DRIVES

Development and Research on Innovative Vocational Education Skills

Dissemination of DRIVES Framework in actions and events at regional, local and EU levels

D 6.4.1: Specific workshops in national and EU events

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EXECUTIVE SUMMARY

The increasing speed to which today's technologies emerge and skills get obsolete is striking. The European automotive sector has been Europe's key driver of knowledge and innovation since many years and remains committed to address tomorrow's challenges. In order to deliver sector-specific skills solutions, the New Skills Agenda for Europe has launched the Blueprint for Sectoral Cooperation on Skills. The **DRIVES project, blueprint for cooperation on skills in the automotive sector**, is thus established to mitigate the lack of capacity to develop specific education programmes and ensure the acquiring of the new skills to prevent further relocation of business processes outside Europe.

This report provides a **shared understanding of the promotion and marketing strategy of the DRIVES platform** (developed in WP4 of DRIVES project), as well as it is positioning in the given ecosystem.
The document is a proactive 'think piece' to help underpin ongoing activities related to the dissemination and promotion of the DRIVES platform across the DRIVES project. It is has been designed to underpin practical action and intervention within the DRIVES project to establish the DRIVES platform in a sustainable and accepted manner across the automotive value chain.
Specifically, **the purpose of this report is** to provide:

- **Enhanced understanding of the current situation of the skill training marketplace** serving the EU automotive sector,
- **Highlight the positioning and stakeholder relation** in relation to the envisioned DRIVES platform positioning
- **Identify the current marketing and promotion strategy for the DRIVES platform**, supporting channels and approaches

The Report includes the following sections:

- Overview of the market ecosystem and positioning of the DRIVES platform
- Assessment of the market potential and marketing strategy
- Analysis of the affected stakeholder
- Strategy for dissemination and promotion
- List of realized, appointed and planed dissemination and promotion activities

Note: This report depicts the **currently established strategy for marketing, dissemination and promotion of the DRIVES platform** (WP4 activities), but **will be elaborated continuously** throughout the remaining project duration (if required) **and potentially be replaced by deliverable D6.4.2**.

INTRODUCTION

Twelve **disruptive technologies**[1] to change not only social life but also dramatic shifts in automotive domain and may also enable novel employment patterns and markets have been predicted by McKinsey studies in 2013. Among others, these disruptive technologies have been related to connected and automated vehicles and revealed an outstanding economic impact projection (e.g., ADAS up to €71 billion in 2030[2] and if the market penetration rate of ADAS increased by just 1% by 2020, ADAS would produce an additional approximate $4 billion in cumulative safety benefits[3]).

Automated vehicle technology has the potential to be a game changer on the roads. Many benefits are expected, but the **nature of work will change, and millions of people will require new skills**[1]. The new technologies make certain forms of human labour unnecessary or economically uncompetitive and **create additional demand for new skills**. Aside from this, the **increasing speed to which** today's technologies emerge and **skills get obsolete** is striking.

The **automotive sector** has been **Europe's key driver of knowledge and innovation** for many years and worldwide the second biggest R&D sector. Europe's automotive industry remains committed to addressing tomorrow's challenges. Thus, the entire industrial sector needs to evolve and adapt at a very fast pace to stay ahead of global competition. In order to deliver sector-specific skills solutions, the New Skills Agenda for Europe has launched the **Blueprint for Sectoral Cooperation on Skills**. The Blueprint is a new framework for strategic cooperation between key stakeholders in a given economic sector with the aim to develop concrete actions to satisfy short- and medium-term skills needs to support the overall sectoral strategy.

The **DRIVES project**, blueprint for cooperation on skills in the automotive sector, is thus challenged by involving the entire automotive value chain in Europe, mitigating the lack of capacity to develop specific education programmes and ensuring the acquiring of the new skills to prevent further relocation of business processes outside Europe.

[1] McKinsey Global Institute (James Manyika, Michael Chui, Jacques Bughin, Richard Dobbs, Peter Bisson, Alex Marrs), "Disruptive technologies: Advances that will transform life, business, and the global economy", May 2013, p. 78-85; http://www.mckinsey.com/~/media/McKinsey/Business%20Functions/McKinsey%20Digital/Our%20Insights/Disruptive%20technologies/MGI_Disruptive_technologies_Full_report_May2013.ashx
[2] KPMG, Connected and Autonomous Vehicles – The UK Economic Opportunity, 2015
[3] MEMA, A Roadmap to Safer Driving through ADAS, 2015

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1 MARKET ECOSYSTEM AND POSITIONING

The **automotive domain** and smart transportation is a **key industrial sector for Europe**[4] **with 13.8 million jobs**, representing 6.1% of total EU employment, producing 21% of the vehicles worldwide and generating a yearly trade balance of over €99 billion. Almost 6.1 millions of those motor vehicles were exported in 2018, generating a trade surplus of €84.4 billion for the European Union. Taxation on these vehicles is worth €428 billion per year in the EU15 countries. At the same time, Europe's automotive industry remains committed to addressing tomorrow's challenges. EU automakers and suppliers have increased their R&D investments by 6.7%, to reach an all-time high of €57.4 billion per year, representing **Europe's largest private contributor to R&D**. This makes **the automotive sector Europe's number one investor in innovation**, responsible for 28% of total EU spending on R&D.

The current automotive revolution is driven by the concept of a connected and automated car. These cars communicate with each other, with the local environment, and with the world at large via radio networks and satellites. Thus, embedded cyber-physical systems and Industrial IoT (IIoT) **shift the value creation in the automotive domain** towards the ICT domain and service orientation. Therefore, the **entire industrial sector needs to evolve and adapt at a very fast pace to stay ahead of global competition**, while including all stakeholders and addressing societal needs.

In order to understand the impact of this revolution the profile of the existing automotive industry has to be understood. The **automotive sector is amongst the largest, most competitive, and most internationalized of all industries**, with high barriers to entry. It is also a classic example of a producer driven commodity chain. It is characterized by integrated production systems that comprise highly specialized, segment-specific, vertically organized transnational companies. The industry **has a high intensity in technology, capital, and skills** and is logistically demanding due to lean manufacturing and

4 European Automobile Manufacturer Association, The Automobile Industry Pocket Guide 2018 - 2019, 2019.

the system of just-in-time parts delivery. **The structure of the automotive supply chain is often compared to a pyramid**[5].

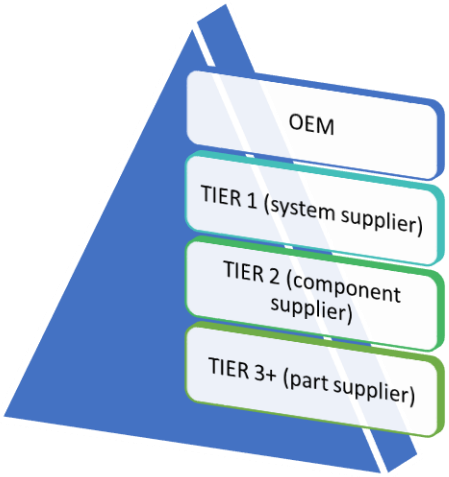


Figure 1 Automotive Supply Chain

On top are the Original Equipment Manufacturer (OEMs) referred to as companies that make the final product for the consumer market (e.g. Audi, BMW, Daimler, VW). Tier 1 companies are directly supplying OEMs with major vehicle systems (such as drive-train, infotainment, and motor units) and are themselves supported by Tier 2 companies (supplying components such as vehicle control units, battery management systems). Therefore, in a typical supply chain OEMs are supplied by Tier 1, which are themselves supported by Tier 2, which are supported by Tier 3 and so forth. Tier is a common terminology in the automotive industry and refers to major suppliers of parts.

The European Sector Skills Council Automotive Industry Report (2013)[6] highlights how changes in the **EU automotive sector will require a different mix of skills and a permanent upgrading of skills levels and competences**. In particular, increased automation and the introduction of new technologies will lead to a shift to **more advanced technical skills and more knowledge intensive work** at the same time, that manual assembly line jobs will be reduce drastically, or in some cases disappear. This poses both challenges and opportunities for the reshaping of the automotive market.

The resulting **GEAR2030 Report**[7] provides detailed insights into the skills and wider labour force challenges facing the industry. The report also identified a number of steps to tackle the challenges of adapting to new technologies including the need to:

- **support the mobility and transferability of skills**;
- **encourage non-formal learning certification**; and

5 H. Broekman, D. Ekert, M. Kollenhof, A. Riel, H. Theisens und R. Winter, Working in the Automotive Industry - Mindeset, Skill set & Tool set for people working in the automotive industry, Lean Six Sigma Academy (LSSA BV), 2017.

6 European Sector Skill Council: Report, Eu Skill Council Automotive Industry, 2013

7 GEAR 2030, High Level Group on the Competitiveness and Sustainable Growth of the Automotive Industry in the European Union, 2017

Skills and wider workforce challenges highlighted in the report include:

- **Increasing quantitative and qualitative shortages in suitable workers**, especially in the areas of engineering, scientific, and soft skills (communication, team leading, consumer-facing skills), linked to the ageing workforce (23% are approaching retirement age)[8]
- The **wide diversity of national education systems and cultures**
- The **ever-accelerating pace of technological change**
- Experienced workers are **unable to pass on their knowledge** to suitably experienced younger colleagues, before retiring.
- **Mobility of talent** within the entire automotive value chain is impeded by a **lack of vocational qualification recognition and standardised approaches** to the validation of non-formal learning among Member States, leading to **limited transferability across the EU and the automotive value chain**.
- Specifically in relation to the current apprenticeship market the report identifies this as functioning poorly, with a **lack of clarity/awareness of the required job profiles**

The report specifically highlights implications for skills support mechanisms serving the sector:

- The need for substantial investment in **regular upskilling and retraining of staff** in order to ensure their effectiveness.
- How changes in approaches must be reflected in **both formal and informal education pathways**.
- That **higher technical education needs to be enhanced** in order to address the competence demands associated with digitalisation and electrification.

In March 2019, DRIVES launched an online survey to support the creation of a strategic roadmap for the sector. Results of this survey[9] indicates that '**Continuous training' and 'Acquisition of new skills'** were the two Drivers of Change **ranked highest in terms of importance** by survey respondents, underlining the priority attached to tackling changing skill requirements by automotive employers.

