

# Automotive Skills Alliance priorities in the skills agenda

Brussels, 10 November 2024

Automotive Skills Alliance (ASA) is the large-scale alliance for collaboration on skills. It is a pioneering partnership under the Pact for Skills<sup>1</sup> action, and provides support to the implementation of the green and digital transformation of the labour force in the Automotive-mobility ecosystem and beyond. Having been established in 2020 by the leading automotive associations ACEA<sup>2</sup>, CLEPA<sup>3</sup>, CECRA<sup>4</sup> and ETRMA<sup>5</sup> on the basis of strategic ERASMUS+ projects, today ASA encompasses more than 120 members comprising industry, education providers, social partners and regions<sup>6</sup>.

ASA supports sectoral transformation and provision of quality industrial jobs in Europe, as skills and competences of the labour force are critical elements of transformation and enabler of keeping jobs and innovation in Europe.

The automotive sector is one of the EU's most strategic industries, supporting EU's world-wide competitiveness. Directly and indirectly, the sector employs around 13 million people in Europe and contributes 7% of EU's GDP while accounting for almost one-third of EU's R&D private investments. In addition, the automotive sector has an important multiplier effect on other sectors including steel, chemicals, textiles, batteries, ICT, chips, repair, and mobility services. The regional level is at the centre of transformation; correspondingly, ASA has a strategic collaboration on the skills agenda topics with the Automotive Regions Alliance<sup>7</sup> and CoRAI<sup>8</sup>.

In order to support the ecosystem, ASA's objectives are framed around the following priorities:

1. **Establish the Automotive-Mobility Ecosystem Academy (AMEA)** as a unique education and training one-stop-shop enabling a faster transformation of the labour force in the whole value-chain and enhancing competitiveness and innovation of the ecosystem (see Annex 1);

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<sup>1</sup> [https://pact-for-skills.ec.europa.eu/index\\_en](https://pact-for-skills.ec.europa.eu/index_en)

<sup>2</sup> <https://www.acea.auto/>

<sup>3</sup> <https://clepa.eu/>

<sup>4</sup> <https://www.cecra.eu/>

<sup>5</sup> <https://www.etrma.org/>

<sup>6</sup> <https://automotive-skills-alliance.eu/>

<sup>7</sup> <https://automotive-skills-alliance.eu/strategic-cooperation-of-european-automotive-regions-a-working-agreement-signed-between-the-asa-the-automotive-regions-alliance-and-the-cors-intergroup-for-the-future-of-automotive-industry>

<sup>8</sup> <https://www.europa.steiermark.at/cms/ziel/146727293/DE>

2. Provide a **platform for EU-wide collaboration and exchange** of good practices between EU, national and regional stakeholders – including industry, education and training providers, and social partners;
3. Jointly promote industrial jobs in Europe and increase the **attractiveness** of working in the Automotive-mobility industry in Europe, as a pioneer for R&D and innovation;
4. Support and promote inclusiveness in the just transition **towards all forms and levels of education and training** to tackle the needs of the changing labour market, labour shortage and ageing population;
5. Support targeted **train-the-trainer** and **train-the-teachers** solutions in order to speed up an offer of sector-specific skills;
6. Explore, promote and use new ways of education and training to increase the **effectiveness** of the education and training solutions;
7. Enhance and enlarge ASA tools (such as the Skills Hub<sup>9</sup>) towards a fully fledged **EU gateway** for the industrial ecosystem in order to accelerate **recognition of education and training courses**;
8. Promote the concept of **micro-credentials** and learning accounts as a key strategy to speed-up upskilling and reskilling in Europe;
9. Systematically and continuously gather and update **sectoral skills intelligence** including assessments of the latest trends and their impact on current, emerging or new job roles and skills, while comparing and assessing world-wide developments;
10. Support European-wide detailed **regional analysis** of the labour force across the entire automotive value chain in Europe as a basis for a targeted strategy to align the workforce skills with industry needs;
11. Strengthen **cooperation with the European Commission on the EU skills** related agenda, including continuous financial support from EU financial sources to support those partnerships;
12. Improve and **simplify** the administrative and auditing procedures and requirements associated with **financial support** for upskilling and reskilling;
13. Ensure that **skills and training are considered** systematically as an element of automotive-relevant projects funded through EU **research programmes**, such as Horizon Europe projects, so that the knowledge gained through these projects is used to build up the skills and training offers in the EU;
14. Support of strategic corporate development that combines **innovation policy with skill policy** from the start.

