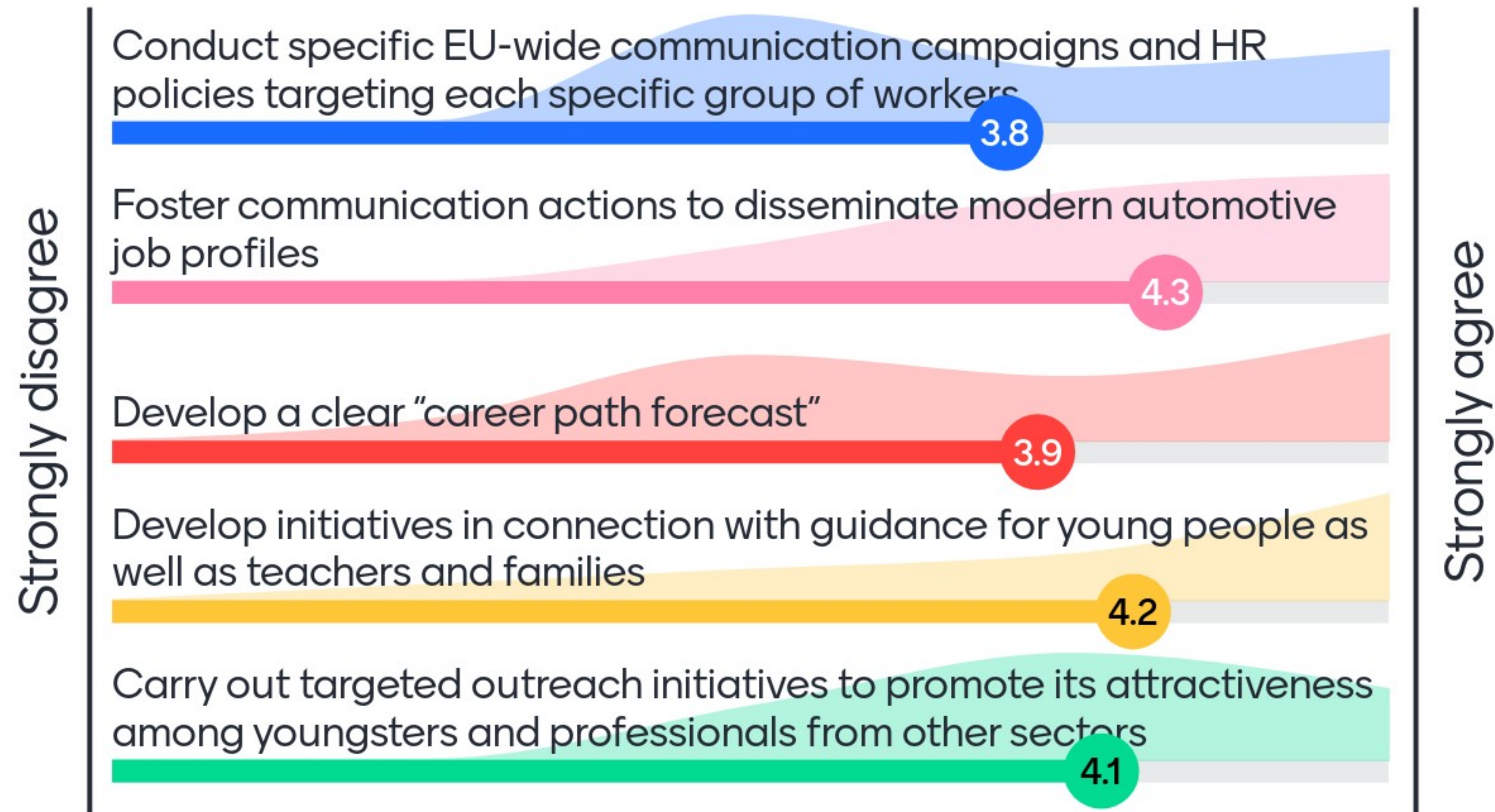
# Boosting the attractiveness and recruitment of the sector are currently important issues