8 SWD(2016) A New Skills Agenda for Europe

9 Insights of the Automotive Sector2019 - Deliverable 2.7 Forecasting Dissemination Report Christian Baio, SPIN360, Jakub Stolfa, VSB-TUO, Svatopluk Stolfa, VSB-TUO https://www.project-drives.eu/Media/Publications/6/Publications_6_20190717_81413.pdf

Other recent research[10] provides further insights as to the changing nature of skills within the automotive sector. The rapid pace of skills change underlines the increasing importance of workforce upskilling, with, on average, automotive executives indicating that **16% of the workforce will need to be reskilled by 2030** to meet changing digital requirements, with an **expected 31% increase in training/reskilling budgets expected** to meet these demands[10].

The European Sector Skills Council Automotive Industry Report[11] provides further evidence of the scale of skills changes affecting the sector by focussing on how seven key Drivers of Change are likely to impact on five key occupations.

1.1 CURRENT SITUATION

Figure 2 Depiction of current situation on training market

One of the key challenges faced when trying to keep up with training/reskilling of employees for novel technologies across the EU is the fact, that there is **currently no shared mutual acceptance of certificates and a lack of training providers supporting the required skill trainings**. The model of training can have a significant impact on the extent of labour mobility between companies and across borders. As a result, trainings/certificates may not be valued beyond the company that provided the placement, with the risk that employability is only confined to internal labour markets. This in turns requires **frequently retraining of skills already possessed and increase of additional training efforts**. Further, training provider and company can rarely keep up with the update rate of technologies.

10 T. Fiorelli, K. Dziczek und T. Schlegel, „Automation Adoption & Implications for the Automotive Workforce," 2019.

11 European Sector Skill Council: Report, Eu Skill Council Automotive Industry, 2013

1.2 VISION AND GOALS

In order to deliver sector-specific skills solutions, the New Skills Agenda for Europe has launched the Blueprint for Sectoral Cooperation on Skills. The Blueprint is a new framework for strategic cooperation between key stakeholders (e.g. businesses, trade unions, research, education and training institutions, public authorities) in a given economic sector to stimulate investment and encourage the strategic use of EU and national funding opportunities. **The aim is to develop concrete actions to satisfy short- and medium-term skills needs to support the overall sectoral strategy.**

The Blueprint builds on previous work by the European Commission and sectoral partners (in particular the Sector Skills Councils and the European Sector Skills Alliances) to fight sector skills mismatches.

1.2.1 Purpose of Blueprint Program

The Blueprint for Sectoral Cooperation on Skills, launched as part of the Skills Agenda for Europe, is designed to bring together key stakeholders and help people and industries grasp new opportunities for innovation, growth and jobs.

1.2.2 Vision for the DRIVES Platform

The vision for the DRIVES platform is to act as:

1. **EU-wide Broker platform for search for automotive VET and harmonized / mutual recognized (existing) certificates**
2. **Reflect the skills needs of automotive sector**
3. **Enable mobility for apprenticeships in the automotive domain between countries and VET & universities / schools**

The vision for the DRIVES platform describes the **platform as the central broker for search of all training offers and available apprenticeships of the European automotive sectors**. As depicted in Figure 3, companies and employees shall be offered the possibility to **search and compare different training providers**, based on the skills they train, depth of knowledge they transfer, and type of certificates they offer.

Training providers, universities, and certification providers shall be **empowered to reach out the whole European automotive sector** (rather than typically solely regional), get the chance for mutual recognition and acceptance of transferred knowledge/skill and thus go-to-market with novel skill trainings faster, easier, and on a broader range.

1.2.3 Goals to Support this Vision

The goal of the DRIVES platform is therefore to (I) **provide an open, pragmatic umbrella for automotive skills definition, transferability, and recognition**. Further, to (II) **harmonize existing certification schemata** (included via project partners, but open to others) and (III) establish an alliance for **ensuing the sustainability and timeliness of the DRIVES style transferability**.

These goals aim to support recognition of skills across EU, to enable mobility of automotive employees, of future/possible employees, and reflect the skills needs of automotive sector (based on Strategic Roadmap of WP2).

The Blueprint implementation of the **DRIVES platform shall act as basic enabler and prototype**. It shall provide the basic means and may be refined after the project phase.

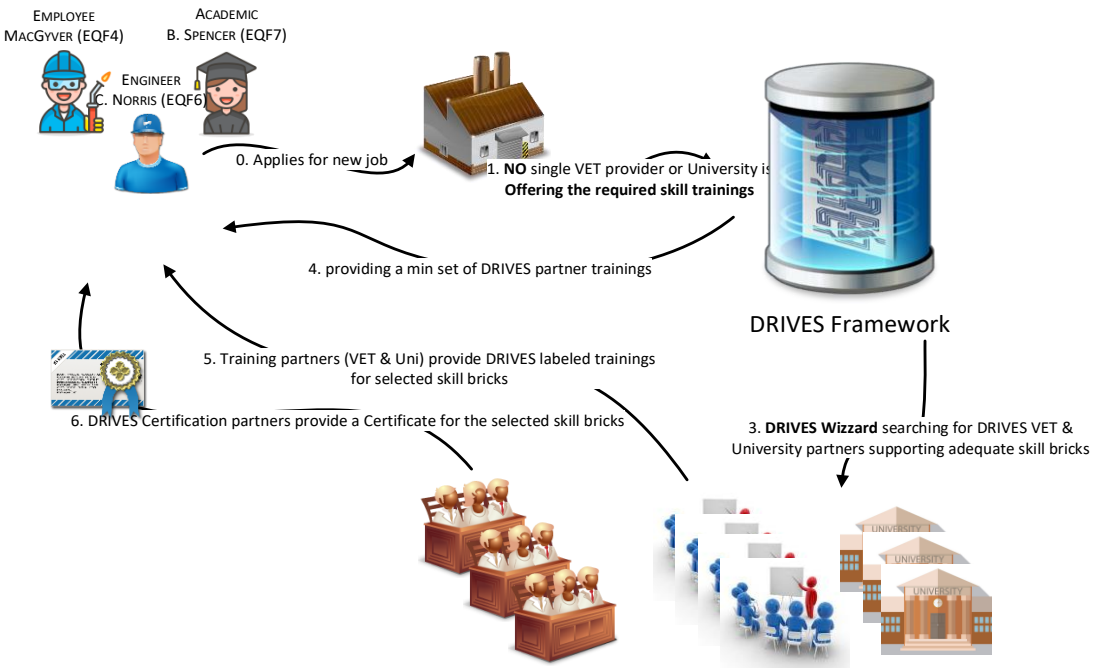


Figure 3 Depiction of DRIVES Vision and Goals

As depicted in Figure 3, the DRIVES platform is not intended to compare against training providers, certification bodies, or establish frameworks. The polar opposite, of promoting and empowering is the intended approach.

1.3 POSITIONING IN THE GIVEN SETTING

As mentioned in the previous section, the **empowering of established training provider and certification provider frameworks** is the aim of the DRIVES platform. To do so, **trainings of VET and**

education providers are mapped to the DRIVES Framework and can thus be offered in the DRIVES Framework **online platform to a broader audience**. The given training will be certified by the given certification body recognized by DRIVES platform and can be offered across EU (see yellow part of Figure 4). Trainees generated via DRIVES will receive, besides traditional certificate (outside of the framework; yellow part of Figure 4), the DRIVES Digital Badge.

The **DRIVES Digital Badge is evidence for proven and recognized achievement of skill and their levels**. The Digital Badge exists parallel to existing certificates, can be seen in the system, shared to social networks, etc. Training organization with its trainings plugged-in DRIVES Framework registered trainees to the system to be able to receive DRIVES Digital Badge.

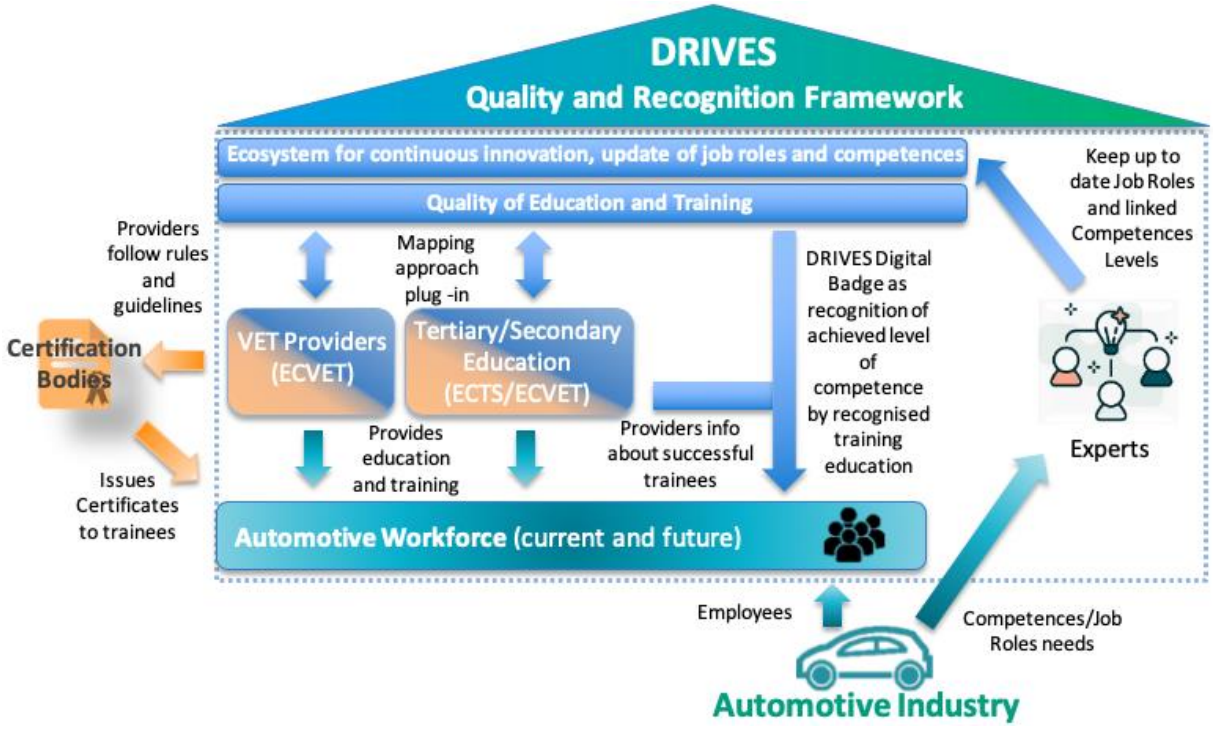


Figure 4 Positioning of the DRIVES platform in the existing setting

2 MARKET ASSESSMENT AND MARKETING STRATEGY

In this section of the report, an **assessment of target market and analysis of go-to-market strategies** is presented. The market assessment and analysis of strategic positioning on the market **helps to identify the most appropriate approach to reach adequate market penetration and market acceptance** to position the DRIVES platform as central broker platform for search of all training offers and available apprenticeships of the European automotive sectors.

