

Multi-stakeholders 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

1

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:

Afet each meeting, each member provide feed-back 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

Participants are students/apprentices registered with an initial training partner collaborating with Educam. They have the status of “future workers”.

This program was initially designed for Automotive Repair and Maintenance Technicians (Aftersales sector).

The demand quickly spread to other job functions and related sectors: Bodywork Repairer, Heavy duty technicians,...

The Educam trial program could be seen as an example of the COTRAIN project (Link).





As a reminder the COTRAIN project aims to allow the learner to acquire all the skills of the course via one or several companies if necessary.

2 The Educam trial program goes a step further because the candidate will benefit from brand-specific training that goes beyond the initial program content.

Once the level required has been reached (end of the pathway), the technician will be able, if desired, to continue to evolve within the brand towards other specific functions (Diagnostic Technician, EV specialist,...)

The scheme below represents the Educam Trial training model as implemented with the partners involved:

Trial model – Initial learning
Mobility Aftersales sector / Repair and Maintenance

| Location / Partner | Dealer | School / Apprentice centre | EDUCAM | Importer |
|----------------------|---|--|--|--|
| <u>Competencies</u> | On-the-job Practical skills and behavior | Theoretical knowledge First level trainings | Safety certifications Reinforcement of the electrotechnical bases | Products Internal processes/standards |
| <u>Future worker</u> | 80% (50%) | 20% (50%) | Extra trainings | Extra trainings |
| <u>Funding €</u> | Dealer / SME (wage) | Government | Educam Partner (totally) | Company |

In this pattern each partner brings its “know-how” in its own area of expertise.

The total cost is financed proportionally by each player (according to agreements).

In order to help companies find candidates who meet their needs, the pattern below shows an example of model intended for active workers (or not yet) in our sectors of activity.

Continuous learning – Active workers
Mobility Aftersales sector / Repair and Maintenance

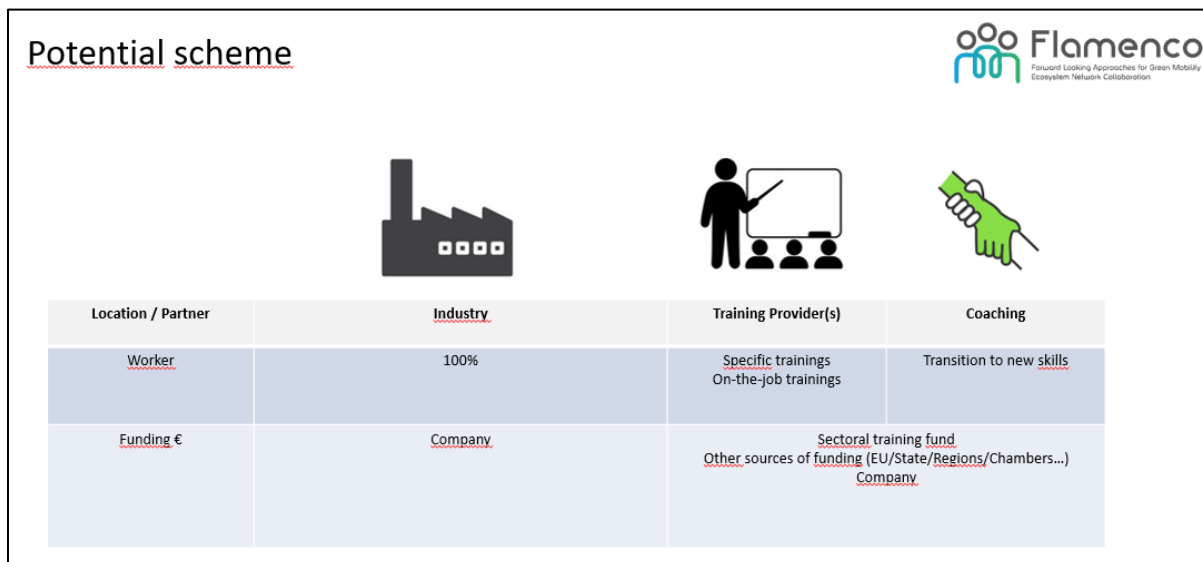
| Location / Partner | Dealer | EDUCAM | Importer |
|--------------------|------------------------------|---|-------------------------------------|
| <u>Worker</u> | 100% | Specific trainings Quick start program (<u>onboarding</u>) | <u>Internal pathway</u> Products |
| <u>Funding €</u> | Dealer / SME (<u>wage</u>) | Dealer / SME Educam Partner (support) | |

3

The Quick start program * is a program supported by Educam Partner (Sectoral training fund) to boost the re-upskilling of new comers in the SME and at the same time the attractiveness of our sectors.