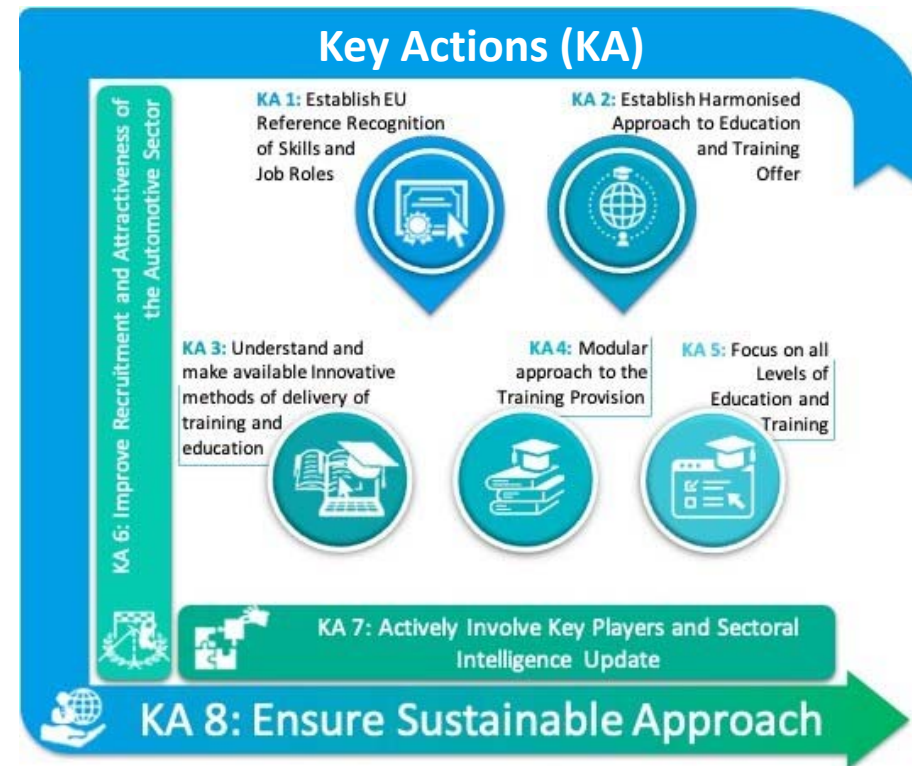
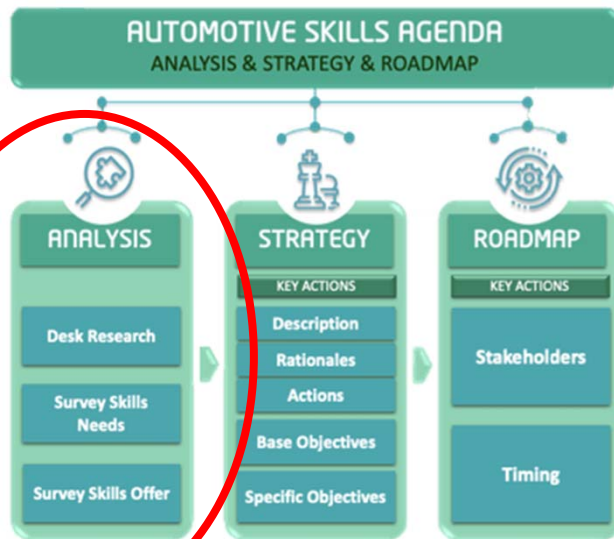
# What do you think is the best way of attracting new young professionals and retaining them?



