



Alliance for Batteries Technology, Training and Skills

2019-2023

Sectoral Skills Intelligence and Strategy

for the European Battery Sector

Deliverable D3.6 Analysis of Sectoral Intelligence – Release I



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Executive Summary

This deliverable represents the first version of the Sectoral Skills Strategy and Intelligence based on the gathered information throughout the first two years of the ALBATTs project (schematically represented in **Figure 1**). Until 2023, this information will be updated in subsequent releases (second and third), following feedback received, new findings and recommendations stemming from different ALBATTs activities, such as desk research, webinars, and other stakeholder interactions.

The document is composed of two main parts; the first is the **Sectoral Skills Strategy** which contains the general strategic steps/actions that need to be followed to boost the overall re-/up-skilling and skills development within the European battery sector. Six focal areas are identified, each of them containing a list of steps and focus points (timeframe, target groups, and ALBATTs actions are specified). In addition to the general strategic steps/actions, a set of practical recommendations and considerations are also provided, mapped against the battery value chain and other areas of interest within the battery value chain where specific target groups are identified.

The second part of the report focuses on the **Sectoral Skills Intelligence** and data-oriented results regarding skills needs and state-of-the-art provision. Value chain steps and areas of interest are described in detail (scope, activities, processes), while providing qualitative and quantitative data on skills and job roles needed are provided.

SECTORAL SKILLS INTELLIGENCE AND STRATEGY

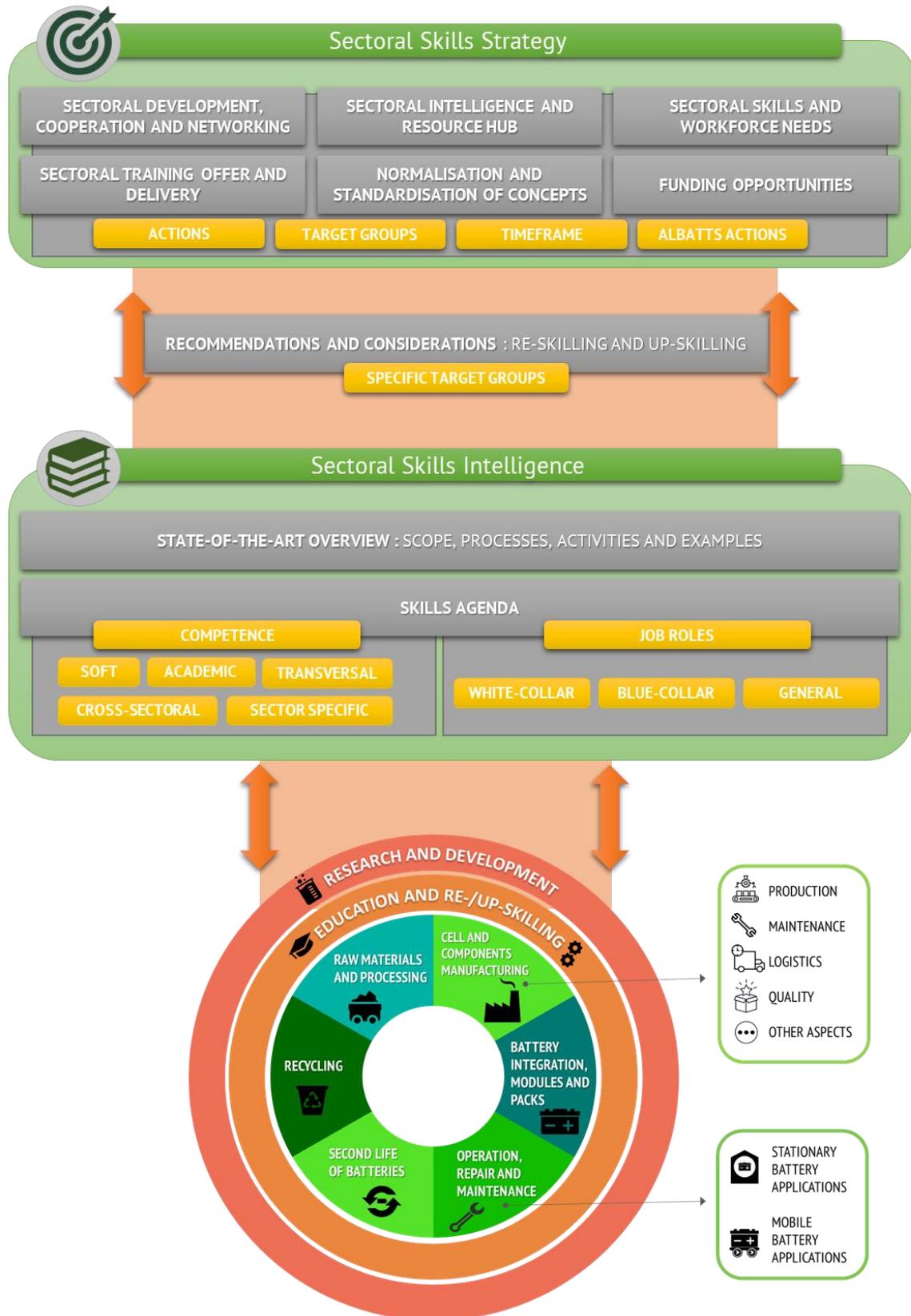


Figure 1: Overall Sectoral Skills Intelligence and Strategy Concept

Introduction

This document represents the first release of the **Sectoral Skills Strategy and Intelligence** and provides the strategic steps to be taken by the sectoral stakeholders to improve the re-/up-skilling within the emerging European battery sector.

Battery production is scaling up rapidly – the sector is moving from battery plants with a capacity of 4-10 GWh/y to up to 40 GWh/y or even 80 GWh/y. Producing more batteries in each plant results in much higher efficiency. The demand is mainly boosted by the needs of e-mobility. It is also generating increased demand from numerous other companies in the value chain, encouraging efforts to establish and convert production capacities, and creating a need for a supply of battery components and services such as maintenance, among other things. Stationary applications of batteries play an essential role in the ecosystem, not only when it comes to industrial and private energy storage use cases, the charging infrastructure, backup systems for IT, telecommunications, or others.

With this volume production of batteries, it is important to focus on skills development and facilitation of a competent workforce along the value chain, which supports the sector's competitiveness, innovation, and overall development. This is where the sectoral skills strategy and the project ALBATTTS consortium (partnership and sectoral stakeholders) with its analyses and recommendations come into play.

Project ALBATTTS

Project ALBATTTS (Alliance for Batteries Technology, Training and Skills), as a blueprint for sectoral cooperation on skills in the battery sector lasting for four years from 2019 to 2023 with 20 full partners from 10 European countries, aims to contribute to the electrification of transport, green energy, and environmental goals in Europe by gathering demand and supply sides of competences in the battery value chain.

The main goals of the ALBATTTS project are:

- ◆ mobilize and coordinate critical players within the battery ecosystem;
- ◆ contribute to transport electrification and EU environmental goals in a significant way;
- ◆ gather demand and supply sides of competencies in the battery value chain;

- ◆ identify skills and job role needs throughout the whole battery production lifecycle from cell production to battery systems in stationary and mobile applications;

ALBATTs Stakeholder Network

Project ALBATTs, within the two first years of implementation, attracted 365 registered sectoral stakeholders and a higher multiplying number of people interested to follow its activities and by that contributing to the overall awareness of skills development in the European battery sector. In addition, project stakeholders have registered to receive regular newsletters with news from the sector, up-to-date, state-of-the-art results of the project, and invitations to webinars to discuss current topics of the re-/up-skilling within the sector. Metrics and other information about the project stakeholders can be found in **ANNEX D: Stakeholder Metrics**, geographical metrics are visible in **Figure 2**.

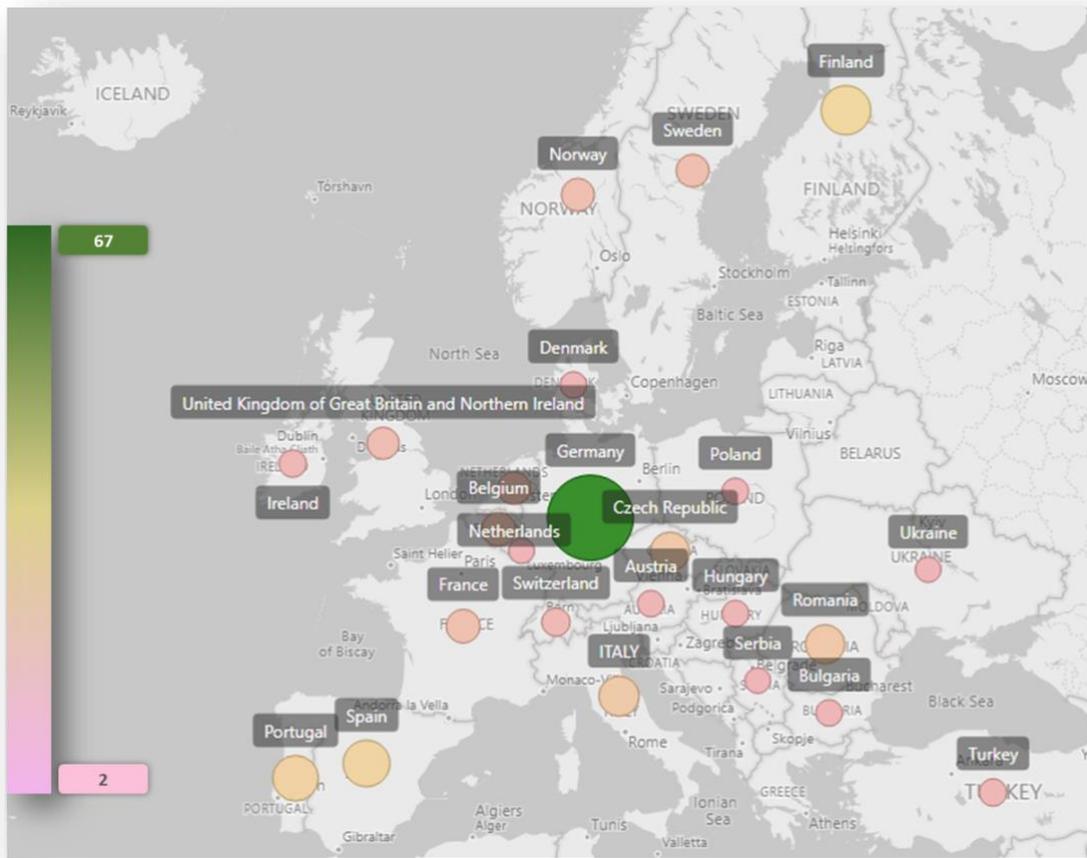


Figure 2: Project ALBATTs Stakeholders

List of Abbreviations

| | | |
|---------------------|-----|--|
| GWh/y | ... | Gigawatt hour per year |
| 5G | ... | Telecommunications of 5 th generation |
| 5S | ... | Workplace organization method |
| 8D | ... | Eight discipline problem solving |
| ACEA | ... | European Automobile Manufacturers Association |
| AGV | ... | Automatic Guided Vehicles |
| AI | ... | Artificial Intelligence |
| ALBATTs | ... | Alliance for Batteries Technology, Training and Skills |
| AR | ... | Augmented Reality |
| ASA | ... | Automotive Skills Alliance |
| ASPICE | ... | Automotive Software Process Improvement and Capability |
| BESS | ... | Battery Energy Storage System |
| BEV | ... | Battery Electric Vehicle |
| BMS | ... | Battery Management System |
| BTM | ... | Behind-the-Meter Batteries |
| BTMS | ... | Battery Thermal Management System |
| CAD | ... | Computer-Aided Design |
| CECRA | ... | European Council for Motor Trades and Repairs |
| CLEPA | ... | European Association of Automotive Suppliers |
| CO2 | ... | Carbon Dioxide |
| CSR | ... | Corporate Social Responsibility |
| DoC | ... | Drivers of Change |
| DoD | ... | Depth of Discharge |
| DRIVES | ... | Development and Research on Innovative Vocational Education Skills |
| EACEA | ... | European Education and Culture Executive Agency |
| EAFRD | ... | European Agricultural Fund for Rural Development |
| EBA | ... | European Battery Alliance |
| EC | ... | European Commission |
| ECU | ... | Electronic Control Unit |
| EFSI | ... | European Innovation Partnership |
| EGF | ... | European Globalisation Adjustment Fund for Displaced Workers |
| EIT | ... | European Institute of Innovation and Technology – Raw Materials |
| RawMaterials | | |
| EQF | ... | European Qualifications Framework |
| ERASMUS+ | ... | European Community Action Scheme for the Mobility of University Students |

| | | |
|------------------|-----|---|
| ERDF | ... | European Regional Development Fund |
| ERP | ... | Enterprise Resource Planning |
| ESCO | ... | European Skills/Competence, Qualifications, and Occupations |
| ESF+ | ... | European Social Fund+ |
| ESF+ EaSI | ... | European Social Fund+ and EU Programme for Employment and Social Innovation |
| ETIP | ... | The European Technology and Innovation Platform |
| ETRMA | ... | European Tyre and Rubber Manufacturers Association |
| EU | ... | European Union |
| EV | ... | Electric Vehicle |
| GHG | ... | Greenhouse Gas |
| GWh | ... | Gigawatt hour |
| HE | ... | Higher Education |
| HMI | ... | Human Machine Interface |
| HR | ... | Human Resources |
| ICE | ... | Internal Combustion Engine |
| ICT | ... | Information Communication Technology |
| IoT | ... | Internet of Things |
| IPCEI | ... | Important Projects of Common European Interest |
| IT | ... | Information Technology |
| JIT | ... | Just in Time |
| JTF | ... | Just Transition Fund |
| KPI | ... | Key Performance Indicator |
| LIB | ... | Lithium-Ion Battery |
| LPG | ... | Liquefied Petroleum Gas |
| MOOC | ... | Massive Online Open Course |
| NFRD | ... | The Non-Financial Reporting Directive |
| PDSA | ... | PDSA |
| PFMEA | ... | Process Failure Mode Effects Analysis |
| PfS | ... | Plan-Do-Study-Act |
| PhD | ... | Doctor of Philosophy |
| QMS | ... | Quality Management System |
| R&D | ... | Research and Development |
| RO-RO | ... | Roll-on/Roll-off |
| RRF | ... | Recovery and Resilience Facility |
| SME | ... | Small and Medium-sized Enterprises |
| SoC | ... | State of Charge |

| | | |
|----------------|-----|--|
| SoH | ... | State of Health |
| SPOC | ... | Small Private Online Course |
| STEM | ... | Science, Technology, Engineering, and Mathematics |
| SURE | ... | Support to mitigate Unemployment Risks in an Emergency |
| SW | ... | Software |
| TQM | ... | Total Quality Management |
| V2G | ... | Vehicle to Grid |
| VET | ... | Vocational Education and Training |
| VR | ... | Virtual Reality |
| VRE | ... | Variable Renewable Energy |
| VSU-TUO | ... | Technical University of Ostrava |
| WEEE | ... | Waste Electrical and Electronic Equipment |
| WFD | ... | EU Water Framework Directive |
| WP4 | ... | Work Package 4 |
| WP5 | ... | Work Package 5 |
| XR | ... | Extended Reality |

Methodology

This document provides the first version of a **Sectoral Skills Strategy** and an overall summary of the **Sectoral Intelligence** gathered. It is based on three streams of information, where different tools are used: (1) desk research; (2) online survey and qualitative personal interviews; and (3) workshops. These three streams cover topics of sectoral intelligence that were defined as follows: (1) stakeholders; (2) technologies; (3) drivers of change; (4) skills, competencies, and job roles; (5) sector attractiveness; (6) education and training; (7) training delivery and methods. For each phase of the value chain within the battery sector, all tools were used to gather valuable information regarding the defined topics. Metrics related to the data collection and workshop attendance, or survey redemption can be found in the **ANNEX A: Data Collection Metrics**.

Detailed Document Composition and Structure

The document is composed of two main parts:

- ◆ Sectoral Skills Strategy
- ◆ Sectoral Skills Intelligence

Sectoral Skills Strategy focuses on the provision of strategic actions to boost the skills development of the European battery sector. As a result, the following have been identified (**Figure 3**):

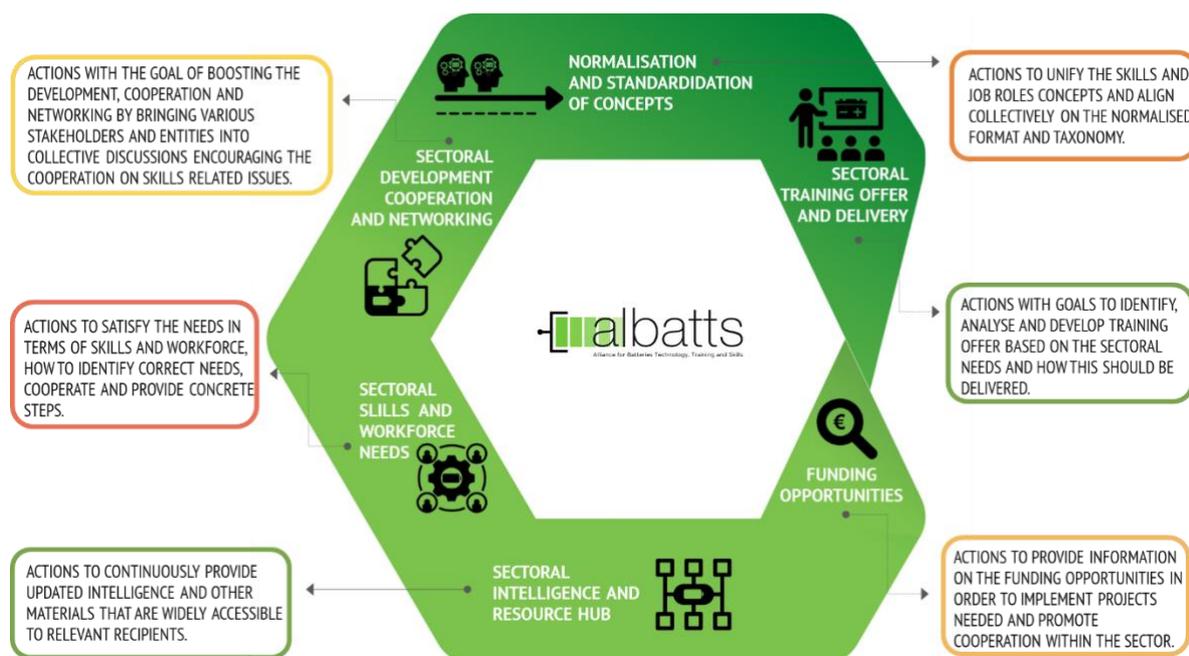


Figure 3: Visualisation of Main Areas of General Strategic Steps

Each action, in addition, contains information on:

Table 1: Definition of Target Groups

|  TARGET | <p align="center">Target Groups</p> <p align="center">target groups that should be active within this action</p> |
|--|--|
|  WHOLE ECOSYSTEM | <p>Description: Actions and recommendations are relevant for the whole European battery ecosystem and all active stakeholders.</p> <p>Scope: All target groups below.</p> |
|  INDUSTRY | <p>Description: Actions and recommendations are relevant for industrial stakeholders.</p> <p>Scope: Enterprises (micro, SMEs, Large), Sectoral Associations, Technology Centres, and similar.</p> |
|  TRAINING PROVIDERS | <p>Description: Actions and recommendations are relevant for training providers.</p> <p>Scope: Entities active in training provision/definition and other related areas, including academia, industry, or other subjects.</p> |
|  ACADEMIA | <p>Description: Actions and recommendations are relevant for academia.</p> <p>Scope: Entities active in the definition of curricula, teaching, or training. This includes especially universities, high schools, and other entities mainly active in providing formal education or research.</p> |
|  POLICY MAKERS | <p>Description: Actions and recommendations are relevant for policymakers.</p> <p>Scope: National, regional, or local authorities/policymakers.</p> |
|  EUROPEAN COMMISSION | <p>Description: Actions and recommendations are relevant for European Commission that should be involved.</p> <p>Scope: European Commission and related entities.</p> |

Table 2: Definition of Timeframe

|  TIMEFRAME | <p style="text-align: center;"><u>Timeframe</u></p> <p style="text-align: center;">indication on time dimension and how urgently the stakeholders should act</p> |
|---|--|
|  CONTINUOUS | <p>Description: Actions should be considered in the long term, and the attention given should be continuous, e.g., continuous analysis, implementation, etc.</p> |
|  URGENT | <p>Description: Actions should be considered urgently in the short term, and the attention given should have a high priority.</p> |

Table 3: Definition of ALBATTs Actions

|  ALBATTs ACTIONS | <p style="text-align: center;"><u>ALBATTs Action</u></p> <p style="text-align: center;">statement of the ALBATTs project consortium and how the project is involved within this step</p> |
|---|---|
|  ENDORISING | <p>Description: raising awareness of certain actions or topics, overall involvement in the issue on multiple levels, and contribution to the overall improvement of the situation of considered areas of interest.</p> |
|  WITHIN SCOPE AND PLANNED | <p>Description: actions and activities within certain topics or issues are within the project plan scope and planned for future years of the project.</p> |
|  PARTICIPATING/IMPLEMENTING | <p>Description: the project is practically involved in the improvement or implementation of changes of certain topics and works towards the improvement, this could be e.g. development of training material, provision of state-of-the-art materials, organization of events, or similar.</p> |
|  ANALYSING | <p>Description: The project is involved in the improvement or implementation of certain topics or issues on a more theoretical basis, where possible solutions, methodological approaches, or strategies are being analysed. This can be reflected in the project outputs.</p> |
|  NOT IN SCOPE | <p>Description: certain topics or issues are not being analysed or implemented by the project, but this fact is being acknowledged and the consortium is fully aware of it. This status may change in the future years of the project.</p> |

The second part of the **Sectoral Skills Strategy** provides concrete and practical **recommendations and considerations** that are mapped against the set of areas of interest or trends identified:

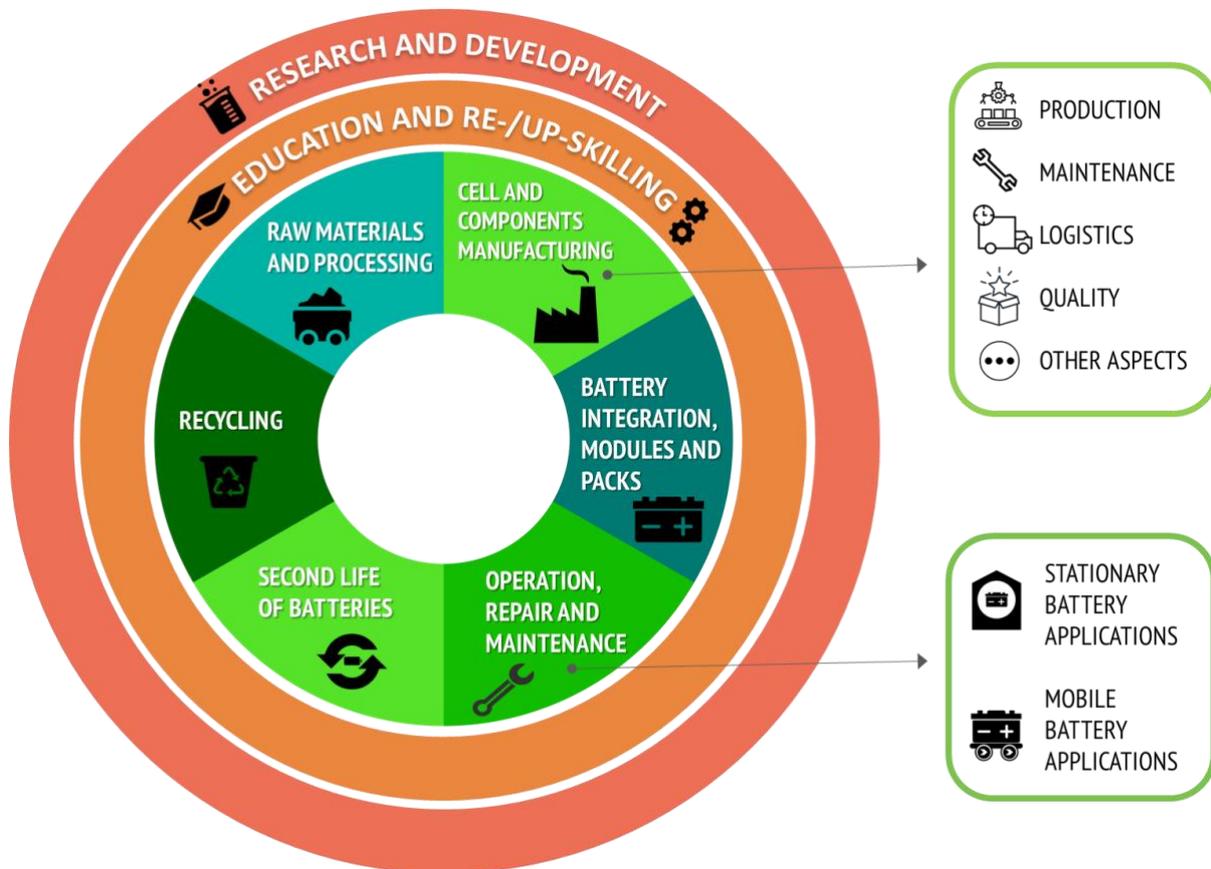


Figure 4: Visualisation of the Main Areas of Interest

Recommendations and considerations are supported by mapping of concrete target groups and are defined as seen below:

- ◆ **Recommendations/Considerations:** a set of recommendations/considerations for specific areas of interest or trends covering actions in terms of strengthening various competence; re-skilling/up-skilling on specific topics; and others.
- ◆ **Target Groups:** examples of specific target groups that are influenced within these areas of interest.

Sectoral Skills Intelligence provides insights into the state-of-the-art and skills/job roles needs of the specific areas of interest/trends identified and described above. Every area of

interest/trend is described from the perspective of the **scope** and **skills agenda** as defined below:

- ◆ **Scope Description:** definition of area borders; description of activities and processes within the area, and overall description.
- ◆ **Skills Agenda:** data analysis of skills needs and demanded job roles/profiles based on the job advertisements and other information collected:
 - Quantitative analysis provides charts and data visualization of the job advertisements collected. Demanded job roles are visualized by word cloud based on the occurrence in relation to the skills/knowledge; and skills needs with the bar or pie charts in five categories of competence: (1) soft; (2) transversal; (3) academic; (4) cross-sectoral specific; (5) sector-specific (**ANNEX C: Skills Concepts**).
 - Qualitative additional supportive information that cannot be quantified, such as expertise and information from workshops or other sources.

This generic structure applies to all identified areas of interest. The only exceptions are the following:

- ◆ Trends, Factors, and Drivers of Change
 - Does not contain skills agenda and recommendations and considerations
- ◆ Training, Education, Re-/Up-skilling
 - Does not contain skills agenda

Skills Agenda Data Acquisition and Processing

The overall definition of the area of interest/trend contains the skills agenda section - describing and visualizing the needs in terms of skills and job roles, which can be viewed from two perspectives (both perspectives represent limited views in the scope of collected data):

(1) Quantitative analysis: charts are based on the competence matrix which is being continuously updated in the project ALBATTTS and contains the data gathered from job advertisements and offers.

Job advertisements were analysed and mapped to the corresponding value chain steps or departments within the battery production facility. This enables to query job roles relevant

to specific areas of interest and see which skills are needed. This is also done “from the other side” where relevant skills are identified and mapped to the specific area of interest, set of job roles that are composed of each of the skill mappings analysed, and by this approach, it is possible to develop the occurrence metrics for the job role and see which is more occurring for the mapped skills set.

(2) Qualitative analysis: contains experts’ opinions or information that cannot be quantified and merged with the data used for the quantitative analysis. This contains mostly workshop results, relevant reports or documents, or survey/interview results.

More information on the methodology can be found within the **ANNEX C: Skills Concepts**, where concrete definitions and structures are defined and described in more detail.

Project ALBATTs

The first release of a

Sectoral Skills Strategy

Proposals on how to approach the Re-/Up-skilling
to ensure the development of the European Battery Sector



1 Sectoral Key Steps and Sectoral Skills Strategy

Sectoral key steps of the first version of the **Sectoral Skills Strategy** serve as a roadmap for the skills agenda within the battery sector, each of the steps outlines the needed actions for various target groups and processes to boost the competence development, cooperation and re-skilling and up-skilling of the workforce in the future or in a specific timeframe.

The graphic visualisation of the key steps is visible in **Figure 5**:

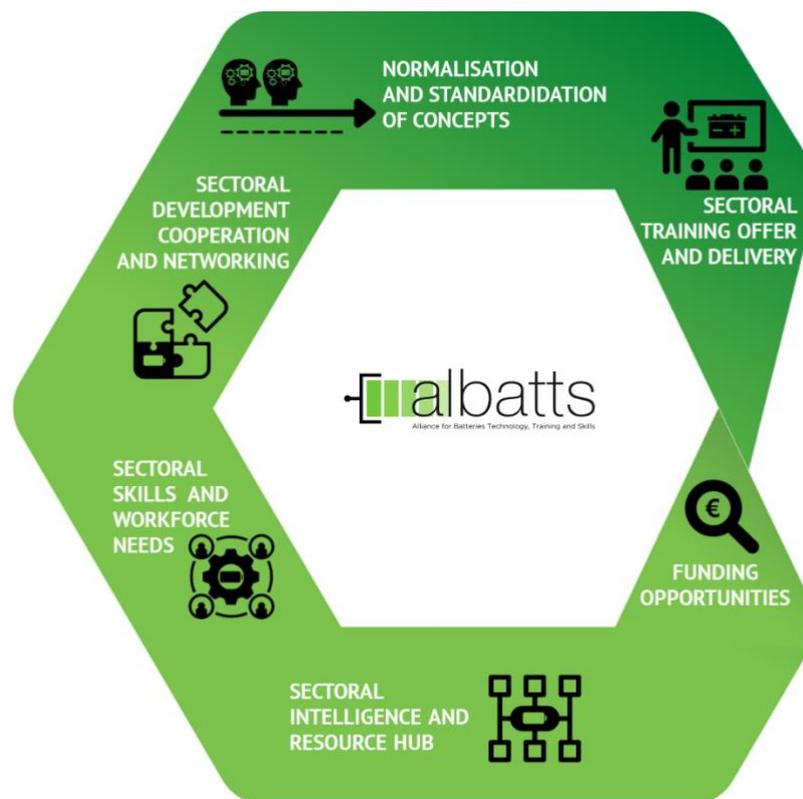


Figure 5: Visualisation of Main Areas of General Strategic Steps

1.1 SECTORAL DEVELOPMENT, COOPERATION, AND NETWORKING

Definitions of target groups, timeframe, and ALBATTs actions are provided in the methodology section.

1. Battery Application Stakeholder Cooperation

The cooperation between stationary and mobile battery application stakeholders and key players needs to be strengthened.

| | | | | | | |
|--|--|---|--|--|--|--|
|  TARGET |  WHOLE ECOSYSTEM |  INDUSTRY |  TRAINING PROVIDERS |  ACADEMIA |  POLICY MAKERS |  EUROPEAN COMMISSION |
|  TIMEFRAME |  CONTINUOUS |  URGENT |  PARTICIPATING/ IMPLEMENTING |  ANALYSING |  NOT IN SCOPE | |
|  ALBATTs ACTIONS |  ENDORISING |  WITHIN SCOPE AND PLANNED | | | | |

* Specific ALBATTs Actions are described in **ANNEX B: ALBATTs Project Actions**. This applies to all recommendations and actions.

2. Overall Cooperation

The overall cooperation and specific cooperation models between various EU initiatives, projects, universities, VET provides, industry, companies, and other subjects need to be strengthened.

| | | | | | | |
|---|--|--|---|---|--|--|
|  TARGET |  WHOLE ECOSYSTEM |  INDUSTRY |  TRAINING PROVIDERS |  ACADEMIA |  POLICY MAKERS |  EUROPEAN COMMISSION |
|  TIMEFRAME |  CONTINUOUS |  URGENT |  PARTICIPATING/ IMPLEMENTING |  ANALYSING |  NOT IN SCOPE | |
|  ALBATTs ACTIONS |  ENDORISING |  WITHIN SCOPE AND PLANNED | | | | |



3. Academia/Industry Cooperation

Cooperation between secondary, tertiary schools and industry needs to be strengthened..

| | | | | | | |
|--|---|--|--|--|---|---|
|  TARGET |  WHOLE ECOSYSTEM |  INDUSTRY |  TRAINING PROVIDERS |  ACADEMIA |  POLICY MAKERS |  EUROPEAN COMMISSION |
|  TIMEFRAME |  CONTINUOUS |  URGENT | | | | |
|  ALBATT'S ACTIONS |  ENDORISING |  WITHIN SCOPE AND PLANNED |  PARTICIPATING/IMPLEMENTING |  ANALYSING |  NOT IN SCOPE | |



4. Sector Attractiveness

There is a need to boost and foster the sector attractiveness.

| | | | | | | |
|--|--|--|--|--|--|--|
|  TARGET |  WHOLE ECOSYSTEM |  INDUSTRY |  TRAINING PROVIDERS |  ACADEMIA |  POLICY MAKERS |  EUROPEAN COMMISSION |
|  TIMEFRAME |  CONTINUOUS |  URGENT | | | | |
|  ALBATT'S ACTIONS |  ENDORISING |  WITHIN SCOPE AND PLANNED |  PARTICIPATING/IMPLEMENTING |  ANALYSING |  NOT IN SCOPE | |



5. Roadmap on Skills Transition from the Related Sectors

A roadmap with proposals on how skills and competences can be transferred from similar sectors (such as chemical, pharmaceutical, manufacturing, process industry, etc.) to the emerging battery sector needs to be created.



