DRIVES REGIONAL TALKS
WORKSHOP

Event Pack

The event is part of the EU project "Development and Research on Innovative Vocational Educational Skills" (DRIVES), the Blueprint for Sectoral Cooperation on Skills in the Automotive sector.

AGENDA

TOPIC	SPEAKER
Welcome remarks and project presentation	Spin360
Project presentation: roadmap development	Spin360
Four main topics and related best practices: discussion and feedback collection	Spin360 All participants
Closing	Spin360

As an expert stakeholder in the sector, your feedback during the event is very important to us. This short event pack will help you to understand how to actively contribute to the workshop by providing an added value.

BACKGROUND

The aim of the workshop is to get a regional perspective that will ultimately contribute to the development of the third release of the Automotive Skills Agenda Strategy & Roadmap[1]. The roadmap provides a sectoral strategy and key actions to ensure that needs of industry in terms of skills and job roles are reflected by education and training institutions. This was done through a sectoral intelligence process including a desk research, surveys focused on skills needs and surveys focused on skills offer. The process led to the identification of 8 Key Actions and 56 Specific Actions.

AIM OF THE WORKSHOP

Based on the gaps highlighted between «Demand» and «Offer» of skills, it was possible to group the 56 specific actions into 4 main common topics: For each of the 4 main common topics, existing best practices already in place in the automotive sector across Europe have been found[2].

We would like to ask for your contribution to see if similar best practices associated to each topic are:

[1] Second release is currently available at https://www.project-drives.eu/Media/Publications/205/Publications_205_20210120_182134.pdf

[2] Please have a look at the Good Practices Resource Tool developed by DRIVES project partners, where several best practices across the automotive industry are listed and thoroughly described.

- **Already successfully in place in your region** – if so, which ones? Could you share with us?
- **Not implemented in your region but potentially interesting**
- **Not relevant for your region** – if so, why? Are there are other themes that shall be addressed that we have not covered?

The four main common topics are:

TOPIC 1: STANDARD DEFINITION

This topic underlines the importance of providing a **reference definition of skills and job roles** relevant for automotive-mobility ecosystem. This includes, for example, establishing a common methodology to the harmonisation of skills and jobs ontology in order to facilitate identification and description of skills; having unified and harmonized databases and information resources of skills and job roles **to allow easy comparison**; adopting a reference framework by all stakeholders involved.

Best practices already in place include, for example:

The Cedefop European Database on Apprenticeship Schemes

Brief Description	Apprenticeship information resource developed by CEDEFOP. This database enables different EU countries apprenticeships to be compared. As a result of the range of information collected and its broad focus the comparisons can be made on a country level or a scheme level
Benefits	• Country fiches: navigation and understanding of apprenticeships from a national context. • Scheme fiches: this focuses on specific country schemes identifying their features. As some countries have more than one scheme it separates them so that individual schemes and their characteristics can be examined • Comparison tables: comparison of countries and schemes. It can help identify countries with similar schemes and characteristics • Map: visual representation of the number of apprenticeship schemes within a country • Advanced search: this feature provides indicators which can be selected based on interest

TOPIC 2: FACILITATING ENCOUNTERS BETWEEN DIFFERENT STAKEHOLDERS

This topic stresses the importance **of establishing and/or connecting with stakeholders and skills domain groups** of industry experts tasked with updating new and emerging job roles and skills; consolidating an active automotive community focused on skills with relevant participation of stakeholders, with particular reference to companies, national associations and VET providers; organising events aimed at facilitating exchange between key stakeholders.

Best practices already in place include, for example:

Junior Automotive Apprenticeship Advisory Board (JA3B)

Brief Description	an initiative led by Gestamp - multinational company involved in the global automotive industry, in collaboration with the Universidad de Mondragon and sponsors in Spain. JA3B is an event hosting young people from 14 to 18years-olds from different European countries, organized to design and think collaboratively about the future of the automotive industry, not only in the professional field but also in academia. Its aims include discussing participants experiences of the automotive sector, its future challenges and the development of a strategic action plan to make it an exceptional place to work.
Benefits	• Companies get fist hand impressions from European youth regarding the attractiveness of employment in the automotive sector • Nurture a sense of European citizenship through sharing common practices and challenges

TOPIC 3: INTELLIGENCE

Intelligence refers to presenting trends and future foresight to education and training providers for a better vision of future needs and possible changes; providing easily accessible data reflecting the current situation of the sector; updating existing curricula to address the challenges and skills changes.

Best practices already in place include, for example:

High Value Manufacturing Catapult – Skills Foresighting Process

Brief Description	The future skills foresighting process in the UK is an example of a structured process of engaging with research organisations and employers to understand new organisational capabilities needed in the automotive sector in 3 to 5 years-time and then engaging with employers and educators to identify the competencies (knowledge and skills) needed to implement the capabilities. The Foresighting process consists of engaging with these 3 sets of stakeholders with each stage creating an output used in the next stage. Research organisations are by definition looking at future challenges and capabilities; employers know how these capabilities will be developed and which job types will be impacted and, of course, educators are experts in turning the capabilities into competency statements and, ultimately, training courses.
Benefits	• Good engagement with all stakeholders • Competency statements that have been honed to ensure the content is focussed on future needs • Identifying organisational capabilities as the foundation for the new competencies. • Taking a structured approach which means each stakeholder adds value to the process.

TOPIC 4: TRAINING PROGRAMMES

Topic 4 refers to the need of **developing specific training activities/programmes to support up/reskilling as well as to attract and train a young workforce**. This includes: training for workers with lower level of skills to upgrade their skills and create clear progression pathways between different training levels; stimulating preparation of new modular training and education plans and curriculum; developing initiatives in connection with guidance for young people as well as teachers and families; setting up training programmes with train- the-trainers approach focused to technical skills, digital skills and soft skills.

Best practices already in place include, for example:

Azubi Car – Skoda Auto

Brief Description	The Azubi Car initiative is an example of a programme at the Skoda Vocational School in the Czech Republic that gives learners the opportunity to design and manufacture their own concept car. students build their dream car. Skoda hires all the students who successfully complete the programme. Learners work under the supervision of 7 vocational teachers for support and also to ensure safety. Parts are supplied by Skoda auto, with minor exceptions (e.g. car seats).
Benefits	• Opportunity to undertake unique complex work • Think differently, communicate, organize, solve problems, work in teams and gain personal experience on what they have learned in a real-life situation and apply the knowledge gained • Meet designers directly • Possibility of future career within Skoda