2.1 MARKET ASSESSMENT

The **generally reachable market is the whole European Automotive Sector**[4], which provides 2.6 mil jobs in direct manufacturing (change 2017/16 +4.1%) and 0.9 mil jobs in indirect manufacturing (change 2017/16 +0.5%). The sector is EU's number one investor in R&D (change 2017/16 +6.7% to reach €57.4 billion annually) and disruptively influenced by multiple novel drivers of change[12].

Additional factors influencing the market situation are due to the fact that in today's European Union, **people are on the move more than ever before**[13] and **Europe is the most popular region to work** as of Sept 2014[14].

To cope with the demands of workforce and skills needed, most industry management announce managing the novel industrial changes[15] via (a) **investing in reskilling** (65% of responders) and (b) **supporting mobility and job rotations** (39% of responders); thus the DRIVES platform can offer substantial added value for the automotive market and cover the two major factors announced for supporting the changes of industry.

2.2 DEMAND FORECASTING AND MARKETING PERFORMANCE

To forecast the **demand of the market and analyse the marketing performance** a certain calculation basis and an analysis of the market performance of established training frameworks (e.g. VDA, ECQA, etc.) has been made.

[12] Insights of the Automotive Sector2019 - Deliverable 2.7 Forecasting Dissemination Report
Christian Baio, SPIN360, Jakub Stolfa, VSB-TUO, Svatopluk Stolfa, VSB-TUO
https://www.project-drives.eu/Media/Publications/6/Publications_6_20190717_81413.pdf
[13] https://ec.europa.eu/eurostat/de/web/products-eurostat-news/-/WDN-20190705-1
[14] https://www.statista.com/statistics/379159/most-popular-regions-to-work-in-worldwide/
[15] https://www.statista.com/statistics/531672/main-future-workforce-strategies-used-to-manage-industrial-change/

For **calculation basis,** the average number of training hours provided annually per employee has been used. This number increased from 43.2 hours per employee in 2017 to 49.8 hours per employee in 2019[16]. This led to a dramatic increase of over 20 billion U.S. dollars spent on training from 2016 to 2017. Nevertheless, this amount in total expenditure on workplace training in the United States dropped recently from 93.6 billion in 2017 to 83 billion U.S. dollars in 2019[17], which indicates the fact that more **emphasis on quality and return-on-investment of the training** is set and that **companies are shopping around for most appropriate and applicable trainings** for their business needs.

The **calculation basis for the forecasting of the market demand** is therefore established via:

- Jobs in the EU automotive domain[4]: 3.5 mil jobs (direct & indirect)
- Number of employees having received trainings[18]: 84,7 % (representative number for Germany 2013)
- Average training hours spend per employee per year [19]: 49,8 h for 2016

Which sums up to a **total for 147,63 million training hours for 2016 and an increase of 80% compared to 2013**.

As an example of a representative company to establish a **marketing performance analysis** for established training frameworks VDA has been analysed by number estimated via a public report[20]. The marketing performance analysis revealed that the **market for certified training frameworks in the automotive domain** is a rather **mature, competitive and stagnating market**. **Multiple players** are already in the market with more or less penetration rate, but new market niches are very likely due to novel and disruptive drivers of change[21].

2.3 MARKETING STRATEGY

Based on this marketing performance analysis, the forecast trends and the knowledge gained about the market situation an appropriate marketing strategy and portfolio analysis helps to determine the

[16] https://www.statista.com/statistics/795813/hours-of-training-per-employee-by-company-size-us/
[17] https://www.statista.com/statistics/788521/training-expenditures-united-states/
[18] https://www.iwkoeln.de/fileadmin/publikationen/2017/369145/IW-Trends_2017-04_Seyda_Placke.pdf
[19] https://cdn.coverstand.com/20617/629428/ae5ad1c9fdfcb9330f2f9704cdcc64ec2b55f5c7.1.pdf
[20] https://www.vda.de/dam/vda/publications/2018/VDA_JB_2018_DE
[21] IBM Institute for Business Values, „Automotive 2030 - Racing toward a digital future," Research Insides, 2019.

strategic targets and elaborate the unique selling points or competitive advantages of the DRIVES platform.

2.3.1 Strategic Target

The strategic target of the DRIVES platform is the industrywide target market of 3.5 mil people in the European Union. This market is targeted by either offering apprenticeship proposals or providing vocational educational trainings. As depicted in Figure 5, the two segments supply different estimated market sizes (indicated via the size of the bubble in the diagram) and provide different competitive advantages relative to the other established player in the segment (more details to KPIs in the next paragraph). Based on this portfolio analysis and the stakeholder analysis (section 3 of this report) the dissemination strategy of the DRIVES platform (see section 4 of this report) is prepared. Details of the portfolio analysis can be found in the documents Annex.

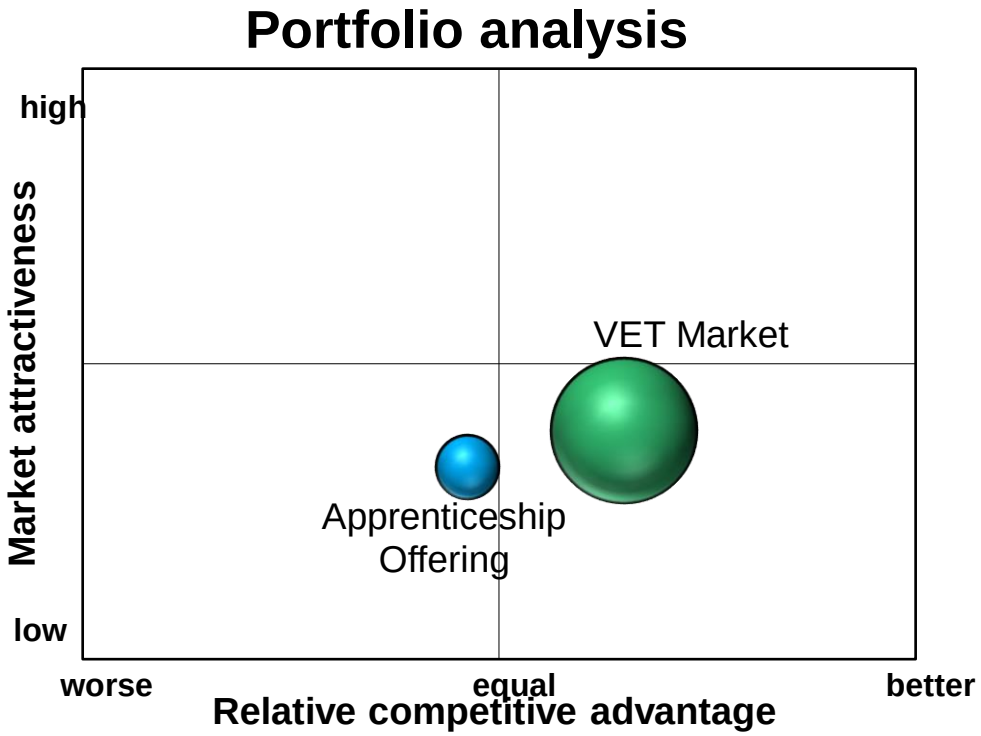


Figure 5 Depiction of the DRIVES platform market attractiveness and competitive advantage (Portfolio analysis)

2.3.2 Unique Selling Point of DRIVES platform

The **competitive advantages or outstanding factors of the DRIVES platform** in the given context are:

1. **DRIVES platform as a broker platform for existing frameworks**
   Most other platforms are solely supporting their own frameworks of certification bodies and training providers, a common basis for comparison is hardly available and an objective mean for comparison of the provided trainings cumbersome and manually.

2. **empowering existing frameworks** than compare against
   The target of DRIVES platform is to empower existing frameworks and enable novel market opportunities rather than compare against established frameworks. Since this target is set from project start, the business model of an E-Commerce-platform like Geizhals[22] for an objective brokerage platform can be established.

3. **EU-wide Harmonisation and mutual-recognition** of existing certificates
   Since EU-wide harmonisation and mutual-recognition of existing certificates is a key action of the new skills agenda for Europe [23], the funding agency, and project partnering organisations (e.g. ACEA, CLEPA, ETRMA) the **prospect to enable this unique feature are given**.

4. **Huge difference between national standards**
   As already indicated in the previous point the demand for EU-wide harmonisation of different national standards and approaches is high, not only **from legislation point of view, but also from industry viewpoint**. Nevertheless, the gap seems to be too big to bridge for individual companies and **a lack of bottom-up intention to align by states** is missing.

5. **Key Stakeholder Support**
   Key stakeholder of the European Commission and automotive domain, including also ACEA, CLEPA, and ERTMA are **actively involved in the DRIVES project and DRIVES platform in a top-down approach**. This will ensure dissemination, promotion and establishment of the DRIVES platform as a sustainable, objective and overarching broker platform as central starting point for search of all training offers and available apprenticeships of the European automotive sectors.

[22] https://geizhals.at/ … largest e-commerce platform on German speaking market
[23] Blueprint for Sectoral Cooperation on Skills Automotive, European Union, DOI:10.2767/31480, 2017

3 STAKEHOLDER ANALYSIS

To establish a suitable dissemination strategy of the DRIVES platform the combination of the previously introduced portfolio analysis with an analysis of the involved stakeholders is required. The assessment of the stakeholder groups gives a guidance for stakeholder needs and the best suitable communication channels to (a) reach the different stakeholder groups and (b) transfer the information in a compelling mode. The initial assessment of stakeholder groups was done by grouping stakeholders based on their power to influence and interest in the DRIVES platform, as depicted in Figure 6.