The Automotive Skills Alliance and its membership are committed to these priorities on a daily basis and appreciate the cooperation with all relevant stakeholders to ensure practical and effective implementation of these priorities.

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<sup>9</sup> <https://skills-hub.eu/home>

## Annex I: Key pillars of the Automotive-Mobility Ecosystem Academy (AMEA)

**The Draghi report** clearly identifies the need for an overarching approach and clear policy towards decarbonisation of the road transport and recognises the importance of the automotive sector in this aspect. It also identifies bridging the skills gap and addressing skills needs as being one of the priority actions for the industry, together with the need to support Member States and particularly affected regions in order to establish a common training framework.

The Draghi report also acknowledges the work already done under the umbrella of the Automotive Skills Alliance activities:

*“The framework can build on the Automotive Skills Alliance. The latter could develop and provide courses for expert training, and act as platform for lifelong learning centres. The objectives of skill monitoring and the mutual recognition of training and training certificates across Member States and employers should also be maintained. It will be important to particularly target SMEs with less capacity to develop their own training infrastructure and programmes and with possibly particularly acute reskilling needs (e.g. car part suppliers exposed to the transition for ICE vehicles to EVs).”<sup>10</sup>*

The focus on supply and value chain, with a dedicated focus on SMEs is also highlighted in the horizontal priorities related to skills in the Draghi report:

*“The success of these industrial policy interventions in strategic domains to tackle the skills gaps identified in the sectoral chapters crucially hinge on the ability to address technology gaps and to meet skills shortages across network members within a selected value chain, including the numerous SMEs that support large downstream producers and often miss the appropriate scale and capabilities to properly train their workforce.”<sup>11</sup>*

The proposed **Automotive-Mobility Ecosystem Academy (AMEA)** is therefore based on the already existing large-scale partnership of the Automotive Skills Alliance and its respective network, providing a robust intelligence network and combining a vertical approach with other academies, e.g. under the Net-Zero Industry Act (NZIA) (batteries, etc.)

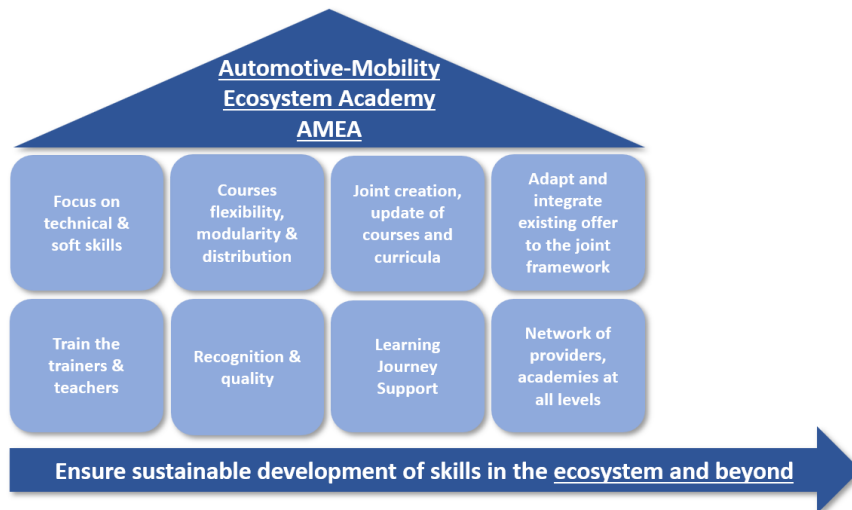
The academy serves as a European umbrella for education and training in the Automotive-mobility ecosystem, which may be used by companies in their internal academies, by education and training providers in their education schemes, by social partners supporting individuals in their transition from job to job, or by regions in their transformation strategies to bring the desired know-how/training courses to the region.

AMEA is seen as a gateway providing horizontal links between different ecosystem players in the reskilling and upskilling agenda, with a dedicated focus on the supply and value chain. It should be viewed as a hub that guides users to tailored outputs from various academies, EU-funded projects, and education and training providers, all within one collaborative platform.