6. Projects and initiatives

There is a need to boost, integrate, endorse and implement results and findings of the projects supporting the development of the European battery ecosystem and other issues related to the staff and competence shortage or skills agenda development, such as (1) European Battery Alliance; (2) The European Skills Agenda and Pact for Skills; (3) Automotive Skill Alliance, including relevant initiatives such as DRIVES and other Blueprint Projects; (4) Pact for Skills – PfS; (5) European Battery Innovation – IPCEI; and other.





7. Information Sharing

Sharing of information is crucial for the development of the competence needs as well as the overall European battery ecosystem.

| | | | | | | |
|---|--|---|---|---|--|--|
|  TARGET |  WHOLE ECOSYSTEM |  INDUSTRY |  TRAINING PROVIDERS |  ACADEMIA |  POLICY MAKERS |  EUROPEAN COMMISSION |
|  TIMEFRAME |  CONTINUOUS |  URGENT | | | | |
|  ALBATT'S ACTIONS |  ENDORISING |  WITHIN SCOPE AND PLANNED |  PARTICIPATING/IMPLEMENTING |  ANALYSING |  NOT IN SCOPE | |



8. Mobilization of experts

Experts across the whole European battery value chain and ecosystem need to be attracted and mobilized including foreign experts bringing much-needed know-how and experience.

| | | | | | | |
|---|--|---|---|---|--|--|
|  TARGET |  WHOLE ECOSYSTEM |  INDUSTRY |  TRAINING PROVIDERS |  ACADEMIA |  POLICY MAKERS |  EUROPEAN COMMISSION |
|  TIMEFRAME |  CONTINUOUS |  URGENT | | | | |
|  ALBATT'S ACTIONS |  ENDORISING |  WITHIN SCOPE AND PLANNED |  PARTICIPATING/IMPLEMENTING |  ANALYSING |  NOT IN SCOPE | |

9. Future Scenarios

Future scenarios in terms of re-skilling and up-skilling, as well as sector development, need to be developed.



1.2 SECTORAL INTELLIGENCE AND RESOURCE HUB

Definitions of target groups, timeframe, and ALBATTs actions are provided in the methodology section.

1. State-of-the-Art Information Sharing

Reliable state-of-the-art information needs to be provided to sectoral stakeholders and interested entities. Resources or knowledge hubs that are public, reusable, and easily accessible are needed.

| | | | | | | |
|-----------------|-----------------|----------|--------------------------|----------------------------|---------------|---------------------|
| TARGET | WHOLE ECOSYSTEM | INDUSTRY | TRAINING PROVIDERS | ACADEMIA | POLICY MAKERS | EUROPEAN COMMISSION |
| TIMEFRAME | CONTINUOUS | URGENT | WITHIN SCOPE AND PLANNED | PARTICIPATING/IMPLEMENTING | ANALYSING | NOT IN SCOPE |
| ALBATTs ACTIONS | ENDORSING | | | | | |

* Specific ALBATTs Actions are described in **ANNEX B: ALBATTs Project Actions**, this applies to all recommendations and actions.

2. Continuous Update

Information needs to be continuously updated.

| | | | | | | |
|-----------------|-----------------|----------|--------------------------|----------------------------|---------------|---------------------|
| TARGET | WHOLE ECOSYSTEM | INDUSTRY | TRAINING PROVIDERS | ACADEMIA | POLICY MAKERS | EUROPEAN COMMISSION |
| TIMEFRAME | CONTINUOUS | URGENT | WITHIN SCOPE AND PLANNED | PARTICIPATING/IMPLEMENTING | ANALYSING | NOT IN SCOPE |
| ALBATTs ACTIONS | ENDORSING | | | | | |



3. Open Discussion

A platform for collective discussion on the problematic and important topics of sectoral intelligence needs to be established with different stakeholders and experts involved.

| | | | | | | |
|----------------------|---------------------|------------------------------|--------------------------------|--------------------------------|-------------------|-------------------------|
| TARGET | WHOLE ECOSYSTEM | INDUSTRY | TRAINING PROVIDERS | ACADEMIA | POLICY MAKERS | EUROPEAN COMMISSION |
| TIMEFRAME | CONTINUOUS | URGENT | WITHIN SCOPE AND PLANNED | PARTICIPATING/IMPLEMENTING | ANALYSING | NOT IN SCOPE |
| ALBATT'S ACTIONS | ENDORISING | WITHIN SCOPE AND PLANNED | PARTICIPATING/IMPLEMENTING | ANALYSING | NOT IN SCOPE | |



4. Recommendations and Considerations

There is a need for provision and sharing of practical recommendations or considerations to the sectoral stakeholders and players to expand their knowledge and fuel the discussion.

| | | | | | | |
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| TARGET | WHOLE ECOSYSTEM | INDUSTRY | TRAINING PROVIDERS | ACADEMIA | POLICY MAKERS | EUROPEAN COMMISSION |
| TIMEFRAME | CONTINUOUS | URGENT | WITHIN SCOPE AND PLANNED | PARTICIPATING/IMPLEMENTING | ANALYSING | NOT IN SCOPE |
| ALBATT'S ACTIONS | ENDORISING | WITHIN SCOPE AND PLANNED | PARTICIPATING/IMPLEMENTING | ANALYSING | NOT IN SCOPE | |



1.3 SECTORAL SKILLS AND WORKFORCE NEEDS

Definitions of target groups, timeframe, and ALBATTs actions are provided in the methodology section.

1. Skills and Workforce Shortage

Shortage of skilled workforce and consequent competence need to be addressed on all levels: (1) geographical - national, regional, and local level; (2) relevant proficiency – EQF3-8; (3) value-chain – from raw materials mining and processing to recycling. All types of competencies need to be addressed: (1) soft; (2) transversal; (3) cross-sectoral specific; (4) sector-specific or job-specific; (5) green and digital;

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| TARGET | WHOLE ECOSYSTEM | INDUSTRY | TRAINING PROVIDERS | ACADEMIA | POLICY MAKERS | EUROPEAN COMMISSION |
| TIMEFRAME | CONTINUOUS | URGENT | | | | |
| ALBATTs ACTIONS | ENDORISING | WITHIN SCOPE AND PLANNED | PARTICIPATING/ IMPLEMENTING | ANALYSING | NOT IN SCOPE | |

* Specific ALBATTs Actions are described in **ANNEX B: ALBATTs Project Actions**, this applies to all recommendations and actions.

2. Continuous Update

Sectoral skills and workforce need to be continuously tracked, updated, and data publicly available.

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| TARGET | WHOLE ECOSYSTEM | INDUSTRY | TRAINING PROVIDERS | ACADEMIA | POLICY MAKERS | EUROPEAN COMMISSION |
| TIMEFRAME | CONTINUOUS | URGENT | | | | |
| ALBATTs ACTIONS | ENDORISING | WITHIN SCOPE AND PLANNED | PARTICIPATING/ IMPLEMENTING | ANALYSING | NOT IN SCOPE | |



3. Future Technologies, Innovation, and R&D

The skills needed for new and innovative technologies and processes need to be identified, which concern research and development as well. The availability of R&D infrastructure is also of high importance.



4. New Battery Applications Competences

New competencies concerning forthcoming battery applications need to be continuously identified and considered – mobile, stationary, and other.





5. Strategy and Roadmap

Strategy and roadmap towards the re-skilling and up-skilling within the European battery system need to be developed and continuously updated. Synergies between strategies within the battery and other sectors should be proactively looked for.



1.4 SECTORAL TRAINING OFFER AND DELIVERY

Definitions of target groups, timeframe, and ALBATTs actions are provided in the methodology section.



1. Continuous Update

Sectoral training offer needs to be designed, developed, and continuously updated based on the sectoral needs of industry.

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|  TARGET |  WHOLE ECOSYSTEM |  INDUSTRY |  TRAINING PROVIDERS |  ACADEMIA |  POLICY MAKERS |  EUROPEAN COMMISSION |
|  TIMEFRAME |  CONTINUOUS |  URGENT | | | | |
|  ALBATTs ACTIONS |  ENDORISING |  WITHIN SCOPE AND PLANNED |  PARTICIPATING/IMPLEMENTING |  ANALYSING |  NOT IN SCOPE | |

* Specific ALBATTs Actions are described in **ANNEX B: ALBATTs Project Actions**, this applies to all recommendations and actions.



2. Modular Training

There is a need to develop up-to-date modular training, individual modules, and units based on the sectoral needs of industry.

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|  TARGET |  WHOLE ECOSYSTEM |  INDUSTRY |  TRAINING PROVIDERS |  ACADEMIA |  POLICY MAKERS |  EUROPEAN COMMISSION |
|  TIMEFRAME |  CONTINUOUS |  URGENT | | | | |
|  ALBATTs ACTIONS |  ENDORISING |  WITHIN SCOPE AND PLANNED |  PARTICIPATING/IMPLEMENTING |  ANALYSING |  NOT IN SCOPE | |



3. Curricula

Curricula need to be updated to satisfy the demand and needs of industry - Higher Education, VET, apprenticeships, internships, lifelong learning, and others.



4. Education Requirements

Specific education requirements and skills for the battery manufacturing industry need to be adopted and developed.





5. Interdisciplinary Education

Interdisciplinary education programmes for VET and HE should be rolled out focusing on STEM, digital and green skills – adaptation of the curricula is needed.



6. Standardization

There is a need for a standardized approach to apprenticeship programmes, internships, and overall education programmes.





7. Training Methods / Re-Up-Skilling Instruments

Innovative and effective training methods need to be explored and implemented as well as various re-/up-skilling instruments and tools: (1) work-based learning¹; (2) on-boarding training in factories; (3) innovative and up-to-date programs; (4) training by internal and external experts; (5) digital and specific seminars for industry; (6) standardized online courses (MOOCs and SPOCs); (7) training of trainers; (8) access to learning infrastructure for SME's and other target groups; (9) centres of excellence and innovation; (10) specialized training centres with simulated training environment - AR/VR training, e.g. VR Labs; (11) adult education and learning programmes; (12) education testbeds; (13) flexible and blended learning solutions; and (14) double degree education programmes. In addition, proper training methods need to be selected for different target groups, e.g., blue- or white-collar workers, or mass re-skilling or up-skilling for the battery production, or other parts of the ecosystem.



8. Levels of Education

All relevant levels of education need to be focused on blue- and white-collar workers - EQF 3-8



¹ What is work-based learning (WBL)? What is Work-Based Learning (WBL)? (n.d.). Retrieved November 28, 2021, from <https://www.accelerate.com.au/post/what-is-work-based-learning-wbl>.



9. Certifications and Micro-Credentials

Training certification and the micro-credential system should be introduced for the successful trainees – lightweight, coherent, easy to implement, and understand system needs to be put in place.



10. Learning Accounts

Introducing a learning account can boost the recognition and management of the learning achievements.





11. Languages

It is necessary to facilitate training in various languages to increase accessibility. Multi-lingual training is essential, especially for VET and lower levels of education. It is vital to identify different language needs for different training and job positions.



12. Learning Pathways

It is crucial to enable and provide clear and dynamic learning pathways from one job position to another across different levels of proficiency, that are highly connected to the modularity concepts of the training offer.





13. Training Providers

It is vital that various training providers across Europe are activated to boost the cooperation and efficiency of the developed training solutions that will cover the most urgent future needs.



1.5 NORMALISATION AND STANDARDISATION OF CONCEPTS

Definitions of target groups, timeframe, and ALBATTs actions are provided in the methodology section.



1. Categorization and Classification

There is a need for classification and categorization of job roles, skills, and competence (concepts) framework used on the EU-wide level. There should be a common approach.

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|  TARGET |  WHOLE ECOSYSTEM |  INDUSTRY |  TRAINING PROVIDERS |  ACADEMIA |  POLICY MAKERS |  EUROPEAN COMMISSION |
|  TIMEFRAME |  CONTINUOUS |  URGENT |  WITHIN SCOPE AND PLANNED |  PARTICIPATING/IMPLEMENTING |  ANALYSING |  NOT IN SCOPE |
|  ALBATTs ACTIONS |  ENDORISING | | | | | |

* Specific ALBATTs Actions are described in **ANNEX B: ALBATTs Project Actions**. This applies to all recommendations and actions.



2. Coherence

Continuous update and consistency of the concepts with the sectoral needs and intelligence is assured.

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|  TARGET |  WHOLE ECOSYSTEM |  INDUSTRY |  TRAINING PROVIDERS |  ACADEMIA |  POLICY MAKERS |  EUROPEAN COMMISSION |
|  TIMEFRAME |  CONTINUOUS |  URGENT |  WITHIN SCOPE AND PLANNED |  PARTICIPATING/IMPLEMENTING |  ANALYSING |  NOT IN SCOPE |
|  ALBATTs ACTIONS |  ENDORISING | | | | | |



3. Available Tools and Instruments

It is essential to take advantage of the existing instruments and databases (ESCO, DRIVES Framework, or other national information hubs and databases related to competencies or job profiles concepts) of concepts that are aligned with widely used skills frameworks.



4. Framework Interlinks

It is essential to assure the coherence of the various concepts by developing a mapping approach between the frameworks (ESCO, EQF, DRIVES Framework, other); this also concerns the exploration of the possibilities of certification or credential systems linkage.





5. Reference Provision

It is crucial to develop a set of standardized and broadly accepted reference job profiles based on the needs of the battery ecosystem that are aligned and coherent with the widely used classification frameworks. This set needs to be publicly available and put into use by updating relevant knowledge hubs and databases.



1.6 FUNDING OPPORTUNITIES

A detailed overview of the funding opportunities can be found in the **ANNEX F: Funding Opportunities Summary**.

Definitions of target groups, timeframe, and ALBATTTS actions are provided in the methodology section.



1. Accessible Through Financial Intermediaries

Funding opportunities accessible through financial intermediaries, such as (1) InvestEU; and (2) EFSI 2 Skills and Education Guarantee Pilot;

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|  TARGET |  WHOLE ECOSYSTEM |  INDUSTRY |  TRAINING PROVIDERS |  ACADEMIA |  POLICY MAKERS |  EUROPEAN COMMISSION |
|  TIMEFRAME |  CONTINUOUS |  URGENT | | | | |
|  ALBATTTS ACTIONS |  ENDORISING |  WITHIN SCOPE AND PLANNED |  PARTICIPATING/IMPLEMENTING |  ANALYSING |  NOT IN SCOPE | |

* Specific ALBATTTS Actions are described in **ANNEX B: ALBATTTS Project Actions**. This applies to all recommendations and actions.



2. Accessible Through National Authorities

Funding opportunities accessible through national authorities, such as (1) Recovery and Resilience Facility (RRF); (2) REACT-EU (Recovery Assistance for Cohesion and the Territories of Europe); (3) European Social Fund Plus (ESF+ under shared management); (4) ERDF (European Regional Development Fund); (5) Just Transition Fund (JTF); (6) Digital Europe Programme; (7) Erasmus+ (new MFF); and (8) European Agricultural Fund for Rural Development (EAFRD).

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|  TARGET |  WHOLE ECOSYSTEM |  INDUSTRY |  TRAINING PROVIDERS |  ACADEMIA |  POLICY MAKERS |  EUROPEAN COMMISSION |
|  TIMEFRAME |  CONTINUOUS |  URGENT | | | | |
|  ALBATT'S ACTIONS |  ENDORISING |  WITHIN SCOPE AND PLANNED |  PARTICIPATING/IMPLEMENTING |  ANALYSING |  NOT IN SCOPE | |



3. Accessible Through European Commission

Funding opportunities are accessible through European Commission, such as (1) ESF+ EaSI Strand; (2) European Globalisation Adjustment Fund (EGF); and (3) European Instrument for Temporary Support to Mitigate Unemployment Risks in an Emergency (SURE).

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|  TARGET |  WHOLE ECOSYSTEM |  INDUSTRY |  TRAINING PROVIDERS |  ACADEMIA |  POLICY MAKERS |  EUROPEAN COMMISSION |
|  TIMEFRAME |  CONTINUOUS |  URGENT | | | | |
|  ALBATT'S ACTIONS |  ENDORISING |  WITHIN SCOPE AND PLANNED |  PARTICIPATING/IMPLEMENTING |  ANALYSING |  NOT IN SCOPE | |





4. Other Instruments

Funding opportunities are accessible through other instruments, such as (1) TED eTendering; and (2) Education, Audiovisual, and Culture Executive Agency (EACEA).



2 Recommendations and Considerations

This section covers recommendations and considerations identified and proposed by the ALBATTs consortium. Recommendations and considerations are mapped against the battery value chain or areas of interest and propose actions to improve the re-/up-skilling of the workforce or point out to issues that need to be considered when it comes to the skills agenda of the sector.

This section follows the structure of the sectoral intelligence part of the report, so these two parts are interlinked.

2.1 RAW MATERIALS EXTRACTION AND PROCESSING

- ◆ Strengthening the awareness on the critical raw materials questions for Europe and connected emerging trends.
- ◆ Development of new skills needs (and relevant training material) for mining and refining raw materials.
- ◆ Organization of expert workshops and other events related to the skills needs within the raw materials domain and including key players, such as EIT RawMaterials.

Target groups: prospecting and mining companies, refineries, and their white- and blue-collar workforce; branch organizations; and authorities involved in exploration permits and mining concessions.

2.2 CELLS AND COMPONENTS MANUFACTURING

Recommendations and considerations for the value chain step of cells and components manufacturing cover aspects of (1) production; (2) maintenance; (3) logistics; (4) quality; as well as other aspects: purchasing, human resources, finance, sales, and digitalization.

2.2.1 Production

- ◆ Strengthening of skills and competencies related to battery production to provide a high level of understanding in the fields of **electrochemistry, electronics, mechanics, process engineering, manufacturing technology, automation (with production systems), and digitalization in manufacturing.**

- ◆ In general, increase the ability to speak and understand foreign languages, particularly **English** (in Northvolt, for example).
- ◆ White-collar specific needs:
 - Increasing competencies in **production and material engineering, production planning, production management, shift management, process engineering, cell design, machine learning and optimization, modelling, and simulation.**
 - Strengthening the focus on **large-scale manufacturing**, understanding of **chemical processes** and **quality, risk, and safety management.**
 - **Battery industry-related knowledge/skills:** battery material, battery chemistry, battery fluids, battery components, battery testing, defective products removal
- ◆ Blue-collar specific needs:
 - “Upstream” production – increasing knowledge to understand the **risks, envision the safety issues**, and how **chemicals** behave.
 - “Downstream” production – increase **machine understanding, 5S skills**, and the ability to **troubleshoot.**
 - Overall production system understanding.
 - Knowledge/skills: **material handling, Clean/Dry Room Procedure/Validation, Inspect Quality of Product / Sampling, material pressing, electrode process, fine mechanics, HMI (Human Machine Interface)**

Regarding the increased levels of production automation in the foreseeable future, increased competence concerning **data analytics, maintenance, product process optimization**

Target Groups: Educational institutions, battery producers, recruitment companies, head-hunters, consultants.

2.2.2 Maintenance

- ◆ Apart from the general battery-related education, strengthening the skills and competencies to ensure understanding of **setting up the production, preparing the related structures, commissioning the machines, chemical, and mechanical**

assembly, automation experience, and mechanical understanding of the automated systems combined with understanding the related **software and calibration**.

- ◆ Strengthening general **IT and data analysis skills** to cover future needs.
- ◆ Battery skills (also mentioned in the context of Production)
- ◆ “Dry and clean room” maintenance (including room contamination measurement)
- ◆ Predictive and preventive maintenance
- ◆ Diagnostics

Target Groups: Educational institutions, battery producers, recruitment companies, head-hunters, consultants.

2.2.3 Logistics

All aspects of logistics when it comes to battery production should be considered:

- ◆ Environmental priorities
- ◆ Production facility construction logistics
- ◆ Inbound logistics
- ◆ Outbound logistics
- ◆ International logistics planning
- ◆ In-house logistics
- ◆ Recycling logistics

Target Groups: battery producers, battery plants, stakeholders active within the logistics field, and the above-mentioned logistics aspects.

2.2.4 Quality

Battery technology and production: in the case of quality-related positions in battery production, it is vital to have skills and knowledge on battery technologies and related manufacturing processes and associated standards and legislation. Therefore, we recommend providing education and training in the following areas:

- ◆ battery technologies, systems related development
- ◆ battery production processes

- electrode production, cell assembly, and pack formation
- battery system components
- automated systems
- high-volume production
- ◆ raw materials (analysis)
- ◆ material flows and inventory
- ◆ battery testing and quality control
- ◆ risk and safety procedures

Quality management systems and methods: Although universal and not specifically battery specific only, we recommend strengthening skills and knowledge related to quality management systems and methods:

- ◆ **Standards**
- ◆ **Legislation**
- ◆ **The Quality Management Systems, methods, and related aspects/issues:** (1) Quality systems such as ISO 9001 and 14001, IATF16949; (2) Methods such as TQM, Kaizen, PDSA, Six Sigma, Lean Manufacturing; (3) MSA's (Measurement System Analysis); (4) Quality KPI's; (5) Auditing: (5a) developing and implementing quality control audit plans; (5b) evaluating production stages; (5c) testing the composition appearance and functionality of completed products; (5d) documenting defects and suggesting improvements; (5e) reporting; (6) Overall continuous improvement
- ◆ **Sampling**
- ◆ **Training other employees on quality standards and procedures**
- ◆ **Quality control in production processes**
 - **Quality Assurance includes:** (1) Material and cell validation; (2) Advanced product quality planning; (3) Production part approval process.
- ◆ **Testing standards**
- ◆ **Testing methods and means:** (1) Intrusive or non-intrusive and destructive or non-destructive; (2) Testing infrastructure; (3) Application of the state-of-the-art methods and devices; (4) Postproduction quality checks; (5) Quality monitoring; (6) Cooperating with research and development

Supporting skills and knowledge: In addition to the above, we recommend enhancing the following: (1) Electrician, technician, and electric engineering-related VET/higher education; (2) Laboratory work skills and experience; (3) Planning and maintaining cleanrooms and dry rooms; (4) IT skills; (5) Language skills (English); (6) Teamwork skills; (7) Complex problem solving and process optimization; (8) ERP systems; (9) Lifelong learning of relevant skills and knowledge; (10) Understanding and complying with customer requirements and satisfaction; (11) developing, defining, and executing the qualification process and documentation for customer's feedback.

Target Groups: Educational institutions, battery producers, recruitment companies, talent acquisition experts, consultants

2.2.5 Purchasing

Strengthening competencies related to battery specific purchasing: purchasing skills, raw materials, raw material market, managing raw material deliveries (hazardous materials – chemical safety and waste handling), identifying market requirements for documentation, raw material related production equipment, battery production equipment, equipment, and tools handling, mechanical engineering, an inspection of product quality/sampling, process improvement and product testing.

Strengthening knowledge: battery materials, the global trends, analysis methods, production processes, safety procedures, business processes, product quality assurance, laws and regulations, environmental management, social responsibility, orientation in global politics and mineral conflicts complexities, communication (with suppliers), automation

Strengthening **language skills.**

Target Groups: educational institutions, producers and manufacturers in the battery value chain, recruitment companies, talent acquisition experts, consultants.

2.2.6 Human Resources

Recruitment needs² - HR-related roles include, for example: (1) Recruiters; (2) Office managers and coordinators; (3) Training specialists; (4) Training content developers; (5) HR coordinators; (6) specialists.

For the HR employees, industry background is less critical, and they do not need to have battery education. However, technical production and industry understanding is recommended.

Human resources specific: We recommend paying attention to the following **knowledge** when training and educating employees on HR-related positions in battery manufacturing companies: (1) Talent acquisition in general; (2) Human resources (management); (3) Labour legislation is important to understand in the recruitment processes (including labor unions); (4) Understanding general employee wellbeing related issues such as health and safety standards; (5) HR strategy development, benchmarking best practices.

With the **skills** that are needed to support the human resources-related functions we recommend the following: (1) Recruitment related skills are needed; (2) Training, both organizing and providing it – collaboration with various teams and persons with adequate technical background and skills inside the organization (for example manufacturing); (3) Process Improvement to continuously develop the HR mechanisms (talent acquisition and beyond); (4) Change Management – The pace of development in the battery industry is fast and continuous, especially with a start-up; (5) Sales and marketing skills (including social media) are required to sell and promote a company to potential employees and to support the recruitment processes.

Technology/industry-specific: It is beneficial to understand the industry where you are recruiting and operating. We recommend paying attention to the following **knowledge** when training and educating employees on HR positions in battery manufacturing:

- ◆ Manufacturing Engineering
- ◆ Battery Industry

² Northvolt interview, 28.5. 2021

◆ Process Industry

Other supporting skills and knowledge: (1) Due to an increasing share of the potential employees being from overseas, cross-cultural communication, relocation processes, and social integration are important; (2) Supervising, teamwork, networking, communication, interpersonal, and reporting skills; (3) English and language skills in general; (4) Coordination and administration; (5) Due to the increasing level of digitalizing and automation also in the HR processes such as managing volumes of applications the following skills are beneficial – analysis methods, artificial intelligence as well as general IT skills; (6) Problem Solving/Troubleshooting.

Target Groups: Educational institutions, companies in battery manufacturing, recruitment companies, head-hunters, consultants, government employment agencies.

2.2.7 Sales

Recruitment needs³ - sales/business development related roles include, for example:

- ◆ Key Account Manager
- ◆ Business Development Manager
- ◆ Senior Director Business Development
- ◆ Lead Application Engineer
- ◆ Sales & Customer Support Specialist

The usually recruited staff members have a technical background and previous experience. For example, existing relationships and know-how about navigating within the target industries are challenging to find. On the other hand, those working in coordinator roles can be relatively junior and freshly graduated.

Battery technology: with sales-related positions, it is important to have at least basic **knowledge** of battery technologies. Therefore, we recommend providing education and training in the following areas: (1) Basic electrical engineering knowledge; (2) Understanding

³ Career. Northvolt. (2021, October 25). Retrieved August 5, 2021, from <https://northvolt.com/career/>.

of battery systems including energy storages, design, and components as well as the related industry; (3) Safety with batteries: functional and related procedures; (4) Understanding Product Quality Assurance; (5) Basic information of the potential target markets and industries (for example automotive industry, raw materials market).

With the technical **skills** that are needed to support the sales department/functions, we recommend the following:

- ◆ Prototype and sample development
- ◆ Standardization
- ◆ Battery cell structure
- ◆ Understanding sustainability as one of the selling points

Business development/sales: we recommend paying attention to the following **knowledge** when training and educating employees to sales-related positions in battery manufacturing companies: (1) Market trends; (2) Understanding business management (how to do business in the battery ecosystem); (3) Value chain and overall ecosystem; (4) Strategy Development; (5) Legislation - understanding the battery-related legal framework of each market area (for example EU, North America) and the framework around setting up contracts; (6) Benchmarking - ability to identify and apply best practices in several areas such as how to operate in a specific market sector/area; (7) cross-cultural communication when selling to foreign markets/cultures (both knowledge and skill).

With the business development related **skills**, we recommend paying attention to the following: (1) Understanding the markets, their requirements, how they function, and how to operate in them (product, price, place, promotion, etc.); (2) Product Management; (3) Sales related skills; (4) actual sales functions/measures; (5) pricing mechanisms; (6) contracts; (7) understanding purchasing mechanisms in the target markets (for example, auto industry); (8) interpersonal skills; (9) negotiating - documentation skills (documentation requirements are high among target industries); (10) Communication and interaction with customers - to understand customer needs and requirements (ensuring conformity to customer's specifications); (11) building and managing partnerships.

Other supporting skills and knowledge: (1) Teamwork - Internal communication; (2) Leadership; (3) Project Management; (4) Presentation skills; (5) Language skills (English is the most important, but also other major market area related language skills recommended); (6) ERP systems (SAP, etc.); (7) Coordination.

Target groups: educational institutions, companies in battery manufacturing, recruitment companies, head-hunters, consultants.

2.2.8 Digitalization

- ◆ Overall digital skills should be focused when it comes to the volume battery production
- ◆ Concepts of traceability, digital twin, or machine learning/artificial intelligence should be considered as important
- ◆ Modelling and simulation on different levels – cells, packs, overall battery systems, etc.
- ◆ Data analytics, data science, big data
- ◆ Automation

Target groups: battery producers, industry, and academia in need of digital development and mentioned concepts.

2.3 BATTERY INTEGRATION, MODULES, AND PACKS

- ◆ Strengthening competence in BMS development to achieve development in efficiency, predictable behavior, and risk mitigation – concern is a battery system safety;
- ◆ Understanding the battery systems topologies and components
- ◆ Research and development within the BMS – concern is a battery system safety; efficiency and more advanced features of the system;
- ◆ Development of more efficient SoC and SoH algorithms;
- ◆ Battery integration and control - testing of integrated battery system within the application;
- ◆ Development and improvement of a framework for quality assessment and assurance;
- ◆ Development and research on BTMS - thermal management issues and other aspects – (1) safety; (2) physical or mechanical performance; (3) durability; (4) ripple

current; (5) accuracy of measuring instruments; (6) materials for fire resistance and electronics packaging,

- ◆ Strengthening of cooperation between integrators, manufacturers, and BMS suppliers.
- ◆ Development of competence within the standardization and frameworks for integration process and procedures of battery modules and whole systems.
- ◆ Overall digital skills

Target groups: battery integrators; BMS manufacturers; and other system manufacturers.

2.4 OPERATION, REPAIR, AND MAINTENANCE

This section provides an overview of trends with an impact on the future skills needed listed in original reports of WP4 (stationary battery applications) and WP5 (mobile battery applications). Concrete recommendations can be found there:

- ◆ [Sectoral Intelligence Definition for Stationary Applications of Batteries](#)
- ◆ [Sectoral Intelligence Definition for Mobile Applications of Batteries](#)

2.4.1 Stationary Battery Applications

General Stationary Applications

- ◆ [Increased need for energy storage with heavy-duty applications](#)
- ◆ [The proliferation of battery energy storages commercially in public places](#)
- ◆ [Growing competition in the energy storage market](#)
- ◆ [5G cellular network deployment, expansion of batteries in telecommunications](#)
- ◆ [Commoditization of base stations](#)
- ◆ [Grid and off-grid systems and applications](#)
- ◆ [Smart grid](#)

Cost-efficiency

- ◆ [Decrease electricity costs by placing stationary battery systems](#)

Safety

- ◆ [Create regulation and legislation on the topic of battery safety](#)

Resiliency and/or Self-sufficiency

- ◆ [Increasing BESS use in military applications](#)
- ◆ [Increasing use in offshore oil and gas applications + vessels](#)
- ◆ [Base stations need batteries to support their power requirements](#)
- ◆ [Provide electricity in remote places where centralised electricity is not sustainable](#)
- ◆ [Transfer from lead-acid batteries to Li-ion batteries in cellular network base stations](#)

Sustainability

- ◆ [Second life applications](#)
- ◆ [Integration of battery systems with renewable energy sources, with the goal of decarbonization](#)
- ◆ [The need for sustainable and resilient base stations](#)

2.4.2 Mobile Battery Application

EV Battery servicing, repair, and dismantling

- ◆ [Servicing, repair, and maintenance of electric vehicles and EV batteries](#)
- ◆ [End of life – dismantling of batteries](#)
- ◆ [Adaptation of dealerships, service, and repair shops](#)

EV customer needs and related services

- ◆ [Advising customers in dealerships, car rentals, and secondary market](#)
- ◆ [Smart charging, fleet management, data sharing services](#)
- ◆ [Charging infrastructure design, installation, and maintenance](#)
- ◆ [Rescue services, roadside assistance](#)
- ◆ [Education in driving schools](#)

Autonomous driving, vehicle to grid

- ◆ [Autonomous driving](#)
- ◆ [Vehicle to grid \(V2G\) concept](#)

EV Testing, certification, type approval, roadworthiness tests

- ◆ [Testing of electric vehicles](#)
- ◆ [Testing and certification of charging infrastructure](#)
- ◆ [Type approval of electric vehicles](#)
- ◆ [Periodic roadworthiness tests of electric vehicles](#)

Electrification of vessels

- ◆ [Servicing – remote diagnostics, repair, and maintenance of electric vehicles](#)
- ◆ [Autonomous electrified vessels](#)
- ◆ [Customer product design, consulting, fleet management](#)

2.5 SECOND LIFE OF BATTERIES

Good practices on cooperation and networking on second life application of batteries – this may include various projects, some of them involving vehicle manufacturers, such as:

- ◆ Nissan and Green Charge Network partnership – EV batteries into BTM storage systems in the USA;
- ◆ Mercedes-Benz– second-life battery storage for a recycling plant in Germany;
- ◆ Mercedes and Beijing Electric Vehicle partnership – energy storage system based on used EV batteries in China;
- ◆ Hyundai Motor Company and UL partnership to explore the safe deployment of used EV batteries for stationary energy storage in North America.

Target groups: Stakeholders that are active in the implementation of second life applications, policy makers.

2.6 RECYCLING AND SUSTAINABILITY

Recruitment needs according to the ALBATTs project findings, the most extensive recruitment challenges currently concern the hiring of engineers and researchers. In the set-up phase of recycling plants, most staff are university-educated white-collar employees. However, after a plant becomes more established, the share of blue-collar employees with vocational education increases.

Recycling technology and processes: with the battery recycling-related positions, it is important to know battery technologies and recycling processes (chemical/physical) themselves. Therefore, it is recommended to provide education and training in the following areas: (1) Environmental management and circular economy concepts; (2) Battery design -

Battery components: Cell, anode, cathode, electrolyte and Precursor design, Electrode design, Separator design; (3) Battery material (material science) - Battery fluids and chemistry (Lithium-ion) and other materials and their properties; (4) Vehicle and other battery systems; (5) Material flow including procurement; (6) Battery testers; (7) Recycling knowledge to enable developing recycling programs - Recycling processes and technologies, R&D, Automation; (8) Production Planning.

