



Ceemet
European Tech &
Industry Employers

MET industry perspectives on the Union of Skills

Position paper

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About Ceemet

Set up in 1962, Ceemet is the European employers' organisation representing the interests of the metal, engineering and technology-based (MET) industries with a particular focus on topics in the areas of employment, social affairs, industrial relations, health & safety and education & training.

Ceemet members are national employers' federations across Europe and beyond based in 20 countries. They represent more than 200,000 member companies, a vast majority of which are SMEs.

Ceemet members provide direct and indirect employment for 35 million people and cover all products within the MET industrial sectors, detailed below.

Together, these companies make up Europe's largest industrial sector, both in terms of employment levels and added value, and are therefore essential to ensuring Europe's economic prosperity.

Executive Summary

- Ceemet welcomes the Union of Skills as a tool to boost skills at all levels in the EU.
- We share the Commission's goal of strengthening competitiveness, in particular for SMEs, through ambitious up- and re-skilling policies.
- However, the proposed measures must fully respect Member States' competence in the area of education and training and avoid creating additional reporting and administration obligations for Member States or companies.
- We broadly welcome the Commission's initiative to develop a Basic Skills Support Scheme and consider the proposed 2030 target on basic skills as a positive development. We emphasise that developing basic skills through compulsory education is the responsibility of public authorities. Thus, companies that invest in such training should be supported.
- Ceemet shares the Commission's focus on improving STEM skills, promoting STEM careers, and investing in attracting more women to STEM. We also welcome the 2030 EU-level STEM targets. However, the European Education STEM Strategy should not collide nor overlap with the national STEM strategies.
- Ceemet will contribute to the forthcoming Vocational Education & Training (VET) strategy.
- We also call for re-skilling and up-skilling policies to be put at the core of a renewed European industrial strategy in order to strengthen competitiveness. In this context, the emphasis should also be put on career guidance for workers as well as people before their entry into the labour market. We also support the wider use of micro-credentials across the Union. However, we do not consider Individual Learning Accounts (ILAs) as the solution to motivate workers to train.
- We advocate for SMEs to receive adequate support to develop right-skilling schemes that meet company and labour market needs. Access to EU skills-related funding should be substantial, simple, and user-friendly. Clear priorities for deploying these funds must be urgently defined.
- As regards the Skills Guarantee, Ceemet has concerns about who will be responsible for determining what jobs are at risk of being lost and assessing the skills in which a person at risk of unemployment should be trained
- We welcome the revision of the European Globalisation Fund to finance training for workers at risk of redundancy.
- When it comes to the EU Skills Academy in sectors such as automotive, we would like to emphasise that developing training content is not the competence of an EU academy.
- We are convinced that social partners at all levels have a critical role to play in anticipating and managing skills' needs and organising up and re-skilling. Moreover, we believe that social partners must be actively consulted and involved in the formulation and the deployment of skills policies at all levels.
- Ceemet fully concurs with the Commission's objective of facilitating the free movement of people across the EU through removing unnecessary bureaucracy and therefore welcomes, in principle, the idea of establishing a future Skills Portability Initiative, aimed at enhancing the recognition of skills and qualifications across the EU. However, this initiative cannot create new burdens for companies.
- We fully support the future deployment of the EU Talent Pool and urge the co-legislators to quickly reach a compromise agreement on the file.
- We also welcome the creation of the Skills Observatory to centralise data, intelligence, and information and to support policymaking.
- Lastly Ceemet expresses its willingness to be part of High-Level Skills Board.





Preliminary remarks

Skills shortages and gaps continue to be widespread across all sectors of the economy, with nearly 75% of SMEs struggling to find the rightly skilled workforce they need to thrive. Our industries are not an exception to this reality. Skills shortages have long existed, but they remain a persistent and unsolved issue for our companies. These recruitment difficulties hamper their competitiveness, ability to innovate, and capacity to create quality employment.

Unfortunately, today, the skills crisis remains largely unresolved due to the fact that Europe does not produce enough graduates from Higher education (HE) and vocational education and training (VET) and continues to struggle to be an attractive destination for recruiting and retaining talent from outside the EU.