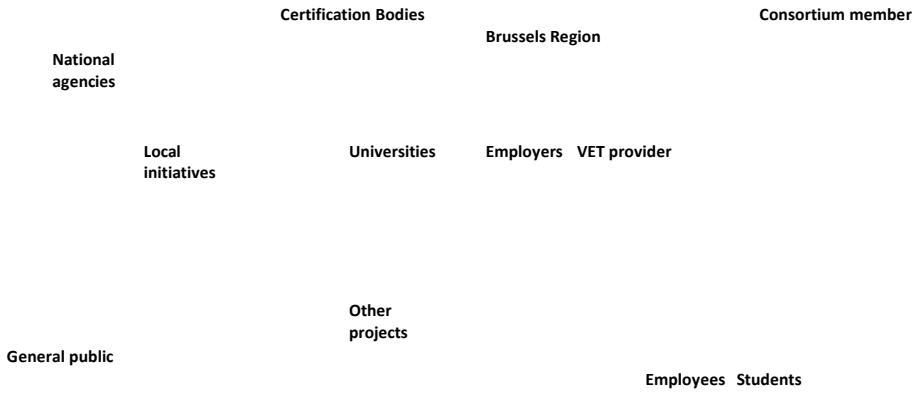


Figure 6 Stakeholder groups assessment based on power/influence and Interest/impact on the DRIVES platform

3.1 ASSESSMENT OF STAKEHOLDER GROUPS

The initial assessment of stakeholder helps to group stakeholders in four groups describing the need of information to be provided and the level of details that need to be provided.

3.1.1 Manage Closely

Stakeholder of high influence and high impact need to be managed closely and provided information timely and relevant to their expectations. This group includes the following stakeholders and the following main messages to communicate:

- Brussels region (funding agency and supporting groups)
- Consortium member
- VET provider
- Industry

The most important messages for this stakeholder group are:

- Project results and progress
- News and activities of the project
- Project progress & WP activities
- Opportunities for contribution & integration
- Progress of the platform

3.1.2 Keep Satisfied

Stakeholders of high influence and low impact or interest may be supported with more settled and elaborated information, which might be not fully meeting their expectations or be provided in "real-time". This group covers potentially highly influencing groups, whose main interests are only partially in the DRIVES platform, such as:

- National agencies
- Local initiatives
- Universities
- (partially) well established certification bodies

The most important messages for this stakeholder group are:

- Project highlights and unique selling points
- News and activities of the project
- Opportunities for contribution & integration

3.1.3 Keep Informed

Potentially highly interested or affected stakeholders, which only have low influencing power or only in big collectives, like students and employees should be kept informed, but may not be the focus group for dissemination and promotion (marketing strategy).
The most important messages for this stakeholder group are:

- Newsletters
- Project highlights and unique selling points
- News and activities in close proximity
- Available training offers and prize games

3.1.4 Monitor

The last group of stakeholders, which has only low power to influence and also low interests shall mainly be monitored and informed on a rudimentary information level that suits general internet user searches and daily newspaper level of detail. This group mainly includes other project consortia (if not related to domain or approach) and the general public.

The most important messages for this stakeholder group are:

- Newsletters
- Project unique selling points
- Available training offers and prize games

3.2 FOCUSED CUSTOMER GROUPS

Thus, the resulting focused customer group consists of:

1. VET provider
2. VET seeker
3. Apprenticeship provider
4. Employees or VET seeker

3.3 VALUE PROPOSITION FOR FOCUS GROUPS

To better **ensure customer orientation of the DRIVES platform** and **ensure consistent dissemination and promotion** of added values for the different stakeholders, a value proposition analysis has been undertaken. The **Value Proposition Canvas**[24] is a tool, which can help ensure that a product or service is **positioned around what the customer values and needs** and can be used when a new offering is being developed from scratch.

The analysis is based on two building blocks, (a) customer profile and (b) the value proposition.

[24] Osterwalder, Pigneur, Bernarda, Smith, Value Proposition Design: How to Create Products and Services Customers Want, JohnWhiley&Sons, 2014.

3.3.1 Customer Profile

The **customer profile (circular part of Figure 7) describes** the **tasks** the customers are trying to perform, problems they are trying to solve and needs they wish to be satisfied. It also contains the **gains** – the benefits the customer expects from the DRIVES platform – and the **pains** – the negative experiences, emotions and risks that the customer expects to be mitigated by the DRIVES platform to get his job done easier.

3.3.2 Value Map

The **value map (rectangular part of Figure 7) describes the DRIVES platform products and services which create gain and relieve pain for the customer**, and which underpin the creation of value for the customer.

Gain creators – a description of product features that create added value for the customer.

Pain relievers – a description of exactly how the product or service alleviates customer pains.

Identifying the value proposition is the first stage. It is then necessary to validate what is important to customers and give the customer their **individual tailored feedback and information** on the value proposition. To go further, this canvas can be used to continuously refine the proposition and interaction with the customer focus groups.

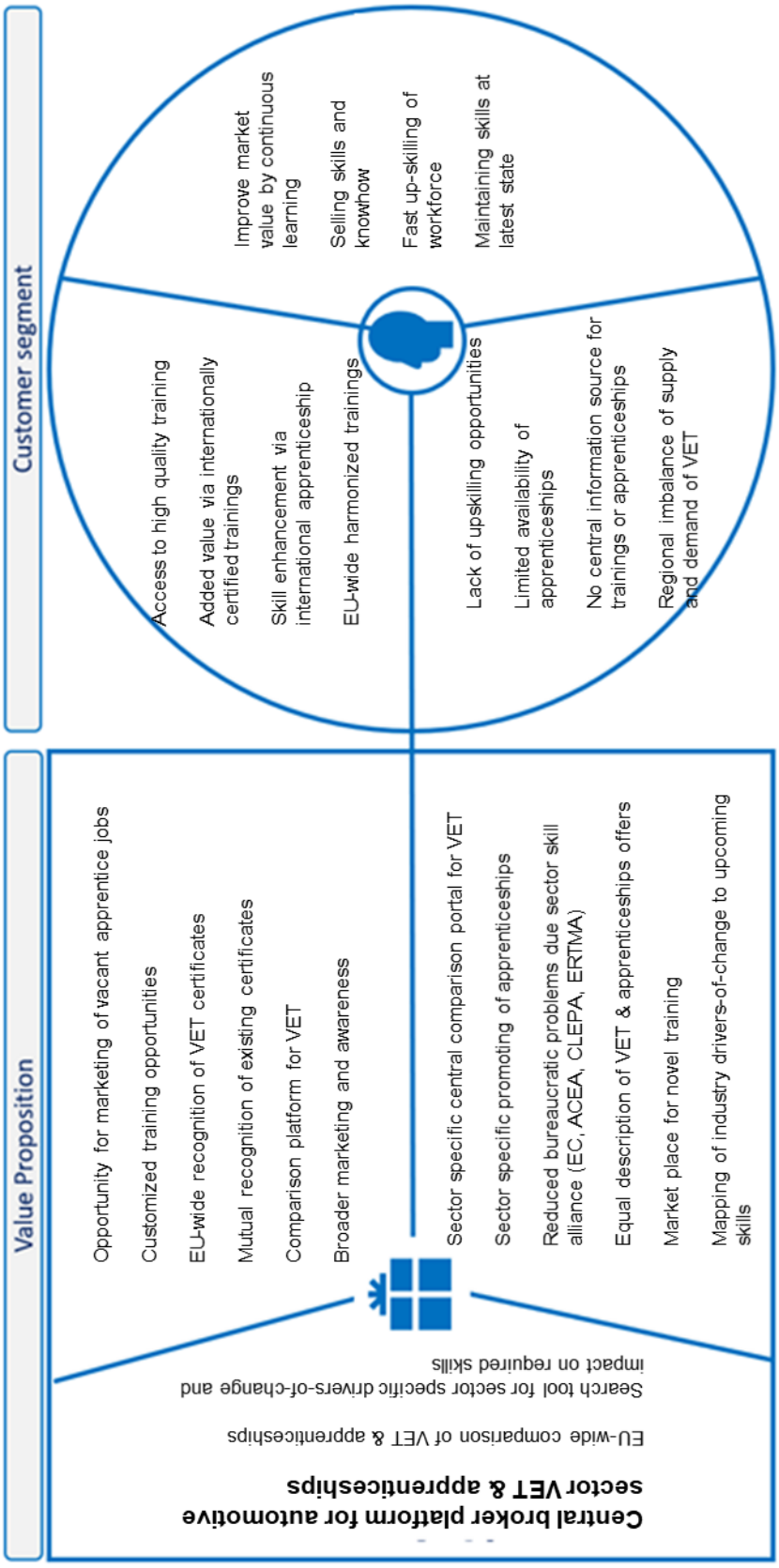


Figure 7 Value Proposition Canvas DRIVES platform

3.4 VALUE CURVE ANALYSIS

Generally, the Value Curve Analysis enables organisations to assess their service or product offering against that of a similar player or industry norm. The analysis begins by creating a Strategy Canvas where a common relative scale is used to plot values of each key quality indicators. The simple result is a plot with points for each indicator using the scale to represent where the own product performance on that indicator is.

For the analysis of the DRIVES platform, the following representative industry players have been selected:

- INTACS https://www.intacs.info/
- TÜV https://www.tuev-sued.at/at-de/branchen/akademie
- AFNOR https://www.afnor.org/en/
- ECQA https://www.ecqa.org/

The analysis is further based on the indicators:

- Price for certificate
- Brand Recognition of the framework
- International acceptance of the certificate
- Network of partner companies
- Agency support of the framework (e.g. EC / ACEA /…)

As depicted in Figure 8, the DRIVES platform outperforms other approaches in “International acceptance of the certificate”, “Agency support of the framework”, as well as, “price for certificates”. Since the price policy is intended to be based on other certification this indicator might not be further exploitable, but the other two **“International acceptance of the certificate” and “Agency support of the framework” must be further harvested and continuously maintained to establish and maintain a sustainable unique value creation**.

Furthermore, the **other indicators “brand recognition of the framework” and “network of partner companies” are currently lacking** compared to the other representatives **and thus need to be elaborated for the remaining runtime of the project**.