In terms of **skills'** needs in the battery recycling processes, the following should be paid attention to: (1) Logistics including battery collection; (2) Battery Removal; (3) Characterization Techniques; (4) Cell Structure and evaluation; (5) Battery Charge/Discharge; (6) Battery Dismantle; (7) Equipment and Tools Handling (recycling-related); (8) Automation; (9) Material Operation & Handling; (10) Supply/Material Planning; (11) Hazardous materials, waste handling; (12) Chemical/physical recycling processes.

Environment and legal: Regarding environmental legislation, it is important to understand related national and EU directives. We have also discovered the importance of safety. Therefore, we recommend providing education and training in the following **knowledge** areas:

- ◆ Promotion and training of sustainability
- ◆ Safety
 - Safety Procedures
 - Functional Safety
 - Hazardous Materials
- ◆ Legislation
 - Related EU/national directives
 - Battery Passport

The related **skills** fall into the following areas:

- ◆ Ensuring Public Safety
- ◆ Waste Management Legislation

Resources-related and supporting skills:

- ◆ Strategies for battery collection, methods, and systems

- ◆ Language skills (English)

Target groups: educational institutions, government agencies, companies in the battery recycling business, recruitment companies, head-hunters, consultants.

2.7 TRAINING, EDUCATION, RE-/UP-SKILLING

Lower education recommendations:

- ◆ Support horizontal European initiatives, such as PfS – ASA, EBA Academy, EDU Battery Network
- ◆ Develop battery/electromobility profiled adult education and training programmes
- ◆ Promote simulated training environments
- ◆ Promote flexible, modular, and more blended learning solutions from institutional providers
- ◆ Identify education programmes and courses from new or untraditional providers

Higher education recommendations:

- ◆ Communication between academia and industry to identify the concrete needs
- ◆ Interdisciplinary programmes in cooperation between academia and industry
- ◆ Internships and other platforms for exchanges between academia and industry,
- ◆ Curricula adapted for battery experts in electrochemistry, production, and applications
- ◆ Specialized and differentiated online courses ICTs to enhance the education process,
- ◆ Supply of preparation and upskilling courses preceding onboard training in the industry,
- ◆ Reskilling solutions for experts from the ICE- and other relevant industries,
- ◆ Training and practice infrastructure (pilot plants, labs, simulations),
- ◆ Train-the-trainer / teach the teacher programs,
- ◆ Publicly available information about the sector,
- ◆ Education testbeds,
- ◆ European standardized options for national courses or programs.
- ◆ Cooperation on attractiveness for the sector.

2.8 RESEARCH AND DEVELOPMENT

- ◆ Strengthening of competencies relevant to **electrochemistry**, particularly those related to **characterization techniques, cell evaluation and validation, electrolyte development, thermal management, cell design, battery components, lithium-ion battery chemistry, battery design, and battery materials.**

Target groups: vehicle manufacturers, battery producers, technology companies, R&D institutions.

Project ALBATTs

Sectoral Skills Intelligence

Overall State-of-the-Art and Skills Needs
for the Development of the European Battery Sector



3 Trends, Factors, and Drivers of Change

Based on inputs from an ALBATTs project partner expert⁴ meeting, a specific set of trends concerning new technologies was identified:

- ◆ **Battery capacity/energy density:** i.e., electric vehicles with longer range are likely to push climate goals forward;
- ◆ **Improved charging performance:** better and faster-charging tools help boost the use of Battery Electric Vehicles (BEV);
- ◆ **Country independence:** both in terms of battery production and materials (e.g., fabrication of own cells);
- ◆ **Battery as a structure:** this refers to being able to use any structure (foundation of a house, chassis of a car, structure of an airplane) as a battery to reduce space, and maintain the right weight or the centre of gravity;
- ◆ **Heat conversion into electrical energy:** investing in processes to reconvert heat waste (Heat waste is thermal energy that can be used for example to heat water and the consequent steam causes rotation in a turbine that then turns the thermal energy into kinetic energy that is then converted to electricity with a generator) into electrical energy for the circularity of the process;
- ◆ **Safety:** especially regarding charging/recharging/ and discharging of batteries;
- ◆ **Energy accessible everywhere:** energy storage systems are key for the transition to sustainable energy sources, helping to maintain (and grow) current energy infrastructure stable and continuous everywhere.

Moreover, according to the Fraunhofer report⁵, the decarbonization of the sector and investment into modest large-scale production (with the importance of automation and control of production processes, reduction of scrap and energy consumption), a circular economy with a focus on the sustainability of batteries is needed. As the demand for batteries rises (demand is expected to be dominated by electromobility), it is essential to satisfy

⁴One-to-one meeting with Professor Helena Braga, Engineering Physics Department, University of Porto (PT), 25/05/2021

⁵ Thielmann, A., Neef, C., Hettesheimer, T., Ahlbrecht, K., Ebert, S. (2021). (rep.). Future Experts Needs in the Battery Sector. EIT RawMaterials; Fraunhofer. Retrieved from <https://eitrawmaterials.eu/wp-content/uploads/2021/03/EIT-RawMaterials-Fraunhofer-Report-Battery-Expert-Needs-March-2021.pdf>

customer needs. It is not practical to transport batteries from Asia, and therefore battery production hotspots need to be developed in the EU and other nearby areas in the world. Furthermore, this is a question of European control over its car manufacturing sector and consequently its battery production. There is a clear European interest in controlling the quality of the batteries, the work conditions in the whole supply chain, and the type of energy used for battery production. With the demand comes the upscaling of production, which leads to a lower number of jobs per GWh. Solid-state batteries, alternative chemistries, and the mobility of the people should be taken into consideration. There are considerable investments in the EV revolution when it comes to the drivers of change in the automotive industry (e. g. Daimler, Volkswagen, or Ford). Energy-intensive manufacturing and charging of EVs will require renewable sources of energy to reduce their environmental impact. In addition, many cities and countries have announced the phasing out of conventional vehicles (equipped with ICEs), hence the reason the market share of EVs is increasing. Due to this increase, customer requirements will have to be satisfied: (1) fast charging solutions and charging infrastructure availability; (2) alternative battery exchanging and swapping; (3) more extended range of EVs.

3.1 DRIVERS OF CHANGE

The methodological approach adopted by ALBATTTS project partners to have an overview of the available literature regarding Drivers of Change (DoC) and how they influence the battery sector (i.e., those factors which are key to transforming an industry).

For the most part, the analysis is those representing the whole battery value chain and compiled by respected consultancy organizations or projects. Complementing the literature review, recent project results⁶ were integrated as well as a one-to-one interview to eventually validate such results and, for this desk-research process, the identified DoC were analysed based on **Occurrence**⁷, **Importance**⁸, and **Urgency**⁹. In detail, the project grouped the intelligence into 3 main Groups and 9 specific Drivers of Change:

⁶Survey Results for Battery Sector. (2021). https://www.project-albatts.eu/Media/Publications/19/Publications_19_20210601_185540.pdf

⁷ Indicating whether a Driver of Change was cited in analysed reports reviewed

⁸ An evaluation by the ALBATTTS project partners, based on the context in which the specific Driver of Change is discussed, focused on its possible status in the future and on its direct implications on changes in the sector

⁹ A specific time frame (year), which can be noticed from the text of the analysed document, in which the Driver of Change will become particularly necessary or will make its consequence felt overwhelmingly

◆ Climate goals, regulation, and environmental challenges

Batteries are one of the most important climate targets drivers to decarbonize road transportation and support the transition to a renewable power system.

- a. Reducing CO₂ emissions from battery manufacturing: since the production of batteries requires significant amounts of energy, an increase in the share of renewable energies and energy efficiency in the battery value chain would be a substantial step for decreasing CO₂ emissions from battery production.
- b. Electrification and green energy: batteries can fundamentally reduce GHG emissions in the transport and power sectors as they are a systemic enabler of a substantial shift to bring transportation and power to greenhouse gas neutrality playing an increasingly important role.
- c. Widespread charging/refueling infrastructure: commercialization of a technology based on batteries. The easier the access to a reliable and suitable charging infrastructure is, the quicker the development of such new technologies will occur.

◆ Globalization

globalization is the process of interaction and integration among people, companies, and governments worldwide. Because the modern world is increasingly globalized, political/strategic choices cannot be made without taking into account the reactions of other world nations. Over the next years, production in global markets for EV batteries is expected to grow strongly and the EU production must completely change its position to create a competitive advantage.

- a. Access to raw materials: with a rapid increase in numbers of EVs, activities linked to raw materials become critical, especially if some resources (limited in terms of quantity or geographical presence and almost absent in Europe) are necessary to produce key components.
- b. Global regulatory dialogue: the European Commission will need to play a fundamental role in the elaboration of policies and strategies, from which the battery sector could benefit from a modernization process of the EU legislation on batteries. Batteries placed on the EU market should become sustainable, high-performing, and safe throughout their life cycle.

- c. Restructuring: the European battery sector is expected to undergo structural changes due to the development of a zero-emission mobility paradigm/framework and as a flexible facilitator of the intermittent renewable energy sources. The industry, in particular SMEs, will need to assess and, if necessary, redefine their position in the value chain as well as increase their capacity to integrate digital technologies and circular economy concepts in their production processes.

◆ **New technologies**

The need for urgent and intense actions against climate change is widely recognized, and batteries are an essential item/element for storing energy in electric vehicles and making renewable energy a reliable alternative source.

- d. Cybersecurity: the exponential growth of IoT into BMS connected to a network, cloud infrastructures, and the navigation and location information necessary to optimize the smart grid infrastructure can compromise customer privacy and security, requiring providers to keep communications secure. This threat landscape requires the industry to modify the security approach, to guarantee the internal one linked to the resilience of the infrastructures to cyber-attacks.
- e. Global technical harmonization and standardization: the supply chain structure within the sector will need to meet the challenges brought about by the introduction of new technology and meet changing market conditions.
- f. Smart Grid: storage is one of the most important smart grid components due to its key role in complementing renewable energy generation. With the proper amount and type of storage broadly deployed and optimally controlled, renewable generation can be transformed from an energy source into a dispatchable generation source.

The desk-research intelligence was confirmed by a survey that validated the information collected from two different perspectives, the application sub-sector answers only for stationary/other industrial applications, responses only for mobile application of batteries, or responses by stakeholders that are active in both sub-sectors.

The second perspective of the analysis is the industrial stakeholders’ point of view in comparison to education providers` point of view, where the industrial stakeholders cover the answers from companies, sectoral and industrial associations, and technology centres, whereas answers from education providers cover educational institutions such as universities, VET providers/Umbrella organizations, colleges, or private education providers.

Based on the ALBATTs research, results are characterized as follows:

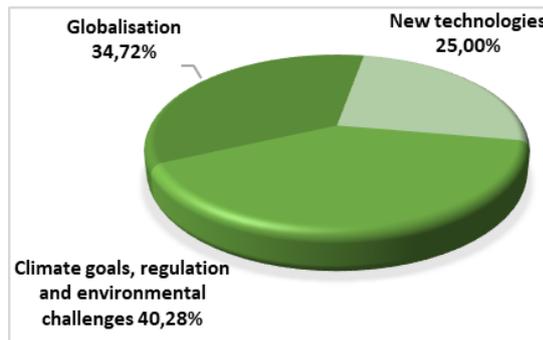


Figure 6: DoC occurrence - 2020 desk research

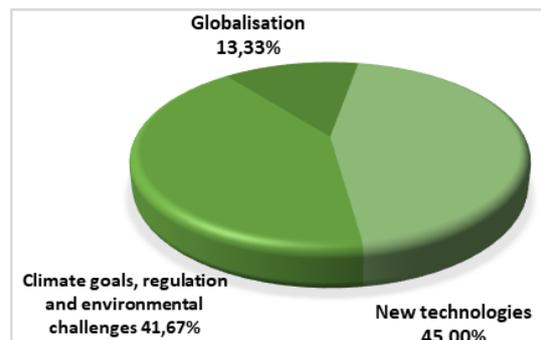


Figure 7: DoC occurrence - 2021 desk research

Comparing the **occurrence** of the DoC in both desk research reports (**Figure 6** and **Figure 7**), “Climate goals, regulation, and environmental challenges” have almost the same weight, but “new technologies” have a higher expression, and “Globalisation” decreased its weight.

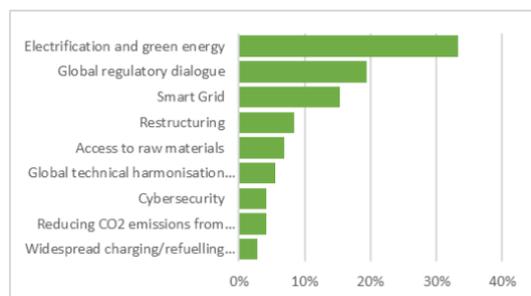


Figure 8: Occurrence of DoC sub-categories - 2020 desk research

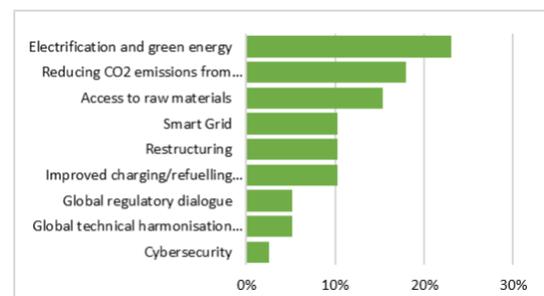


Figure 9: Occurrence of DoC sub-categories - 2021 desk research

Comparing research analysis for each DoC sub-category, **Figure 8** and **Figure 9** show “Electrification and green energy” remaining equally frequent while “Reducing CO2 emissions from battery manufacturing” jumped to second place and “Access to raw materials” is the 3rd.

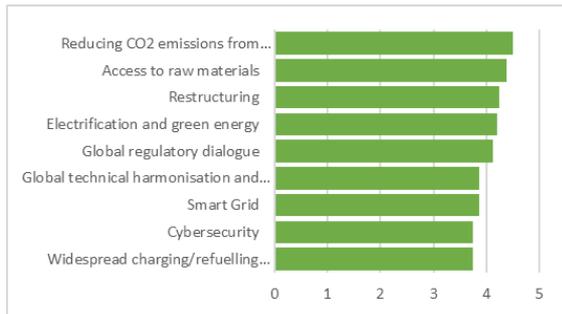


Figure 10: Importance of DoC sub-categories - 2020 desk research

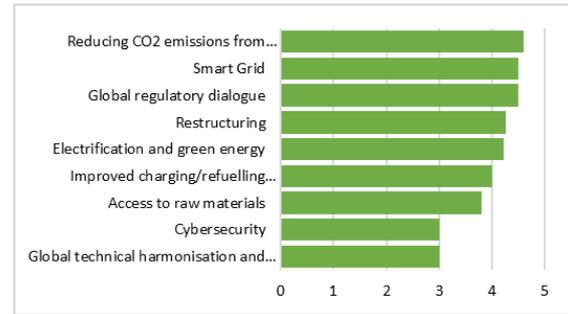


Figure 11: Importance of DoC sub-categories - 2021 desk research

When analysing the **importance** of each sub-category in both research reports (**Figure 10** and **Figure 11**), it is evidenced that “reducing CO2 emissions from battery manufacturing” remains the most important while “smart grid” and “global regulatory dialogue” have been upgraded.

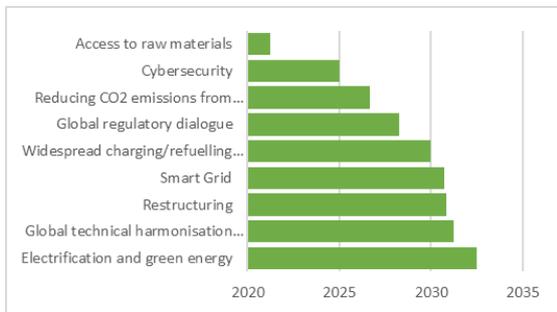


Figure 12: Importance of DoC sub-categories - 2020 desk research

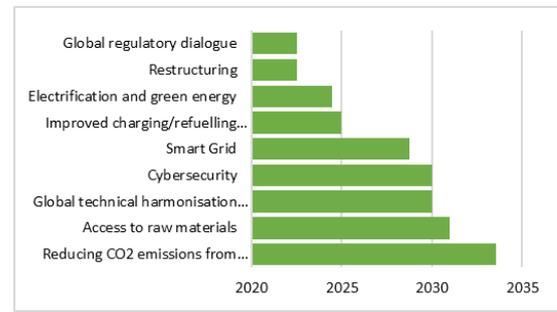


Figure 13: Importance of DoC sub-categories - 2021 desk research

Lastly, **Figure 12** and **Figure 13** analyse and compare the **urgency** of each DoC sub-categories. “Global regulatory dialogue” turned out to be the most urgent to tackle, together with “restructuring”. “Reducing CO2 emissions from battery manufacturing”, despite being the most important and frequently quoted in the literature, is a challenge to be faced in the long term (after 2030).

3.1.1 Legislation

One of the Drivers of Change is legislation as well, more information on these issues can be found in the project ALBATTs outputs, specifically (by clicking on the links below):

- ◆ [EU Framework](#)
- ◆ [Battery Passport](#)

Additional resources may be found in the **ANNEX E: Relevant Resources on Battery Legislation**.

4 Raw Materials and Processing

The role of raw materials in the growth of the European battery value chain is, as it is well known, quite critical. A battery cell producer cannot function in a competitive market without or with too expensive raw materials. The level of dependence on Asia, Australia, and the American continents is very high. According to the last EU raw materials criticality list from 2020, 74% of all battery raw materials originate in China, Latin America, and Africa and this trend is expected to proliferate with increased European demand for expanding cell production. Only aluminum, manganese, copper, and nickel are not listed as directly critical for European supply (**Figure 14**).¹⁰

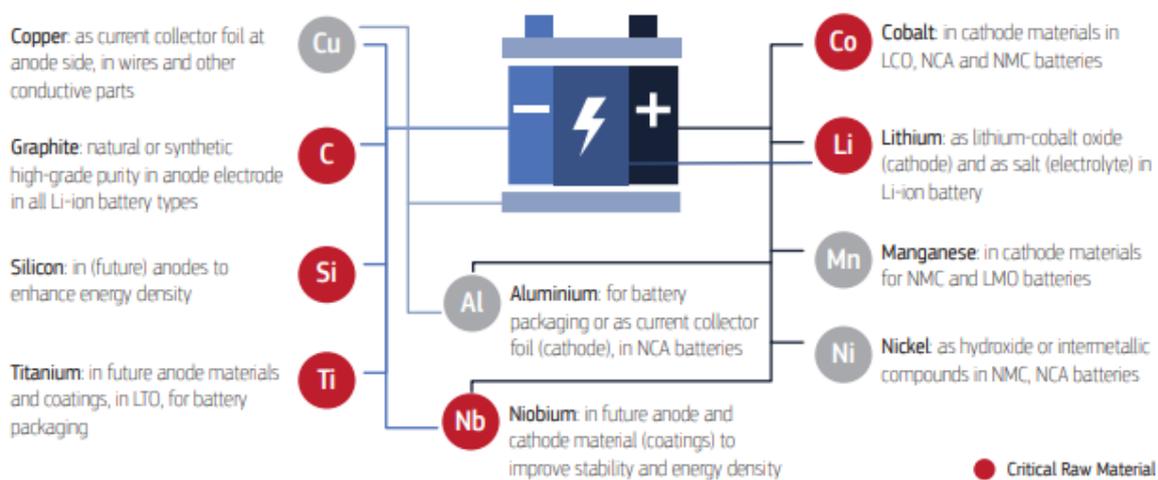


Figure 14 Critical raw materials for Europe (in red).¹¹

There are, however, many European initiatives on the policy level to remediate this situation, by new European sourcing (mines, concentrator, and refining facilities) and a very high level of recycling.¹² At present, a European cell producer typically gets raw materials through:

- 1) import from companies on other continents,
- 2) new European sourcing as a desirable alternative to remediate the situation,
- 3) recycling operations to take care of the raw materials used optimally.

¹⁰ Critical Raw Materials List 2020. Raw Materials Information System. (n.d.). Retrieved November 28, 2021, from <https://rmis.jrc.ec.europa.eu/?page=crm-list-2020-e294f6>.

¹¹ European Commission, Joint Research Centre): Bobba, S., Carrara, S., Huisman, J. (co-lead), Mathieux, F., Pavel, C. (co-lead) (2020) Critical Raw Materials for Strategic Technologies and Sectors in the EU - A Foresight Study. https://rmis.jrc.ec.europa.eu/uploads/CRMs_for_Strategic_Technologies_and_Sectors_in_the_EU_2020.pdf

¹² Sustainable supply of raw materials from EU Sources. Internal Market, Industry, Entrepreneurship and SMEs. (n.d.). Retrieved November 28, 2021, from https://ec.europa.eu/growth/sectors/raw-materials/policy-strategy/sustainable-supply-eu_en.

The raw material phases of the value chain thus consist of the following three optional sets of steps, often in combination:

a) For importing raw materials from other continents

- ◆ Overview and review of sourcing and buying options (price, quality, traceability, due diligence, political aspects, dependability, etc.)
- ◆ Procurement, negotiation, and buying process
- ◆ Delivery contracts or trade, co-ownership of mines and refineries, etc

b) For new European sourcing

- ◆ Prospecting, mining concession, mining operations, concentrating
- ◆ Refining of concentrated ore into raw materials

c) For sourcing from recycling, the options and alternative steps are

- ◆ Recycling as part of cell production, to regain from substandard cells
- ◆ Recycling of used/collected batteries

Problems with **b)** are beginning to show in Europe. Cell producers want European raw materials produced as close to the cell plant as possible. However, the national processes for prospecting permits and mining concessions are prolonged, and plans for new mines are controversial in the ore-carrying regions in Europe. People want mining to happen elsewhere and have many democratic means to make their voices heard and slow down the process.

4.1.1 Skills Agenda¹³

ALBATTs project does not have, among the project partners, mining companies, refineries, etc., but there are contacts with some companies in this sector and with EIT RawMaterials. Mining and refining companies traditionally take care of the most needed up-and-reskilling in-house, and processes are highly automatized. However, not many of them are working with the needed virgin raw materials, and there are not many open mines in Europe. So, we can draw general conclusions concerning skills for handling risks of relevant raw materials, orientation on their use in the battery industry, and probably the same kind of upskilling

¹³ Definitions and methodology are described in the methodology section, this is covering the development of the analysis within this chapter.

needed elsewhere. However, ALBATTs has suggested that EIT Raw Materials arrange an expert workshop together to map up the skills needs in this part of the value chain, and they are positive thereabout.



Figure 15: Raw Materials and Processing - Job Roles Analysis

Figure 15 shows the occurrence analysis of the job roles for the raw materials and processing. Blue-collar workers observed have expertise in: **process and machine operation; material planning; calibration and instruments; material engineering** and others. White-collar workers have expertise in: **material engineering (cathode, anodes, electrolytes); production control; audits; inspections and quality; supply chain management; production**, and others. In addition, generic job roles are active in: continuous improvement; methodology development; purchasing; logistics and others.

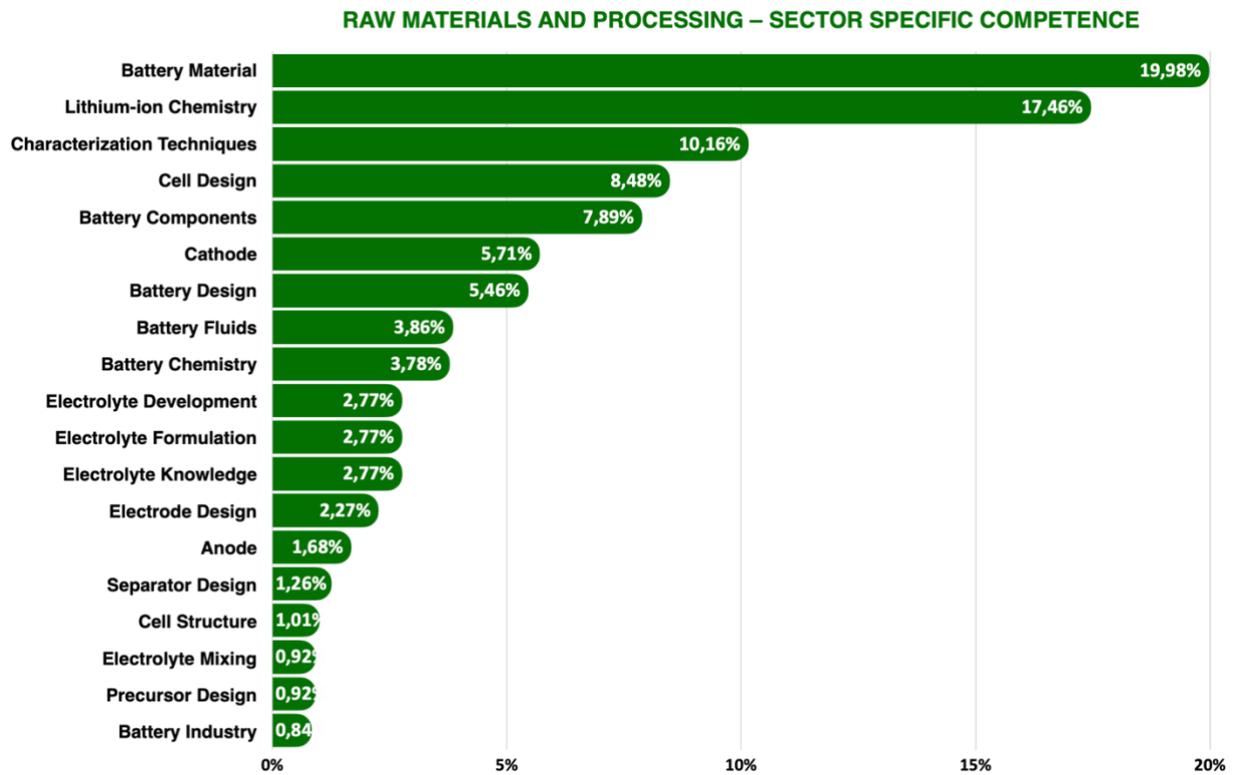


Figure 16: Raw Materials and Processing - Sector-Specific Competence

Figure 16 represents selected, the most occurring sector-specific competence for raw materials and processing.

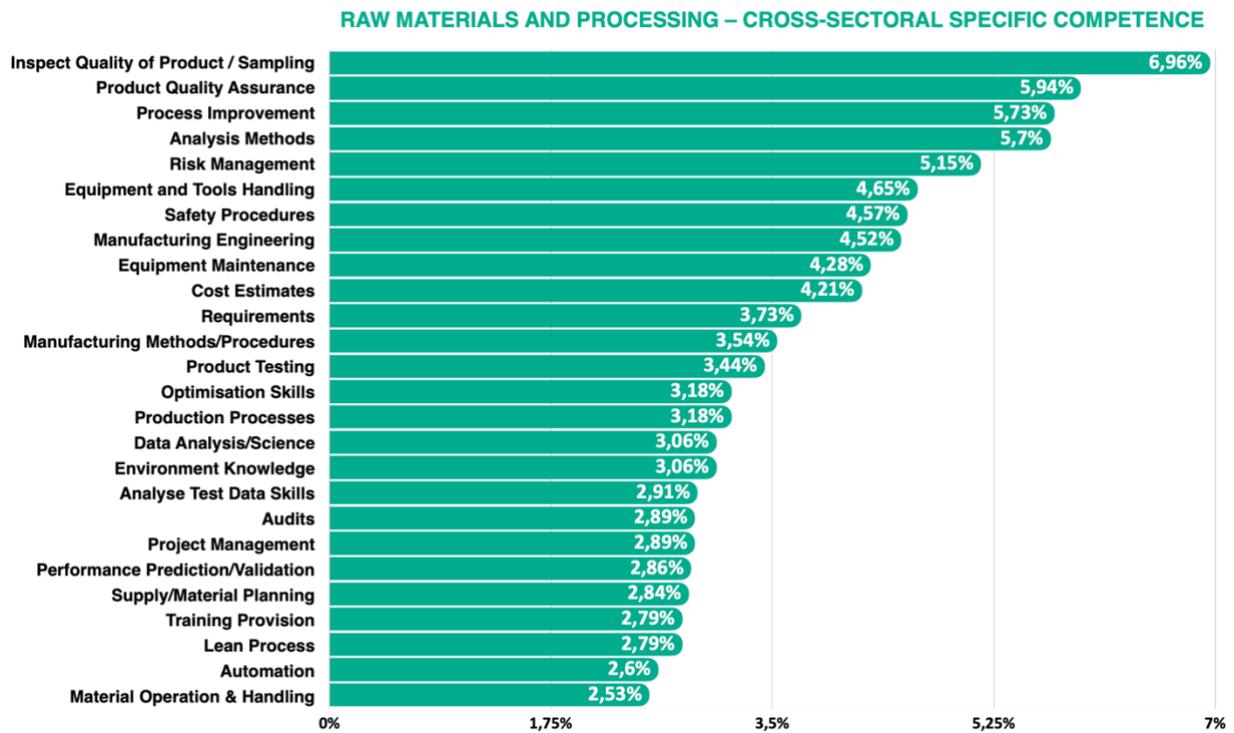


Figure 17: Raw Materials and Processing - Cross-sectoral Specific Competence

Figure 17 represents selected, the most occurring cross-sectoral specific competence for raw materials and processing.

RAW MATERIALS AND PROCESSING – GENERIC TRANSVERSAL COMPETENCE

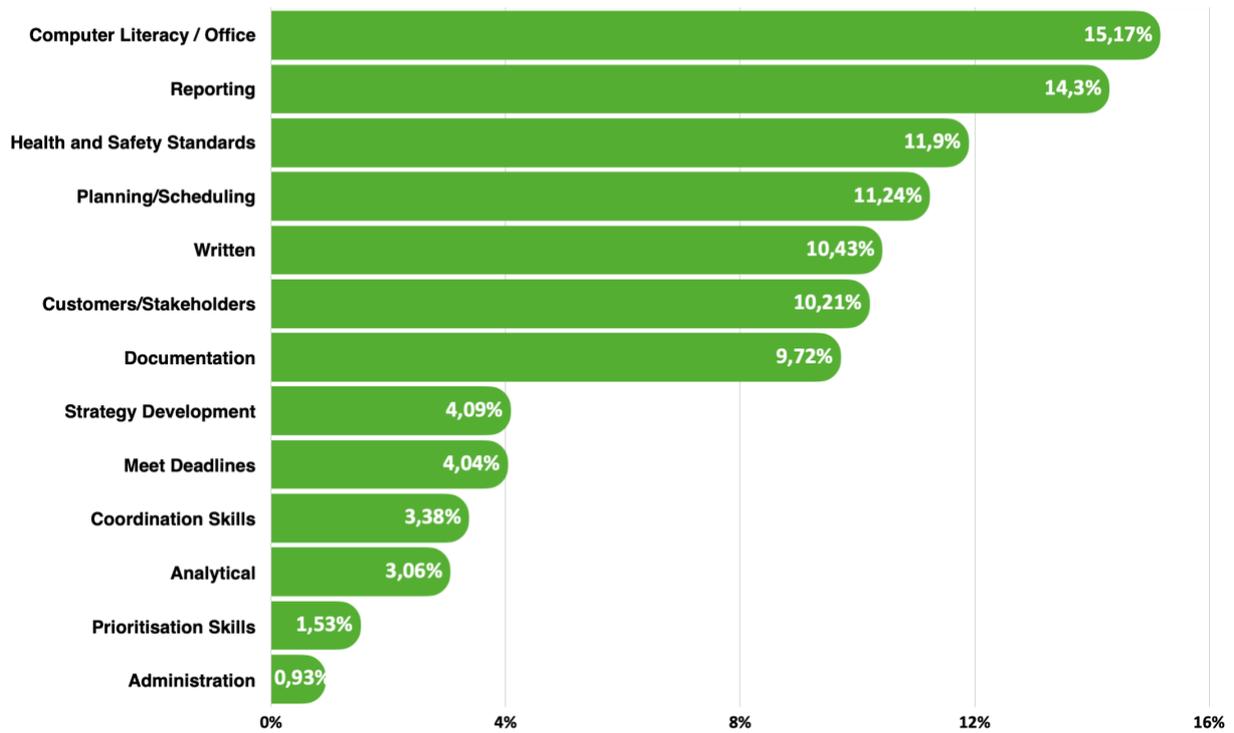


Figure 18: Raw Materials and Processing - Generic Transversal Competence

Figure 18 represents selected, the most occurring generic transversal competence for raw materials and processing.