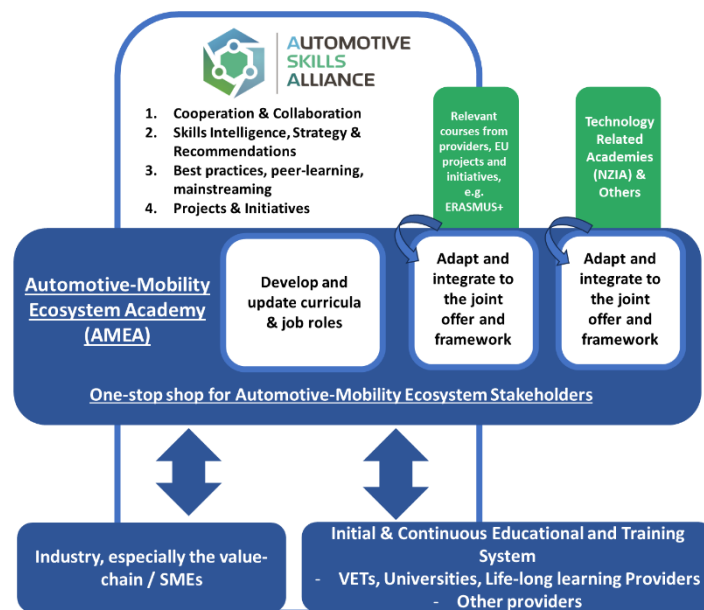
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<sup>10</sup> See p. 156 of the Draghi report - [EU competitiveness: Looking ahead - European Commission \(europa.eu\)](https://european-council.europa.eu/media/en/press-communications/inline-photos/attachment-data/file/attachment)

<sup>11</sup> See p. 275 of the Draghi report - [EU competitiveness: Looking ahead - European Commission \(europa.eu\)](https://european-council.europa.eu/media/en/press-communications/inline-photos/attachment-data/file/attachment)



The academy will build on and further exploit the pilot use cases iteratively developed by the DRIVES<sup>12</sup>, ALBATTIS<sup>13</sup> and TRIREME<sup>14</sup> ERASMUS+ blueprint projects. It will provide access to a pool of new and regularly updated training courses, modules, and curricula, following the latest industrial trends for actors in both initial and continuous educational system across all levels. This system will support the flexibility and modularity of education and training, while ensuring compliance with existing education and training schemes in Europe.



Key beneficiaries:

- **SMEs in the whole value and supply chain**, including innovative startups and newcomers to the sector;

<sup>12</sup> <https://www.project-drives.eu/en/home>

<sup>13</sup> <https://www.project-albatts.eu/>

<sup>14</sup> <https://project-trireme.eu/>

- **The entire industrial ecosystem**, encompassing relevant industries, education and training providers, social partners, and regional stakeholders, benefits from AMEA. AMEA enables the use and adaptation of resources and courses from other academies and related initiatives, tailoring them to the ecosystem's needs. This includes sector-specific skills intelligence and development insights provided by OEMs and key industry players—resources typically inaccessible to SMEs.

Key benefits:

- **One-stop shop service** – AMEA will provide a database of courses, reference job roles, and skills definitions according to the needs of the industry, as well as a catalogue of courses from different providers, enabling easy selection and identification of relevant courses. It will streamline all providers in one place, eliminating the need to search elsewhere;
- **Expansion of network and skill coverage** – the system will allow access to a broader range of relevant education and training courses, beyond the offerings of the current provider network;
- **Simplified creation and delivery of joint training courses** – this will enable easier development and distribution of training courses to ecosystem stakeholders, support regular updates, and facilitate overall knowledge sharing to ensure the right course offerings at all levels, especially through collaboration within the formal educational system;
- **Regularly updated course offerings** – courses are shared and regularly updated by the participants in the academy whilst ensuring the train-the-trainer solutions;
- **Common industry recognition of training courses** – training courses offered with micro-credentials ensure wide recognition and quantifiable achievements;
- **Enhanced quality of education** – via defined rules and quality control;
- **Enhanced support for trainers and educators** – increased offers of specific train-the-trainer and train-the-teacher solutions as well as peer-learning activities;
- **Human-centred approach** – offering individual up-/re-skilling solutions, supporting learning accounts and job-to-job transition as part of an integrative strategic approach of competitiveness.

Key stakeholders:

- **Industry** to support the skills intelligence process, to use or offer courses via the academy, by the use of academy have up-/re-skilling activities more effective while ensuring competitiveness and innovative development;
- **Education and training providers** to jointly create and update education and training courses, to offer courses and ensure a broader reach, as well as to stay up to date with the latest developments and needs by receiving updated materials and train-the-trainer solutions;
- **Social partners** to support up-/re-skilling journey and the human-centred view;
- **Regional/national authorities** to implement and deploy the academy with their specific stakeholders as part of the process development;
- **The European Commission** as a support and enabler of faster development.