Moreover, gender imbalances in STEM remain too large in most Member States, and education and career guidance systems are not adapting fast enough to provide the skills required by fast technological changes and changing labour market needs. Additionally, the number of people engaging in continuous training throughout their working lives continues to be too low. All these factors increasingly widen the mismatch between the skills provided and those needed.

As if all this were not enough, a fragmented governance in skills policies and skills intelligence, as well as a duplication of bodies and institutions dealing with skills policies exacerbate this crisis even more.

Against this framework, Ceemet and its member associations see the increased focus that the Commission is placing on skills policies as a positive development. In this regard, we welcome the Union of Skills as well as most measures that will be put in place to boost skills at all levels.

We fully share the Commission's objectives of boosting competitiveness, particularly of SMEs, through massively mobilising up and re-skilling policies. We also share the Commission's objective of making skills and qualifications – regardless of where they were obtained – transparent, trusted and recognised across the single market in order to foster labour mobility and enable employers to recruit effectively across borders. This is certainly a win-win situation both for employees and businesses.

We would like to recall, however, that the proposed measures should aim at boosting skills policies at all levels while fully respecting Member States' competence in the area of education and training. Indeed, EU proposals in the area of skills must not lead to initiatives in which national educational interests are trumped. It is always important to preserve national and collective bargaining autonomy and avoid duplicating parallel structures (and, therefore, pointless allocation of money).

Moreover, the upcoming initiatives should not entail additional reporting and administration obligations for Member States, nor companies and other stakeholders. With a view to implementation, it is also important to stress that many Member States may not have the necessary number of officials necessary to continuously monitor their development of the Union of Skills initiative. This ought to be borne in mind during the preparatory work under the Union of Skills and compel the Commission and involved stakeholders to be systematic and open in their approach.

The Union of Skills and the different initiatives derived from it should certainly promote transnational cooperation, but without clashing with national strategies in these fields (for example, in the field of STEM). Duplication of initiatives should be avoided. Ceemet also cautions the Commission to ensure that the high number of individual initiatives, especially with regard to funding, under the Union of Skills does not lead to a fragmentation that lessens their effectiveness.

Our industries are not an exception to this reality. Skills shortages have long existed, but they remain a persistent and unsolved issue for our companies. These recruitment difficulties hamper their competitiveness, ability to innovate, and capacity to create quality employment.



As representatives of the Tech and Industry Employers, we have been contributing for years to the debate on skills and STEM policies at the EU and national levels. We are an active member of the Automotive Skills Alliance, transition pathway for the mobility ecosystem, etc. Furthermore, we have well-developed industry positions and forward-looking messages regarding the talent pool, micro-credentials, STEM policies, VET, etc.

Hence, we stand ready to actively help turn the Union of Skills into a reality.





In order to address the skills crisis, the Commission will work on a 4-pillar structure on which Ceemet would like to bring the following contribution:

1 Delivering a high level of basic skills

• Basic skills

As regards the Commission's objective of tackling the very worrying underperformance of Europeans in basic skills, Ceemet can only welcome this initiative. For Tech and Industry Employers, basic skills are crucial to allowing lifelong learning, fostering employability, enabling individuals to contribute to society, and achieving personal fulfilment and development.

Hence, we believe that the underachievement in basic skills needs to be addressed from early childhood education onwards. De facto, this is a severe problem for the European education systems and, then, for European companies and labour markets. The latter continues to struggle with this situation, which further impedes employees from engaging actively in continuous training. We thus broadly welcome the Commission's initiative to develop a Basic Skills Support Scheme^[1]. This scheme must be financed by the Member States. Along these lines, we also see as a positive development the proposed 2030 target on basic skills^[2].

Having said that, as employer representatives, we would like to emphasise that the development of basic skills in compulsory education is the responsibility of public authorities. Companies could support basic skills training where it is needed for the job, but this should be backed by public support. Basic skills are the responsibility of the State and should be acquired through the education system.

• Science, Technology, Engineering, and Mathematics (STEM) skills

As regards STEM, we also share the Commission objectives of improving STEM skills, promoting STEM careers and very importantly investing in attracting more women and girls to STEM studies and disciplines. We also welcome the Commission 2030 EU level STEM targets^[3].