RAW MATERIALS AND PROCESSING – ACADEMIC COMPETENCE

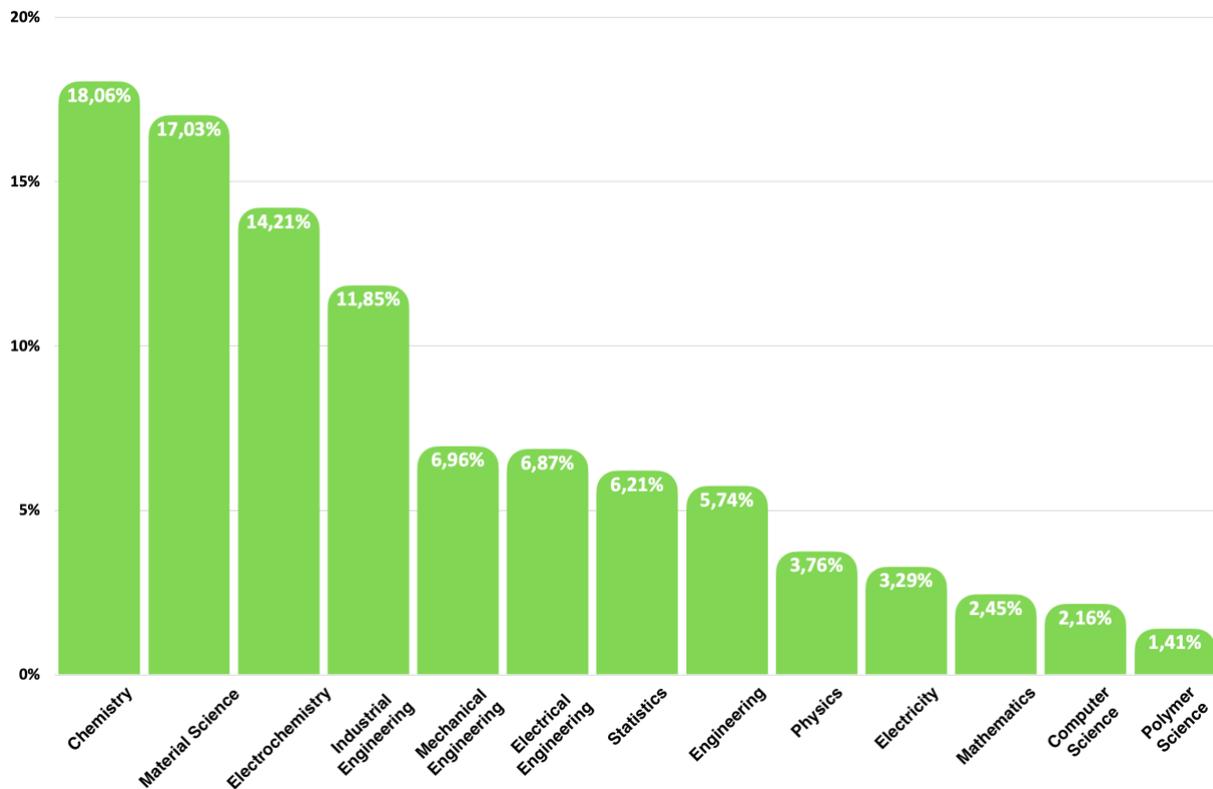


Figure 19: Raw Materials and Processing - Academic Competence

Figure 19 represents selected, the most occurring academic competence for raw materials and processing.

RAW MATERIALS AND PROCESSING - SOFT COMPETENCE

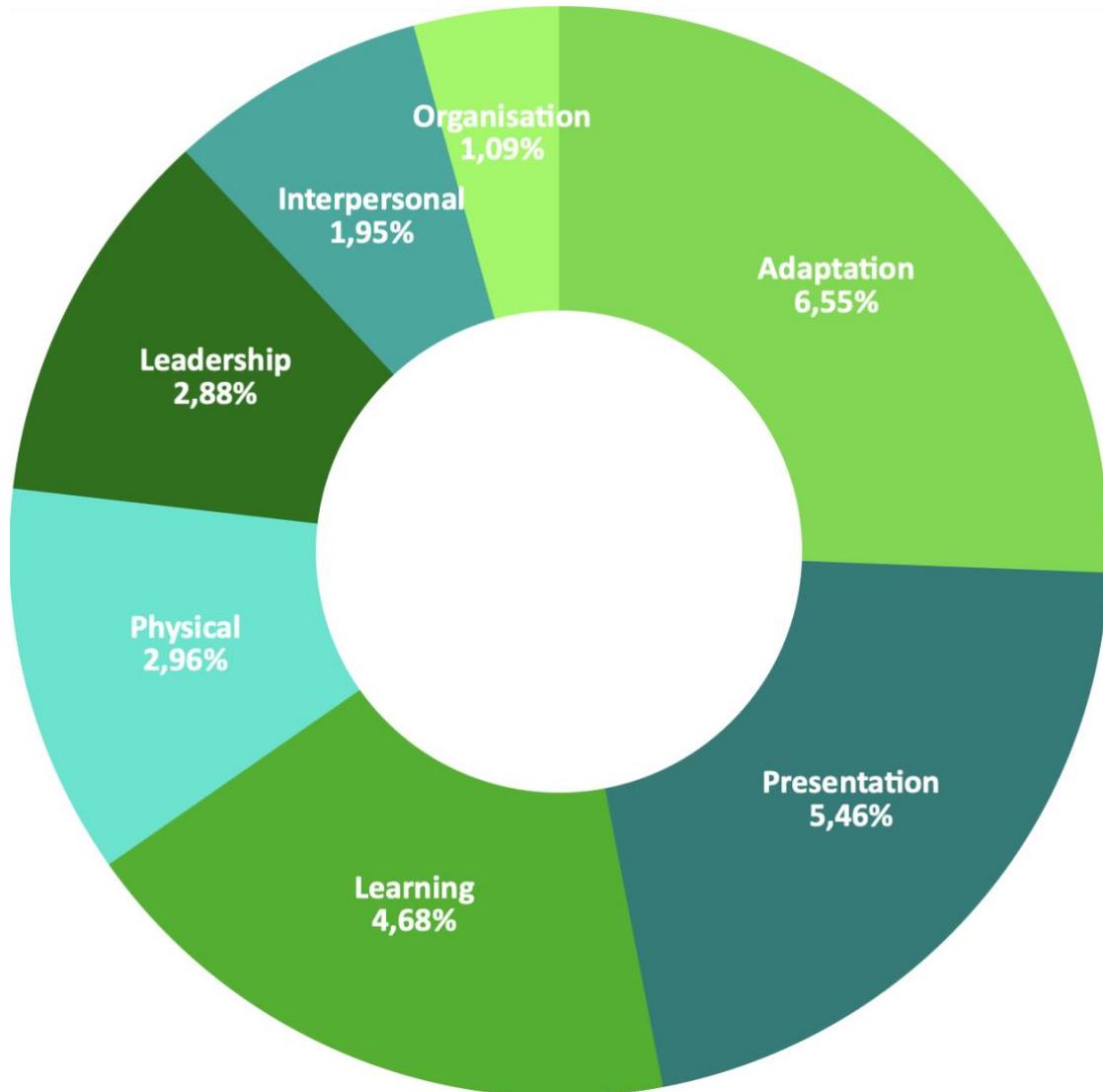


Figure 20: Raw Materials and Processing - Soft Competence

Figure 20 represents selected, the most occurring soft competence for raw materials and processing.

5 Cells and Components Manufacturing

Components and cell manufacturing step follows the raw materials and processing value chain step and concerns the manufacturing and development of different components for battery cells and the production of cells.

This section describes the Gigafactory perspective. Different departments and their roles are described further below. Areas of interest covered are as follows¹⁴:

- ◆ Production and Maintenance
- ◆ Logistics
- ◆ Quality
- ◆ Other departments and Aspects, specifically: purchasing, human resources, finance, sales, and digitalization

5.1 PRODUCTION AND MAINTENANCE

A **production department** performs one of the key activities of a Li-ion battery manufacturing company. It can be considered a **volume department** due to having a relatively high number of employees when compared to the other departments.

The production department can be divided into two main sections (note: the “upstream production” part can be done in-house or outsourced):

- 1) “An **upstream**” production that prepares the input electrode materials. This production phase, where **chemical** processes take place, requires a lower number of employees than the following downstream production phase. Managing the processes is done from a **control room** that is not unlike what can be seen, for example, in the modern process industries such as chemical, pharma, and paper plants. The control room operators’ tasks include monitoring and adjusting computerized controlling of the machines’ pressure, temperature, and speed.

¹⁴ Mainly based on the set of interviews done with the Northvolt, which is the significant source of information for the following section.

- 2) “**A downstream**” production section that involves the other production steps such as electrode manufacturing, cell assembly (depending on battery design - prismatic, pouch, cylindrical) that is the most labor-intensive part, and cell finishing.

Significant parts of the production process (particularly until the cells are sealed) are performed in **clean and dry rooms** in a dustproof and low humidity environment implying considerable investment and operating costs.

Automated processes, automatic material handling devices, AGVs (Automatic Guided Vehicles), Big Data analytics, AI, and IoT are being employed to allow economies of scale, optimize the processes, and increase quality, yield, and throughput. The **level of automation** in battery production can be expected to increase from the ramp-up phase to the maturity of a factory.

In the increasing competition among the battery producers, **scaling** of the production is highly desirable as it can significantly reduce the investments and running costs.

The battery producers strive to achieve a lean production process with fewer steps and occupying lower surfaces. Possible battery **manufacturing innovations** include e. g. dry electrode manufacturing thanks to which it would be possible to skip several production steps and save considerable time and costs.

Future battery technologies such as solid-state possibly replacing LIB technology will have a significant impact on some battery manufacturing processes and would require the possibility of a flexible adaptation of the production line.

In the production department, the white- (engineers, managers) and blue-collar ratios (technicians, operators) can be approximately 10-20% - 80-90% (in Northvolt, for example).

Maintenance: The battery production line is a very complex system, and the manufacturing needs special conditions - the dry and clean rooms, for example, need periodic maintenance. Software maintenance needs to be carried out as well. Companies are trying to introduce **preventive maintenance** concepts aiming to prevent failures during production and outages. Within **predictive maintenance**, parts of the line should monitor themselves and predict when interventions will be needed. Considering start-up companies, the importance of maintenance personnel is especially significant when setting up all the machines along the production lines.

The white- and blue-collar ratios are approximately 50-50 (in Northvolt, for example).

- ◆ Blue collars (mechanical technicians, electricians, instrument technicians, and warehouse technicians)
- ◆ White collars (engineers: maintenance, mechanical, electrical, automation, industrial, etc. and managers in upstream/downstream production)

5.1.1 Skills Agenda¹⁵

BLUE-COLLAR



Figure 21: Production and Maintenance - Job Role Analysis | Blue-collar

Figure 21 shows the occurrence analysis of the blue-collar job roles for production and maintenance, with the expertise in: battery assembly; quality; machine/process operation; calibration; and others.

¹⁵ Definitions and methodology are described in the methodology section, this is covering the development of the analysis within this chapter.

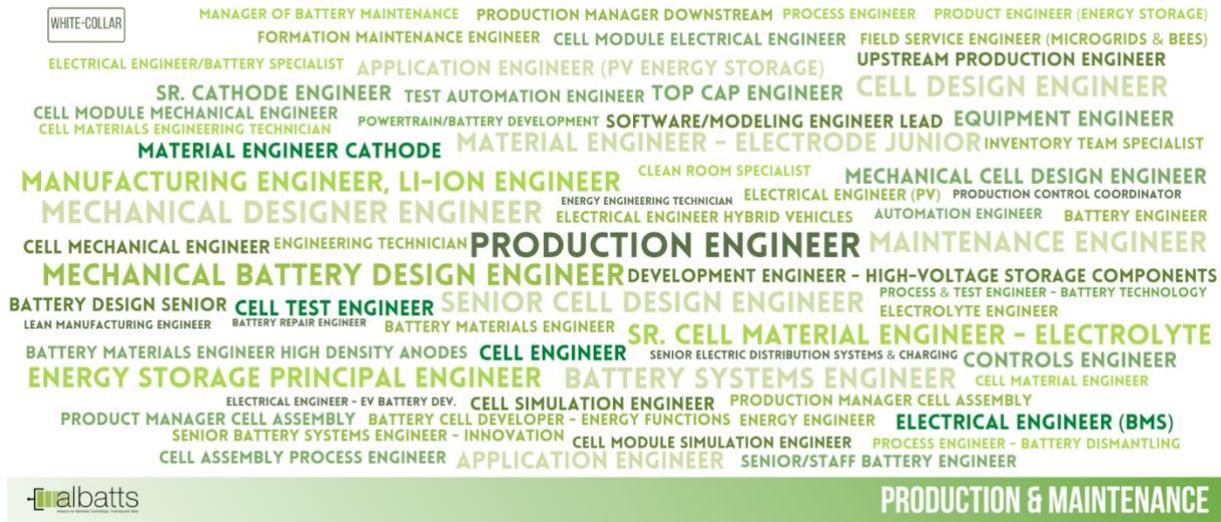


Figure 22: Production and Maintenance - Job Role Analysis | White-collar

Figure 22 shows the occurrence analysis of the white-collar job roles for production and maintenance.

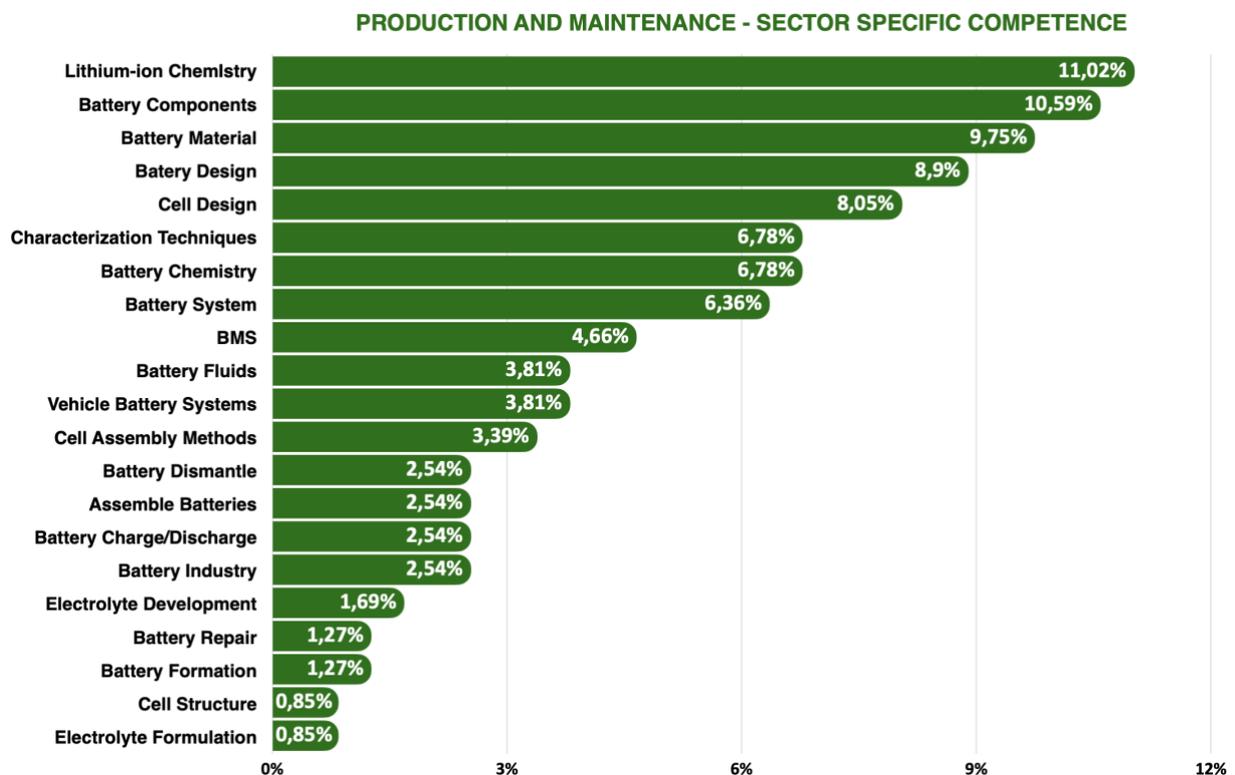


Figure 23: Production and Maintenance - Sector-Specific Competence

Figure 23 represents selected, the most occurring sector-specific competence for production and maintenance.

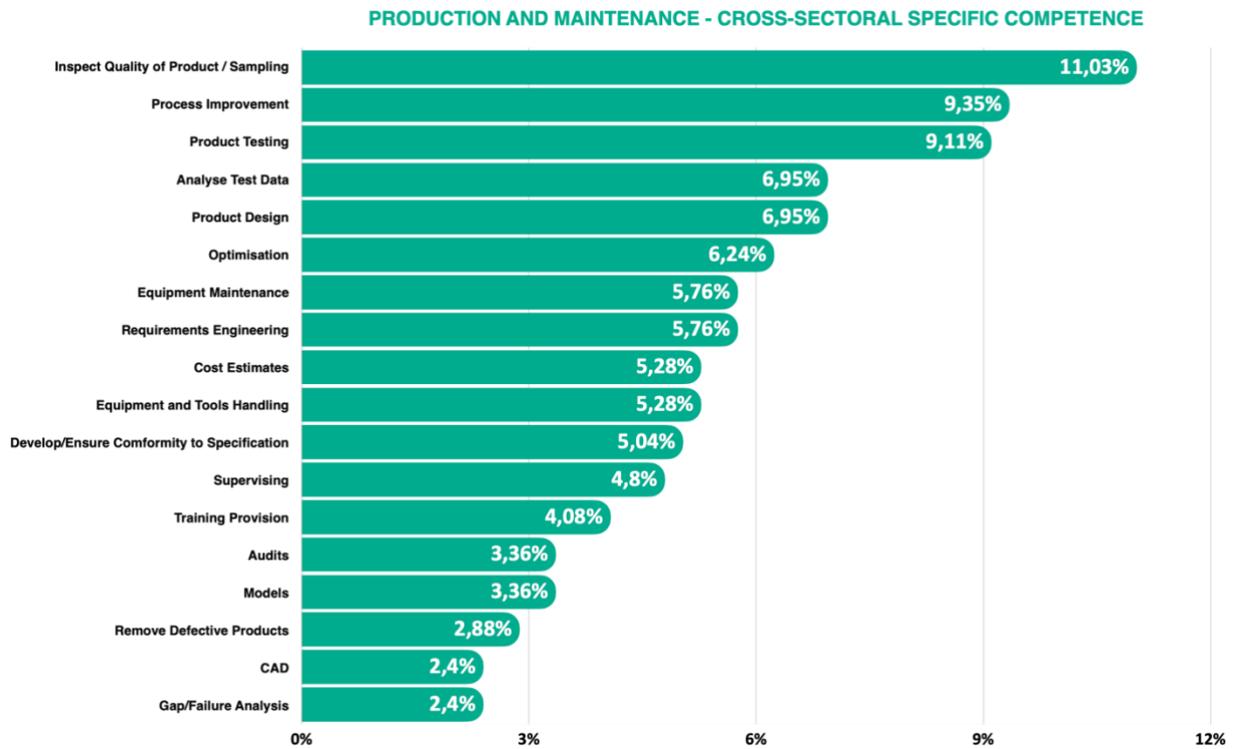


Figure 24: Production and Maintenance - Cross-sectoral Specific Competence

Figure 24 represents selected, the most occurring cross-sectoral competence for production and maintenance.

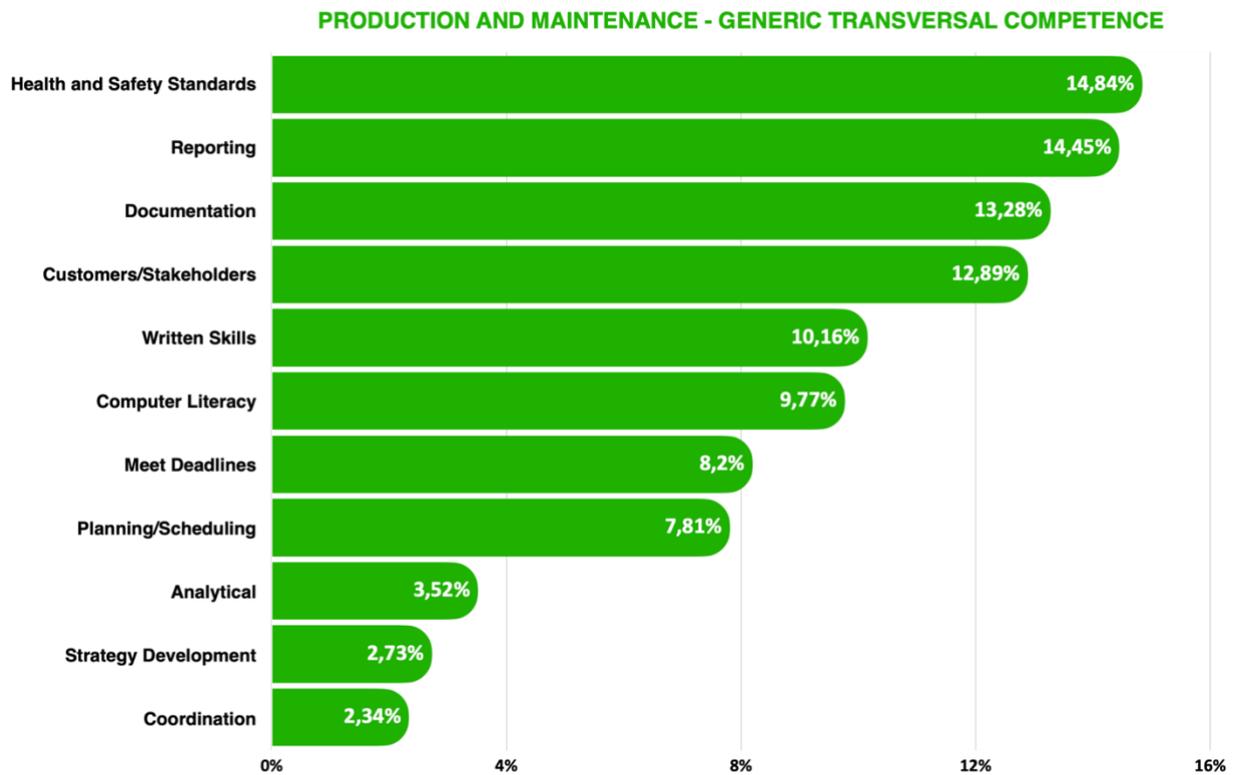


Figure 25: Production and Maintenance - Generic Transversal Competence

Figure 25 represents selected, the most occurring generic transversal competence for production and maintenance.

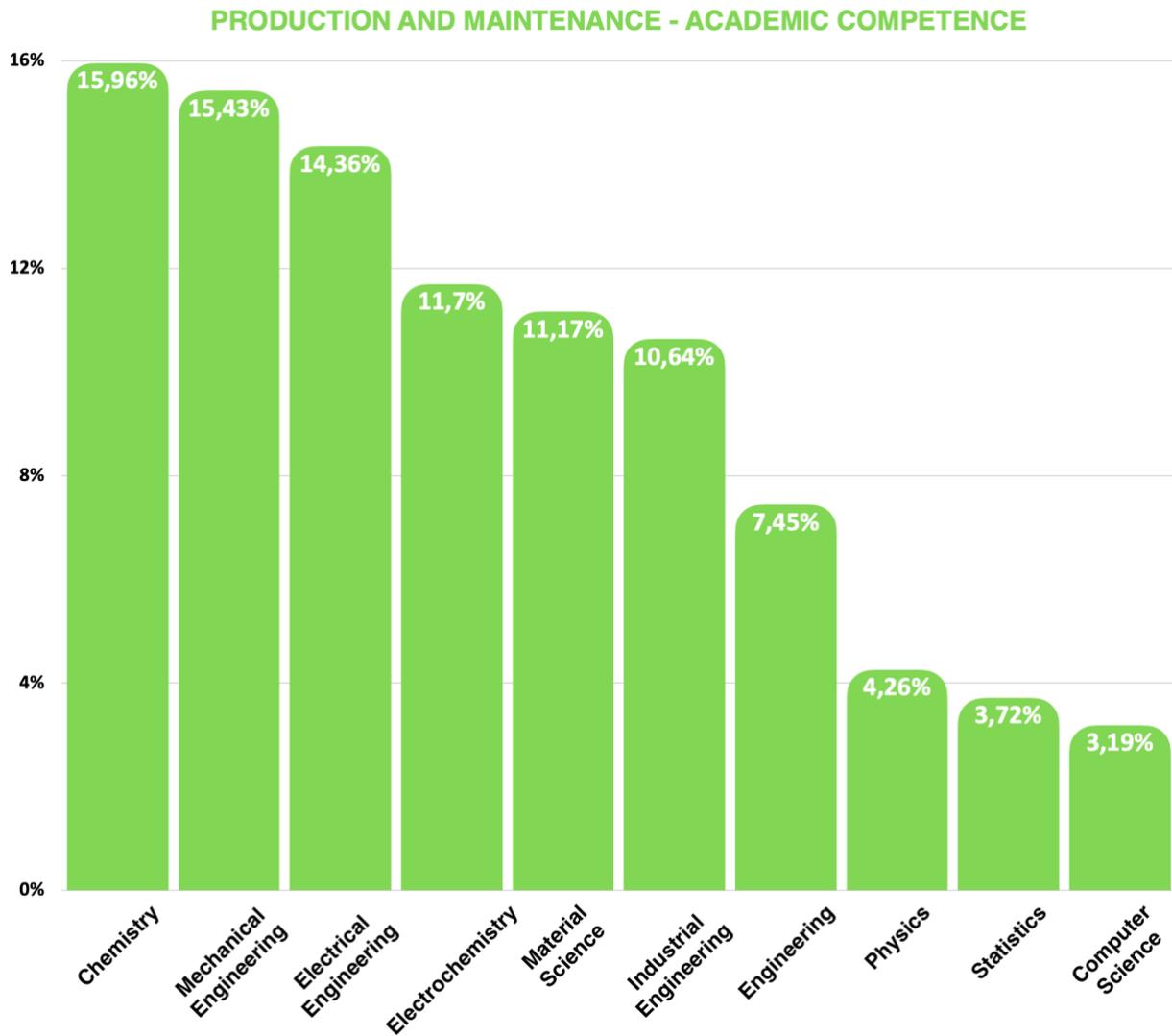


Figure 26: Production and Maintenance - Academic Competence

Figure 26 represents selected the most occurring academic competence for production and maintenance: chemistry; mechanical engineering; electrical engineering; electrochemistry; and others.

PRODUCTION AND MAINTENANCE - SOFT COMPETENCE

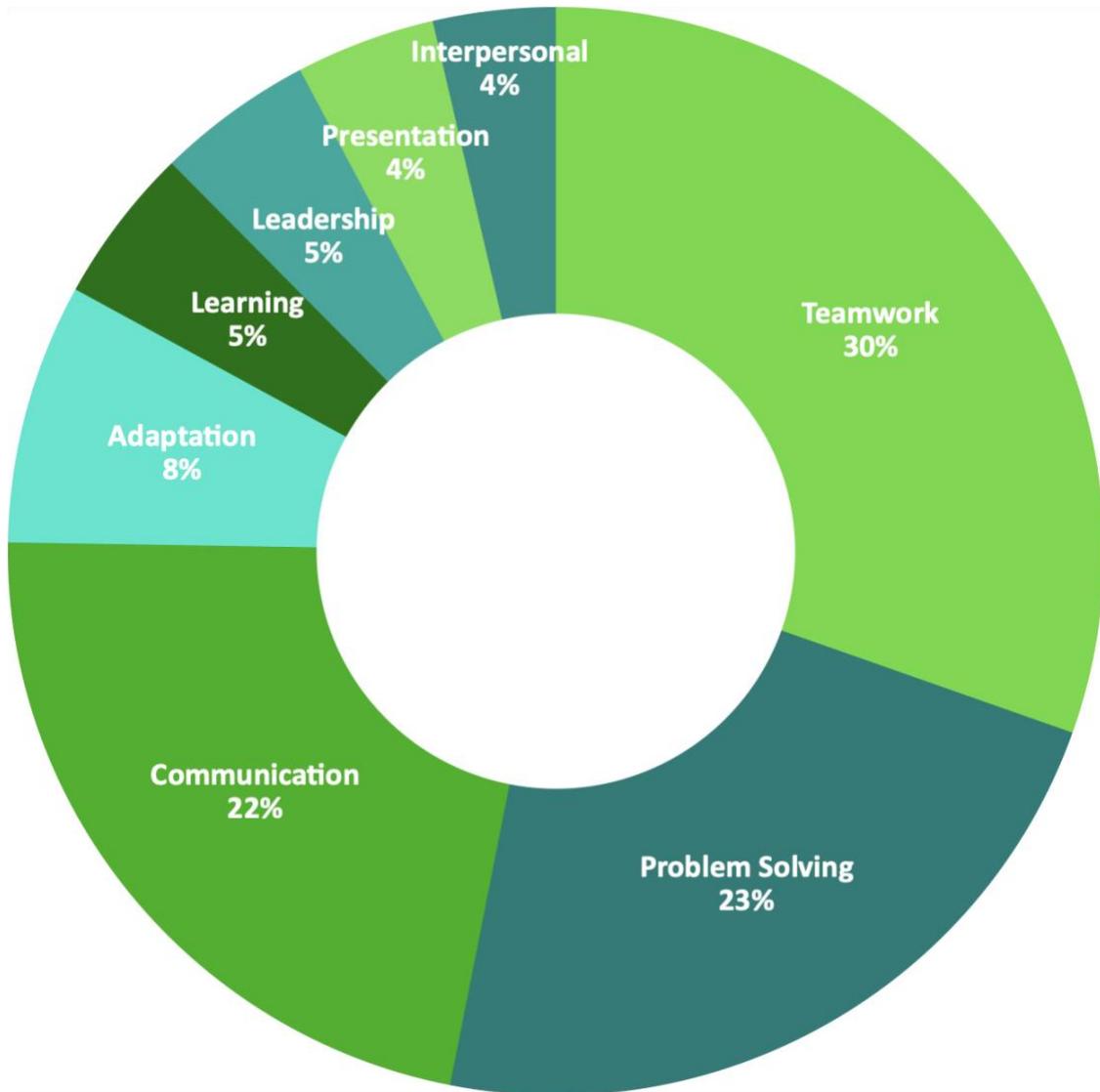


Figure 27: Production and Maintenance - Soft Competence

Figure 27 represents selected, the most occurring soft competence for production and maintenance.

5.2 LOGISTICS

What we know at this stage about in- and outbound logistics for cell factories and logistics inside a battery cell Gigafactory is outlined below.

Environmental priorities: A European Gigafactory must follow the existing regulations and be able to face upcoming environmental regulations. The CO₂ footprint for battery cell production must be reduced to more acceptable levels by optimizing

- ◆ Local sourcing of raw materials
- ◆ Fossil-free means of transport
- ◆ Shorter and fewer transports of raw materials and other production inputs
- ◆ Use of green recyclable energy in all phases of production
- ◆ Raw material percentage coming from recycling of batteries
- ◆ Traceability of all raw materials and other production inputs
- ◆ Vertically integration with long production lines, for more control over the production.

For example, Northvolt aims at reducing CO₂ footprint to only 20% of present cell production CO₂ levels by mainstream Asian cell manufacturers by 2030.

Inbound logistics: A cell gigafactory needs considerable volumes of raw materials and other supplies every day.¹⁶ The production scale also means that disturbances in material inputs and supplies are very expensive and must be avoided as best possible. One strategy is to have suppliers and subcontractors placed nearby with their production or warehousing. A Gigafactory is big enough to demand close production and warehousing locations from essential suppliers. This is a different approach to the “just-in-time” supply chain, where the warehouse is on the road and supplies are supposed to arrive just when needed.

Outbound logistics: As in the example from Northvolt, the 16 GWh battery production in the first two lines to be commissioned (of 60 GWh to be ready by 2025) will result in 85,000 tons of Li-Ion batteries per year in cylindrical and prismatic formats to be shipped out. Thus, the volume of inbound supplies is about double the outbound product volumes. The main transports will be by railway and sea transport, connecting at the Skellefteå harbor (Skelleftehamn) 11 km from the site, where a particular section of the harbor is being prepared for Northvolt. The plans for the near future are to run this link with EV autonomous trucks on a separate road as a demonstration project. At full production in 2025, about 900 trucks will load and unload every day at the Northvolt Skellefteå plant, or once every 4 minutes. The situation will be similar for other gigafactories, but solutions will vary due to local conditions.

¹⁶ Environmental Impact Statement: *Teknisk beskrivning Northvolt Ett – Utökad anläggning för storskalig produktion av litiumjonbatterier*, Northvolt. Link: https://docs.google.com/viewer?url=https%3A%2F%2Fwww.nexi.go.jp%2Fenvironment%2Finfo%2Fpdf%2F18-028_EIA2.pdf Accessed on 24.06.2021

For international logistics planning, expertise is needed and can be outsourced or be done in-house, but control over the environmental and economic priorities must be maintained. Northvolt, as being our pilot example here, has contracted the Swedish logistic company. The cooperating shipping company is Wallenius SOL, which will for Northvolt have two new LPG-driven special RO-RO ships.

Inhouse logistics: European cell gigafactories will be highly automated, including as expected internal factory logistics. In an Industry 4.0 environment, many activities are coordinated by the generated data streams from the production. The distribution of materials for replenishing machines with input materials will often be done by the machines ordering the material themselves. Electric driver-less trucks will run and charge themselves by inductive charging and find their way around with sensors and augmented reality. The warehouses will be highly automated as well. For Northvolt, this automation will also to some degree include the harbor 11km away with its Northvolt-dedicated warehouses. Automatic trucks are planned to travel back and forth with input materials one way and batteries on the return.

The speed of the production line exceeds a meter per second¹⁷, and the transfer of material to the next stage of production is automated.

Recycling logistics: An essential source of new battery materials will be recycled batteries, both substandard batteries directly from the production line and collected old Li-Ion batteries. Northvolt plans to source 50% of its raw material from decommissioned batteries in 2030.¹⁸ The recycling of batteries from the production is ideally recycled close to the factory, while collected scrap batteries can be processed into new materials in many places. The transport of old Li-Ion batteries to processing demands security arrangements, as dedicated containers.¹⁹ Fires caused by short-circuiting thermal runaways are not uncommon in the collection of batteries for recycling.

¹⁷BatteryBits. (2021, November 18). Battery Manufacturing Basics from catl's cell production line (part 1). Medium. Retrieved November 24, 2021, from <https://medium.com/batterybits/battery-manufacturing-basics-from-catls-cell-production-line-part-1-d6bb6aa0b499>.

¹⁸ News chat with Peter Carlsson, Northvolt's CEO <https://norrnan.se/artikel/northvolts-vd-peter-carlsson-blir-det-en-ny-fabrik-i-umea-har-kan-du-lasa-chatten-i-efterhand/jv91k7yl> Accessed on 24.11.2021

¹⁹ Container for lithium-ion batteries DENIOS. DENIOS. (n.d.). Retrieved November 28, 2021, from <https://www.denios.co.uk/shop/cleaning-and-waste-disposal/container-for-lithium-ion-batteries/>.

The work with logistics will be demanding, governed by environmental regulations and concerns, and require a deep understanding of the systems and safety issues around them.

