



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

## AUTOMOTIVE SKILLS AGENDA STRATEGY & ROADMAP

### 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.

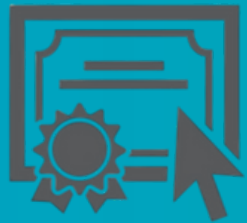
Based on the finding of the DRIVES project and other Blueprints [e.g. ALBATTIS (2)], the EU Framework on the commonly accepted reference definitions of skills and job roles must be established.

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.






(1) 25 ACTION For a successful restart of the EU's automotive sector, May 2020 (ACEA, CECRA, CLEPA, ETRMA)

(2) <https://www.project-albatts.eu>



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	Industry 	Education and Training Providers 	National Authorities 	Trade Unions 	European Commission 
1.1. Define the importance of national/regional standards definitions and the rules for their recognition within EU ontology	S	S	K	S	K
1.2. Define and assure coherence with ESCO definition	S	S	S	S	K
2.1. Establish a common methodology to the harmonisation of skills ontology in order to facilitate identification and description of skills	K	K	S	S	K
2.2. Establish a common methodology to the harmonisation of job roles ontology in order to facilitate identification and description of job roles	K	K	S	S	K
2.3. Establish framework that functions as intermediary body facilitating encounters between different stakeholders	K	K	S	S	S
3.1. Collecting and monitoring of EU Automotive vacancies in order to detect recruitment patterns and changing skill needs.	K	K	S	S	S
3.2. Establish or connect with skills domain groups of industry experts tasked with updating new and emerging job roles	K	K	S	S	S
3.3. Draw on and where appropriate collaborate with national examples of good practice in relation to skills intelligence gathering	K	K	K	S	S
3.4. Work with research think tanks and data collection agencies focused on skills mapping	K	K	S	S	S
3.5. Utilise existing automotive employer groups established at national and regional level together with national centres of expertise to undertake more detailed consultation on changing skill requirements	K	K	S	S	S
4. Adoption of the reference framework by the key stakeholders, including large, medium and small industry	K	K	S	S	K
5. Assure financial support and stimulation of the sustainable approach to reference definitions update (from EC, regional and national institutions, industry side, self-sustainable)	K	K	K	S	K

	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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