[1] where the Commission will work together with interested Member States on a framework of effective intervention measures, supported by EU funding, for children and young people struggling to acquire basic skills".

[2] "That sets that the share of underachievement in literacy, mathematics, science and digital skills should be less than 15%, whereas the share of top performance in literacy, mathematics and science should be at least 15%".

[3] New 2030 EU-level STEM targets. By 2030:

- i) the share of students enrolled in STEM fields in initial medium-level VET should be at least 45%; at least 1 out of every 4 students should be female
- ii) the share of students enrolled in STEM fields at tertiary level should be at least 32% , with at least 2 out of every 5 students female.
- the share of students enrolled in ICT PhD programmes should be at least 5%, with at least 1 out of every 3 students female.

STEM education should be reinforced at all levels, also with regard to more transparent, comparable qualifications.

This being said, for Ceemet, the European Education STEM Strategy should aim at reinforcing the importance of STEM at all levels: national, regional, and local, without colliding or overlapping with the national STEM strategies that are currently being developed and implemented in some Member States. Rather, it should serve to complement and reinforce them.

One of the main objectives of the Commission's action plan is to close the gender gap in the STEM field.

Ceemet seeks to highlight here that over the years, our members have been working hard in devising strategies to attract and retain young people and women in STEM fields, nurture children's curiosity in STEM and maintain this enthusiasm throughout school years, inspire girls and women, particularly those with migrant backgrounds and disabilities to pursue careers in the STEM field and foster the overall interest in STEM professions etc. Ceemet has gathered many of these successful experiences in the STEM field. We are eager to share these good practices that can be replicated and scaled up at the EU level and throughout the Member States, and become part of the EU STEM strategy.

Moreover, the Tech and Industry Employers believe that STEM needs to be promoted from early childhood education onwards. In this regard, we would find it of added value that Member States embed compulsory STEM competences in initial education for all pupils and students.

• **Vocational Education and Training (VET)**

On another note, Ceemet will certainly contribute to the upcoming strategy on Vocational Education & Training (VET). We can only agree with the need to increase the attractiveness, excellence and inclusiveness of VET that should increase the number of graduates in these disciplines and foster CVET.

Hence, we expect that the future European Strategy for Vocational Education and Training will serve to boost the excellence of VET systems as well as to continue improving their attractiveness as a first-class training choice that leads to quality employment.

We highlight the role of social partners and industry in developing strategies for anticipating skills needs (in VET) and updating VET curricula. As with the STEM strategy, it is crucial to respect national competence in the development of the EU strategy on VET. In fact, in many countries, VET is organised centrally by the social partners, which makes it as practice-oriented as possible.

This being said, Ceemet and its member organisations welcome and seek to contribute to the debate on the future of VET.

• **Digital education**

As regards the roadmap on the future of digital education and skills to promote equal access to digital education for all and the initiative on AI in education and training we await the Commission proposals before providing our input. On this matter, we want to mention the important role that educational technology (technology that supports learning) plays in supporting learning.



2

Providing lifelong learning opportunities for adults to upskill and reskill

• Re skilling and up skilling policies

For tech and industry employers it is vital that re-skilling and up-skilling policies are at the core of a renewed European industrial strategy in order to boost competitiveness. The adequate skills development of the industry workforce is crucial to ensure a successful twin transition.

However, as acknowledged by all stakeholders, we cannot close the skills gap without increasing the participation of workers in continuous training. It is crucial that workers are constantly trained throughout their careers in order to remain employable.

In view of this, and in order to increase the up and re-skilling of the workforce, we first need to analyse the reasons why workers do not engage enough in continuous training and to understand also the obstacles that companies face in training their workforce.

As the Commission points out in its background paper, participation in adult learning remains insufficient: only 39.5% of adults engage in training each year, far below the EU headline target of 60% by 2030.

One major obstacle to taking up training among low-skilled adults is their lack of motivation. The Commission itself explains that, for example, negative experiences with school-based learning can have a 'scarring effect'. Thus, alternative approaches are needed, involving a broader set of actors to encourage adults to engage in learning activities in trusted or new environments.