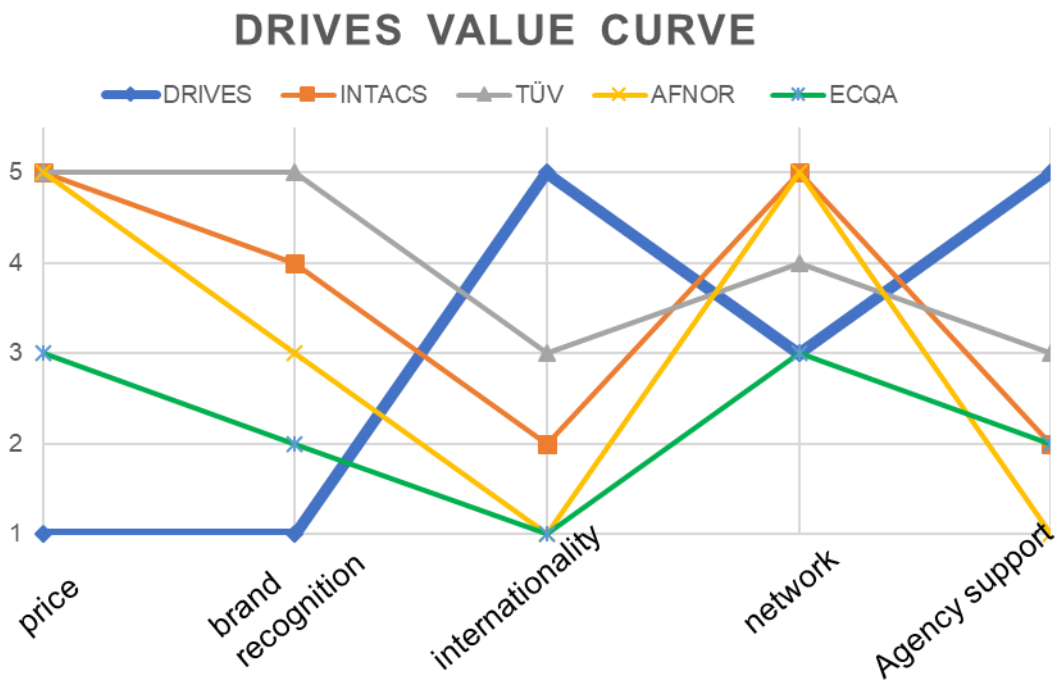


Figure 8 DRIVES platform value curve analysis depiction

4 STRATEGY FOR DISSEMINATION AND PROMOTION

The strategy for dissemination and promotion is aligned with the strategy to approach the market via product specialization. Therefore, the selection of communication media, information and customer segment is required to be tailored and aligned with the outcomes of the stakeholder analysis and positioning in the market.

4.1 SUMMARY OF STRATEGY TO APPROACH THE MARKET BASED ON PRODUCT SPECIALISATION

Targeted Customer Segments:

- Automotive employees in Europe
    - Either: searching for apprenticeship (abroad)
    - Or: searching for international recognized vocational educational training (VET)

Accessing customers:

- Customers searching online for international accredited VET or apprenticeship
- EU Commission / ACEA / CLEPA / ERTMA promoted search platform

Positioning in the Market:

- Non-Profit Organisation providing
    - Broker platform – empowering and harmonizing existing certification businesses
    - search platform for automotive VET & apprenticeships
- EU Commission / ACEA / CLEPA / ERTMA supported

4.2 COMMUNICATION MEDIA

For a strategic dissemination and promotion different available types of communication media channels have been analysed to rate the impact on the different customer groups and led to the establishment of a communication matrix.

Analysed communication channels are:

- Project work
- Project meetings
- Integration in the project activities
- Homepage
- DRIVES platform

- (free/novel) trainings
- Newsletter
- Scientific/technical publications
- Publications (project commercial)
- Social media channels
- Videos (via different homepages)
- YouTube
- LinkedIn (social media channel with special project relation)

4.3 CHANNELS STAKEHOLDER AFFINITY

The first linking of stakeholder affinity and these communication means revealed the following salience:

High attention getting channels for stakeholders (in order of importance):

1. DRIVES platform
2. Homepage
3. (Free/novel) trainings
4. LinkedIn
5. (Newsletter)

Lowest attention-getting channels:

- Project related meetings or work
- Scientific/technical publications

Which in turns puts **further emphasis on the high attention-getting channels; the DRIVES platform itself, the homepage and trainings**, which can be used for impact creation and positioning. Also reveals that scientific and technical publication, as well as, project related work and meetings are of utmost importance for project partner, but have low effects outside the consortium (more details on these aspects in section 4.4).

4.4 CONVEYANCE OF CONTENT

Another very important aspect is the conveyance of content by the different communication channels. Table 1 **describes which communication media is primary, secondary and tertiary capable of transferring specific knowledge**. Based on this analysis it becomes more clear **which messages and thus channels are more important for project partner (highlighted in green) and for external / customer (highlighted in blue)**, but also the capability of the channel to transfer specific information.

This channel capability (4.4) and stakeholder affinity (4.3) are used to establish the communication matrix.

Table 1 Communication possibilities and conveyance of content via channels

Communication media	What to communicate?		
	primary / high impact message	secondary / med impact message	tertiary / low impact message
project work	possibility for marketing of own assets		
project meetings	possibility for marketing of own assets	dissemination & presentation of activities	
project integration	possibility for marketing of own assets		
project homepage	raising awareness for DRIVES	dissemination	marketing of assets
DRIVES platform	search & test of novel trainings	possibility for marketing of own assets	raising awareness for DRIVES
newsletter	raising awareness for DRIVES	dissemination & presentation of activities	
(free) trainings	raising awareness for DRIVES	increasing knowledge & new skills	possibility for marketing of own assets
scientific/ technical publication	dissemination & presentation of activities		raising awareness for DRIVES
publication (Project commercial)	raising awareness for DRIVES	dissemination & presentation of activities	
social media	raising awareness for DRIVES	dissemination & presentation of activities	
videos	raising awareness for DRIVES	dissemination & presentation of activities	
YouTube	raising awareness for DRIVES	dissemination & presentation of activities	
local press		raising awareness for DRIVES	dissemination & presentation of activities
LinkedIn	raising awareness for DRIVES	increasing market opportunities	

4.5 COMMUNICATION MATRIX AND DISSEMINATION & PROMOTION MAP

The **communication matrix (attached in Annex)** details the communication means most suitable to reach the different stakeholder group and also the type of information that can be transferred. Thus, the matrix **can be used in both directions**, to either **find the most appropriate channel to reach a stakeholder** or to **find the most appropriate channel to disseminate and promote a specific type of information**. This helps to align the dissemination strategy for the specific needs. Additionally, also the **Dissemination and promotion map (attached in the Annex)** gives an **overview on communication objectives and timeline** to investigate the establishment of closer cooperation.

4.6 MARKETING AND PROMOTION LEVELS

An addition consideration that needs to be included for tailoring of the marketing strategy is the level of the dissemination and promotion action. For the DRIVES project, **local, national, and international promotion levels** are defined. Based on this promotion levels the dissemination strategy will in future imply different project partner actions and inclusions. In the current state of practice, all project partners are focusing on disseminating to their outreach and expertise.

5 COMPLETE DISSEMINATION AND PROMOTION ACTIVITIES

In this section of the document **already realized dissemination and promotion activities** with main **focus on the DRIVES platform** have been realized. This section does **not include all dissemination and promotion actions**, but only focuses on WP4 outcome related.

This announcement shall be highlighted since promotion and dissemination actions of WP4 outcomes are still affected by the ongoing implementation and development activities related to the DRIVES platform.

5.1 OVERVIEW

Although the ongoing implementation and development activities of the DRIVES platform are still ongoing, a number of different dissemination and promotion activities specially geared for the outputs of WP4 have been taken. In the following paragraphs 10 varying promotion, dissemination and marketing activities are described, which have already taken place and have been used to extend the outreach of the DRIVES platform.

5.2 OPENINNOTRAIN KICKOFF MEETING

5.2.1 Event Information

Date:	3.-4.1.2019
Location:	Barcelona, Spain
Participating Organisation:	TUG, ISCN
Event Type:	Project meeting
Dissemination Level:	International
Type of WP4 dissemination:	General description of DRIVES project and platform concept
Number of Participants:	19

5.2.2 Event Description

Marie Curie RISE project kickoff and presentation of partner and their involvement. TUG & ISCN presentation of DRIVES project and DRIVES platform concept.

5.2.3 Evidence

This project has received funding from the European Union's Horizon 2020 research and innovation programme under the Marie Skłodowska-Curie grant agreement No 823971

OPENINNOTRAIN
INDUSTRY 4.0 | CLEANTECH | FOODTECH | FINTECH

OpenInnoTrain Kick-Off Meeting Minutes

Meeting	OpenInnoTrain Kick-Off Meeting
Date	8-9 January 2019
Time	09:00 – 17:30, 09:00 – 17:00
Location	RMIT Europe
Attendees	Tor Helge Aas (UIA), Montserrat Banegas (UPC) (09/01/19), Stephan Buse (TUHH), Elena Casprini (UNISI), Alexandra Chaves (UPC) (09/01/19), Jose-Luis Cortina (UPC), Marina Dabic (UNIZAG), Justyna Dabrowska (Observer, LUT Finland and visiting fellow RMIT Australia), Antje Gonera (NOFIMA), Boaz Kogon (RMIT Europe), Georg Macher (TUG), Massimo Menichinelli (RMIT Europe), Anne-Laure Mention (RMIT Australia), Katja-Maria Prexl (NOFIMA), Krish Sankaran (RIG), Luís Seca (INESCTEC), César Valderrama (UPC), Bruno Woeran (MERINOVA), Lorenzo Zanni (UNISI)

5.3 DRIVES ALL PARTNER MEETING

5.3.1 Event Information

Date:	23.-25.1.2019
Location:	Milano, Italy
Participating Organisation:	All partner
Event Type:	Project partner and associate partner meeting
Dissemination Level:	international
Type of WP4 dissemination:	Presentation of WP4 work and discussion on implementation
Number of Participants:	>30

5.3.2 Event Description

DRIVES all partner meeting including associated partner and local involved partner; presentation and discussion on WP4 work, implementation and platform business models.

5.3.3 Evidence

5.4 MILES MEETING

5.4.1 Event Information

Date:	29.08.2019
Location:	Graz, Austria
Participating Organisation:	ISCN, TUG
Event Type:	Meeting with Miles Learning for DRIVES platform implementation
Dissemination Level:	Local
Type of WP4 dissemination:	Exchange of DRIVES framework plan and discussion on implementation
Number of Participants:	4

5.4.2 Event Description

Technical implementation discussion for the DRIVES platform and if there are overlaps with Miles Learning initiative work.