5.2.1 Skills Agenda²⁰



Figure 28: Logistics and Purchasing - Job Role Analysis

Figure 28 shows the occurrence analysis of the job roles for the logistics. Blue-collar workers observed have expertise in: material handling; process operation; planning; inventory management; and others. White-collar workers have expertise in: planning; logistics; automation; production; supply chain management; process engineering; and others. Generic job roles are active in: purchasing and others.

²⁰ Definitions and methodology are described in the methodology section, this is covering the development of the analysis within this chapter.

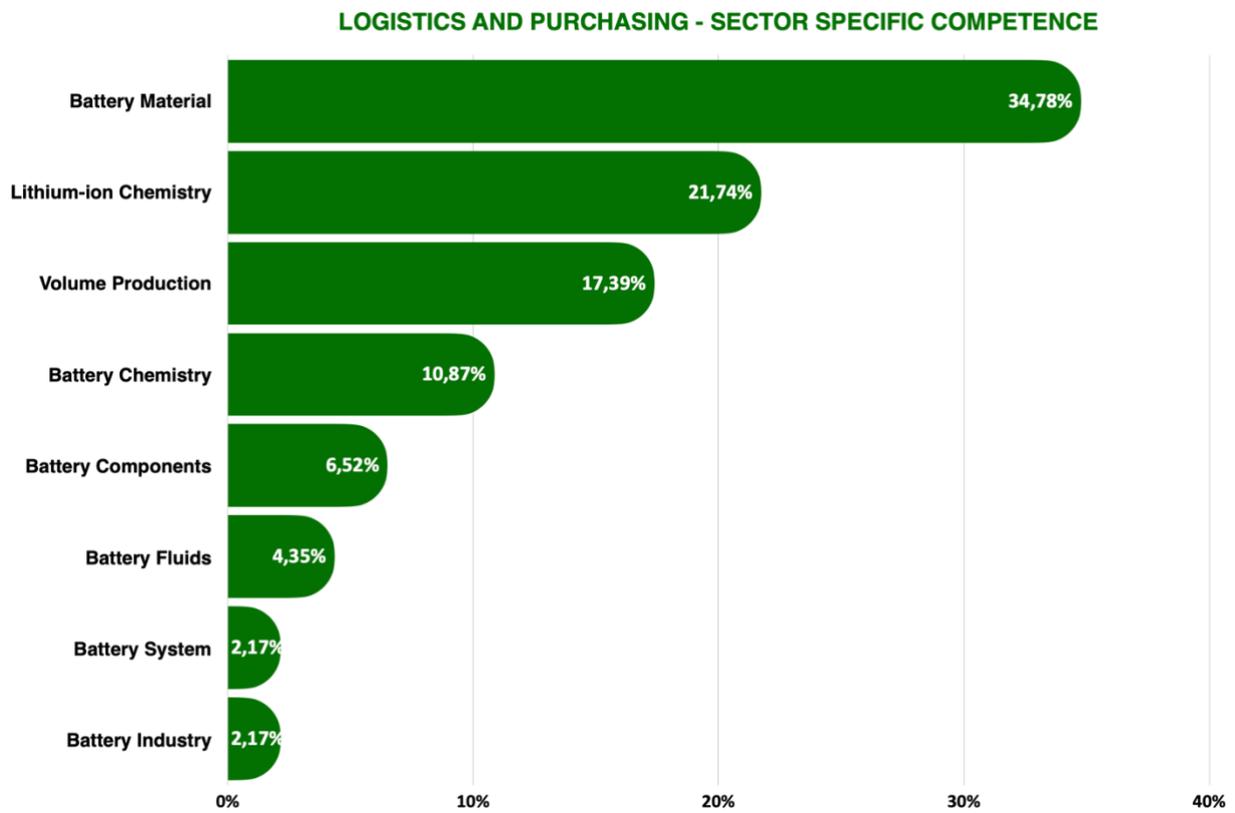


Figure 29: Logistics and Purchasing - Sector-Specific Competence

Figure 29 represents selected, the most occurring sector-specific competence for logistics.

LOGISTICS AND PURCHASING - CROSS-SECTORAL SPECIFIC COMPETENCE

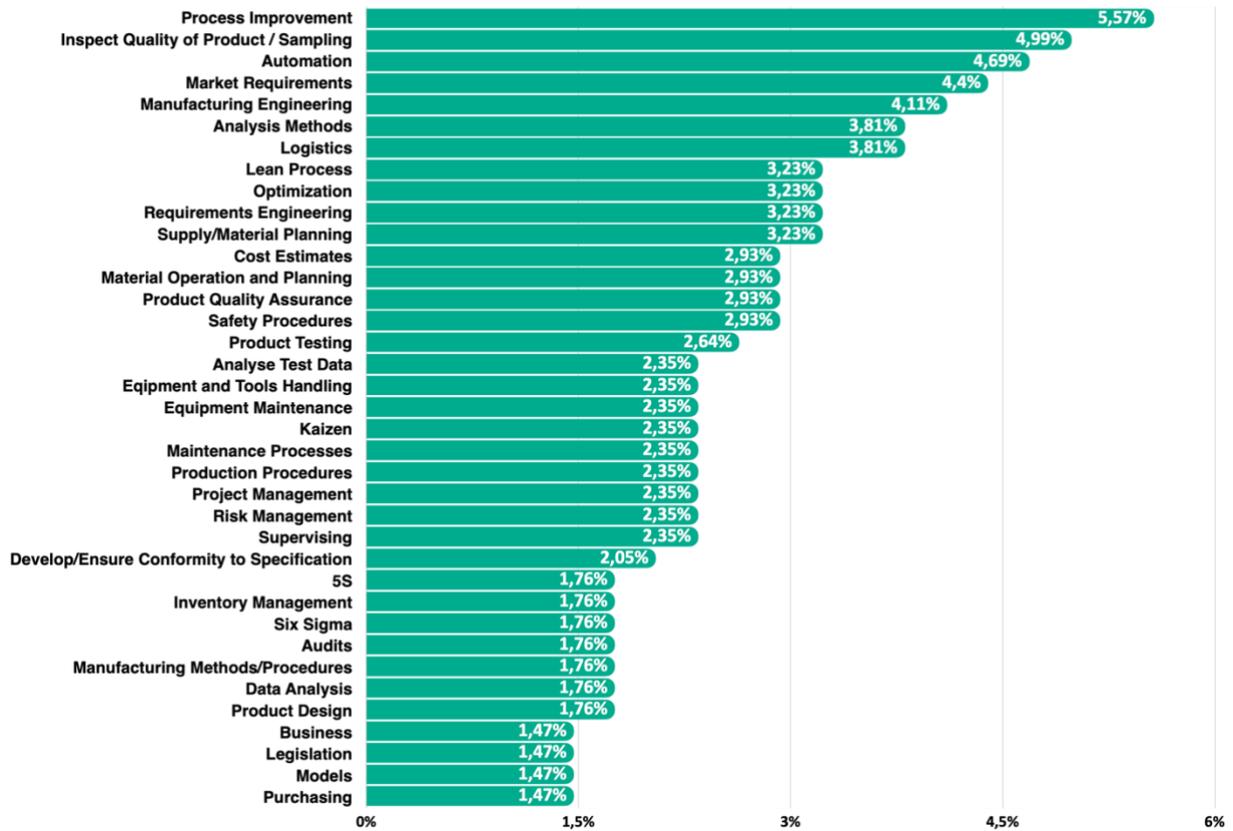


Figure 30: Logistics and Purchasing - Cross-sectoral Specific Competence

Figure 30 represents selected, the most occurring cross-sectoral specific competence for logistics.

LOGISTICS AND PURCHASING - CROSS-SECTORAL SPECIFIC COMPETENCE

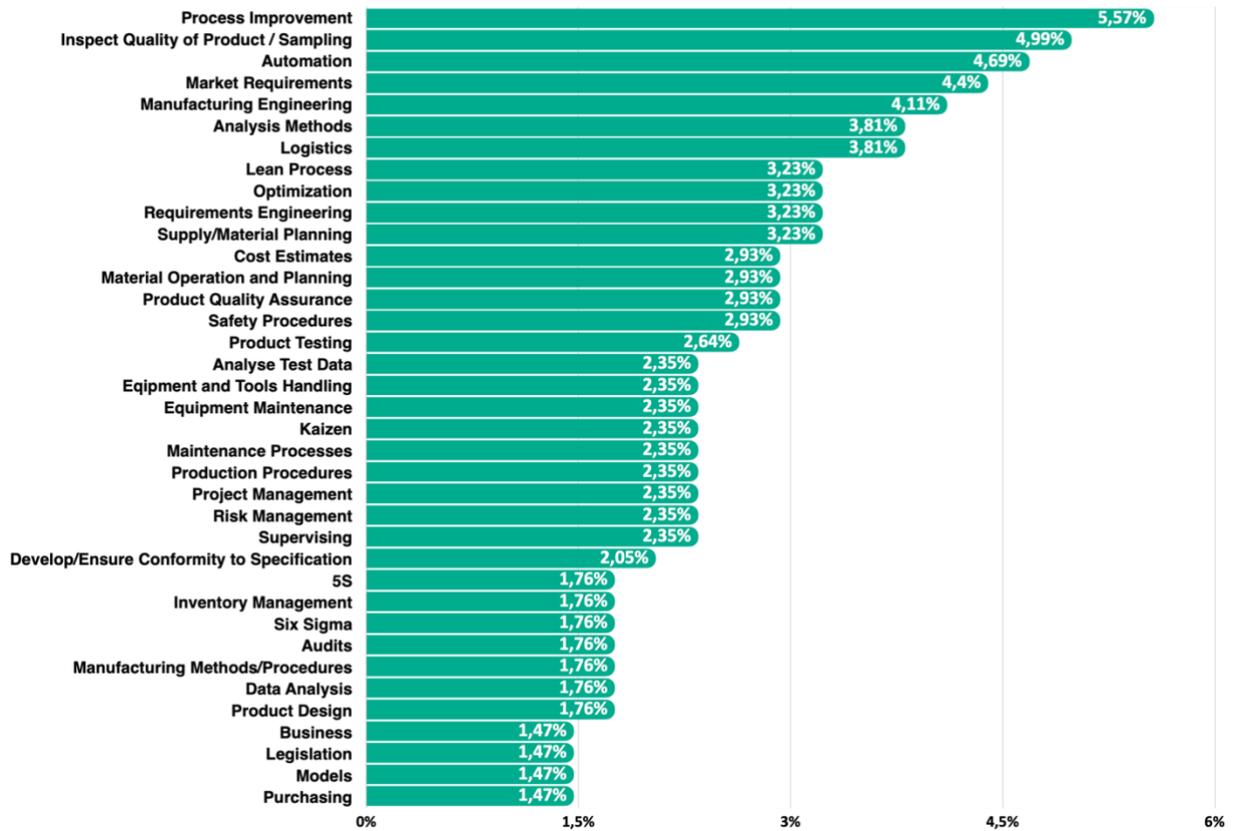


Figure 31: Logistics and Purchasing - Generic Transversal Competence

Figure 31 represents selected, the most occurring generic transversal competence for logistics.

LOGISTICS AND PURCHASING - ACADEMIC COMPETENCE

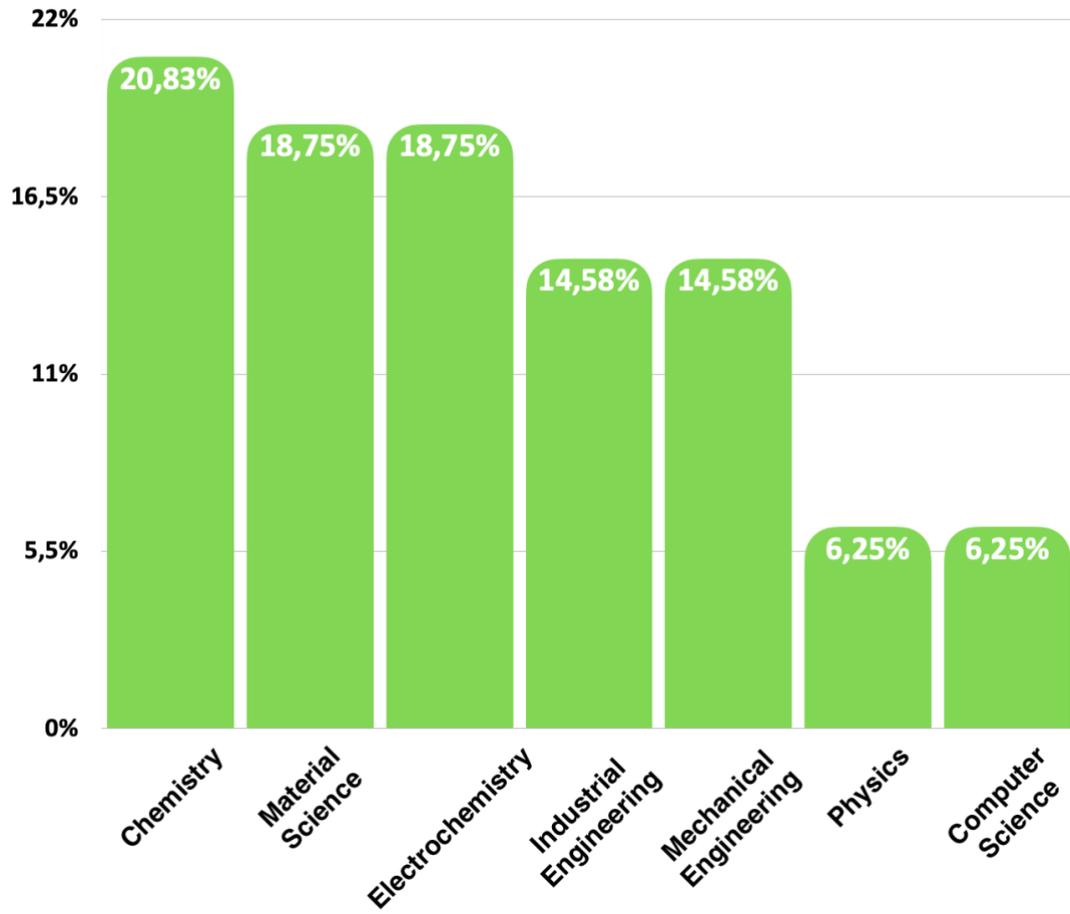


Figure 32: Logistics and Purchasing - Academic Competence

Figure 32 represents selected, the most occurring academic competence for logistics.

LOGISTICS AND PURCHASING - SOFT COMPETENCE

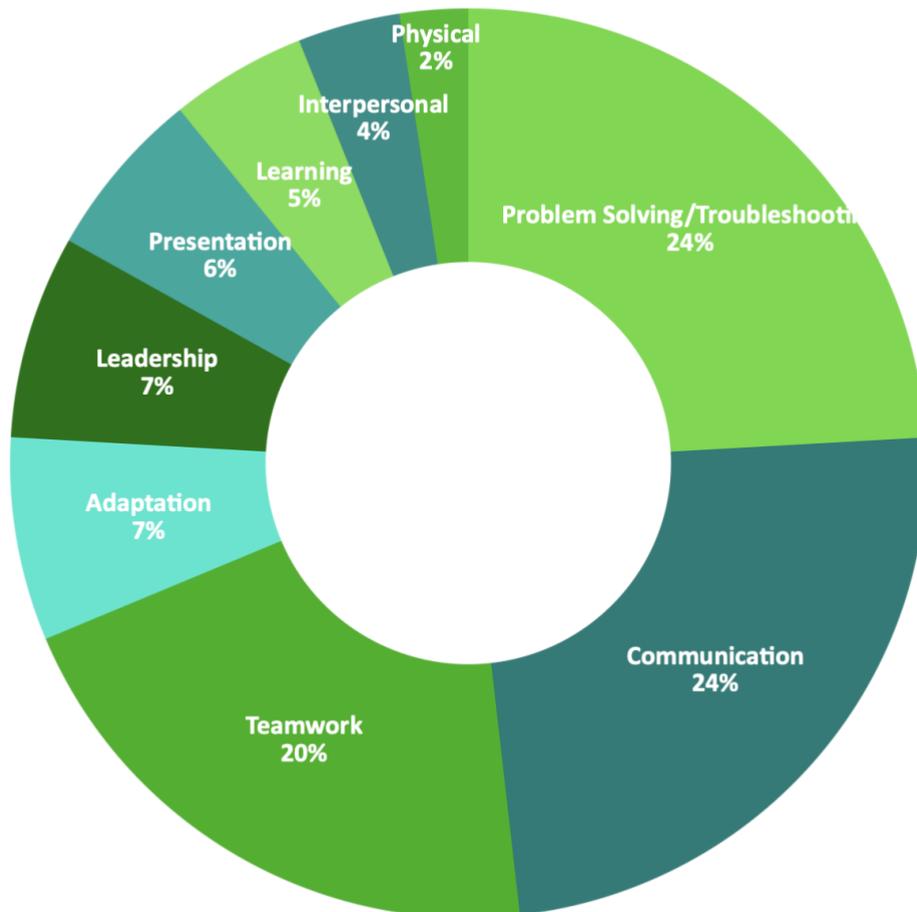


Figure 33: Logistics and Purchasing - Soft Competence

Figure 33 represents selected, the most occurring soft competence for logistics.

Skills related to automated transport and logistic planning will be in high demand, and knowledge on handling hazardous goods, especially in recycling. The job roles include mainly white-collar positions such as **logistics developers, logistics business analysts**, and those who work with compliance with logistics. Many of them have master's degrees in logistics, computer science, and similar. Blue-collar workers are needed in positions as **material handlers, forklift and truck drivers, warehouse technicians**, etc.

The development is expected to bring such skill needs as **understanding automatic flow, automatically guided vehicles, warehouse automatization, IoT, Industry 4.0**, etc.

5.3 QUALITY

Quality aspects can be approached from different perspectives. This section describes the quality within the Gigafactory – functions, quality management systems, as well as audits.

5.3.1 Quality as a part of a Gigafactory's functions

Quality is monitored throughout the entire manufacturing process in a Gigafactory. This can be executed, for example, by several teams that function for various purposes. These teams may include **Quality Control, Construction Quality, Quality Postproduction, Customer Quality²¹, Continuous Improvement Team²²**.

5.3.2 Quality Management Systems in a Gigafactory

The Quality Management Systems, QMS, in a Gigafactory require many specialists who have responsibilities that might involve:

- ◆ development and improvement of a Quality Control Plan for Li-Ion batteries production
- ◆ execution of PFMEA-Process Failure Mode Effects Analysis and high-risk areas elimination
- ◆ monitoring of quality data using statistical process control to identify gaps in the assembly process

²¹ Northvolt. Customer Quality Engineer: Northvolt. Jobylon. Retrieved June 14, 2021, from <https://emp.jobylon.com/jobs/19142-northvolt-customer-quality-engineer/>.

²² Northvolt interview, 28.5. 2021

- ◆ creation and updating of Pareto charts to identify and quantify quality issues
- ◆ troubleshooting and root causing (e.g., 8D)
- ◆ providing support for successful implementation of standards and continuous certification

5.3.3 Quality audits

Continuous Improvement Methodologies - The goal of an internal audit is to ensure that records are in place to confirm compliance with the processes and to find problems and weaknesses that would otherwise stay hidden²³. Many Gigafactories use several types of QMS such as the following ones: **TQM (Total Quality Management)**, **Kaizen**, **PDSA (Plan, Do, Study, Act)**, **Six Sigma** (measurable metrics), **Lean Manufacturing** (minimizing waste with simultaneous maximization of productivity)

Staff and recruitment:²⁴ Northvolt case is used as an analog for the staff structure in the overall quality function in Gigafactories in this subchapter.

The quality team consists of engineers and technicians. The engineers have normally experienced personnel with Ph.D. or master's degree educational backgrounds. They function in such job roles as **Quality Control Engineers, Analytical Chemists, Technical Writers, Customer Quality Engineers, and Supplier Quality Engineers.**

Technicians often come from educational backgrounds of high school or vocational levels. They perform quality controls within the manufacturing labs and often work in shifts, following the production planning.

Training and upskilling of the quality staff are provided with an extensive internal training program. Additionally, the learning while in the job method is being applied.

Challenging to find skills and competencies, and positions that are difficult to fill:

- ◆ **Cleanroom managers** and specialists who can support building the cleanrooms
- ◆ **Researchers** with laboratory experience, especially with batteries
- ◆ **Methodology development experts** (with battery backgrounds)
- ◆ **Quality engineers** (with battery backgrounds)

²³ What is the ISO 9001 standard? A straightforward overview. 9001Academy. (2021, November 8). Retrieved November 28, 2021, from <https://advisera.com/9001academy/what-is-iso-9001/>.

²⁴ Northvolt interview, 28.05. 2021

The future staff development: the personnel needs to stay on track and upskill themselves along with the development of battery technology. This implies continuous internal **lifelong learning**. Furthermore, with the new technologies and increasing production volumes, there is a need to investigate **automated systems** and **material flows** and in the **quality control** process. The importance of automation comes from the fact that it is impossible to operate similarly to a standard research laboratory since there is a need to take many quality samples (thousands). Consequently, technology is needed to help to process the vast volumes of samples and stay scalable.

5.3.4 Skills Agenda²⁵

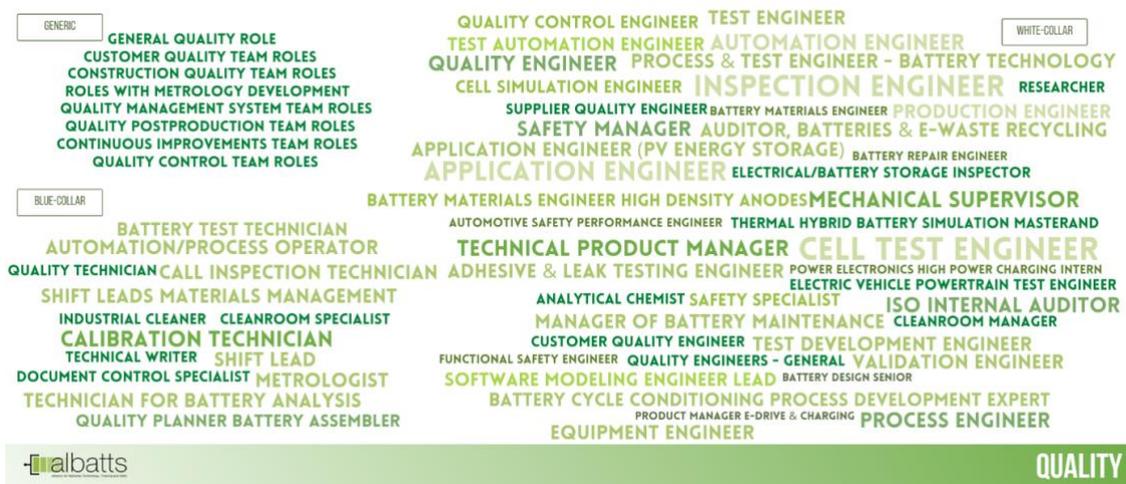


Figure 34: Quality - Job Role Analysis

Figure 34 shows the occurrence analysis of the job roles for the quality. Blue-collar workers observed are having expertise in: testing; automation and process operation; quality; calibration; document control; battery analysis; and others. White-collar workers are having expertise in: testing; test automation; automation; quality; process improvement and engineering; simulation; audits; and others. Generic job roles are active in: general roles different types of quality.

²⁵ Definitions and methodology are described in the methodology section, this is covering the development of the analysis within this chapter.

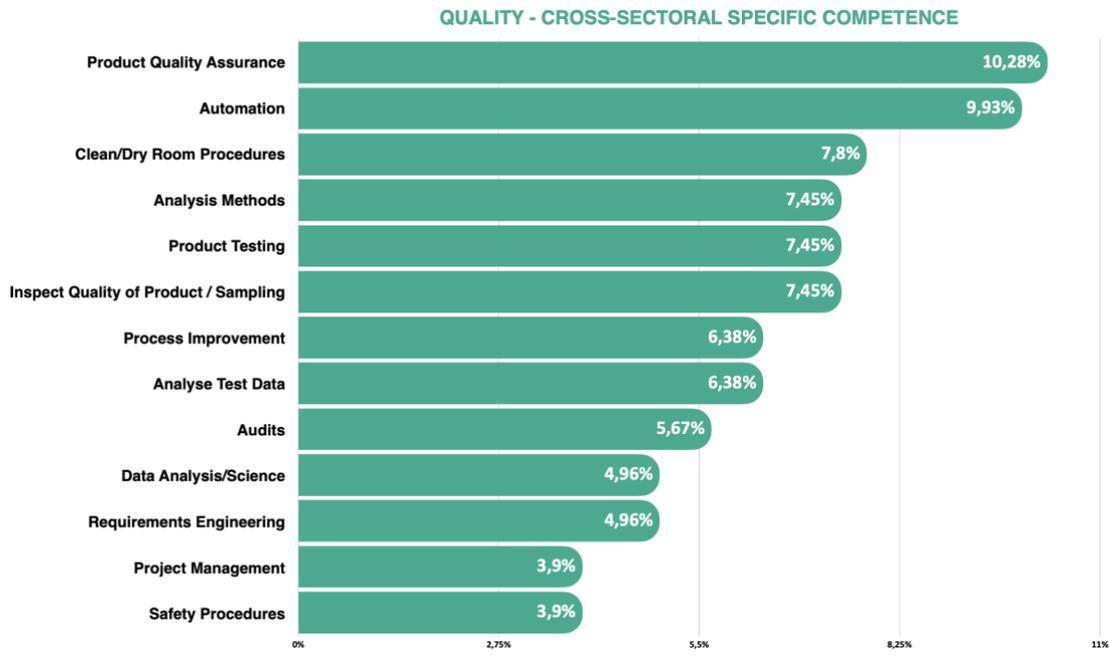


Figure 35: Quality - Cross-sectoral Specific Competence

Figure 35 represents selected, the most occurring cross-sectoral specific competence for quality.

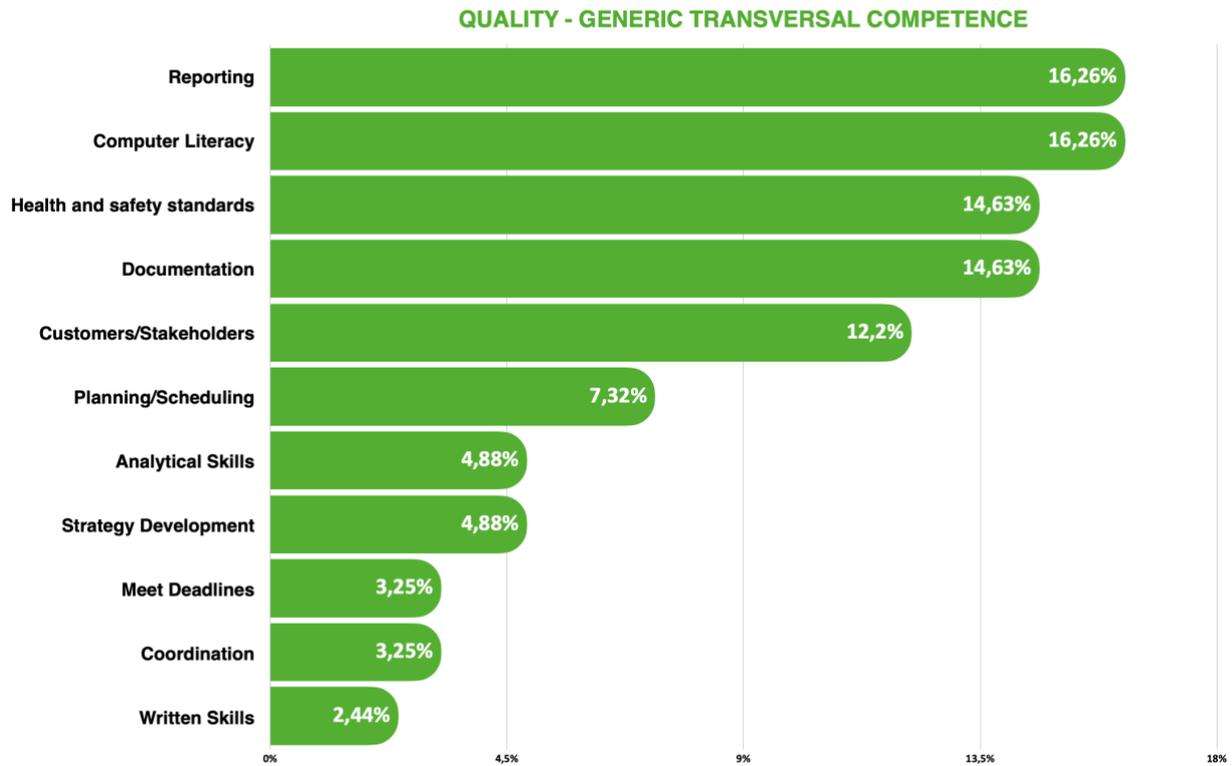


Figure 36: Quality - Generic Transversal Competence

Figure 36 represents selected, the most occurring generic transversal competence for quality.

QUALITY - ACADEMIC COMPETENCE

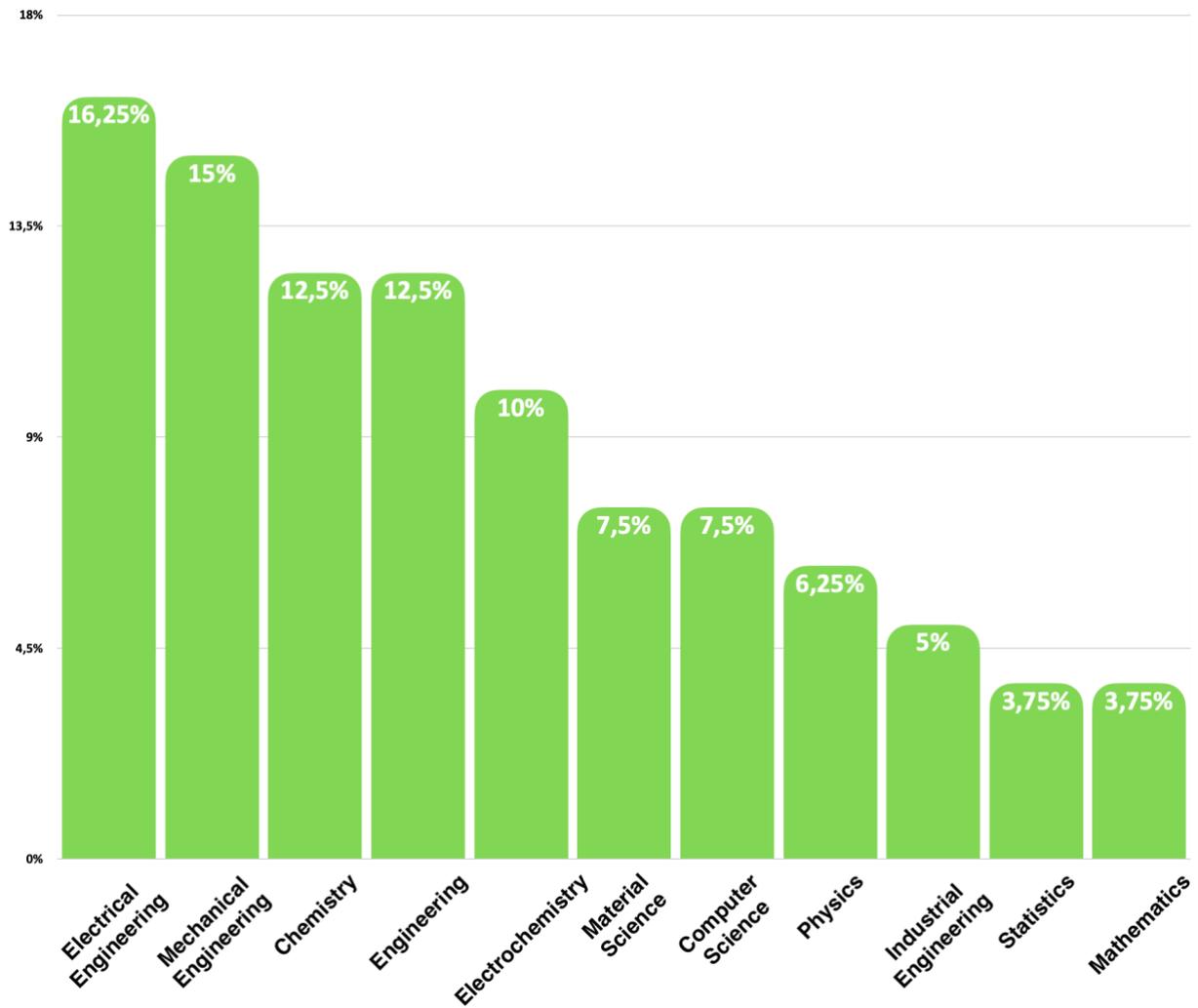


Figure 37: Quality – Academic Competence

Figure 37 represents selected, the most occurring academic competence for quality.

