



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

## AUTOMOTIVE SKILLS AGENDA STRATEGY & ROADMAP

### 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.






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	Industry 	Education and Training Providers 	National Authorities 	Trade Unions 	European Commission 
1. EU-wide database of education providers (focused on universities, VET providers and apprenticeships) to be established	S	K	S	S	S
2.1. Set up training programmes with train-the-trainers approach focused to technical skills, digital skills and soft skills	S	K	S	S	S
2.2. Update existing curricula to address the challenges and skills changes	S	K	S	S	S
2.3. Formulate concrete recommendations on the integration of specific skills emerging from disruptive changes in the value chain and requiring urgent attention, e.g. software and big data competences	S	K	S	S	S
2.4. Establish methods for comparing the mix of training (including apprenticeships) offered by skill area and in different nations	S	K	S	S	S
3.1. Bring VET providers closer to understand needs and develop appropriate learning outcomes	S	K	K	S	S
3.2. Ensure concerted effort to train-the-trainers, in order to expand the numbers of VET and training organisations able to provide skills according to the priorities defined by the sector	K	K	K	S	S
3.3. Establish a systematic communications system between VET and automotive partners on the evolution of skills and their consequences on VET and training	K	K	K	S	K
3.4. Support and stimulate development of education and training specifically focused on identified skill gaps	S	K	S	S	S
3.5. Prioritise the adoption and development of the “training on the job” process with a harmonisation of national rules to permit an easy and quick procedure and facilitating the movement of students between countries	S	K	K	S	K
3.6. Develop new and innovative contractual frameworks to promote a widespread adoption of mentoring practices	K	K	S	S	S

	SHORT/MID-TERM EXECUTION - To be done in a given timeframe because it is “urgent”, and / or propaedeutic to other activities.
	CONTINUOUS EXECUTION - Activities to be carried out continuously, with methodology and constancy over time.
<b>K</b>	KEY ROLE - Active contribution to achieve the Action.
<b>S</b>	SUPPORTING ROLE – Supportive role to help achieving the Action.

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