5.4.3 Evidence

190829 - Miles Learning für DRIVES Plattform

Donnerstag, 29. August 2019 17:06

Teilnehmer
- Thomas (miles learning)
- Richard
- Damjan
- Georg

Mile-Training
- Gegründet 2016 - offiziell noch nicht am Markt / zur Zeit noch in Test-Phase
- Startup für Lernplattformen / digitale Lerntechnologien verwendbar machen
- Content relativ günstig zur Verfügung stellen
- Gemeinsamen Content zur Verfügung stellen

Hintergrund Idee
- Miles bekannt machen via DRIVES Projekt
- Verschiedene Inhalte anbieten -> vielleicht für Lerninhalte die gratis angeboten werden wollen
- NICHT als Grundlage für DRIVES Plattform (Marketplace) geeignet

Findings
- Content matching für DRIVES -> könnte das vielleicht mit Miles funktionieren?
- Miles Content-Block besteht aus Lehrnzielen/Subzielen/Lernlevels

ToDos
CyberSecurity Template an Thomas schicken
Thomas schickt Infos / Demo Account um sich die Miles Plattform kennenlernen zu können

5.5 SOQRATES WORKING GROUP MEETING

5.5.1 Event Information

Date:	28.8 -30.8.2019
Location:	Graz, Austria
Participating Organisation:	ISCN, TUG
Event Type:	Focus group meeting
Dissemination Level:	international
Type of WP4 dissemination:	Presentation of DRIVES platform goals and involvement / integration opportunities and WP3 skill trainings
Number of Participants:	17

5.5.2 Event Description

SoQrates is an automotive industry working group regularly exchanging experiences; working teams meet internally about 6 times a year; all working groups meet every 4 months at a general meeting; Working team: Representatives of different companies work on common practical solutions for the implementation of ISO15504-5

5.5.3 Evidence

5.6 OPEN INNOVATION FOR DIGITALIZATION MEETING

5.6.1 Event Information

Date:	5.9 -6.9.2019
Location:	WIC- Vasa Innovation Centre, Vaasa, Finland
Participating Organisation:	TUG
Event Type:	Workshop for identifying open innovation challenges for digitalization in industry 4.0, internet of Things, cleantech and energy systems
Dissemination Level:	international
Type of WP4 dissemination:	Presentation of DRIVES platform & plans, invitation for cooperation of Merinova
Number of Participants:	>30

5.6.2 Event Description

The focus of this workshop will be on Open Innovation for Digitalization: Industry 4.0, Internet of Things, CleanTech and Energy Systems. The workshop will include presentations from industry and research, panel discussions and industry visits to OIT partners and local companies in IoT and energy systems.

5.6.3 Evidence

5.7 EUROSPI 2019 CONFERENCE

5.7.1 Event Information

Date:	18.-20.9.2018
Location:	Edinburgh, Scotland
Participating Organisation:	TUO, ISCN, TUG, ACEA
Event Type:	International Conference and DRIVES Workshop
Dissemination Level:	international
Type of WP4 dissemination:	Presentation of DRIVES and also the DRIVES platform plans
Number of Participants:	>100 in total (~30 in DRIVES workshop)

5.7.2 Event Description

Digitalisation of Industry, Infrastructure, and E-Mobility Workshop

Digitalisation of industry, vehicles, planes, infrastructure, and services leads to new system and software architectures, new standards to be followed, new uses cases, new service models, and so forth. The EU Blueprint project DRIVES came up with a set of major drivers of change, which are used below as thematic paper topics. Members of DRIVES will share experiences with contributing parties, and experts' contribution papers can share their ideas with GEAR 2030 and DRIVES.

3.4.1 Evidence

5.8 TUGRAZ LLL TRAINING

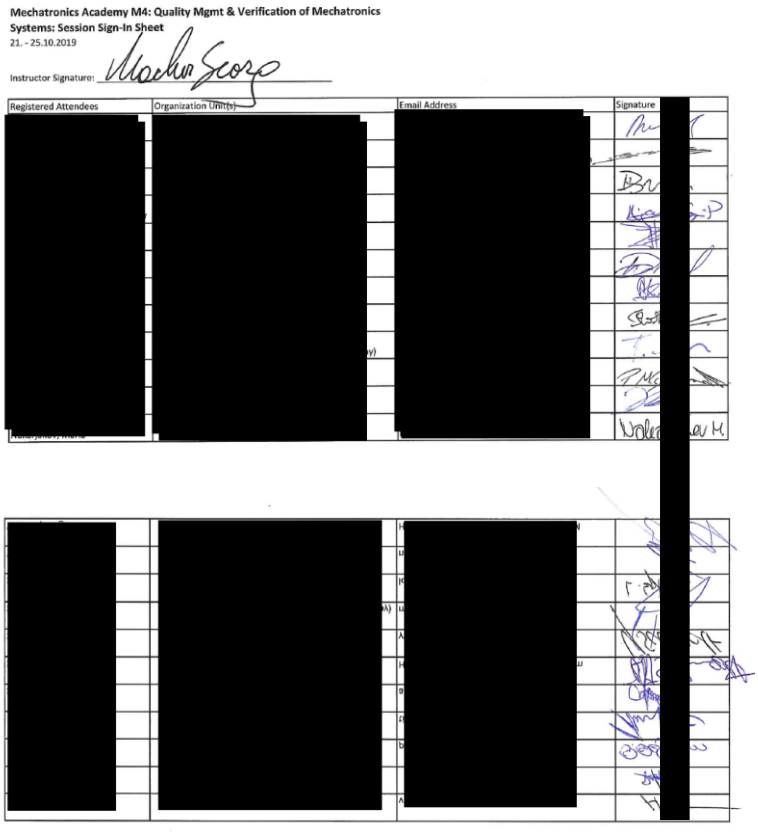
5.8.1 Event Information

Date:	21.-26.10.2019
Location:	Bonn, Germany
Participating Organisation:	TUG, ISCN
Event Type:	LLL Training
Dissemination Level:	Local
Type of WP4 dissemination:	Information sharing within training of DRIVES platform concept
Number of Participants:	25

5.8.2 Event Description

Training of TUGraz LifeLongLearning on side in Bonn; during this training a special session on describing training activities of TUGraz (including DRIVES project) was allocated; during LLL training presentation also the aims and objectives of DRIVES and the DRIVES platform prototype has been presented.

5.8.3 Evidence


Mechatronics Academy M4: Quality Mgmt & Verification of Mechatronics Systems: Session Sign-In Sheet
21. - 25.10.2019
Instructor Signature:
Registered Attendees | Organization Unit(s) | Email Address | Signature

5.9 FUSACOM MEETING

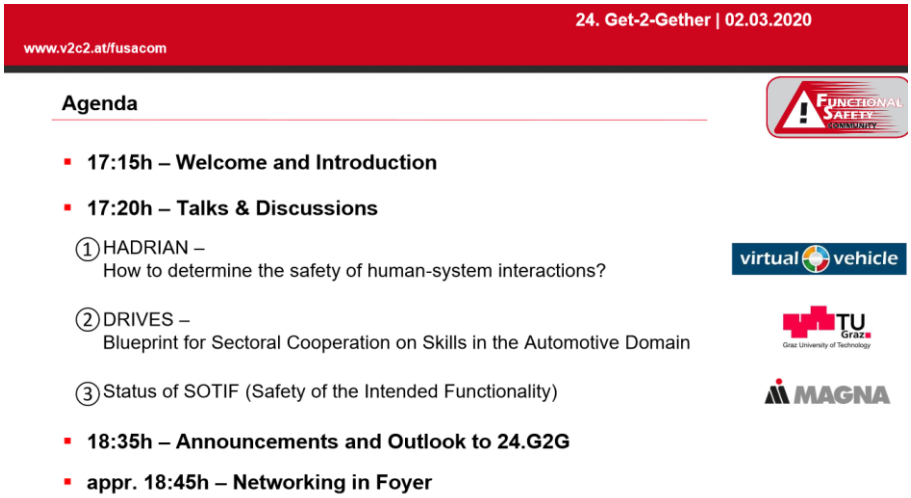
5.9.1 Event Information

Date:	2.3.2020
Location:	Graz, Austria
Participating Organisation:	TUG, TUO, ISCN
Event Type:	Automotive functional safety community meeting
Dissemination Level:	local
Type of WP4 dissemination:	Presentation and invitation to participate in DRIVES project and platform
Number of Participants:	>35

5.9.2 Event Description

Quarterly meeting of local automotive functional safety community; presentation of the DRIVES project and presentation of the DRIVES platform; inclusion option discussion for local VET provider

5.9.3 Evidence



5.10 AUVA MEETING

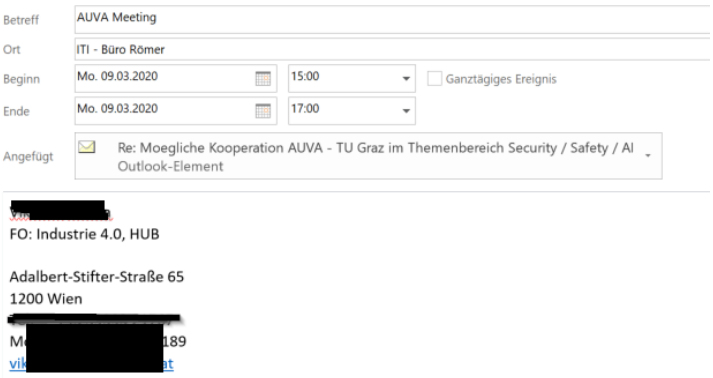
5.10.1 Event Information

Date:	09.03.2020
Location:	Graz, Austria
Participating Organisation:	TUG
Event Type:	Meeting
Dissemination Level:	National
Type of WP4 dissemination:	discussions for inclusion of AUVA
Number of Participants:	3

5.10.2 Event Description

The “Allgemeine Unfallversicherungsanstalt” (AUVA) is an institution of the Austrian social insurance system. It is part of the statutory accident insurance. The AUVA is the social accident insurance for about 4.5 million people. Of these, 3.1 million are employed persons (1.3 million blue-collar workers and 1.8 million white-collar workers) and 1.4 million are trainees from the compulsory kindergarten year to the end of their studies. Additionally, AUVA is one of Austria’s biggest VET provider and offers multiple trainings, also for the automotive domain. Within a bilateral meeting between TUG and AUVA the project DRIVES has been presented and discussions for inclusion of AUVA have been initiated.

