

## Multistakeholders training path model for future workers

### Participating organisations:

Responsible Project Partner	EDUCAM (Decerf David)	Contributing Project Partners	LES (Mick Feloy) Olife (Josef Tichanek) VSB CME (Gabriella Mihályi)
-----------------------------	-----------------------	-------------------------------	--

### Geographical scope:

European

### Target group(s)

**Initial target group:** future workers of the Automotive aftersales market – Repair and Maintenance

**Potential target groups:** (future) workers of the Automotive Industry – other PfS sectors

### Summary/short description:

The goal of this Task Force is to propose a collaboration model on European level that involves several stakeholders in order to train future workers to meet the needed skills required on the labour market.

Currently the TF is open to ASA members (status *Protected*).

### Objectives:

Identify the key elements to consider to allow for such implementation based on the existing Trial training program set-up by Educam in Belgium.

Make recommendations in the form of a list to allow each potential organizer to adapt the model to their context.

### Methodology:

So far exchanges regularly take place via online meetings and mails.

Between meetings and if necessary we contact people who are expert in a specific field in order to guide our thoughts.

We try to involve new partners/experts by joining the group through the ASA website.

In case of implementation of such model a closely link with the players as well as a face-to-face meeting in the field would be recommended, at least at the start of the project.

### Activities:

After each meeting, each member provides feedback and references linked to a specific topic.

Desk research and exchanges with experts are part of our activities.

The time plan is reminded (reviewed if any) at the end of each meeting.

### Status Update / Best practices identified during the FLAMENCO Project:

So far all the key elements have been identified and for each following item we decide to delve deeper the analysis:

- **Target groups**  
How to broaden the target audience from future workers to active workers
- **Fundraising**  
Which funding regime could support this model  
Links to potential European funding
- **Flexibility**  
Which criteria could be reassessed to facilitate the implementation
- **Mobility**  
How this type of model promotes the mobility of (future) workers
- **Motivating factors to adopt this model**  
Which return on investment can be expected by the company but also from the point of view of the school and the learner.
- **ASA support**  
What role(s) to play

2

---

All these recommendations should be evaluated and revised (if any) after implementation of the model by new players.

In the case where an international company is involved, if the experience is conclusive, the model can be repeated in another country subject to adaptations related to the legislation in force.

Based on good practices identified during the Flamenco project, more diversity (profiles) within the working group would be an added-value.

A partner involved in such an implementation of this model would have made it possible to evaluate our recommendations.

The set-up of this model for another target audience/duration/country/sector of activity would be relevant for all.

### Benefits of this model:

- It provides high quality industry relevant trainings (up-to-date topics/materials/facilities)
- It helps to attract and retain (future) talent into the industry (especially for jobs in shortage)
- Extra trainings and certifications are complementary with existing school programmes
- The future employees are already familiar with the company culture
- The access to a specific internal level of the company/brand is faster
- It promotes the brand image of participating partners
- It provides a platform for stimulating dialogue between stakeholders

- In the case of the Trial program conducted by Educam there is an integration rate of 88% at the end of the pathway (permanent contract)
- If the participating company is present abroad (network – internal recognition) this model can promote mobility
- Even if the learner doesn't complete the entire program, all the certifications so far are acquired

### Challenges and risks:

To guarantee the success and quality of this model it's crucial to take into account the following:

- Time and energy to follow each learner enrolled in this program: administrative/logistics/coaching in the field. Depending on the number of people to manage it can require up to half-time job to coordinate all the steps
- Each partner involved must respect these commitments: balance between learning and productivity, free learner during extra training, convey the young people to the training centers, the dealer/company participate until the end of the program (2-3 years)...
- As the pace of technology change increases so do expectations of the existing skills expected for starters on the programme. But school programmes are not keeping pace with the rate of technological change, which means competencies of school students are lagging further behind basic competencies expected by many companies.

The main risk is borne by the company which invest time and money without guarantee that the future worker will stay until the end of the program and beyond that. (learner not tied to the company)

### Results:

The work carried out so far has allowed constructive reflections leading to a series of insightful recommendations.

### Financial support:

After the end of the Flamenco project this working group could be supported through an other project or sponsored by stakeholders interested by the implementation of the model to their needs.

### Replication and Sustainability:

The start model from Educam is on going and closely monitored by the involved partners.

If the model is set-up elsewhere (with adaptations to its context) it would deserve to be followed by the WG.

If not try to connect this WG to other similar WG's in order to be complementary.

Each leader/member of the TF, even after the project, should inform to ASA when a comparable topic is on going elsewhere.

### ASA- Automotive Skills Alliance

ASA benefits from an increasingly strong network with a "Pact for Skills" mindset.

Potential roles to play:

- Promotion

- Recognition via ASA logo as an added recognition (not to replace the original)
- Intermediary to get European financial support
- Institutional interface to initiate debates
- Frontrunner for other PfS

**Further Reading and Acknowledgements:**

[Trial apprenticeship program \(EDUCAM\)](#)

[Trial program: a winning formula](#)

[EU Funding opportunities](#)