For Ceemet, making employees aware of the added value of training in order to enhance their skills development is the first step to tackling the lack of motivation of workers to engage in training. We believe that counselling, advice and "career guidance" of workers, particularly low-skilled workers, as well as career guidance for people before entering the labour market, is a key tool to encourage them to participate in training. In our view, part of the solution to motivate workers to up-skill and re-skill is to make training more attractive. New online tools can facilitate customised learning (e.g., online training) adapted to the employee's needs and empower workers to up-/reskill.

In this regard, we believe that digital training programmes and online tools – especially those based on the results of EU-wide projects in sectors particularly affected by transformation – add value and can also be useful if deployed in a user-friendly manner. It would be desirable for these programmes to be multilingual.

- **Individual Learning Accounts (ILAs) and micro-credentials**

For the reasons expressed above, we consider that Individual Learning Accounts (ILAs) will not be the solution to increase the motivation of workers to participate in training. These schemes do not deep-dive into the reasons why workers do not engage enough in training. Furthermore, we also fear that ILAs might not be the adequate tool to address the skills gap as, national experience shows, that they do not ensure the labour market relevance of training.

We support however the Commission intention to expand the use of micro-credentials, as they can certainly be an added value tool to support the workforce to be trained in labour market needs and to foster a culture of lifelong learning.

- **The role of companies in further training**

On the other side of the equation are the companies. According to the Commission background note, a large share of upskilling is workplace training provided by employers. Indeed, in 2020, 67.4% of companies offered training, with varying participation depending on sectors, industries, and countries.

In the case of MET industries, the vast majority of our companies are SMEs and that is why we call for targeted support for them.

SMEs should receive adequate support to identify their immediate and future skills needs. This support should be extended to developing of right-skilling schemes adapted to companies and labour market needs of a highly digitalised and greening economy. Access to EU funds for companies connected to skills should be financially significant, unbureaucratic, accessible in a practical manner, and user-friendly, particularly for SMEs. Furthermore, there is an urgent need to define realistic priorities in deploying EU funds connected to skills.

On this matter, we would like to stress once again that much of the learning occurs informally in the workplace and that this training should somehow be recognised in a simpler manner. This recognition should not be tied automatically to a level upgrade and thus to a salary adjustment/ increase, as collective bargaining policy is and remains the task of the social partners.

- **Pact for Skills & other initiatives**

As regards the Pact for Skills, Ceemet would like to emphasise that we are already actively involved in the Automotive Skills Alliance (ASA), in the transition pathway for the mobility ecosystem and others. However, for us, initiatives such as the Pact for Skills are not a real tool for up- and re-skilling and should rather be placed under the governance model.

In contrast, EU-funded projects such as TRIREME^[1], that are composed of large partnerships do play a crucial role in up and-skilling policies in this specific case in the automotive-mobility ecosystem. Within the framework of TRIREME, we are currently in the phase of gathering skills intelligence at the national, regional, local, and even company level. At this point, we have already compiled examples of many initiatives and social partners' activities that have proven

[1] Project-trireme.eu- TRIREME - "Digital and Green Skills: Towards the Future of the Mobility Ecosystem" is a blueprint for sectoral skills collaboration in the Mobility-Transport-Automotive ecosystem and it is financed by Erasmus +. The actors cover a wide range of stakeholders from industry associations (such as ACEA, Clepa, ETRMA), social partners (Ceemet & industriAll Europe), regions, universities, companies, researchers etc. Running over four years, the project is composed of seven work packages with a main focus on the skills issue, the idea being to ensure the upskilling and reskilling of the workforce of the automotive industry facing the challenge of the green transition.

to be successful in tackling the social aspects of the green and digital transitions in the mobility ecosystem. Likewise, we are also in the process of analysing “less successful” practices to identify what has not worked and further develop policy recommendations on that basis. As an active member of TRIREME, Ceemet is ready to contribute to the exchange of information and creation of synergies with other sectors.

• **Forthcoming Commission initiative**

With regard to forthcoming Commission initiatives in support of up-and-skilling policies, Ceemet would like to make the following preliminary comments:

1. Skills Guarantee pilot¹

Concerning the skills guarantee, we have concerns about who will be responsible for determining what jobs are at risk of being lost and assessing the skills in which a person at risk of unemployment should be trained.