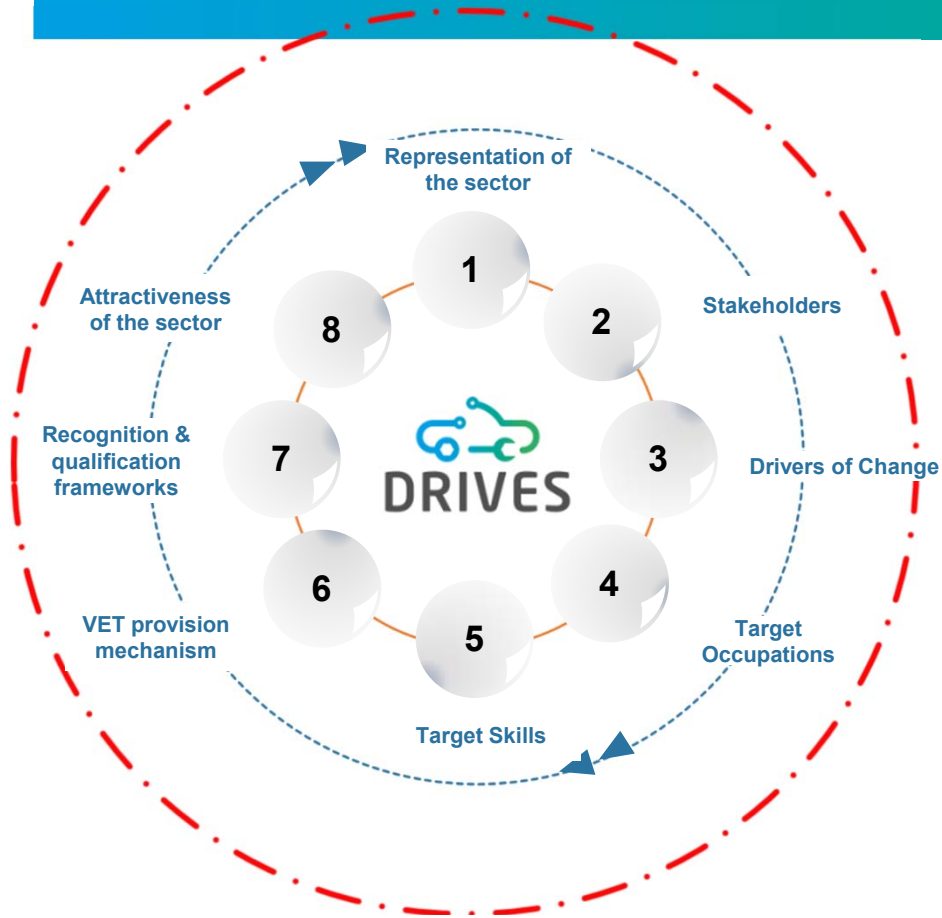
# Which action do you foresee as most important and urgent to focus on as part of this Key Action 6?