5.10.3 Evidence



6 APPOINTED DISSEMINATION AND PROMOTION ACTIVITIES

In this section a brief overview of future, but already appointed dissemination and promotion activities related to the DRIVES platform are established. This list is only representing the current state and is subject to continuous update.

6.1 DRIVES CONFERENCE MEETING

6.1.1 Event Information

Date:	May 2020
Location:	Brussels, Belgium
Participating Organisation:	All partner + sector experts
Event Type:	Project conference and associate partner meeting
Dissemination Level:	international
Type of WP4 dissemination:	Presentation and discussion of WP4 work and implementation possibilities
Number of Participants:	>30

6.2 VDA AUTOMOTIVE SYS CONFERENCE 2020

6.2.1 Event Information

Date:	June
Location:	Potsdam, Germany
Participating Organisation:	ISCN, TUG
Event Type:	VDA Conference on Quality, Safety and Security for Automotive Software-Based Systems
Dissemination Level:	international
Type of WP4 dissemination:	Presentation of DRIVES and the DRIVES platform
Number of Participants:	>100 in total

6.3 EUROSPI 2020 CONFERENCE

6.3.1 Event Information

Date:	September
Location:	Düsseldorf, Germany
Participating Organisation:	TUO, ISCN, TUG, ACEA
Event Type:	International Conference and DRIVES Workshop
Dissemination Level:	international
Type of WP4 dissemination:	Presentation of DRIVES and the DRIVES platform
Number of Participants:	>100 in total (~30 in DRIVES workshop)

6.4 TUG TRILATERALE SUMMER SCHOOL AUTOMATED DRIVING

6.4.1 Event Information

Date:	March 2021
Location:	Graz, Austria
Participating Organisation:	TUG
Event Type:	International Summer school
Dissemination Level:	international
Type of WP4 dissemination:	Presentation of DRIVES platform and the DRIVES trainings
Number of Participants:	>100 in total (~30 in DRIVES workshop)

7 FUTURE DISSEMINATION AND PROMOTION STRATEGY

This section of the document provides an outlook of the future dissemination and promotion strategy, rather than listing future events.

Since the report has been developed as a proactive 'think piece', it is still subject to change.

This report depicts the **currently established strategy for marketing, dissemination and promotion of the DRIVES platform** (WP4 activities), but **will be elaborated continuously** throughout the remaining project duration (if required) **and potentially be replaced by deliverable D6.4.2**

The major plan to continue with a **distribution approach based on Pull tactic**, which means increased utilization of:

- Promotion via partner networks:
  - ACEA
  - CLEPA
  - ERTMA
  - Each and every DRIVES partner
- Cooperation with European Commission – DG GROW
- Cooperation & Integration of ECQA (certification body)
- Integration of SoQrates Initiative (working group of 20 OEM & Tier)
- Promotion via free teaser trainings and certificates (as stated in proposal)

Currently **planned recommendations for improvement** of the dissemination and promotion activities include:

- Improvement of Customer Journeys
  - Easier / cleaner website
  - Different journeys for different customer groups
  - Inclusion of interactive touchpoints – interactive/animated UI
  - Reduction pain points for registration & integration into DRIVES framework
- Directly persuade VDA for cooperation
- Include more players
- Promote free teaser trainings at major OEM & Tier 1
- Consider different communication channels
  - International level – conferences and symposiums
  - National level – national automotive clusters
  - Local level – partner networks and multiplier events

8 CONCLUSION

This report provided a shared understanding of the promotion and marketing strategy of the DRIVES platform (developed in WP4 of DRIVES project) and a description of the positioning of the DRIVES platform in the given ecosystem.

To that aim, the document details:

1. the current challenges and the vision and goals of DRIVES to improve the current situation
2. the market ecosystem and an assessment for a suitable marketing strategy
3. a stakeholder analysis identifying related focus groups
4. and the strategy for dissemination and promotion including
    a. a mapping of communication media and stakeholder
    b. a mapping of channel outreach and conveyance of content
    c. and a list of completed and planned activities related to the strategy

The dissemination and promotion strategy is a proactive 'think piece' to help underpin ongoing activities related to the dissemination and promotion of the DRIVES platform throughout the DRIVES project. It is has been designed to underpin practical action and intervention within the DRIVES project to establish the DRIVES platform in a sustainable and accepted manner across the automotive value chain.

Therefore, this report depicts the currently established strategy for marketing, dissemination and promotion of the DRIVES platform (WP4 activities), but will continuously be elaborated throughout the remaining project duration (if required) and (partially) replaced by deliverable D6.4.2.

ANNEX 1: PORTFOLIO ANALYSIS DRIVES PLATFORM

Portfolioanalysis

1. Check criteria describing market attractiveness and relative competitive advantage (mentioned criteria are a proven standard) 2. Check weighting of the criteria (current weighting is a proven standard) 3. Fill in products, segments, industries to compare 4. Rate the products, segments, industries from 1 to 5: Atractiveness: 1- low…. 5-high, Relative competitive advantage: 1 - worse, 3 - equal, 5 - better than average competition 5. Fill in your own relative turnover with the smallest product, segment, industry as 1 and others as a multiple of one - actual data if comparing only existing segments where you are currently working in - data as a projection what can be reached in 5 years when comparing future segments		Weighting (%)	Product / Segment																	
			Apprenticeship Offering	Vocational Educational Training Market																
Market attractive-ness	Market volume	25	4	4																
	Market growth	25	1	3																
	Competitive intensity (1-high, 5-low)	20	3	1																
	Entry barriers for new entrants	15	2	2																
	Historical profit margin	15	1	2																
Relative competitive advantage (compared to competition)	Quality position	15	4	5																
	Image position	15	3	3																
	Innovation performance	10	4	5																
	Knowledge position and personell resources	10	2	4																
	Distribution network	5	2	4																
	Cost position	20	3	4																
	Relative market share (compared to competition)	25	2	2																
Own relative turnover			1	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Evaluation	Apprenticeship Offering	Vocational Educational Training Market	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Atractiveness	2,3	2,6	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0
Relative competitive advantage	2,9	3,6	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0
Relative Turnover	1	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

ANNEX 2: VALUE PROPOSITION CANVAS

Customer group	Job to be done What does the customer want to be done?	Gains What does the customer help to get his job done?	Pains What is troubling the customer? What is hampering?	Gain Creators What can we offer to help the customer?	Pain Relievers What problems can we solve?	Products & Services What services do we thus have to offer?
Employer	Management; Supervision; Guidance; Decision-making; Delivery of specified knowledge; Research; Problem-solving;	Knowledge exchange; skilled personal; means for being up-to-date; leading-edge knowhow	Incomplete knowledge and lack of opportunity to exchange knowledge and ideas with other entities; Lack of resources; Limited funding programs; insufficient means for skill enhancement	Opportunity for partnership; Knowledge sharing; Enhance funding programs; customized training opportunities; recognized/certified trainings	Insufficient support materials; Limited funding; insufficient VET mutual recognition of certificates	Knowledge sharing; Enhance funding programs;
Employee	Learning; Get tools for problem solving Valorisation Quality	Disclosure of information, courses and training	Absence of information, courses, training and materials for learning both basic and deep knowledge about autonomous driving; Lack of learning, training and evaluation platforms that are easy to access and use	Delivery of verified and specified contents for the different training profiles; Provision of learning resources easily accessible	Lack of knowledge and information; Insufficient support materials;	Training and learning services; Easy to access and use tool that enables the training of individuals in the automotive sector; - Creation of partnerships with entities around the world;
VET provider	market prospection Human training and education at the highest level, with a diversified educational offer; Generation, application and dissemination of scientific and technological knowledge; Promotion of partnerships with national and foreign institutions and bodies for cultural, scientific and technical exchange.	Worldwide partnerships; Funding programs	Absence of courses specialized in the automotive sector; Lack of national and international partnerships; Limited funding programs	Opportunity for partnership; Knowledge sharing; Enhance funding programs;	Lack of specialized courses and partnerships; Limited funding	Creation of partnerships with entities around the world; Knowledge sharing; Enhance funding programs;
Certification body	Get a certification/ Official recognition / Value of certification in the labor market	Defined and clear rules / Affordable price or payment conditions / Quick procedures	Money/ Delays/Lack of official recognition/	Accessibility to comprehensive information / Efficiency and professionalism/ Official recognition of diplomas	Bureaucratic problems / Clarifying doubts / others...	Ensuring information and support/ Diplomas / vocational certificates / recognition of competences

ANNEX 3: BUSINESS MODEL CANVAS

Customer Group:	Customer Segments:	Value Proposition:	Revenue Streams	Channels	Customer Relationships	Key Activities	Key Resources	Key Partners	Cost Structure
Who are you? / What is you view-point for this analysis?	Who are your customers?	What value do you deliver? / Which customer needs do you address? / What are your products and services? What is the job you get done for your customer?	How do your customers reward you for the value provided?	How do you communicate with your customer? How do you reach the customer?	How does this show up and how do you maintain the relationship? / Which relations do you have with your customer?	What do you do every day to run your business model? / How do you deliver your added value?	The people, knowledge, means, and money you need to run your business. What are the resources you need?	Who are your key partners?	What are the costs you make to deliver your added value? List your top costs by looking at activities and resources.
Employee	Employer	Work force / innovation power / knowledge	Salary / accnowledgement / training opportunities /	Job scout / career pages / head hunter / approaching HR	Permanent contract, sub-contracts, freelancer,	Any type of Work / representation / anything else?	Knowledge & skills, time, dedication	Family, partners, team,	Time / health / reputation?
Scientific community, students, researchers, alumni	Scientific community, students, researchers, alumni	Exchange of knowledge, search and development of innovative solutions	School fees and funding programs for research and innovation	Research scholarship, research papers, university webpage and courses	Contracts	People training, research, problem-solving, entrepreneurship and innovation	People with specified knowledge and skills, funding programs, and partnerships	IT companies, national and European projects, and other universities	Time, production, innovation, and exploration
		Knowledge, trainings; workshops; R&D Projects for customers;	Attention, acknowledgements by the scientific community	Public relation, home page; reputation acknowledgement	With student permanent contact;	Content of lessons, seminars, practices	Persons, high dedication, Library, students aid	Team	work time / hours
	Technology companies	Technical reports (feasibility, layouts, new solutions)	Project price; oral recommendations to others	Emails, by publications, ads	Project based communication; publications	Reports, publications	Laboratories and testing equipment, Technicians	customers	Booking test beds and other resources
VET Provider	Students; employees	Knowledge/Practice/ Innovation/Certification/Ghe r employability	Fees/Recognition	Advertising / Promotional Events / Career Days/Career promotional fairs	During and possibly after the training period.	Professionalism and dedication / Permanent update / Open to partnerships	Public and institutional recognition / Money / Up-to-date trainers / students / partners for practical training in the work context	Companies/Other schools/ Universities	Salaries / Equipment / Advertising / Operating Expenses