Likewise, social partners at the appropriate level should have a say in evaluating the skills needs that a person about to be made redundant requires to remain employable. We believe that funding of this guarantee is the responsibility of the public authorities, not of the companies.

Last but not least, we would like to mention that we welcome the revision of the European Globalisation Fund intended to finance training provisions for workers at risk of being made redundant. This is a positive development as this measure will seek to ensure that the worker remains employable before becoming unemployed.

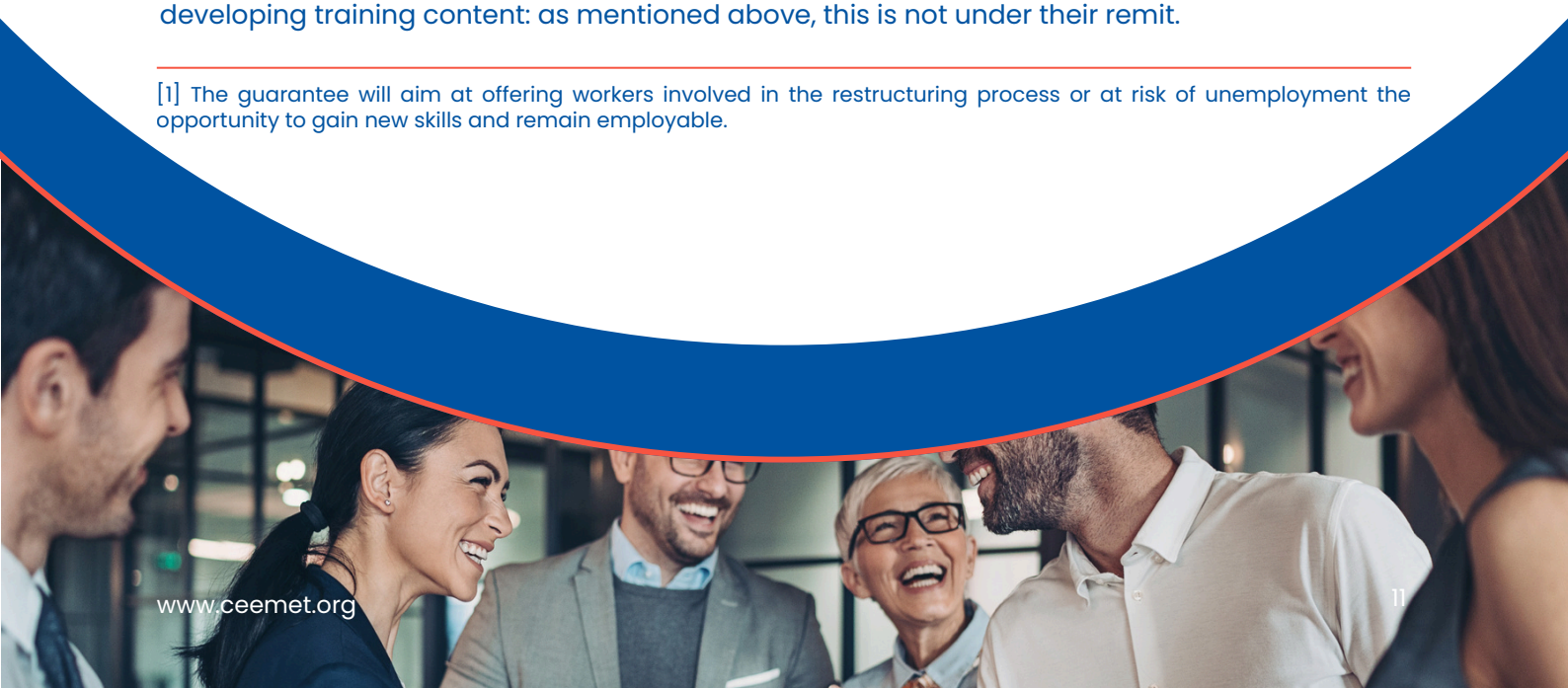
2. State aid rules applicable to training

As regards the Commission's aim to assess, as part of the review of the General Block Exemption Regulation, whether state aid rules applicable to training need to be updated to provide better incentives for industry, including the social economy, to invest in upskilling and reskilling of workers for a just transition, we see this proposal as a positive development.