# SUSTAINABLE APPROACH: ANALYSIS

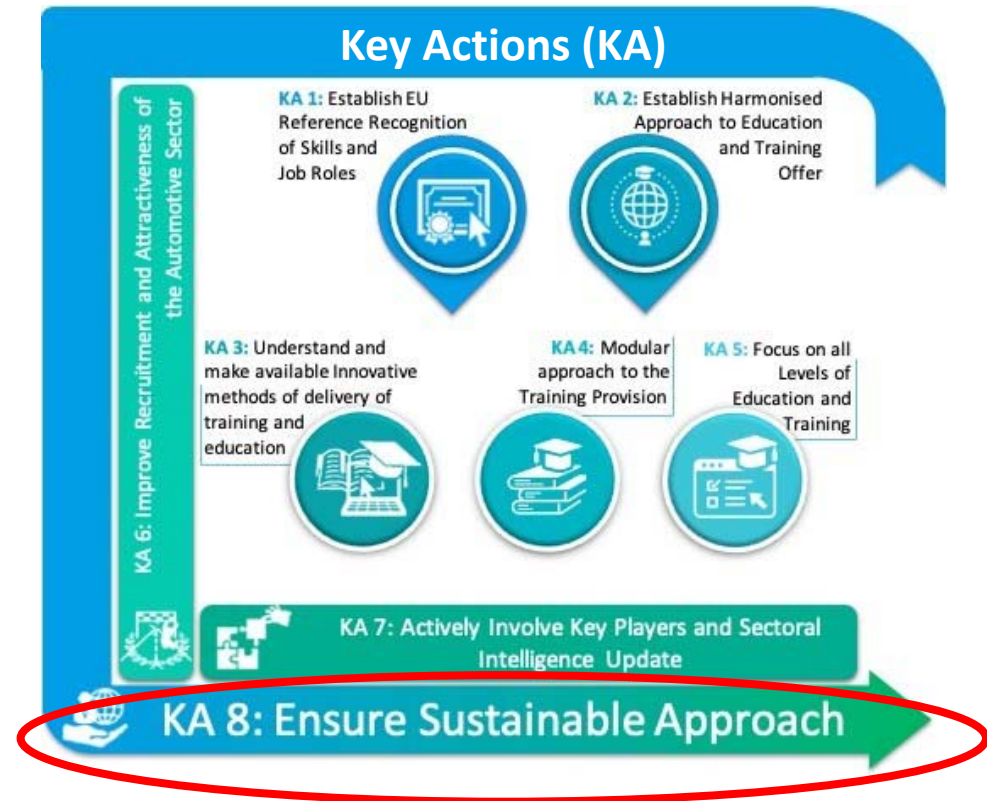


# SUSTAINABLE APPROACH



**Models for  
Sustainability**

# SUSTAINABLE APPROACH: STRATEGY & ROADMAP





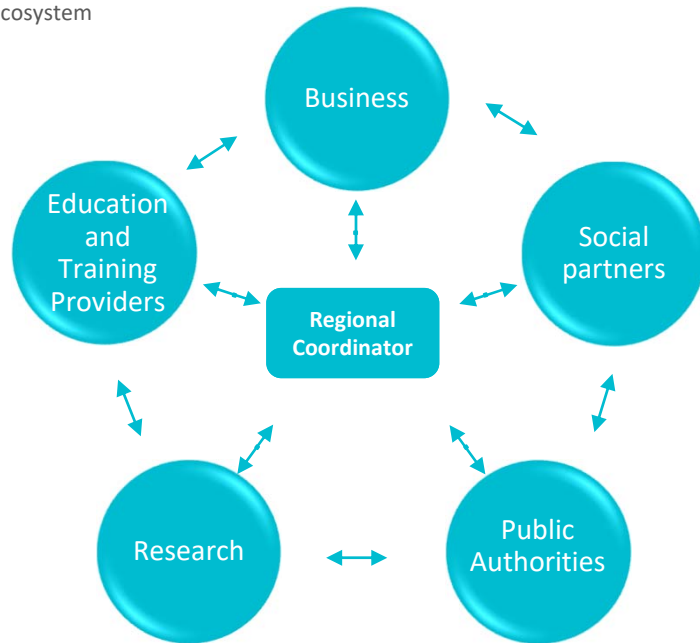


## Towards Sustainable Cooperation on Skills Agenda in the Automotive Ecosystem

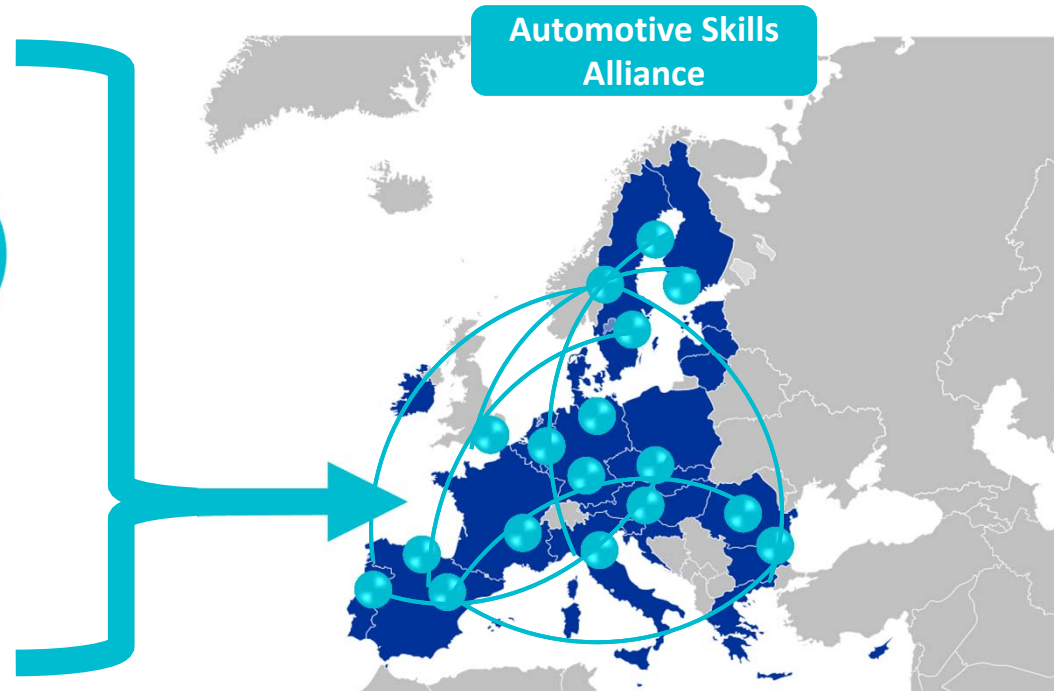
- 15 October released **Joint proposal for a recovery strategy to deliver and implement a sectorial up/reskilling framework** for the automotive value chain maximising industry competitiveness, job retention and new job opportunities paving the way to a **dedicated partnership for the automotive ecosystem** within the Pact for Skills.
- The ambition is to create **EU-wide framework** based on DRIVES results and **start implementing massive trainings in regions** to tackle **industrial transition in the ecosystem**
- **Inclusivity and openness for all other existing stakeholders**, initiatives or projects, regions or all other interested and upcoming parties in the Automotive Ecosystem **to jointly cooperate under one European umbrella**
  - Contact us to be involved: [jakub.stolfa@vsb.cz](mailto:jakub.stolfa@vsb.cz)