QUALITY - SOFT COMPETENCE

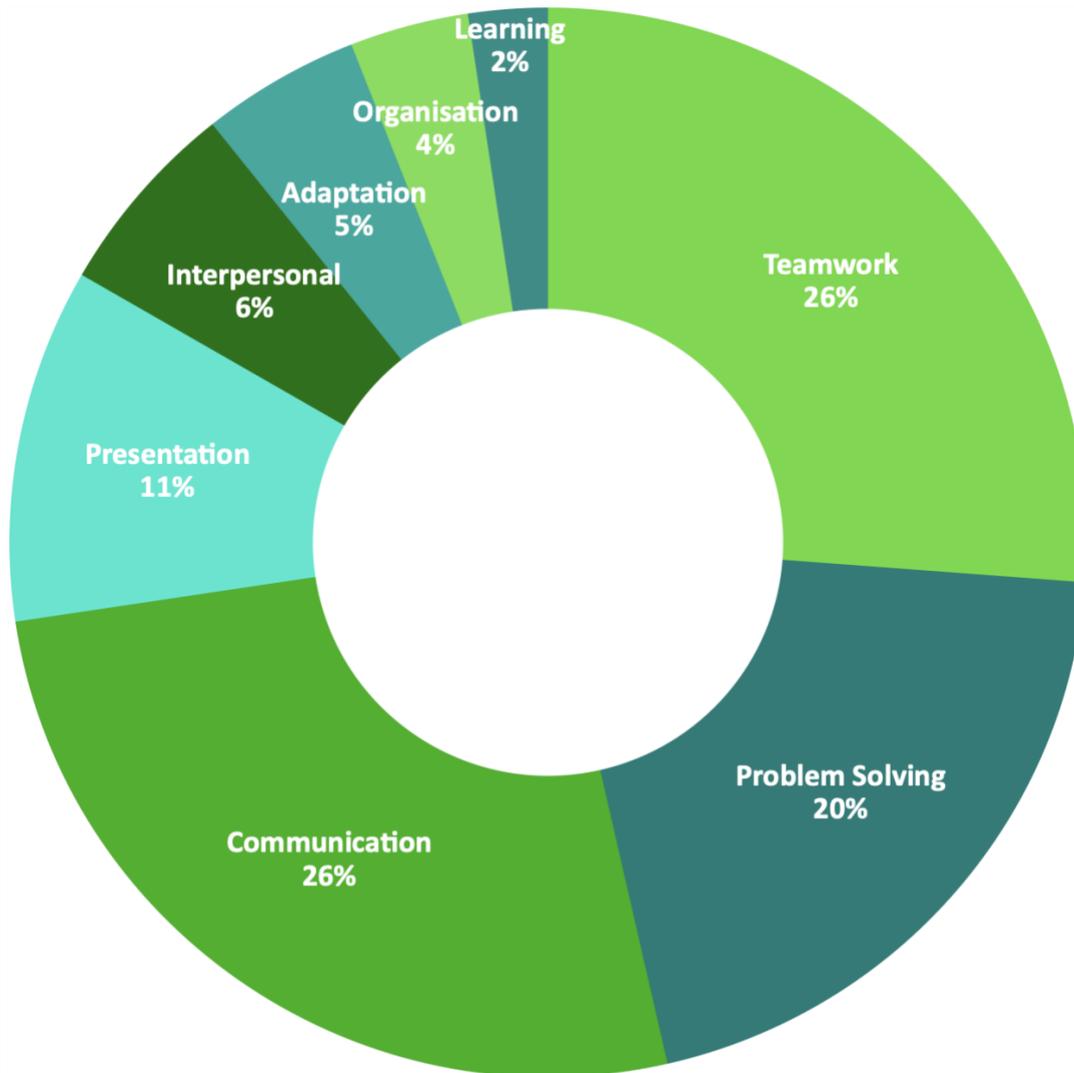


Figure 38: Quality - Soft Competence

Figure 38 represents selected, the most occurring soft competence for quality.

5.4 OTHER ASPECTS (DEPARTMENTS)

This section describes other aspects of battery manufacturing, mainly the purchasing, human resources, finances, sales, and digitalization with its respective departments and needs.

5.4.1 Purchasing

This department deals with purchasing in different areas such as materials, equipment, services, construction, and infrastructure or purchasing dedicated to a specific project. For

example, in the case of Northvolt, they also have a localization team within the purchasing department responsible for attracting suppliers to locate their facilities nearby. This team works in tandem with local or regional authorities and helps suppliers to navigate in the process of establishing themselves in the proximity of the battery manufacturing plant.

Skills agenda: Most of those dealing with purchasing are white collars working as **managers, material engineers, purchasing coordinators, purchasing specialists, category managers, raw material specialists**, etc. Master's degrees in purchasing, logistics, sourcing is among the ideal education backgrounds.

Partial quantitative analysis is done as a joint with the logistics department in **section 5.2.1**.

5.4.2 Human Resources

Like other industrial and manufacturing companies, the human resources department in a Gigafactory can deal with various issues including recruitment, headhunting, retention of workers, brand/talent attraction issues, personal development, work contracts, payrolls, workplace issues, labor law, and may also be dealing with trade unions.

It administrates personal data of the employees, deals with relocation (visas, migration, housing, schools, “feel at home” programs), and is responsible for onboarding and training (virtual, on-the-job, internships turned to employment), etc. Women might be the dominating gender within the human resources department.

Skills agenda: In terms of job roles and required skills, an industry background is less critical. Employees do not need to have battery education or background, while experience in recruitment and the attracting potential new employees are valued. Creativity, the ability to get used to quick thinking in the fast-growing industry, quick adaptation to the start-up situation in the case of some of the Gigafactories are also valued qualities.

Regarding the nature of the workforce and the expected speed of the organizational growth in upcoming Gigafactories, additional resources working with migration, relocation, onboarding, and integration can be expected to be needed compared to already established industries.

Since most of the employees joining the industry lack the necessary experience, the internal technical training team is of the highest importance (they need experience in building up training strategies, setting up training, and operational knowledge of a broad range of training methodologies). As employees of the Gigafactories are being recruited from various countries, cross-cultural communication skills are required from the human resources personnel.

With the increasing number of people being hired into newly built Gigafactories, AI can be introduced to the recruitment processes, helping to handle the workload, e. g, pre-processing of job applications.

5.4.3 Finance

A finance department in Gigafactories is like those in other companies in other fields of business. Characteristic to the battery manufacturers is that most of them are in a start-up or early stage. Raising capital is needed to finance building and developing a company, including all its functions from R&D to business development, recruitment, buying materials, ramping up production, etc. Therefore, they may have regular huge investment rounds occurring even more than once per year. Due to those reasons, the financial departments in battery manufacturing companies are bigger than in a start-up or early-stage company in general.

Skills agenda: Depending on the position, the education requirements include a degree in: (1) accounting; (2) business; (3) finance; (4) controlling; (5) economics or similar.

Having several years of work experience is preferred. Occasionally, experience beyond finance may be required. For example, in the Analytics and Performance Manager's position, manufacturing business experience from a technical environment is required.

Skills required in a financial department include experience with:

- ◆ ERP systems,
- ◆ Microsoft Office tools
- ◆ Business intelligence solutions

Experience and willingness to work in teams are needed. Additionally, good communication skills, flexibility, sense of quality, can-do attitude, ability to cope with high-pressure

international environments, and willingness to take new challenges are desired skills and abilities. Battery manufacturing is a fast-moving business, thus requiring a high level of energy and enthusiasm.

Examples of Finance related roles:

- ◆ Business Controller
- ◆ Tax Manager
- ◆ Financial Controller
- ◆ Accountant
- ◆ Project Controller
- ◆ Analytics and Performance Manager

5.4.4 Sales

In the case of battery manufacturers and using Northvolt as an analog battery manufacturer start-up here, generally, the sales as a function have evolved from attempting to find customers into business development. In the case of Northvolt's early stage, it was about creating strategic partnerships, finding, and approaching connections. However, these days it is not uncommon for customers to come to battery manufacturers because of the development of the past five years.

What is characteristic of a sales department of a battery manufacturer is the emphasis on **building partnerships with customers**. Depending on their products and field of business, **each customer wants their battery cells to behave differently and uniquely**. Consequently, a high engineering involvement is needed in these teams, if compared to many other industries. There are dedicated engineers involved with the sales processes. They, for example, work with the sample development.

Skills Agenda: In the case of Northvolt key account teams, with 15-25 members in different roles, have been formed around the customers. The roles include, for example, **technical sales managers, key account managers, technical project managers, and coordinators**. Key account managers collaborate internally with cell designer teams. Technical project managers also work with customers. The coordinator's role is about fulfilling documentation requirements that are high among target industries.

Most of the sales staff do have an engineering background, but there are also those with pure business background with experience from automotive or any other target industry.

Regarding the future development of sales and the related roles, it can be assumed that the importance of having and managing relationships will never disappear.

5.4.5 Digitalization

Digitalization and automatization of the Gigafactory ecosystem and other aspects of battery manufacturing are being considered and developed by various battery producers or research institutes, such as the Fraunhofer institute.

Overall improvement in production times or energy consumption is improved with the addition of cutting down the human resources by implementing mechanization, automation, digitalization, IoT, and cloud-based service concepts.

Digitalization can improve and optimize the scrap management and overall production chain. Other essential aspects are: (1) traceability concepts of manufacturing data, which enables to track the production more efficiently and development of digital twin; (2) digital twin is a model based on the production data and represent characteristics of the physical product which will self-adapt and due to the machine learning/deep learning which is being implemented- this leads to the establishment of predictive maintenance; (3) modeling and simulation throughout the whole manufacturing process, this leads to the life cycle optimization.

Skills Agenda: Battery manufacturers and new Gigafactories are expected to leverage digitalization and may have dedicated digitalizing teams whose name and setup vary from company to company. These teams support production and related traceability by working with the software used in various machines, integration, cloud management and data handling, and general IT support. The automatization of systems in different levels and functions such as production, quality, logistics, human resources will require personnel, not excluding blue-collared, to be more and more IT skilled – data science, physical/machine learning modeling of battery manufacturing system and other experience will be required. In addition, earlier mentioned application of Digital Twins and Virtual Reality for training and education further emphasizes the **need for IT/digital skills**. In terms of staff and talent, there is a substantial need for IT skilled people in various levels from production floor operators to

engineers, etc. **Software developers and engineers** are generally very much in demand. For example, in maintenance, the teams responsible for maintaining the machines must do it together with maintaining software systems.

6 Battery Integration, Modules, and Packs

Battery integration covers the process of pack compilation, where the pack usually consists of several blocks of battery modules, battery management systems, and other systems, for example, thermal regulation systems.

This part of the value chain concerns different aspects such as: (1) testing and validation (end of line testing and other related tests – functional testing, performance testing, connection scanning, electrical testing, calibration, part checks); (2) electronics packaging (electrical insulation, mechanical links, and other, optimization in terms of heat transfer); or (3) safety aspects and risk mitigation (related mainly to the thermal runaway and explosion), which is being assured by BMS, where different topologies may be implemented to keep the battery within the safety operation region in terms of voltage, current, and temperature during the charge, discharge, and some instances at open circuit. Furthermore, regarding the BMS, other features and functions are observed and implemented: (1) monitoring of voltage; (2) contactor control; (3) isolation monitoring; (4) temperature measurement and control; (5) state of charge, health, and other metrics' measurements.

A different perspective can be taken on a more general level, where different integration processes can be described for various battery applications – from cell to complete battery system and how it is connected to the application (EV or stationary battery system).

Example of the automotive integration process:

- ◆ Integration of cells into the battery module
- ◆ Integration of the battery modules with an electronic unit
- ◆ Integration of the battery into the car

In parallel:

- ECU SW component integration; ECU SW integration; ECU target system integration; ECU system qualification.
- Consideration and assessment on Automotive SPICE and ISO26262 and other standards.

Example of the maritime integration process:

- ◆ Assembly of the battery modules
- ◆ Assembly of pack controller

- ◆ Integration into vessel

Example of stationary applications integration process:

- ◆ Assembly of battery modules
- ◆ Assembly of battery racks
- ◆ Integration in a proper enclosure
- ◆ Integration with power conversion system and grid interface

6.1.1 Skills Agenda²⁶

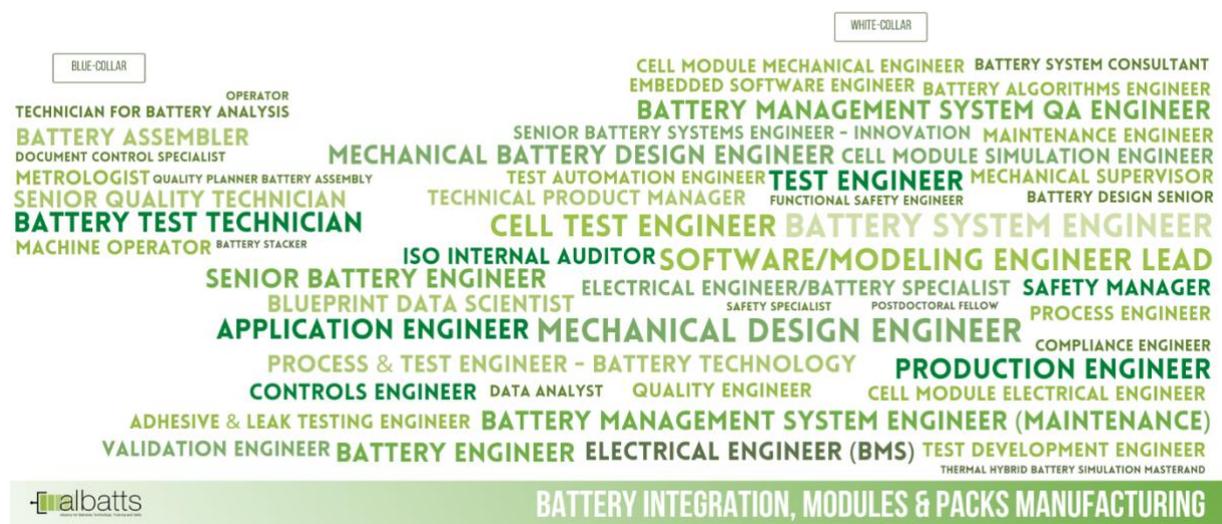


Figure 39: Battery Integration, Modules and Packs - Job Role Analysis

Figure 39 shows the occurrence analysis of the job roles for the battery integration, modules, and packs. Blue-collar workers observed are having expertise in: battery analysis; testing; quality; and others. White-collar workers are having expertise in: testing; software development; modelling; battery systems; battery management systems; validation; electrical engineering; design; and others.

²⁶ Definitions and methodology are described in the methodology section, this is covering the development of the analysis within this chapter.

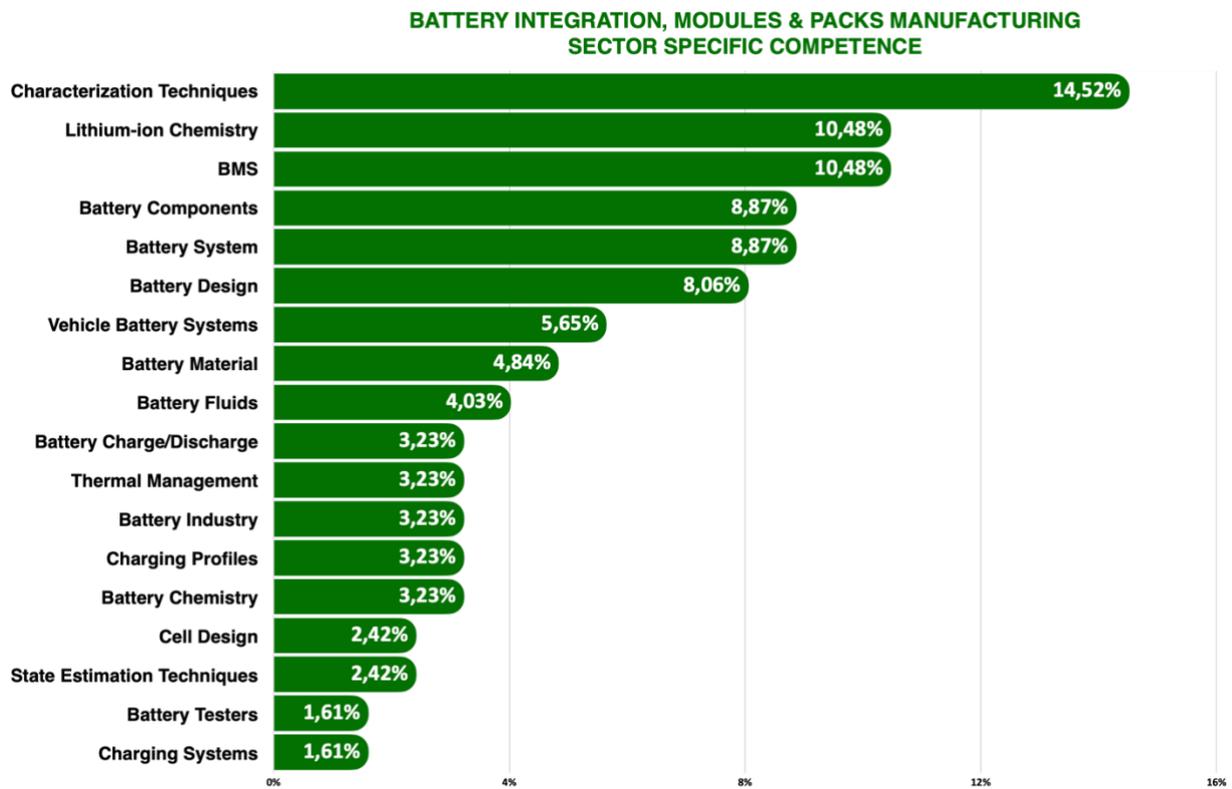


Figure 40: Battery Integration, Modules and Packs - Sector-Specific Competence

Figure 40 represents selected, the most occurring sector-specific competence for battery integration, modules, and packs.

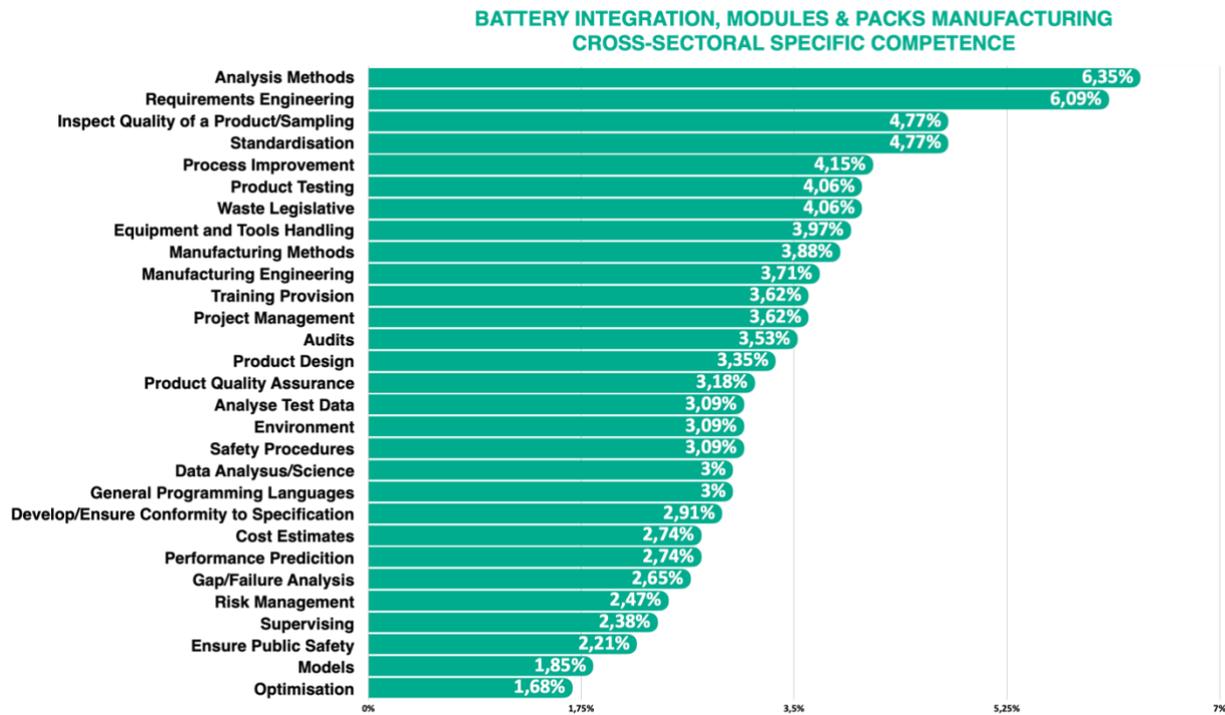


Figure 41: Battery Integration, Modules and Packs - Cross-sectoral Specific Competence

Figure 41 represents selected, the most occurring cross-sectoral specific competence for battery integration, modules, and packs.

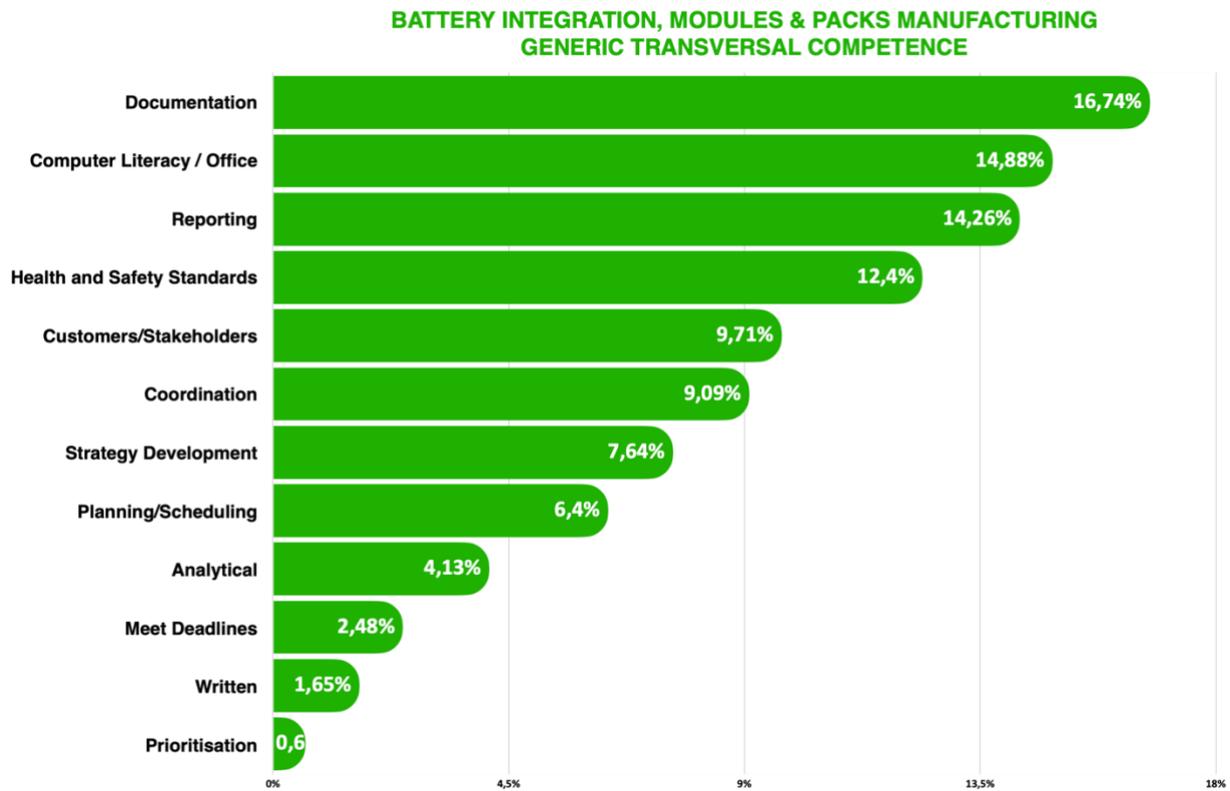


Figure 42: Battery Integration, Modules and Packs - Generic Transversal Competence

Figure 42 represents selected, the most occurring generic transversal competence for battery integration, modules, and packs.

BATTERY INTEGRATION, MODULES & PACKS ACADEMIC COMPETENCE

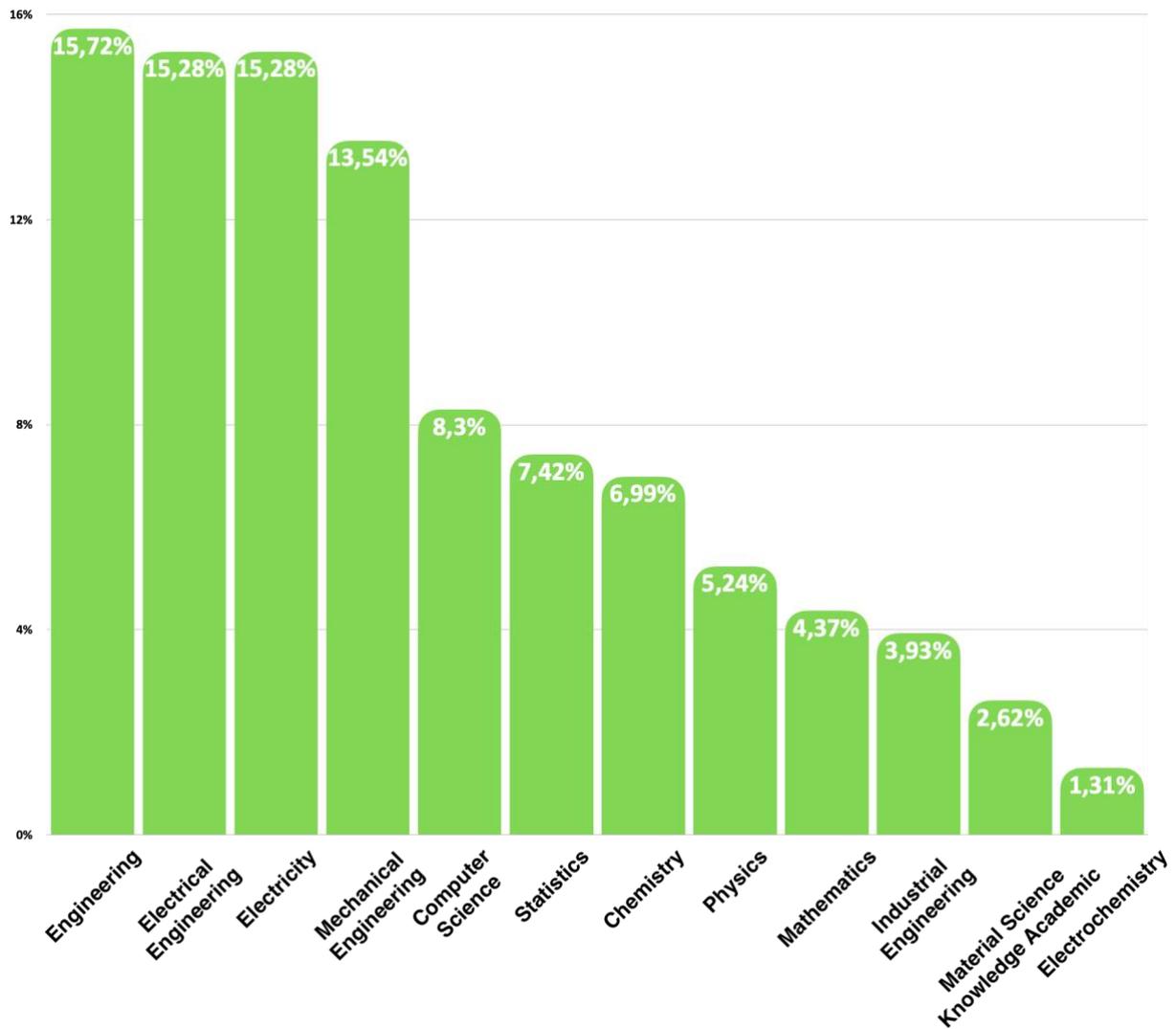


Figure 43: Battery Integration, Modules and Packs - Generic Transversal Competence

Figure 43 represents selected, the most occurring generic transversal competence for battery integration, modules, and packs.

BATTERY INTEGRATION, MODULES & PACKS MANUFACTURING SOFT COMPETENCE

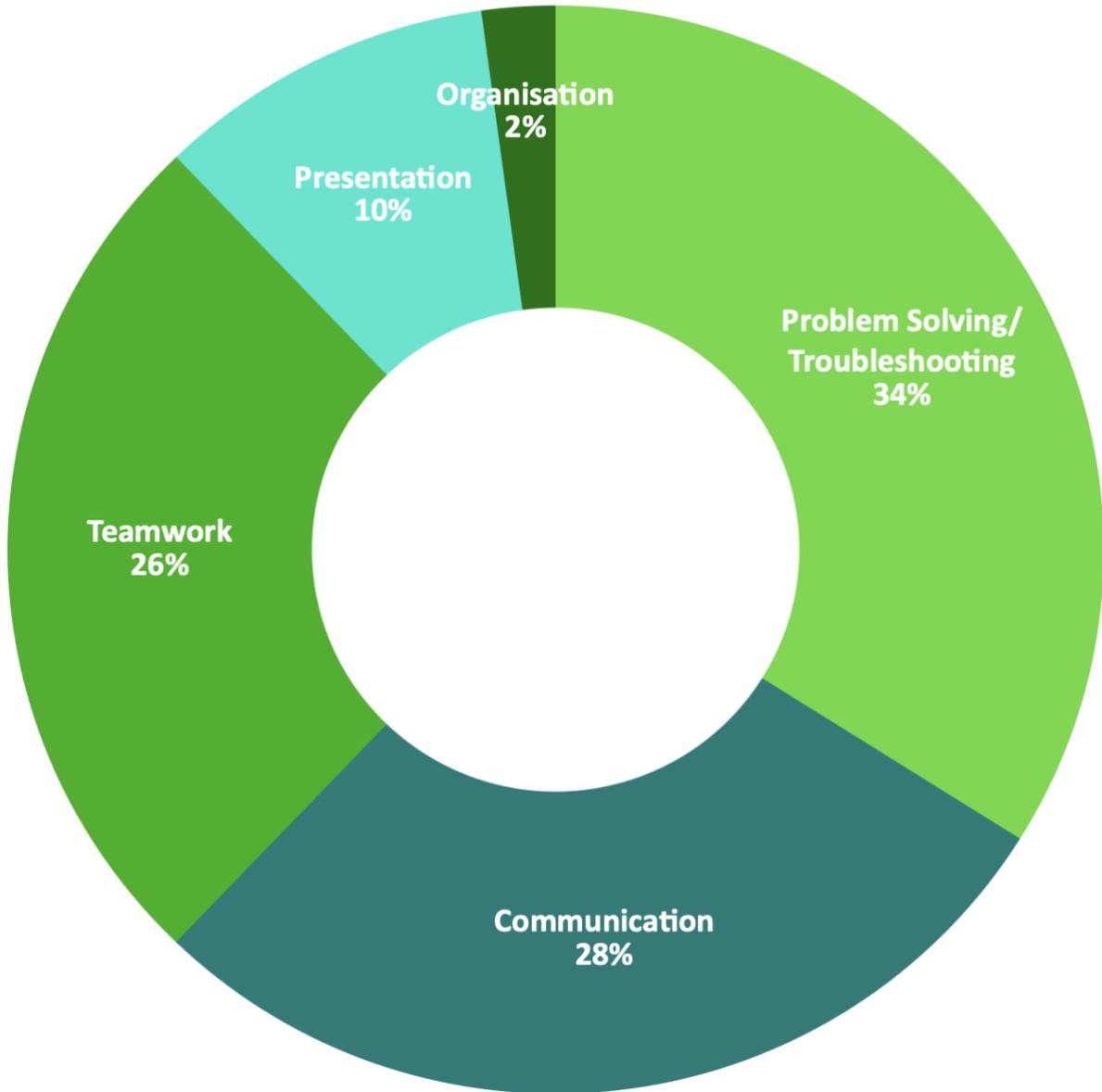


Figure 44: Battery Integration, Modules and Packs - Soft Competence

Figure 44 represents selected, the most occurring soft competence for battery integration, modules, and packs.

7 The Operation, Repair, and Maintenance

Information related to the operation, repair, and maintenance is extensively described in the outputs of WP4 and WP5 Sectoral Intelligence reports for [stationary](#) and [mobile](#) applications. Therefore, this section will contain an executive summary for both outputs.

The operation, repair, and maintenance on an overall level is concerned with the application of batteries and battery systems in mobile or stationary applications, needed competence, and occupational profiles.

7.1 STATIONARY APPLICATIONS

Main areas of interest and trends identified for stationary applications of batteries with provided recommendations on how to further boost the development and availability of the skills and competences are the following:

- ◆ General Stationary Applications
- ◆ Cost-efficiency
- ◆ Safety
- ◆ Resiliency and/or Self-sufficiency
- ◆ Sustainability

Sub-areas of interest or sub-trends are listed below each main area of interest or trend description below.

7.1.1 General Stationary Applications

In **General Stationary Applications**, we study the trends that are related to the use of battery energy storage systems (BESS). Based on them we recommend further actions.

Various needs as well as the provided benefits in heavy-duty, grid/off-grid, and telecom applications are increasing the use of BESS. These include for example

- ◆ supporting the process of reaching sustainability goals by combining BESS with variable renewable energy (VRE) systems and
- ◆ bringing resiliency and reliability with backup systems.

What we recommend is further training on understanding

- ◆ the battery energy storage technologies,
- ◆ the areas of applications,
- ◆ system integration and
- ◆ management skills.

The heavy-duty use areas of applications position the reliability of a power supply as an area of high importance. Consequently, the need for skills related to maintenance and repair is highlighted. The main job roles supported by the trends include for example

- ◆ **application engineers,**
- ◆ **energy storage project engineers** and
- ◆ maintenance positions such as **field service engineers** etc.

Sub-areas of interest or sub-trends:

- ◆ [Increased need for energy storage with heavy-duty applications](#)
- ◆ [The proliferation of battery energy storages commercially in public places](#)
- ◆ [Growing competition in the energy storage market](#)
- ◆ [5G cellular network deployment, batteries in telecommunications](#)
- ◆ [Commoditization of base stations](#)
- ◆ [Grid and off-grid systems and applications](#)
- ◆ [Smart grid](#)

7.1.2 Cost-efficiency

Not unlike industries and markets in general, **Cost-efficiency** is a common driver of development with battery energy storage.

The application of stationary battery systems to decrease electricity costs is a driving force for the increasing use of stationary batteries. Solar and wind power systems are intermittent. Consequently, they need to be supported with integrated batteries to provide electricity also at night and in less windy conditions. Additionally, the periods when electricity prices are lower, for example at night, can be exploited with batteries.