3. EU Skills Academy

On the proposal to review and target the EU Skills Academy in sectors such as automotive or defence, we would like to emphasise once more that developing training content is not the competence of an EU academy. Certainly, these academies could support the exchange of information regarding skills needs in the different industries. Still, they should not focus on developing training content: as mentioned above, this is not under their remit.

[1] The guarantee will aim at offering workers involved in the restructuring process or at risk of unemployment the opportunity to gain new skills and remain employable.



- **Social dialogue and social partners**

Last but not least, regarding the role of social dialogue, we fully concur with the Commission's analysis that social dialogue is key for defining and implementing policies aimed at supporting workers' skills development, portability and (fostering) their professional training and reskilling, as well as for the governance of the training system.

Social partners at all levels have a critical role to play in anticipating and managing skills' needs and organising up- and reskilling. For example, they play a key role in counselling and guiding employees, especially low skilled, on the importance of undergoing training as well as in providing information about the nature of training, tailored to companies' needs and workers' skill sets. Moreover, they hold information regarding up- and reskilling schemes that have proven to be successful at the national and regional level and have effectively boosted training participation in our industries.

In essence, social partners must be actively consulted and involved in the formulation and deployment of skills policies at all levels.

Social partners must be actively consulted and involved in the formulation and deployment of skills policies at all levels.



3

Facilitating recruitment by businesses across the EU

Ceemet and its members fully concur with the Commission's objective of facilitating the free movement of people across the EU by removing unnecessary bureaucracy. Although the single market has continued to develop since its creation, too many barriers still hinder the portability and recognition of people's skills and qualifications. These barriers substantially reduce the possibility of EU companies to recruit the skilled workforce they need and exacerbate the skills crisis even more. For Ceemet and MET industries, low mobility within the EU is one of the reasons for labour and skills shortages.

• Skills Portability Initiative

We welcome, in principle, the proposed Skills Portability Initiative to improve the recognition of skills and qualifications across the EU, regardless of where they were acquired. While awaiting for more details on the initiative, we want to emphasise that it must not create new burdens for companies.

We also stress the need to support and promote learner mobility of learners across the EU. Ceemet is fully convinced of the added value of learning mobility as mobile learners are more likely to become the mobile workers. Bureaucratic barriers in this field should also be removed.

For Ceemet and MET industries, low mobility within the EU is one of the reasons for labour and skills shortages.

• Other initiatives

To facilitate intra-EU mobility, the Commission intends to Develop a common European framework for the automatic recognition of study qualifications and learning periods abroad in school, VET and higher education. While awaiting a more detailed analysis of the initiative, we question what the link with the European Qualifications Framework is.

As regards the development of innovative joint European study programmes, including disciplines for strategic sectors and key technological domains such as AI, quantum, semiconductors, as well as the potential European VET diploma/label, we will analyse the forthcoming proposals and share our input in due time.



4

Attracting and retaining the skills and talent needed

For employers, attracting talent from outside the EU and cutting recruitment and retention bureaucracy are key to effectively addressing skills shortages.

- **EU Talent Pool**

For this reason, we welcome the future deployment of the EU talent pool, an online platform that will help match the job vacancies posted by employers in the EU with the profiles of job seekers who reside outside the EU. We support the fact that the tool will be open to all third-country nationals residing outside the EU and to all kinds of workers: low, medium, and highly skilled workers.

In order for the tool to be truly successful, bureaucratic procedures for accessing the pool for both employers and job seekers should be avoided. Along these same lines, the tool should be simple to use by both employers and job seekers and be interoperable with existing IT talent pool platforms at the national, regional, or local level (including the public and private sectors).

We call on the co-legislators to quickly reach a compromise agreement on the file. Moreover, we support the swift implementation of the tool and are committed to actively contributing to its implementation phase at the EU level.

In this respect, it is particularly important to simplify recognition and residence opportunities for skilled workers from third countries. There are still too many bureaucratic hurdles for the recruitment of people due to the issuing of visas, etc. However, we recognise that there is also a problem at the national level with this issue.