## Towards Sustainable Cooperation on Skills Agenda in the Automotive Ecosystem – Automotive Skills Alliance

Brings together different kind of stakeholders involved in Automotive ecosystem and ensures continuous, pragmatic and sustainable cooperation on skills agenda in the ecosystem

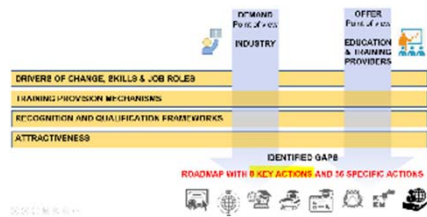


Assures Europe-wide collaboration on European level as well as on national/regional level between involved stakeholders in the Automotive ecosystem



See the joint proposal here:

[https://www.acea.be/uploads/news\\_documents/Joint\\_proposal\\_Pact\\_for\\_Skills.pdf](https://www.acea.be/uploads/news_documents/Joint_proposal_Pact_for_Skills.pdf)



# KEY ACTION 8: ENSURE SUSTAINABLE APPROACH

## AUTOMOTIVE SKILLS AGENDA STRATEGY & ROADMAP

### SKILLS INTELLIGENCE



The KA has a detailed list of more specific actions with indication on the Key and Support ones

#### DESCRIPTION

The EU Framework should be implemented through the EU Automotive Skills Alliance, the umbrella body for sectoral skills agenda, established under the sectoral Skills Pacts. This should be the implementing body for the EU education and training providers in the automotive sector.

The Alliance should follow the mission, vision, values and ideas and should focus on the specifics of Skills Agenda in the Automotive sector defined by this strategy.

#### RATIONALES

Approach to Skills Agenda in the Automotive sector must be sustainable and continuous, and involve the key sectoral stakeholders.

This will require collective action through a new 'Pact for Skills' (\*) to contribute to upskilling and reskilling and put the focus on the automotive sector, which is undergoing the most significant change.

There are initiatives at different levels to ensure this: GEAR2030, Blueprint project for Automotive sector DRIVES and ALBATTs, a blueprint project focused on batteries for e-mobility.

The continuous approach to cooperation requires a clear and sustainable structure and ecosystem including an update of the Skills Agenda (\*) and the resulting recommendations on VET. This shall be achieved by introducing a new umbrella EU Automotive Skills Alliance and by direct involvement of EU and national/ regional stakeholders, to enable and facilitate continuous approach to Skills Agenda in the sector.