Those working with BESS with the aim of cost efficiency, in various ways, include:

- ◆ technical staff
- ◆ personnel for enabling managing the business side and smooth customer interaction from consultants to sales-related roles

Our recommendations on education and training include:

- ◆ understanding battery systems
- ◆ electrical engineering
- ◆ project planning
- ◆ ability to build models along with performing energy-related cost calculations

Sub-areas of interest or sub-trends:

- ◆ [Decrease electricity costs by placing stationary battery systems](#)

7.1.3 Safety

As **Safety** is always paramount, there is high importance in creating regulations and legislation that cover it in the context of batteries. There are risks related to battery fires as we have identified in our previous research.

In the context of batteries and safety we have identified for example the following job roles:

- ◆ **safety managers** and
- ◆ **safety specialists**
- ◆ knowledge and skills on safety for **installation/service technicians**

There are also other significant roles that supporting safety:

- ◆ **test engineers,**
- ◆ **inspection technicians,**
- ◆ **auditors,** and beyond.

We recommend gaining an understanding of the **battery-related safety issues** and **existing regulations and legislation**. In this context, we emphasize the need to create and update electrical equipment regulations and legislation accordingly to ensure the safety of users

We also recommend the training that is needed when disaster strikes: ensuring that **firefighters** possess adequate skills.

Sub-areas of interest or sub-trends:

- ◆ [Create regulation and legislation on the topic of battery safety](#)

7.1.4 Resiliency and self-sufficiency

Resiliency and self-sufficiency are important qualities with systems that have a critical role and of which functionality must be consequently ensured and troubleshoot. With battery energy storage it means availability of power in any conditions and circumstances. The areas in which availability of electricity is paramount include for example military applications, offshore oil, and gas operations as well as telecom systems. Batteries act as backup power systems for blackout situations. Integrated with VRE, BESS provides an intermittent power source.

The job roles in this context include various engineer positions that are needed in consultant roles. They include for example

- ◆ **battery system engineers,**
- ◆ **energy engineers** and
- ◆ **application engineers.**

Maintenance roles are important due to the critical nature of batteries in this context. Therefore, we recommend training on maintenance and repair-related skills in addition to the battery technology-related skills that are needed with integrating BESS with renewable systems.

Sub-areas of interest or sub-trends:

- ◆ [Increasing BESS use in military applications](#)
- ◆ [Increasing use in offshore oil and gas applications + vessels](#)

- ◆ [Base stations need batteries to support their power requirements](#)
- ◆ [Provide electricity in remote places where centralised electricity is not sustainable](#)
- ◆ [Transfer from lead-acid batteries to Li-ion batteries in cellular network base stations](#)

7.1.5 Sustainability

The **Sustainability** element of batteries is realized with second life application, integration of battery systems with renewable energy sources, the need for sustainable resilient base stations, and beyond. While batteries support sustainability the sustainability of the batteries themselves is important as well.

With second life application, we have discovered such job roles as cell test engineers and various other engineer positions. The recommended skills include testing, quality inspection, and repairing.

The integration of renewable energy systems needs engineers with various skills from battery systems to algorithms.

With the base stations, sustainability and resiliency are being realized, for example, by moving from using diesel generators to the application of batteries as backup systems. There are several job roles in this context such as battery maintenance-related, inspectors, business developers, safety specialists, and beyond. With related skills, we identified for example project management, skills related to the sustainability of base stations, and engineering competencies related to batteries and their integration.

Sub-areas of interest or sub-trends:

- ◆ [Second life applications](#)
- ◆ [Integration of battery systems with renewable energy sources, with the goal of decarbonization](#)
- ◆ [The need for sustainable and resilient base stations](#)

7.2 MOBILE APPLICATIONS

Main areas of interest and trends identified for mobile applications (passenger EVs and maritime vessels are being focused on in this report) of batteries with provided

recommendations on how to further boost the development and availability of the skills and competences are following:

- ◆ EV Battery servicing, repair, and dismantling
- ◆ EV customer needs and related services
- ◆ Autonomous driving, vehicle to grid
- ◆ EV Testing, certification, type approval, roadworthiness tests
- ◆ Electrification of vessels

The overall need for skills/competence and knowledge on electric drives and EV technology is needed as well.

Sub-areas of interest or sub-trends are listed underneath each main area of interest or trend description below.

7.2.1 EV Battery servicing, repair, and dismantling

Activities and trends related to servicing, maintenance, repair, and dismantling of batteries installed in electric passenger vehicles. Skills and competence for EV batteries maintenance and repair that need to be strengthened include especially these areas: EV and battery diagnostics and repair in general; troubleshooting; high voltage competence and qualification; battery charge and discharge; battery management systems; safety; relevant standards and regulations knowledge. The lack of workers with high voltage qualifications seems to be rather urgent. Knowledge, and skills in second life, safe handling, refurbishment, and recycling of batteries, digitalization, and traceability of battery lifecycle are also needed when dismantling the EV battery. Dealerships and vehicle repair shops need to be adjusted, especially in terms of safety. They often need to build and operate charging stations at their premises, sometimes complemented by storage systems and solar panels. VR/AR training environment may be efficient means of training delivery in this area.

Sub-areas of interest or sub-trends:

- ◆ [Serviceing, repair, and maintenance of electric vehicles and EV batteries](#)
- ◆ [End of life – dismantling of batteries](#)
- ◆ [Adaptation of dealerships, service, and repair shops](#)

7.2.2 EV customer needs and related services

Selection of customer services related to the operation of EVs and their batteries. The range and volume of information provided in dealerships can vary across the regions. Methodological guidance, such as different manuals and training to the employees in dealerships, car rental, or shared mobility companies, could help in this regard. When it comes to smart charging and fleet management business, competencies in many areas need to be combined - **battery and charging systems, business and software development, telematics, and grid functions**. Companies dealing with charging infrastructure design, installation, and maintenance also need various competencies – including **engineering, mastering building permit processes, battery-relevant safety, or IT and payment solutions**. First-responders, **fire fighters**, and rescue services need new methods, tactics, and specific training to deal with emergencies related to EV batteries. Research and development of new extinguishers or procedures will need to react to current and future battery technologies. We can also expect higher demand for towing and mobile charging services in the future. Competence within the **driving schools** should be updated, together with teaching materials, and strengthened to facilitate the electrification of road transport and structural changes in the automotive sector.

Sub-areas of interest or sub-trends:

- ◆ [Advising customers in dealerships, car rentals, and secondary market](#)
- ◆ [Smart charging, fleet management, data sharing services](#)
- ◆ [Charging infrastructure design, installation, and maintenance](#)
- ◆ [Rescue services, roadside assistance](#)
- ◆ [Education in driving schools](#)

7.2.3 Autonomous driving, vehicle to grid

Relates to technical areas of autonomous driving and vehicle to grid (V2G) concepts and services. As EVs seem to be easier controlled by autonomous systems than ICE vehicles, they are an essential driver of autonomous mobility. **Cybersecurity** skills/competence and knowledge related to the mobile applications of batteries in electric vehicles need to be prioritized when applying concepts of autonomous vehicles to ensure customer safety and

privacy. When it comes to the Vehicle to Grid concept, it can bring crucial opportunities not only for improving renewable energy sources integration into the energy grid. Battery and grid-relevant knowledge, together with **IT skills**, will be needed to be strengthened.

Sub-areas of interest or sub-trends:

- ◆ [Autonomous driving](#)
- ◆ [Vehicle to grid \(V2G\) concept](#)

7.2.4 EV Testing, certification, type approval, roadworthiness tests

Focuses on activities and trends related to technical aspects of electric vehicles and charging infrastructure before they can be placed on the market and put into operation and periodic roadworthiness tests of electric vehicles. Relevant technical expertise is closely linked to **legislation and standards knowledge**. Given the systemic shift and increasing complexity of the process of testing and homologation brought by EVs, massive investments in new technologies and systems for testing, certification companies, and technical services need to be made. At the same time, employees of these companies will need to expand and improve their knowledge and skills, especially in electrical and **high voltage** fields and **interoperability**. In addition, these companies usually cover testing of charging infrastructure as well. Among others, **digital communication, grid connection guidelines**, and different **safety standards** must be complied with. So far, specific processes for EVs during periodic roadworthiness tests do not exist. However, with the increased number of EVs in operation and development of the used cars market, attention to this area could be expected, as well as a need for upskilling existing employees or hiring new ones.

Sub-areas of interest or sub-trends:

- ◆ [Testing of electric vehicles](#)
- ◆ [Testing and certification of charging infrastructure](#)
- ◆ [Type approval of electric vehicles](#)
- ◆ [Periodic roadworthiness tests of electric vehicles](#)

7.2.5 Electrification of vessels

Vessels travel across the oceans and can be more challenging to reach for service personnel than an electric road vehicle. For this reason, **remote diagnostics** and **over-the-air updates** are necessary. Apart from battery-related expertise (such as electrochemistry, high voltage qualification, or mechanical engineering), **digital technology competence** (remote diagnostics & fault finding, cybersecurity, data transfer, communication protocols, etc.) is crucial. Like electric vehicles, electrified vessels are better suited for autonomous sailing. Therefore, strengthening the skills and training people in digital technology for autonomous systems - **data scientists, test engineers, software developers, cloud solutions experts, and cybersecurity experts** and **engineers**, is necessary. For product design and consulting, combining skills of internal combustion engines, batteries and programming are crucial. In addition, knowledge of **safety requirements** for maritime should be strengthened (e.g., thermal management, off-gas handling, system-level safety, or risk evaluation).

Sub-areas of interest or sub-trends:

- ◆ [Servicing – remote diagnostics, repair, and maintenance of electric vehicles](#)
- ◆ [Autonomous electrified vessels](#)
- ◆ [Customer product design, consulting, fleet management](#)

8 Second Life of Batteries

The development of second-life applications of (mainly) EV batteries is expected to rise consistently because the number of decommissioned vehicles will increase as sales skyrocket. Importance will be gained as well due to various reasons and challenges, such as storage, recycling, grid stabilization, and green energy harvesting which are a must, given the massive decarbonization plans of the European Union, as stipulated in the Paris Agreement and the subsequent documents. Furthermore, escalating energy prices will bolster the alternative solutions aiming at improving energy efficiency and cost mitigation.

This positive trend will occur even though some factors are negatively affecting the development of second-life applications such as:

- ◆ The disinclination of some owners to have their vehicle or batteries replaced after the battery capacity drops significantly
- ◆ The limited technical compatibility of the EV batteries with various second life applications;
- ◆ The extended variety of battery types coming from old electric vehicles;
- ◆ The hurdles of repurposing the EV batteries.

EV batteries are likely to be repurposed as a part of the stationary application due to the aforementioned and other requirements needed to achieve feasible production costs as well as testing and safety standards.

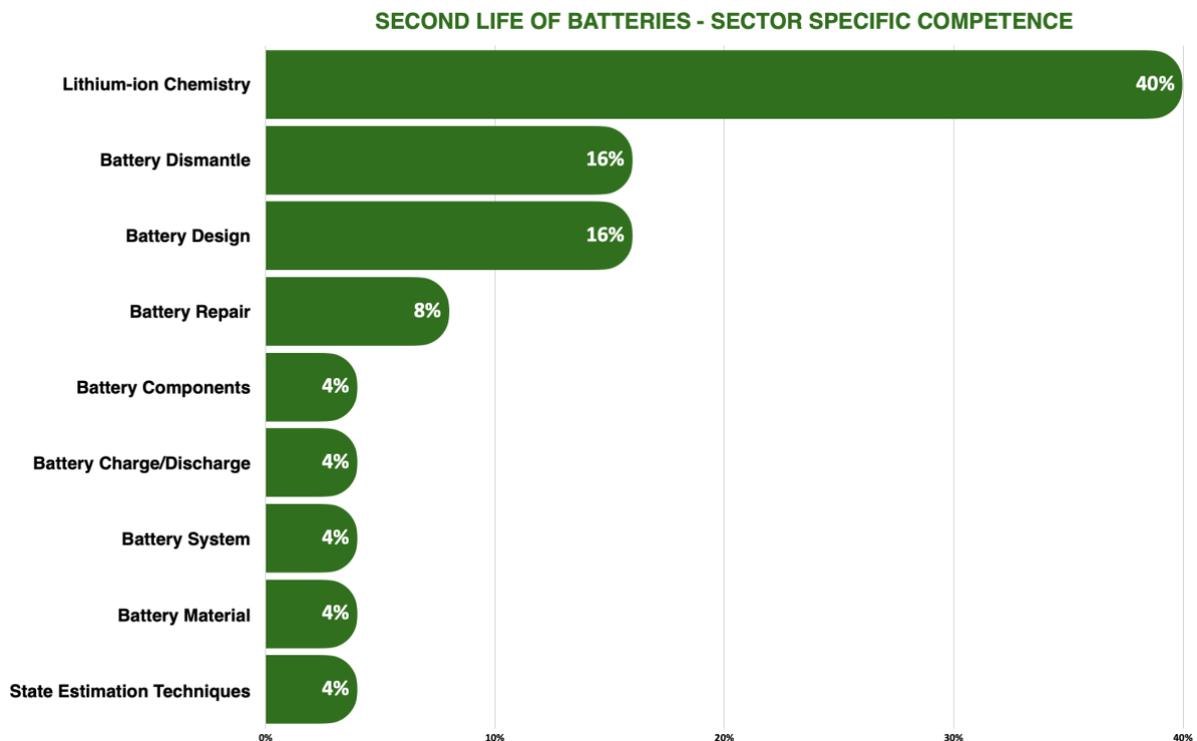
Currently, the collection of batteries for repurposing is done mainly by manufacturers (or in partnership with third-party operators). Independent collection networks are still in their infancy, mainly because of the low volumes available and the associated risks with handling spent/defective batteries. However, this trend will likely develop in another direction as the new innovative technologies will make the diagnosis of batteries and cells much easier and more accurate.

8.1.1 Skills Agenda²⁷



Figure 45: Second Life of Batteries - Job Role Analysis

Figure 45 shows the occurrence analysis of the job roles for the second life of batteries. Blue-collar workers observed are having expertise in: handling; operation; testing; inspection; and others. White-collar workers are having expertise in: safety; audits; quality; testing; and others.



²⁷ Definitions and methodology are described in the methodology section, this is covering the development of the analysis within this chapter.

Figure 46: Second Life of Batteries - Sector-Specific Competence

Figure 46 represents selected, the most occurring sector-specific competence for the second life of batteries.

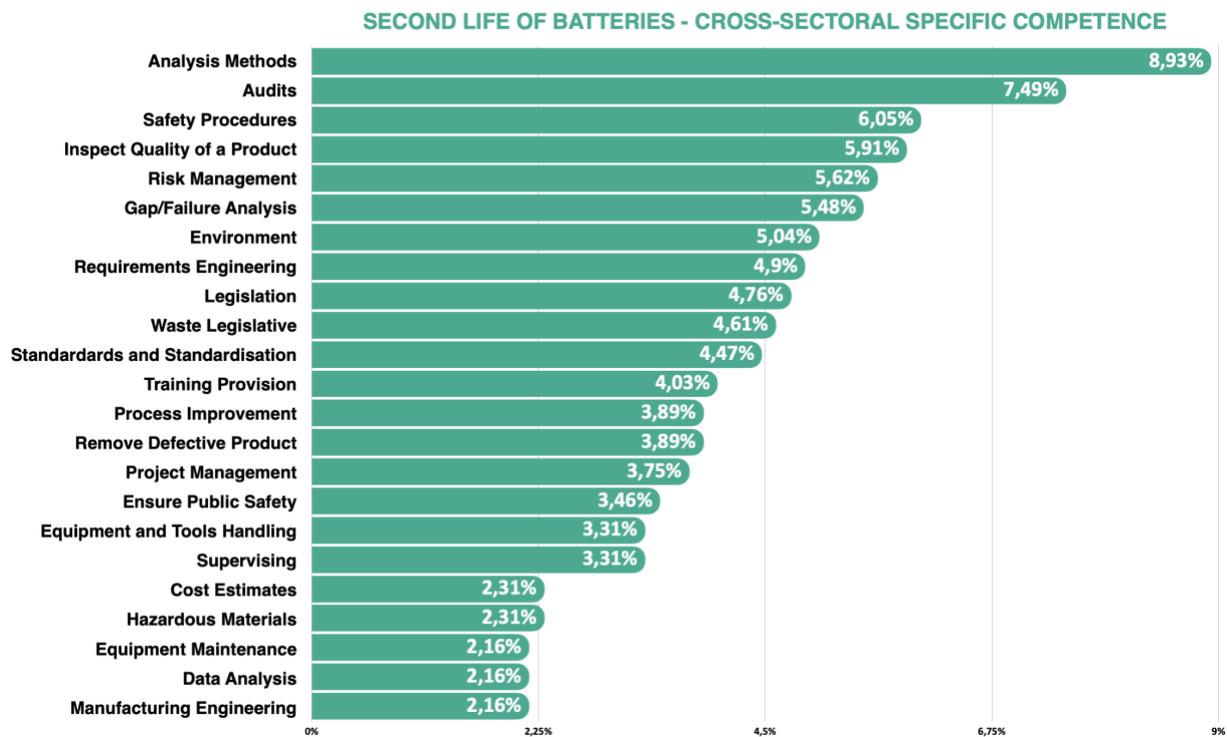


Figure 47: Second Life of Batteries - Cross-sectoral Specific Competence

Figure 47 represents selected, the most occurring cross-sectoral specific competence for the second life of batteries.

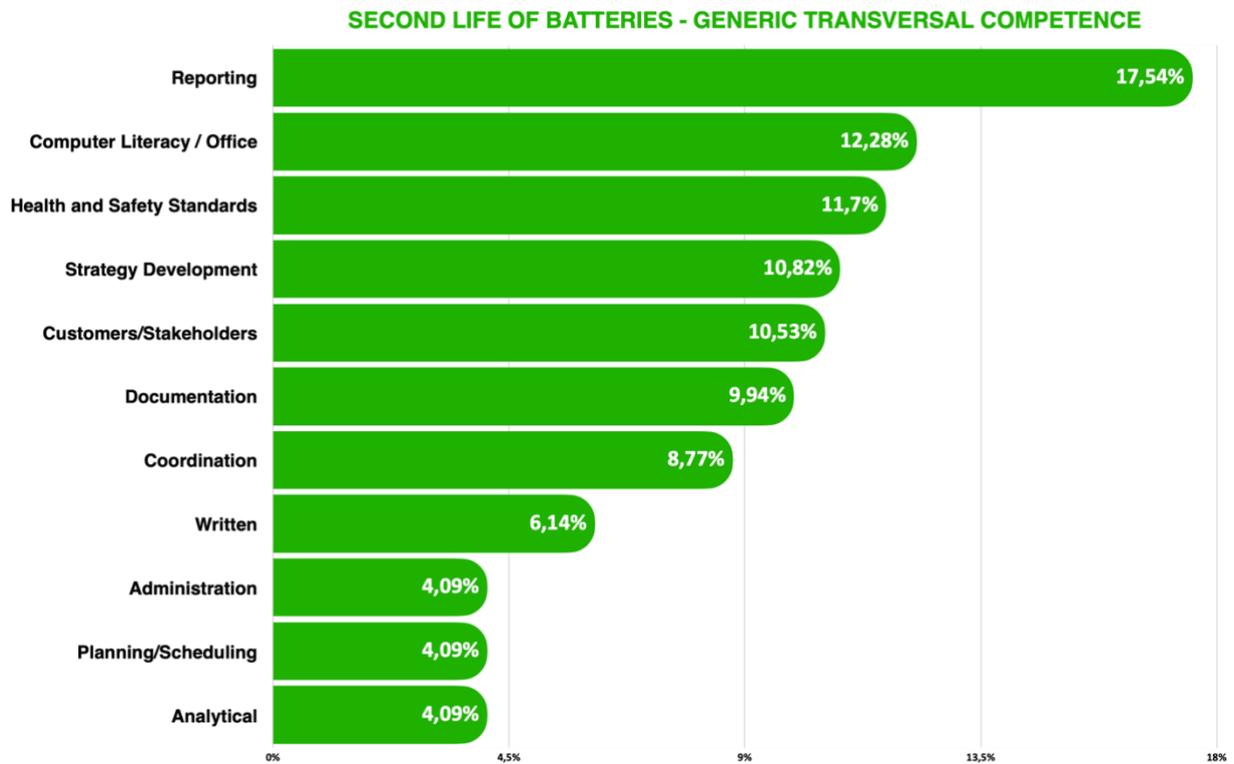


Figure 48: Second Life of Batteries - Generic Transversal Competence

Figure 48 represents selected, the most occurring generic transversal competence for the second life of batteries.

SECOND LIFE OF BATTERIES - ACADEMIC COMPETENCE

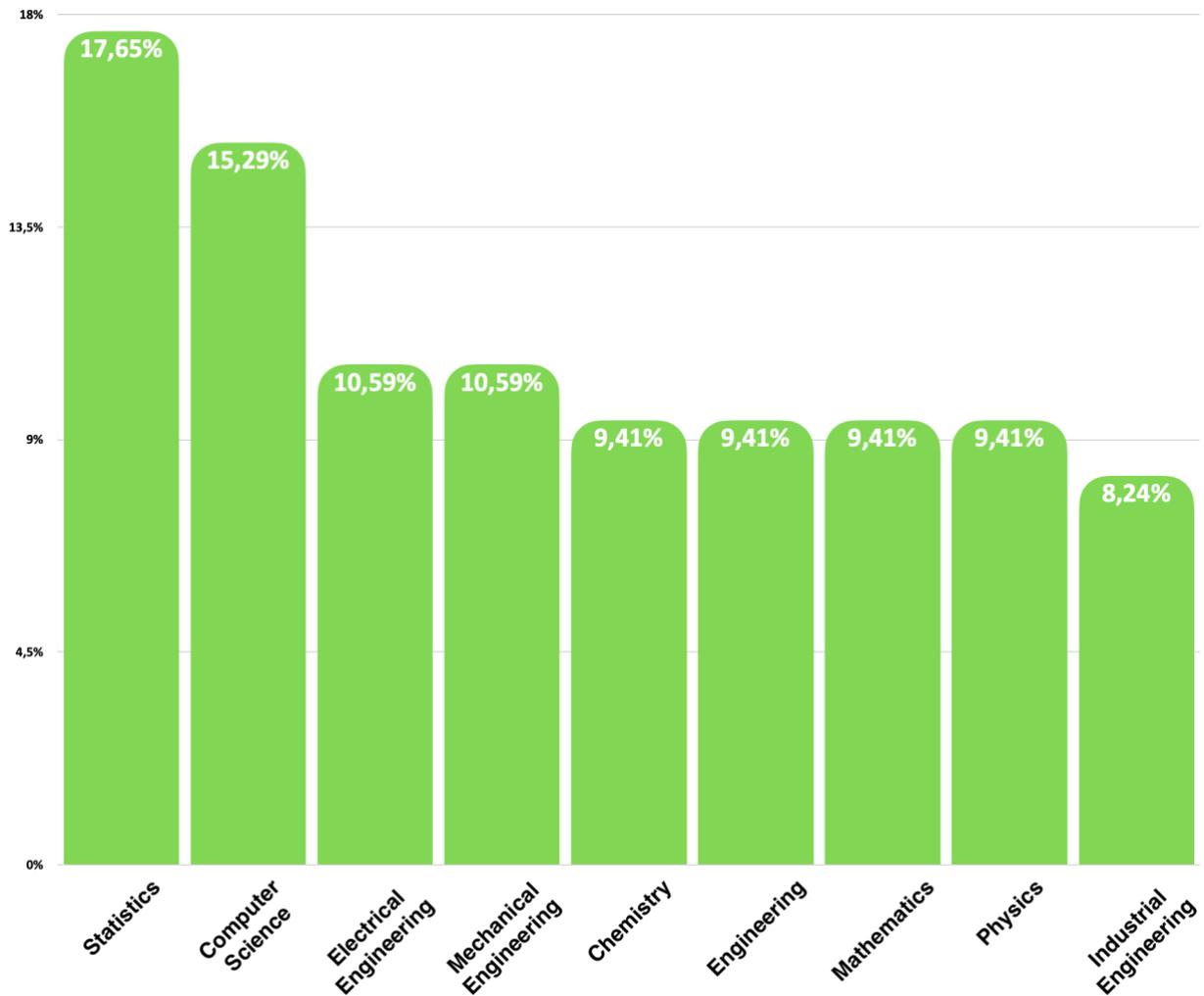


Figure 49: Second Life of Batteries - Academic Competence

Figure 49 represents selected, the most occurring academic competence for the second life of batteries.

SECOND LIFE OF BATTERIES - SOFT COMPETENCE

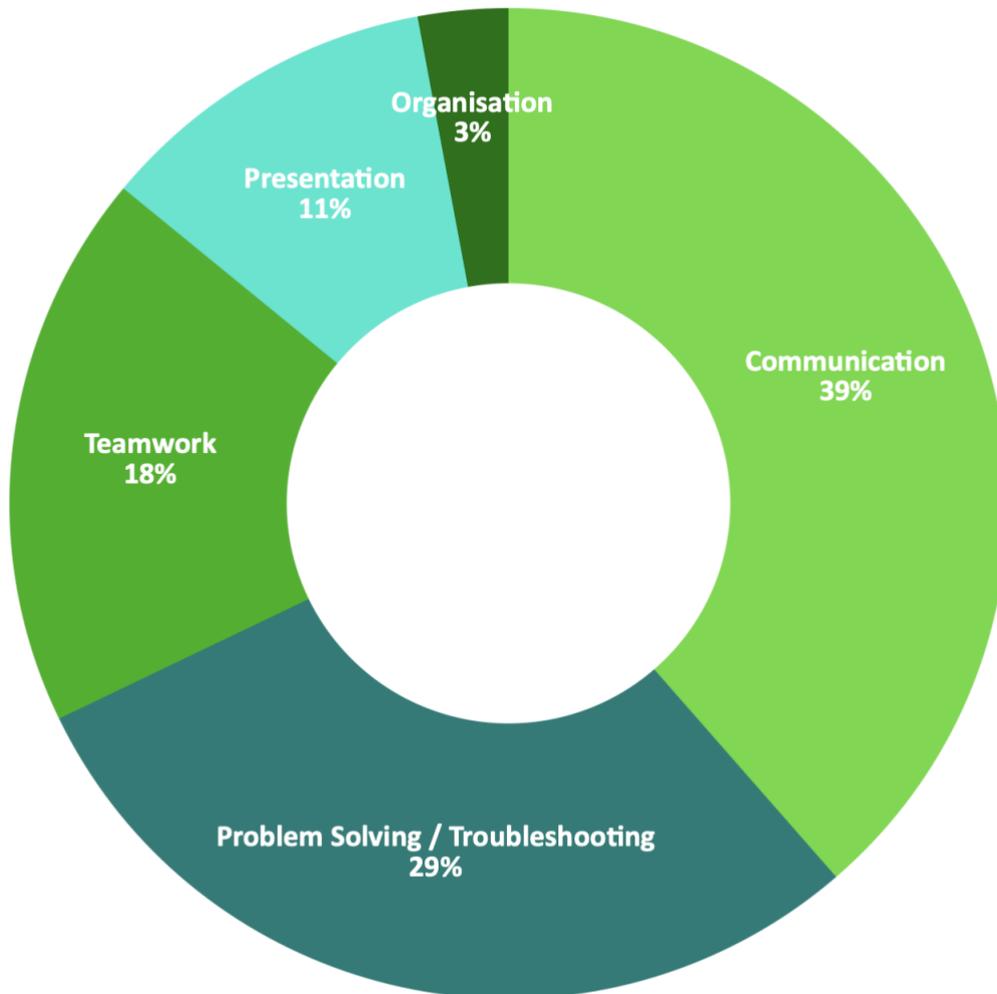


Figure 50: Second Life of Batteries - Soft Competence

Figure 50 represents selected, the most occurring soft competence for the second life of batteries.

As a result of the aspects above, the job roles associated with battery management in second life applications can be divided into four categories, according to the main stages of this battery value chain step. This can be described from the qualitative point of view as follows:

- ◆ Diagnostic + Preparation for second-life applications & manipulation: battery testers, battery formation, battery removal, battery repair, battery dismantle, cell evaluation, state estimation techniques, inspect the quality of product/sampling, remove the

defective product, equipment, and tools handling, install low voltage wiring, fasten components, logistics, state estimation techniques, material operation and handling, metal stamping, metal forming, hardware, forklift;

- ◆ Implementation, maintenance, and repair of associated hardware: thermal management/systems, calibration, process control systems, public safety, voltage adjusting, monitoring machine operations, electrical equipment regulations, mechatronics, hazardous materials, cooling systems, thermal analysis, electromechanical components, maintenance processes, safety procedures;
- ◆ Software adaptation and grid integration: BMS, electrical assembly, electrical equipment, alternative energy, system architecture, algorithms, calibration;
- ◆ Legislation and pricing: business, data analysis/science, cost estimates, Kaizen, supervising, process improvement, simulation methods, legislation, requirements, risk management, system specification, resource management, standards/standardization, alternative energy, regulation compliance.

9 Recycling and Sustainability

The European Union has one of the strictest legal frameworks in the world in terms of air quality, CO₂ emissions, chemical substance management, waste management, and energy efficiency. These must be complied with by all the economic operators within the Union.

Batteries are covered in the EU Directive 2006/66/EC. This Battery Directive sets recyclability requirements (50% for the battery removed from the vehicle and 75% for the battery that is embedded into a scrapped vehicle). They are bound to get stricter within a regulation that is currently being processed.

Further mandatory sustainability requirements and conditions apply to the battery manufacturers that need to be carefully observed and complied with by the operators.

These include:

- ◆ the Non-Financial Reporting Directive (NFRD – 2014/95/EU, the precursor of the future Corporate Sustainability Reporting Directive)
 - the Extended Producer Responsibility (EPR) principle which is explicitly stipulated by the Waste Framework Directive – 2008/98/EC (WFD) and WEEE (Waste of Electrical and Electronic Equipment – Directive 2012/19/EU)
- ◆ Battery Directive (2006/66/EC)
- ◆ End-of-Life Vehicles Directive (2000/53/EC).

The Extended Producer Responsibility (EPR) seeks to reduce the environmental impact of products throughout their lifespan, from production through end-of-life. It holds the producer, administratively and financially, responsible for closing the lifecycle loop of its products once they reach the end-of-life stage.

On the other hand, some optional principles and objectives are to be taken into consideration to achieve sustainability. Even though they are voluntary, battery manufacturers often choose to abide by certain environmental and sustainability principles. They included the **corporate social responsibility (CSR) mechanism**, a self-regulating business model that helps a company to

- ◆ be socially accountable to its stakeholders and the public
- ◆ achieving **environmental and sustainability targets and objectives**, for example
 - green labels or eco-labels for the consumer market or

- **unregulated, usually self-elaborated targets and objectives**

Gigafactories need to develop their production processes so that they meet **the legal frameworks of the sustainability and environmental protection legislation**. Additionally, they need to pay attention to

- ◆ **the responsible procurement of certain raw materials** that are either scarce or sourced in an unsustainable, unethical manner
- ◆ **the high energy consumption and the power supply and the potential impact of specific greenfield projects that need prior deforestations and land-use change**
- ◆ **waste handling** – relevant policies and regulations as well as relevant material recovery

One of the most important issues affecting battery manufacturing is the long-term effect of transport electrification on the power industry: in 2019, the green energy output is approximately 20 % at the EU level. When the number of electric vehicles increases, the consumption will soon follow, and it will also have to be sourced from green sources to continue pursuing sustainability targets.

9.1.1 Skills Agenda²⁸



Figure 51: Recycling - Job Role Analysis

Figure 51 shows the occurrence analysis of the job roles for the recycling of batteries. Blue-collar workers observed are having expertise in: material handling; operation; machines;

²⁸ Definitions and methodology are described in the methodology section, this is covering the development of the analysis within this chapter.

recycling; and others. White-collar workers are having expertise in: audits; safety; quality; process engineering; and others.

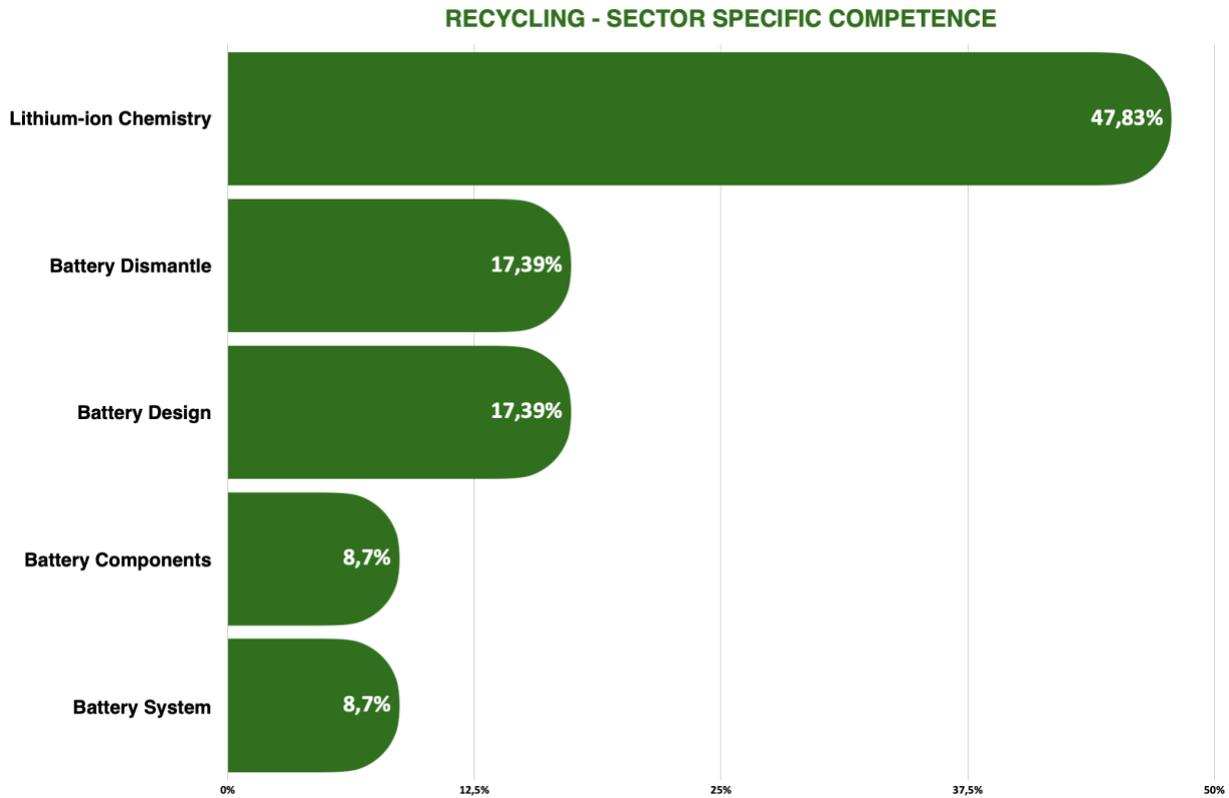


Figure 52: Recycling - Sector-Specific Competence

Figure 52 represents selected, the most occurring sector-specific competence for recycling.