- **Reversing brain drain**

Attracting and retaining talent also means reversing brain drain. It is clear that Europe is losing human capital, as many science, technology, and ICT graduates choose to work and live outside the EU where labour markets are more flexible.

We consider that creating an adequate environment that retains European talent is also a critical tool to fight the brain drain from the EU to non-EU countries (such as Canada or the USA). In light of this, Ceemet calls on both national and EU policymakers to work together to develop a common strategy to prevent and reverse brain drain. This strategy should include incentives aimed at attracting highly skilled EU workers who are currently residing and working outside the EU, enticing them to return to Europe.

Today, many successful national initiatives are being developed to reverse the brain drain, notably for highly skilled workers. The Commission should facilitate a structured exchange of good practices in this field and use this intelligence to develop a common strategy.

- **Visa Strategy & other initiatives**

The Commission will present a Visa Strategy later this year, which will include measures to support the arrival of top students, researchers, and trained workers from third countries. The Commission will also present a review of the EU Action Plan on Integration and Inclusion aimed at exploring ways of better supporting integration and family reunification measures, in particular for skilled workers and researchers. We will analyse this Commission proposal before giving our input on it.

- **Choose Europe Initiative**

As regards the launch of the future 'Choose Europe' initiative under Marie Skłodowska-Curie Actions to attract and retain talent, we believe this is a good way to promote Europe and the European industry. Europe per se is a very attractive continent because of its mix of cultures and languages, its rich history, high quality of life, prosperous economy, high levels of safety and security and many others.

However, we continue to underperform overall when it comes to unbureaucratic and easy access to the EU labour market.

We are confident that the upcoming measures will gradually ease the cumbersome access to the European labour market. Furthermore, Europe should leverage its competitive edge to run targeted social media campaigns that highlight the benefits of working and living in the EU.

Governance model

As highlighted in the Draghi report, a fragmented and inefficient governance of skills policies is also hampering the EU's competitiveness. As we are all aware, many stakeholders are dealing with skills policies from a variety of perspectives (education and training systems, industry, PES, social partners, civil society, etc.). In parallel, too many good initiatives continue to be dispersed around Europe, fragmented, and unknown to key stakeholders.

Hence, we agree with the Commission's ambition to strengthen the governance model around skills. This should be done without duplicating existing structures, as plenty of entities dealing with skills policies are already established. The same is true for skills intelligence, which is dispersed across Europe.





In this regard, we welcome the creation of the Skills Observatory to centralise data, intelligence, and information and support policymaking. Without going any further, Ceemet, in the framework of the TRIREME project, has plenty of information regarding up- and re-skilling schemes that have proven to be successful at the national and regional levels and have effectively boosted training participation in our industries.

These successful examples, for example, should be leveraged and made known to everyone.

The Observatory certainly has a role to play in this respect, as enhanced skills intelligence is crucial to develop targeted and effective policies at all levels that address the skills crisis.

The Commission will also establish the High-Level Skills Board (gathering social partners, business representatives, etc.) to provide guidance to the Commission on skills-related issues. Ceemet expresses its willingness to be part of this Board.

As mentioned above, and in order to avoid the duplication of bodies dealing with skills, we believe that the Pact for Skills – in our case, the Automotive Skills Alliance – should be part of the governance model. The mix of stakeholders that constitute these large partnerships is indispensable to finding forward-looking solutions from different angles in the area of skills and has, thus, a role to play within the governance model. Embedding the Pact for skills in the governance model is crucial to avoid duplication of bodies dealing with skills.

A highly skilled mobile workforce is the basis for an internationally competitive industry that provides quality jobs.



Last but not least, as part of the governance model, “new” Country Specific Recommendations (CSR) on human capital will be developed in the framework of the European Semester. We call on the Commission to actively involve sectoral social partners in the development of this chapter of the CSR.

As we are all aware, competitiveness today is intrinsically linked to having a rightly skilled workforce. Similarly, a highly skilled mobile workforce is the basis for an internationally competitive industry that provides quality jobs.

Thus, Ceemet and its members remain ready to continue contributing to the critical debate on skills.

Get in touch



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