ANNEX 4: COMMUNICATION MATRIX

		project work	project meetings	project integration	project homepage	DRIVES platform	(free) trainings	newsletter	scientific/ technical publication	publication (Project commercial)	social media	videos	youtube	LinkedIn	local press
consortium member	1														
Brussels region	1		partner inclusion (ACEA,CLEPA, ERTMA) for dissemination and		dissemination and promotion asset			dissemination and promotion asset		raising awareness for DRIVES opportunities					
VET provider	1	including possibility for marketing of own assets		including possibility for marketing of own assets	including possibility for marketing of own assets			raising awareness for DRIVES opportunities		raising awareness for DRIVES opportunities					
Certification bodies	1			including possibility for marketing of own assets			raising awareness for DRIVES opportunitie & evaluation of partnership	raising awareness for DRIVES opportunities		raising awareness for DRIVES opportunities				raising awareness for DRIVES opportunities	
Employers / Managers	1				raising awareness for DRIVES opportunities	search & test of novel trainings	test & evaluation of novel trainings	raising awareness for DRIVES opportunities		raising awareness for DRIVES opportunities				awareness raising & new opportunities	
Universities	2	including possibility for marketing of own assets	including possibility for marketing of own assets & industrial repudation increase	including possibility for marketing of own assets & industrial repudation increase	raising awareness for DRIVES opportunities	including possibility for marketing of own assets		raising awareness for DRIVES opportunities	dissemination and promotion asset		raising awareness for DRIVES opportunities				
Students	2				raising awareness for DRIVES opportunities	raising awareness for DRIVES opportunities	increasing knowledge & new skills	xxx	raising awareness for DRIVES opportunities		raising awareness for DRIVES opportunities			increasing market opportunities	
Employees	2				raising awareness for DRIVES opportunities		increasing knowledge & new skills	raising awareness for DRIVES opportunities			awareness raising & new opportunities			awareness raising & new opportunities	
national agencies	2	including possibility for marketing of own assets			raising awareness for DRIVES opportunities	including possibility for marketing of own assets		raising awareness for DRIVES opportunities	raising awareness for DRIVES opportunities	raising awareness for DRIVES opportunities	raising awareness for DRIVES opportunities			raising awareness for DRIVES opportunities	
local initiatives	2				raising awareness for DRIVES opportunities	including possibility for marketing of own assets		raising awareness for DRIVES opportunities	raising awareness for DRIVES opportunities						
similar projects	3														
General public	3														

low / no interest
somehow interested
highly interested

ANNEX 5: DISSEMINATION AND PROMOTION MAP

<table>
<tr><td colspan="4">Communication Objective
To raise awareness about the project and, when possible, to investigate the establishment of closer cooperation
Timeline
May 2020 - end of the project and beyond</td></tr>
<tr><td>Audience/ Stakeholder group</td><td>Targeted messages</td><td colspan="2">Level of communication, tools and exchange direction</td><td>What reaction or change is expected from the target audience?</td></tr>
<tr><td>Manage Closely</td><td colspan="4"></td></tr>
<tr><td>Brussels region (funding agency and supporting groups)</td><td>4 Vision for the DRIVES Platform:

EU-wide Broker platform for search for automotive VET and harmonized / mutual recognized (existing) certificates

Reflect the skills needs of automotive sector

Enable mobility for apprenticeships in the automotive domain between countries and VET & universities / schools

“DRIVES Platform” offers:
- Customised training opportunities: - Information, courses, training materials for both basic and deep knowledge about new job roles/profiles related to the new trends in the automotive sector
- Easy to access and use tool that enables the training of individuals for the different training profiles in the automotive sector
• Get a certification/ Official recognition / Value of certification in the labour market
• Recognition of skills/competencies (DRIVES badge)
• Opportunity for partnership and knowledge sharing
• Enhance funding programmes</td><td colspan="2">Regional level

Communication chanel/tools:
one-way exchange
Website, press release, newsletters, brochures, Social media (Twitter, LinkedIn)
two-way exchange
Events / DRIVES conference/ workshops/ webinars</td><td>Possible cooperation/ Information exchange</td></tr>
</table>

<table>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Consortium member</td><td>Accessibility to comprehensive information</td><td colspan="2">EU wide level

Communication chanel/tools:</td><td rowspan="2">Possible cooperation/ Information exchange</td></tr>
<tr><td></td><td>one-way exchange
Website, press release, newsltetters, brochures
Twitter, LinkedIn</td><td>two-way exchange
Events / DRIVES conference/ workshops/ webinars</td></tr>
<tr><td>VET provider</td><td>5 Vision for the DRIVES Platform:
EU-wide Broker platform for search for automotive VET and harmonized / mutual recognized (existing) certificates

Reflect the skills needs of automotive sector

Enable mobility for apprenticeships in the automotive domain between countries and VET & universities / schools

-EU-wide recognision of VET certificates, Mutual recognision of existing certificates;
- Comparison platform for VET; -Market place for novel training</td><td colspan="2">EU wide level

Communication chanel/tools:</td><td rowspan="2">Possible cooperation/ Information exchange</td></tr>
<tr><td></td><td>one-way exchange
Website, press release, newsletters, brochures, Twitter, LinkedIn</td><td>two-way exchange
Events/ DRIVES conference/ workshops/ webinars</td></tr>
</table>

<table>
<tr><td rowspan="2">Industry CLEPA /ACEA members</td><td rowspan="2">6 Vision for the DRIVES Platform:

EU-wide Broker platform for search for automotive VET and harmonized / mutual recognized (existing) certificates

Reflect the skills needs of automotive sector
Enable mobility for apprenticeships in the automotive domain between countries and VET & universities / schools

“DRIVES Platform” offer:
- Customised training opportunities: - Information, courses, training materials for both basic and deep knowledge about new job roles/profiles related to the new trends in the automotive sector
- Easy to access and use tool that enables the training of individuals for the different training profiles in the automotive sector
• Get a certification/ Official recognition / Value of certification in the labour market
• Recognition of skills/competencies (DRIVES badge)
• Opportunity for partnership and knowledge sharing
• Enhance funding programmes</td><td colspan="2">EU wide level/ National regional level (national associations)

Communication chanel/tools</td><td rowspan="2">Participation in the DRIVES project training offer (free of charge) to give input/feedback from industry perspective to keep information and training offer up-to-date;
Information exchange about the industry skills needs</td></tr>
<tr><td>One way exchange:
Website:
DRIVES project
CLEPA
ACEA

Press release

Newsltetter
DRIVES project
CLEPA
ACEA

Project brochures
Twitter
LinkedIn accounts
CLEPA
ACEA</td><td>Two-way exchange:
Webinars
Workshops
Conference
Working Group meetings of CLEPA & ACEA members</td></tr>
<tr><td>Satisfied</td><td colspan="4"></td></tr>
<tr><td>National agencies</td><td>7 Vision for the DRIVES Platform:</td><td colspan="2">National level

Communication chanel/tools:</td><td>Possible cooperation/</td></tr>
</table>

	EU-wide Broker platform for search for automotive VET and harmonized / mutual recognized (existing) certificates Reflect the skills needs of automotive sector Enable mobility for apprenticeships in the automotive domain between countries and VET & universities / schools	**one-way exchange** Website, press release, newsletters, brochures	**two-way exchange** Events /DRIVES conference/ workshops/webinars co-organised with National Associations and Regions	Information exchange
Local initiatives	**8 Vision for the DRIVES Platform:** EU-wide Broker platform for search for automotive VET and harmonized / mutual recognized (existing) certificates Reflect the skills needs of automotive sector Enable mobility for apprenticeships in the automotive domain between countries and VET & universities / schools	Regional level Communication chanel/tools: **one-way exchange** Website, press release, newsltetters, brochures	**two-way exchange** Events/ DRIVES conference/ workshops/ webinars co-organised with National Associations and Regions	Possible cooperation/ Information exchange
Universities	**9 Vision for the DRIVES Platform:** EU-wide Broker platform for search for automotive VET and harmonized / mutual recognized (existing) certificates Reflect the skills needs of automotive sector Enable mobility for apprenticeships in the automotive domain between countries and VET & universities / schools	EU wide/ national level/regional level Communication chanel/tools: **one-way exchange** Website, press release, newsltetters, brochures	**two-way exchange** Events/ DRIVES conference/ workshops/ webinars co-organised with National Associations and Regions	Possible cooperation/ Information exchange
(Partially) well established certification bodies	**10 Vision for the DRIVES Platform:** EU-wide Broker platform for search for automotive VET and harmonized / mutual recognized (existing) certificates	EU wide/ national level Communication chanel/tools:		

	Reflect the skills needs of automotive sector Enable mobility for apprenticeships in the automotive domain between countries and VET & universities / schools	**one-way exchange** Website, press release, newsltetters, brochures	**two-way exchange** Events /DRIVES conference/ workshops/ webinars co-organised with National Associations and Regions	
Keep Informed				
Students and employees	**11 Vision for the DRIVES Platform:** EU-wide Broker platform for search for automotive VET and harmonized / mutual recognized (existing) certificates Reflect the skills needs of automotive sector Enable mobility for apprenticeships in the automotive domain between countries and VET & universities / schools	Communication chanel/tools: **one-way exchange** Website, press release, newsltetters, brochures	 **two-way exchange** Events /DRIVES conference/ workshops/ webinars co-organised with National Associations and Regions	Information exchange
Monitor				
Project consortia and the general public	**12 Vision for the DRIVES Platform:** EU-wide Broker platform for search for automotive VET and harmonized / mutual recognized (existing) certificates Reflect the skills needs of automotive sector Enable mobility for apprenticeships in the automotive domain between countries and VET & universities / schools	EU wide/ national level Communication chanel/tools: **one-way exchange** Website, press release, newsltetters, brochures, Twitter, LinkedIn	 **two-way exchange** Events/ DRIVES conference/ workshops/ webinars co-organised with National Associations and Regions	Information exchange