*Under certain conditions (Collective labour agreements in force).

The next scheme is a potential model that could be applied to other sectors of activity:



In a constantly evolving world where technologies are multiplying at a breakneck pace, the need for new skills at all levels has never been so crucial.

To meet these new challenges, training needs (of all types) are constantly increasing.

The use of various training providers will become obvious, requiring the (future)worker to continually adapt.

From our experience in the field of initial and continuing training, we are convinced that this transition to new skills will require parallel coaching of the people concerned.

Fundraising

Educam is the knowledge and training centre for employers, workers and future workers active in the Automotive aftersales sector and related sectors: Bodywork, Metal trade, Metal recovery.

The organization comprises two entities:

- Educam Partner: Sectoral training fund
- Educam Service: Training/Certifications/Coaching/Consultancy - provider

Educam Partner (non-profit organization) translate the training policy described in the Collective Labour Agreements into a training and skills plan.

It's a national joint organization led by representatives of employers and workers.

Currently all four joint committees represent more or less 100.000 workers from 9.500 companies.

As a training fund, Educam Partner applies by force of law an automatic levy via the social contributions of each active worker as well as a percentage of the salary mass of the company belonging to one of our joint committees.

The money will be used, among other things, to roll out training actions for workers from our sector (Continuous training).



This is done in consultation with the social partners who define training policies through regularly revised collective labour agreements.

A part of the contributions must be used to finance actions towards future workers (Initial training).

In the Trial project Educam co-finances activities according to the 50/50 rule.

All the costs are shared in half between the involved company (Importer, Big dealer, Manufacturer...) and Educam Partner.

The participation of the school/Apprentice centre and the candidate is free.

This funding regime is comparable for instance in France and in the Netherlands.

The specificity of Educam is to group all the activities under the same organization.

In France the collection of taxes is done by ANFA and the operationalization of training is ensured by the GNFA.

In the Netherlands the sectoral training fund is OOMT and the operationalization is shared between Innovam (Training provider) and IBKI (Exams and Certifications provider).

| Belgium | Netherlands | France |
|---|-------------|--------|
| Educam Partner <i>Collection of tax</i> | | |
| Educam Service <i>Training-Certification Provider</i> | | |

5

For those interested in implementing a comparable model, the issue of funding should be addresses up front. Indeed, if there is no possible support via a sectoral fund, it is necessary to request other sources of financing (Regions, Chambers, etc) in which case all the costs would be borne by the company, which could constitute a barrier.

One avenue to explore would be grants from European union (Erasmus+/ESF+/ERDF), in order to enable the start of such program and convince the stakeholders involved to continue by seeking other financing mechanisms (sustainability aspect).