# YOUR OPINION



## KEY ACTION 8: Ensure Sustainable Approach

**INSTANT POLL**



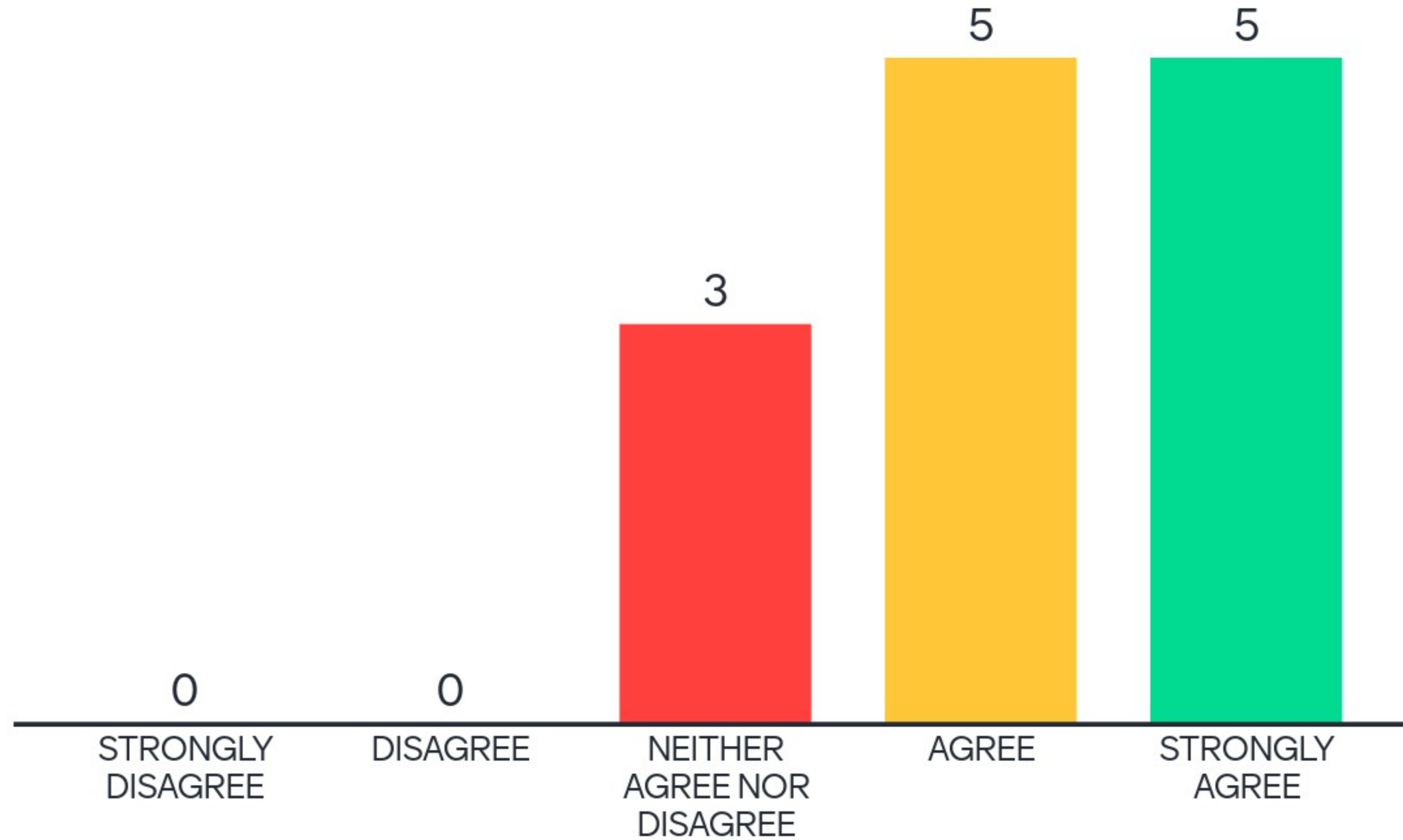
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# KA 8: Ensure Sustainable Approach

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# I believe the KAs outlined cover and represent the urgent and important issues to be addressed in the sector



# Which specific actions would you recommend implementing?









## Planned Events – Next DRIVES Webinars



Participate in our October-November-December 2020 webinars!

<p><b>SKILLS INTELLIGENCE</b></p> <p>20 October</p> 	<p><b>JOB ROLES &amp; TRAINING PLAN IMPLEMENTATION</b></p> <p>2 December</p> 	<p><b>DRIVES FRAMEWORK</b></p> <p>21 October</p> 	<p><b>AUTOMOTIVE APPRENTICESHIP MARKET</b></p> <p>29 October &amp; 3 November</p> 
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Register at: [www.automotive-skills.eu](http://www.automotive-skills.eu)



SKILLS  
INTELLIGENCE



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