Flexibility

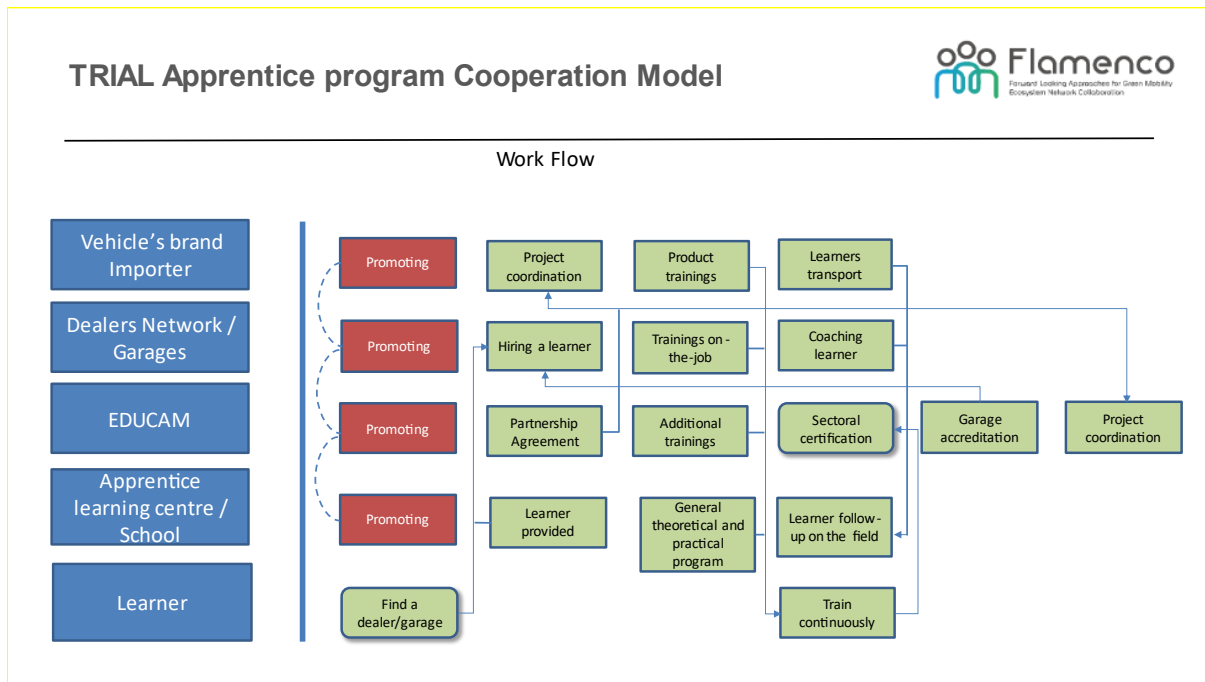
This part addresses what extent the criteria imposed or recommended in the Trial model between the project partners could be revised in order to offer more flexibility in the implementation of this model.

The below picture describes a typical workflow with work steps with different roles.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by the European Union



Educam in consultation with the partners has decided to set a framework for collaboration through criteria to be respected by each stakeholder.

6 All these conditions are intended to guarantee the quality of the program.

Mandatory criteria

- Accredited Automotive dealer (group of dealers) – Repair and Maintenance activities
- Apprentice learning centre / School (learner registered)
- Coordination body (in Belgium - Educam sectoral fund)
- Additional training providers (in Belgium – Educam + Brand Importer)
- Dealer and school must release the learner for additional trainings when needed
- Future worker is not tied to the dealer at the end of the program

Recommended criteria

- Importer organizes the transport of the learner between the workplace and the training centre
- Establishing of small groups (max 10 attendees)
- Promotion of the concept by each partner
- Continuous monitoring of the learner throughout the program – gathering feed-back
- Dealer/Workshop responsible keeps a balance between learning and productivity

Depending on the context of implementation (target audience/duration/financing/sector of activity...) several criteria could be reassessed.

Accredited workplace

This point means for us that the company/dealer pass an audit where the following points, among other things, are checked:

- Workplace safety
- Continuous coaching of the learner in the field
- Recent material and equipment
- Types of tasks to be carried out (in accordance with the educational program)

Coordination body

This role is supported by Educam as Sectoral training fund (financially and logistics).

Depending on who pays what and who does what this role has to be redefined.

Obligations of the future worker towards the training company

Due to the current situation and the qualitative and quantitative shortage in our sectors, the learner is not tied to the company at the end of the program.

Making this mandatory would be too restrictive and would not promote the adoption of this model.

In the case of a different target audience (active workers) this condition could be re-examined.

In the case of there is no external financial support and the company must pay all the costs, a guarantee to work X years for the same employer or to reimburse pro rata the costs incurred.

7

Mobility

The “multi-stakeholders” model can promote the mobility of individuals for the purposes of personal and professional development.

Indeed, depending on the company(ies) involved in the project, if they have establishments abroad, the skills acquired in the country of departure could be recognized in other countries practicing the same activities.

For instance the collaboration with Mercedes-Benz Belux in the Trial project the program (content/duration) for a future Maintenance Technician is entrusted to the organizing country.

For the Diagnostic Technician level, the content is imposed by the manufacturer and the title obtained is recognized throughout the European Mercedes-Benz dealer network.

In addition to the diploma obtained at the school (end of the journey) the learner receive a Brand-specific certificate for each training course followed.

This represents an added value for the candidate’s employability even if they do not complete the program.

ASA support

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 an other 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

8

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:

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union

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:

Thank you to the management of Educam as well as the initial learning partner (IFAPME) and the social partners (MWB-FGTB) for their availability and their valuable insights.

Thank you to all members of the group for their constructive exchanges.

[CoTrain methodological guide](#)

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

[Trial program: a winning formula](#)

[EU Funding opportunities](#)