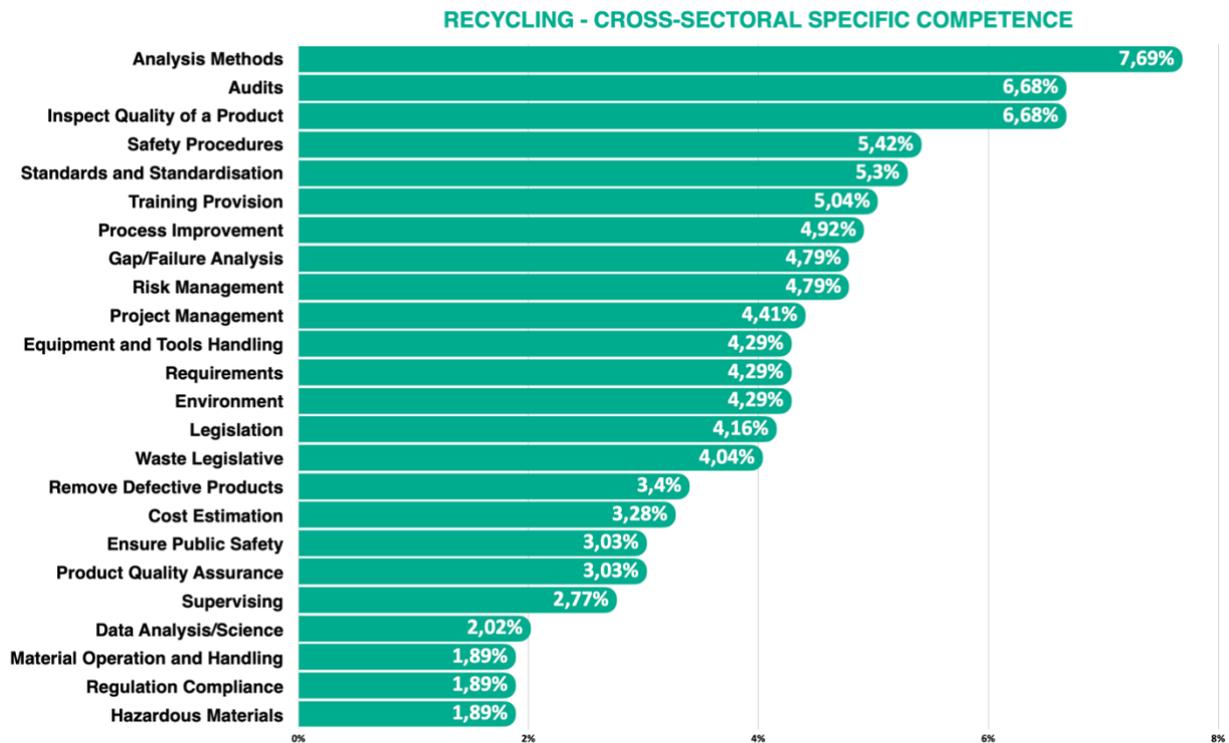


Figure 53: Recycling - Cross-sectoral Specific Competence

Figure 53 represents selected, the most occurring cross-sectoral specific competence for recycling.

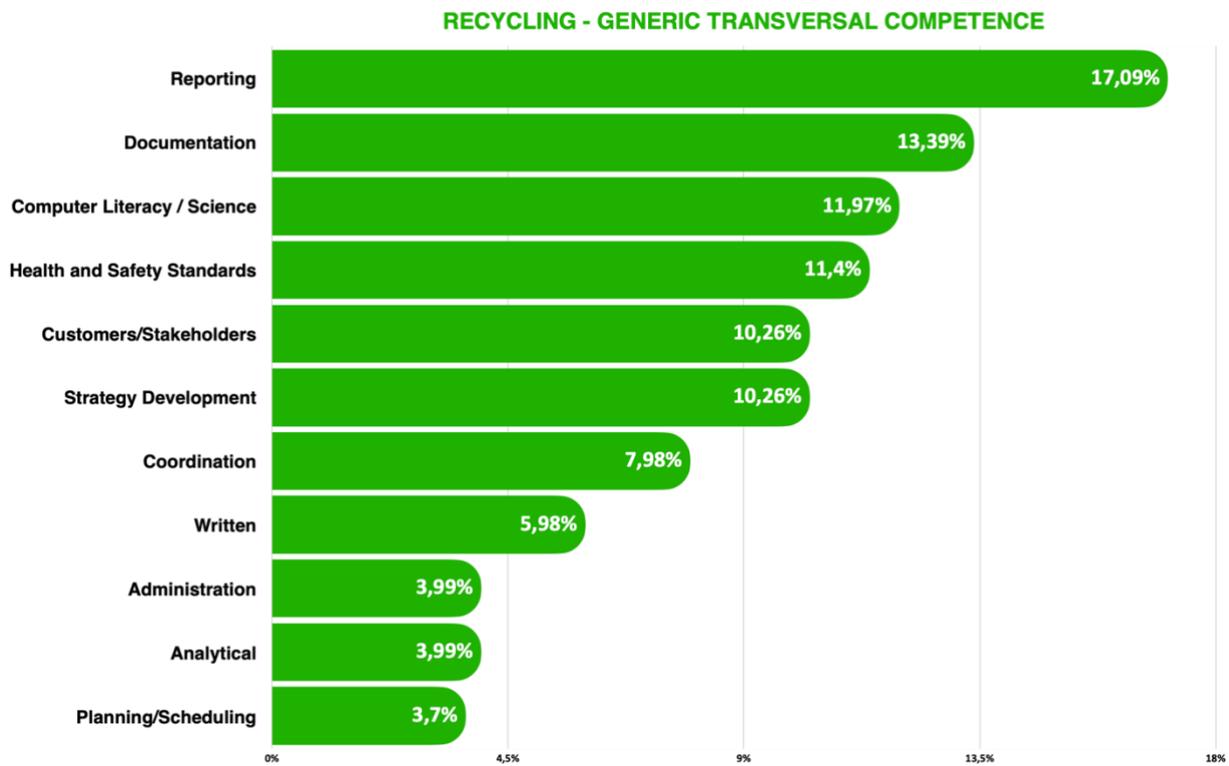


Figure 54: Recycling - Generic Transversal Competence

Figure 54 represents selected, the most occurring generic transversal competence for recycling

RECYCLING - ACADEMIC COMPETENCE

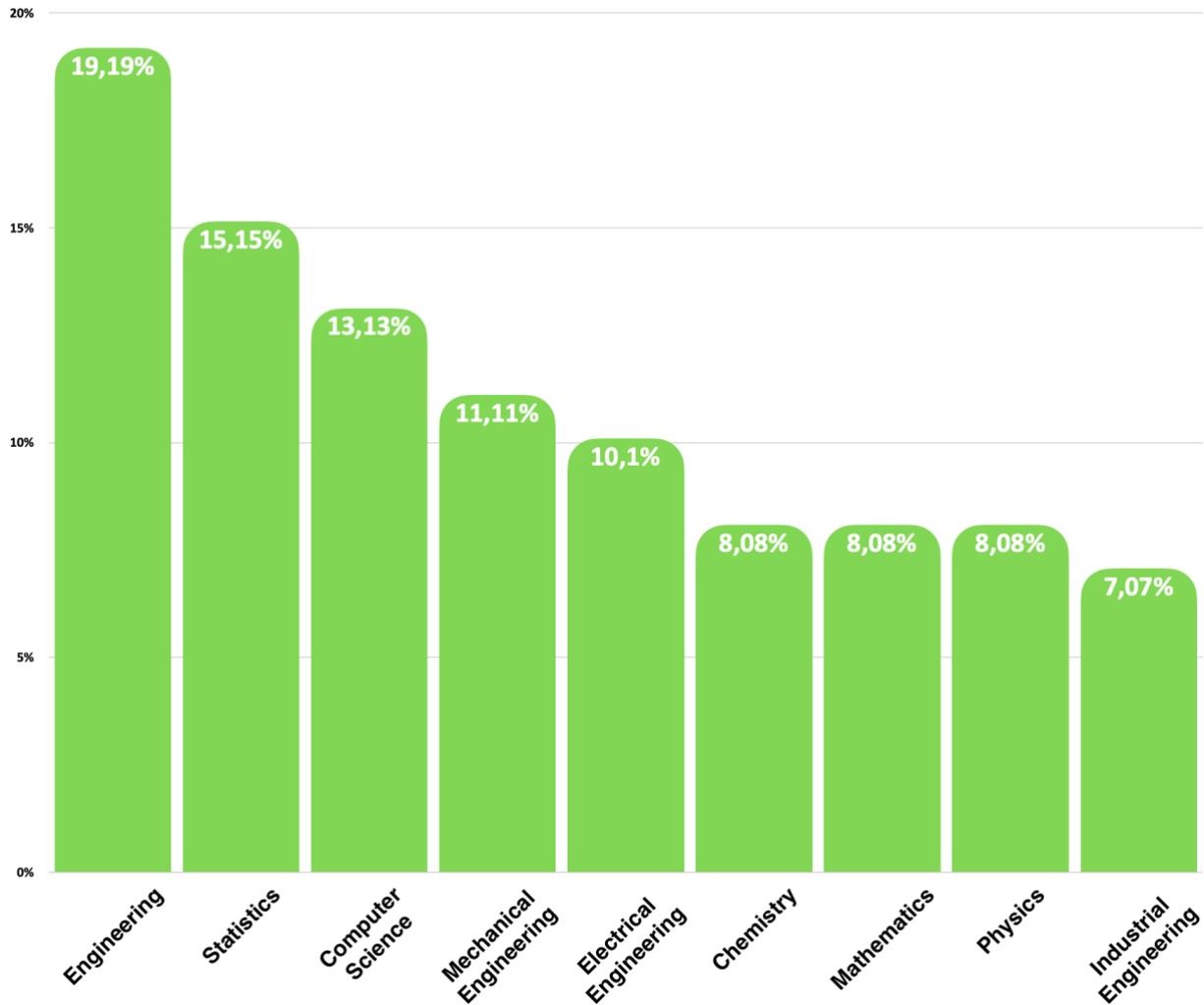


Figure 55: Recycling - Academic Competence

Figure 55 represents selected, the most occurring academic competence for recycling.

RECYCLING - SOFT COMPETENCE

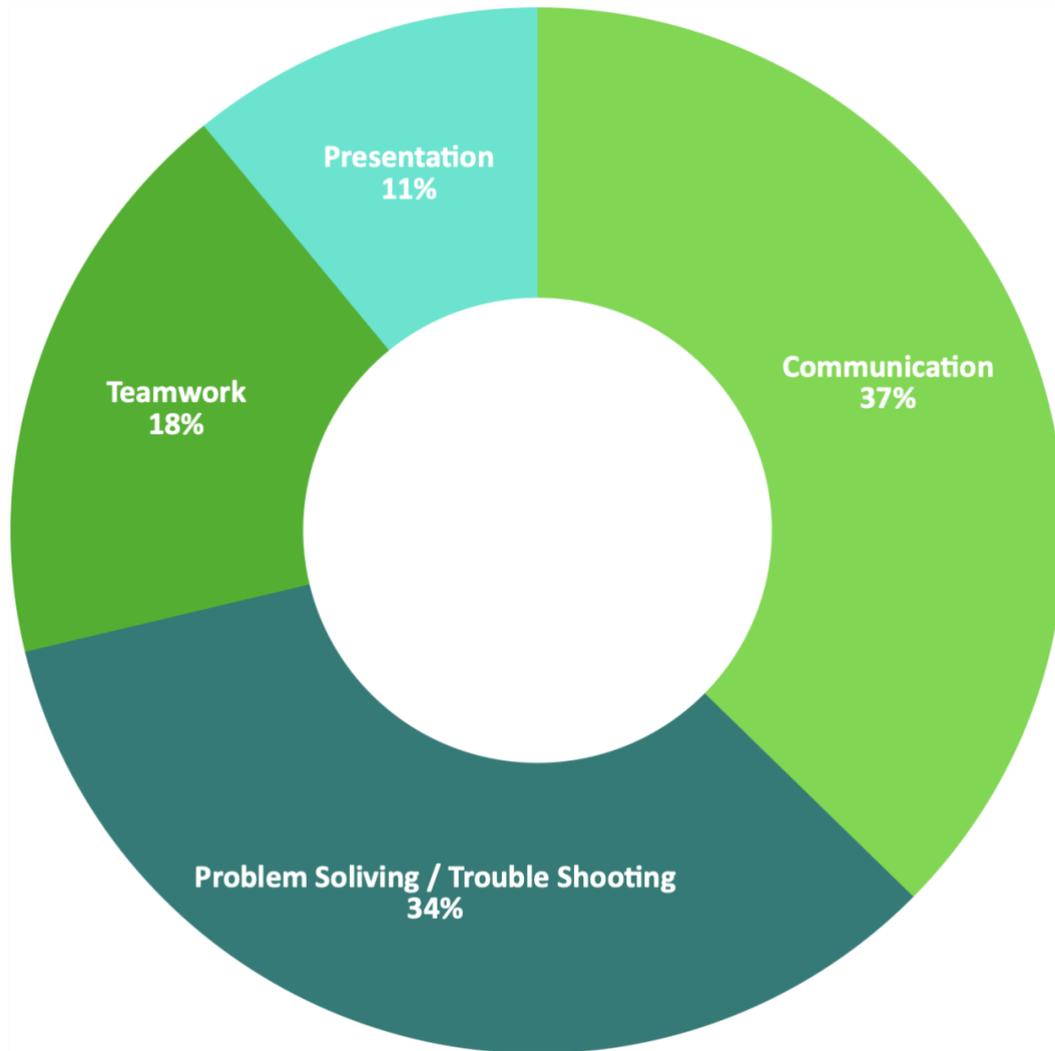


Figure 56: Recycling - Soft Competence

Figure 56 represents selected, the most occurring soft competence for recycling.

The job roles include for example **operators, shift leaders, production managers, and recycling managers**. In the set-up phase of recycling plants, most staff are university-educated white-collar employees, including, for example, researchers and production set-up personnel. Recycling processes are developed by **process engineers and planners**. For example, at Northvolt, this staff has been hired from the field of battery recycling research. Additionally, the recycling process needs to be developed including strategies for battery collection, methods, and systems. After a plant becomes more established, **the share of blue-collar employees with vocational education will increase**.

For example, Northvolt trains and upskills its staff with external education programs combined with internal training. It collaborates with a local university of applied sciences to provide courses on battery recycling and battery specifics.

In the future automation is expected to increase. This will mean decreasing routine tasks while bringing, for example, tasks related to the maintenance of the automated systems.

10 Training, Education, Re-/Up-Skilling

Below we will discuss trends and opportunities with importance for the supply of competency for the battery manufacturing sector's machine operators, material handlers, and other categories of blue-collar workforce. It is important to remember that these categories are about 75% of all employees in a battery cell factory. The following section will focus more on the white-collar workforce and higher education.

10.1 VOCATIONAL EDUCATION, EQF 3-6

Horizontal European initiatives: the **Pact for Skills** initiative was launched in November 2020, and an “ecology pilot” was launched within this pact, **Automotive Skills Alliance**, led by ACEA, CECRA, CLEPA, ETRMA, and VSB-TUO with ALBATTs highly involved. The focus is a more ambitious up- and reskilling process in the industry than before, with initiative and funding in cooperation.

In a speech at a press conference following an EBA Meeting in Portugal on March 12th, 2021, the EC Vice President Šefčovič addressed the fast-emerging skills challenge in the European battery sector.²⁹ VP Šefčovič tasked EIT Innoenergy “to team up with the interested Member States to prepare their country-specific project proposals [and to] launch a so-called EBA250 Academy, developing curricula and training content based on the industry’s skills needs and in partnership with local training professionals.” ALBATTs is now proceeding into closer communication with EBA250 Academy as the missions overlap.

In addition, the “**EDU Battery Network**” has been formed, an informal group of EC initiatives on battery education and training. Participants are, besides ALBATTs; Battery 2030+, Batteries Europe (ETIP), EIT InnoEnergy/ EBA Academy, Drives, Alistore, Fraunhofer Batterien Allianz, and the MESC master education network.

Profiled adult education and training programmes for battery cell factories: A battery plant is not so well suited for education and training on a bigger scale due to IPR restrictions, the clean- and dry-room environment, and the fast-moving production flow.

²⁹ Press corner. European Commission - European Commission. Retrieved November 28, 2021, from https://ec.europa.eu/commission/presscorner/detail/en/speech_21_1142.

Northvolt Ett in Skellefteå is a European pilot for many coming European battery plants. In addition, a local *Automation Operator* programme for adults is offered by adult education (VUX) in Skellefteå, Sweden, in cooperation with Northvolt. Examples of courses are *Industrial processes, Remedial maintenance, Production Equipment, Employed in the Industry, Technical English, Digitalization*. Certificates for operating forklift trucks, overhead cranes, and licenses for hot works are also included. A new profile, “Material Handler”, will start in late 2021.

This adult course package solution can become an interesting European benchmark example for the training of blue-collar employees for Li-Ion cell factories. A special lab environment for training has been built up at Campus Skellefteå, with mostly Festo CP Factory lab equipment.

³⁰The about 30 factories that are now planned or being built all over Europe will probably, most of them, have local education and training solutions outside the factory, provided by public or private educational institutions, and in the local language. To be noted is that direct battery knowledge is only a minor part of what is needed for machine operators, technicians, and maintenance staff in battery manufacturing. What seems equally essential are general and transversal skills for work in modern manufacturing environments of the type “Industry 4.0”. This kind of modern manufacturing has a high degree of automation. It includes the Internet of Things (IoT) and machine learning, forming a production environment where machines communicate and learn from the production-generated data. Education providers are thinking about how to train people for the role of “Operator 4.0”.³¹

Simulated training environments: It is difficult to get practice in a battery plant before employment. A pilot plant can be an alternative but is often owned by the industry, IPR-sensitive, and occupied with R&D activities. However, some pilot lines are owned by universities and research institutes. If not for physical access, these may be more available for forming a digital twin as a basis for VR and AR training.

A network for developing XR solutions for the training of operators in battery plants has been formed by RISE (Research Institutes of Sweden), Fraunhofer Batterien Allianz, Chalmers, and

³⁰ CP factory – the cyber-physical factory. CP Factory – The Cyber-Physical Factory - CP Factory - Learning factories, CIM/FMS Systems - - Learning Systems - Festo Didactic. (n.d.). Retrieved November 28, 2021, from <https://www.festo-didactic.com/int-en/learning-systems/learning-factories,cim-fms-systems/cp-factory/cp-factory-the-cyber-physical-factory.htm?fbid=aW50LmVuLjU1Ny4xNy4xOC4xMjkzLjI2NDM>.

³¹ Kaasinen, E., Schmalfuß, F., Öztürk, C., Aromaa, S., Boubekour, M., Heilala, J., ... & Walter, T. (2020). Empowering and engaging industrial workers with Operator 4.0 solutions. *Computers & Industrial Engineering*, 139, 105678. <https://www.sciencedirect.com/science/article/pii/S036083521930066X> Accessed 25.11.2021

Braunschweig universities. In addition, four ALBATTTS partners are members of a reference group. EIT InnoEnergy has developed some VR training modules and games³², and some universities offer VR games for general chemistry teaching and learning, including electrochemistry.³³ There is also a growing market for industrial VR environment software and readymade environments.³⁴ A few training providers across Europe started investing or have invested already in small VR labs in anticipation of the high demand.

With VR training, a learner can train skills relevant for a piece of manufacturing equipment, be allowed to make mistakes, test different scenarios, and practice problem-solving in a way that is hardly possible in a producing factory. The optimal solution for this kind of training could be a precise digital representation of a specific full-scale manufacturing machine. Because of industrial confidentiality policies, this seems not to be easy to implement outside employment at a cell manufacturer. However, pilot cell production lines at universities, labs, and research centres can be the basis for VR training. Even if the machine the learner is meeting in a factory is both bigger and of another brand than the digital version in training, the previous VR learning can facilitate onboarding training as a machine operator in the actual factory. VR can also be used as a selection instrument in recruitment. AR, augmented reality, can have many learning applications within a factory and inside a VR environment.

More flexible and more blended learning solutions from institutional providers: From March 2020, the Covid19 pandemic led to many school classrooms and university campuses closing, and traditional teaching had to go online. The situation has been challenging to education providers, but it has, in addition, also brought valuable insights into alternative ways to organize and run education. As a result, models of new normality for education and training access are now being formed, often called “hybrid”, “blended”, and “flipped” models. These are generally more flexible and inclusive by using combinations of online and physical spaces, digital and analog communication, shifts between synchronous and asynchronous online or physical modes of communication, and studies.

³² Learning apps. Learning games | EIT InnoEnergy. Retrieved November 30, 2021, from <https://www.batterygame.sea.innoenergy.com/>.

³³ Franco, A. A., Chotard, J. N., Loup-Escande, E., Yin, Y., Zhao, R., Rucci, A., ... & Lelong, R. (2020). Entering the Augmented Era: Immersive and Interactive Virtual Reality for Battery Education and Research. <https://chemrxiv.org/engage/api-gateway/chemrxiv/assets/orp/resource/item/60c74bc59abda206e7f8d15f/original/entering-the-augmented-era-immersive-and-interactive-virtual-reality-for-battery-education-and-research.pdf> Accessed 24.11.2021

³⁴ Example: <https://www.infinitefoundry.com/> Accessed 25.11.2021

The conventional MOOC courses on battery and electromobility are mostly the same as listed in D 6:1 in February 2020, with one good European addition: EIT Manufacturing’s MOOC on the Futurelearn platform: *Battery Manufacturing: Trends in Battery Engineering*.³⁵

However, the diversified global course offerings of MOOC courses from major platforms as Coursera, EdX, and Futurelearn, can already be used for many of the up-and reskilling needs in the battery and electromobility value chain. Not all courses needed for the value chain are about batteries.³⁶ Some previous education background, study skills, and proficiency in English may be required.

Education programmes and courses from new or untraditional providers: A clear trend is the many emerging courses on battery and charger safety and handling by first responder organizations, workers protection authorities, transport branch organizations, and so on. This is a sign that Li-Ion battery equipment is becoming more common in many contexts, and handlers and the public need to be aware of the risks. In addition, several Youtube channels with educational ambitions have emerged and often produce up-to-date materials that can be used in various ways, with awareness of copyright and IPR issues.

Conclusions:

The adult and technician educations at the vocational level are the central focus for the ALBATTTS project. ALBATTTS will increase the overview by concentrating on the known Gigafactory “hot-spots” and the VET providers close to these. Prototypes of education and training solutions, like those available in Skellefteå, can be valuable for VET providers when forming their solutions in cooperation with the regional industry. The trend that education and training solutions can become more flexible and mobile is helpful. Still, VET education also needs to include training and actual experiences in physical labs and VR and XR environments. The European horizontal initiatives on various levels will hopefully benefit ALBATTTS, both for communication and feedback in the project work and for implementing results and continuing value after the project’s finalization.

³⁵ FutureLearn. Battery engineering: Trends in manufacturing - online course. FutureLearn. Retrieved November 28, 2021, from <https://www.futurelearn.com/courses/trends-in-batteries-manufacturing>.

³⁶ For examples of accessible MOOC courses corresponding to needs in the battery sector, see the simultaneously published ALBATTTS Deliverable 6.2, section 4.2.3, page 100ff.

10.2 HIGHER EDUCATION, EQF 7-8

Many European universities are already active with education offerings in the battery chain on the EQF 7 (master level) and EQF 8 (Ph.D. education level). It is no longer only programmes offered; many higher education providers also offer free-standing courses for up-and-reskilling and new courses for ordinary students.

There are, in addition, many open questions about focus, education volumes, curricula, university-industry collaboration, and so on. Two recent reports, *Future Expert Need in the Battery sector*³⁷ (from now on called *Experts Needs*) from Fraunhofer and EIT Raw materials, and Batteries Europe's *Position paper on Education and Skills*³⁸ (from now on called *Position paper*), discuss these levels of European education. ALBATTTS is connected to both reports but has EQF levels 4- 6 as a primary focus.

The *Expert Needs* report looks towards 2030 and beyond, in three categories of the value chain:

- a) Materials industries (raw materials, active materials to components),
- b) Production industries (process/ cells/ modules/ packs, including equipment manufacturers),
- c) System integrators (direct applications, 2nd life applications, etc.)

The report finds that these have obvious education-related issues in common as a) Systemic cross-discipline battery knowledge, b) Digitalisation and a digital mindset, and c) Soft skills.

There is also a significant need for the up-and reskilling of experts in all three categories now working in other industries. They can have valuable expertise to apply to the battery sector while lacking battery knowledge.

Both reports agree that European academic education and training on expert levels are generally of very high quality and that European research also benefits from many kinds of available funding. However, the *Position paper* emphasizes that education offerings are undersized overall, while the *Expert Needs* report is more cautious and differentiated.

³⁷ Thielmann, A., Neef, C. Hettesheimer, T., Ahlbrecht, K. & Ebert, S (2021) Future Expert Needs in the Battery Sector. EIT Rawmaterials & Fraunhofer. <https://eitrawmaterials.eu/wp-content/uploads/2021/03/EIT-RawMaterials-Fraunhofer-Report-Battery-Expert-Needs-March-2021.pdf>

³⁸ Domingko, A., Maleka, D. & Thielmann, A. (2021) Education and Skills Task Fore – Position Paper. Batteries Europe https://ec.europa.eu/energy/topics/technology-and-innovation/batteries-europe/news-articles-and-publications/education-skills-position-paper_en

The *Expert Needs* mentions three critical categories of experts within materials industries; *Electrochemists, inorganic material scientists, and R&D experts on emerging battery materials trends and disruptive technologies*. The need for *process engineers* and various *experts in recycling* is also mentioned as crucial and experts in *upper management*, leaders with detailed knowledge of the battery sector. The report recommends that the industry be aware of this and educate academic experts in control rather than the other way around. For the digitalization knowledge and skills needed, the *Expert Needs* report wants engineering experts in the materials sector to learn IT rather than use general IT people and teach them batteries. In addition, there is an obvious need for *project managers* with experience in handling complex and large projects and disruptive manufacturing technologies. These can be experts from similar industries who need upskilling concerning battery production. In addition, logistics experts need to manage the traceability of materials throughout the production and technologies as ASRS (automated storage and retrieval systems). *Finally, system integrators* can be experienced electrical or electrochemical engineers or engineers coming from the ICE industry. These are essential in many ways, especially as problem solvers in manufacturing. Both reports issue many ideas and recommendations to both industry and academia on the education of experts on the master and Ph.D. levels. Here are some leading suggestions for improvement:

- ◆ Communication between academia and industry to identify the concrete needs
- ◆ Interdisciplinary programmes in cooperation between academia and industry
- ◆ Internships and other platforms for exchange between academia and industry,
- ◆ Curricula adapted for battery experts in electrochemistry, production, and applications
- ◆ Specialized and differentiated online courses ICTs to enhance the education process,
- ◆ Supply of preparation and upskilling courses preceding onboarding training in the industry,
- ◆ Reskilling solutions for experts from the ICE- and other relevant sectors,
- ◆ Training and practice infrastructure (pilot plants, labs, simulations),
- ◆ Train-the-trainer / teach the teacher programs,
- ◆ Public information about the industry,
- ◆ Education testbeds,
- ◆ European standardized options for national courses or programs.

- ◆ Cooperation on attractiveness for the sector.

A new, unconventional, and interesting education and training provider is Battery Associates – a network of professionals in the field. The organization runs “Battery MBA”^{39,40}, a programme with weekly lectures from professionals working in the sector, interactions, discussions, and even labs with distributed equipment. It is meant for already active professionals that are interested in leadership positions in the battery sector.

Conclusions:

The reports both from Fraunhofer and BatteriesEurope agree on most issues, with minor variations in emphasis. Adapting curricula to actual needs in the industry is essential, as well as upskilling and reskilling solutions that can make good use of more connections and platforms between academy and industry.

The general outcomes of these studies on the expert levels do not differ considerably from what ALBATTTS finds is needed in EQF 4-6, other than what the different levels of education imply. Need of transfer from other industries, the need for upskilling and reskilling solutions, increased use of online ICT solutions, education testbeds, and more communication and platforms between education and industry.

³⁹ Training Detail – DRIVES Compass, retrieved November 28, 2021. [Training Detail - Drives Compass \(drives-compass.eu\)](https://drives-compass.eu)

⁴⁰ Batterymba. Battery Associates. Retrieved November 28, 2021, from <https://www.battery.associates/batterymba>.

11 Research and Development

R&D, from the **perspective of a battery manufacturer**, is one of the key phases of LIB production with a big **potential** for further development and a significant impact on **competitiveness**.

It consists of the following **steps**:

- Research - idea to basic experiment
- Development - laboratory validation tests
- Up-scaling and Industrialization - proving that the technology works in a real operating environment

Given the available resources and capabilities, there is a big difference between small producers and big ones in battery manufacturing research. **Small** manufacturers usually have research and development department within their battery factories unlike **large** manufacturers, such as LG Energy Solutions, Samsung, BYD, etc., that typically have separate R&D campuses or centres.



Figure 57: Location of main battery R&D centres

As the battery value chain is still developing in Europe, almost all LIBs' big players have their research **out of Europe**. In contrast, the country with the most concentrated battery research and production is **South Korea**, the homeland of LG, Samsung, and SK Innovation.

To remain competitive and accommodate various requirements by customers, R&D activities are at the **core of battery manufacturing**, covering areas like active material development, cell design, or cell performance (testing, validating the cells, etc.)⁴¹

Since the EU is gradually building up its competence base, human resources for this type of job are still **scarce in Europe**. The battery players established in Europe need to source from abroad, from countries like Korea, Japan, China, or India⁴² via dedicated headhunting.

The battery industry also conducts projects with domestic and **international universities and research institutes**, co-creates bachelor's and master's programmes⁴³, or offers internships. This cooperation also ensures continuous upskilling of their employees.

Furthermore, to strengthen the ability of the R&D workforce, battery manufacturers also operate **learning groups** where employees share their experience and knowledge, support their employees through various systems, including academic training, in-house programmes, and the dissemination of excellent educational content.⁴⁴

When it comes to **the most promising future energy storage technologies**, where intensive R&D activities are carried out by numerous companies, research institutions across the world, ALBATTS report *D5.4 R&D and Technological Perspectives for the Battery Sector*⁴⁵ focuses in detail on the following technologies, relevant stakeholders, and job roles & skills:

⁴¹ ALBATTS report D4.4 p. 147, available at https://www.project-albatts.eu/Media/Publications/23/Publications_23_20210920_83914.pdf (last accessed on 7/10/2021)

⁴² ALBATTS report D4.4 p. 147, available at https://www.project-albatts.eu/Media/Publications/23/Publications_23_20210920_83914.pdf (last accessed on 7/10/2021)

⁴³ ALBATTS report D4.4, p. 147 available at https://www.project-albatts.eu/Media/Publications/23/Publications_23_20210920_83914.pdf (last accessed on 7/10/2021)

⁴⁴ ALBATTS report D4.4 p. 148, available at https://www.project-albatts.eu/Media/Publications/23/Publications_23_20210920_83914.pdf (last accessed on 7/10/2021)

⁴⁵ ALBATTS report D5.4, available at https://www.project-albatts.eu/Media/Publications/21/Publications_21_20210831_213355.pdf (last accessed on 7/10/2021)

- ◆ **Lithium-ion batteries (LIB)** – improving cathode, anode, and electrolyte to increase energy density, charging speed, safety, lifespan, reduce costs, weight and volume needed, and avoid the use of scarce minerals, such as cobalt.
- ◆ **Lithium-sulfur batteries** – a promising alternative to lithium-ion technology with the possibility of 100% Depth of Discharge (DoD), higher energy density, and lower expected environmental impact.
- ◆ **Sodium-ion batteries (NIB)** - where no lithium, a scarce mineral, is needed. NIB does not need Cobalt to maximize its energy density and will evolve from part of the R&D developed for LIBs.
- ◆ **Structural batteries** - can carry a mechanical load while storing electrical energy. They can be incorporated in the structure of, e. g., a vehicle or a house, and have big potential to reduce the space needed to store the battery within an application, and especially not affecting the structural equilibrium, which is paramount for electrical vehicles.
- ◆ **Supercapacitors and ultracapacitors** - can deliver quick bursts of energy during peak power demands, quickly store energy, and capture excess power that is otherwise lost. They complement efficiently other energy storage technologies in today's applications because they can charge while protecting them.
- ◆ **Fuel cells** - are especially important for heavy-duty vehicles such as buses as they have a higher energy density than batteries and are lighter.
- ◆ **Metal-air batteries** - such as lithium-air are also designated fuel cells as they obey similar principles as those ruling fuel cells. With very high theoretical capacity, the metal-air batteries suffer from the need for catalysts besides the traditional components of all the batteries.
- ◆ **Lithium-air batteries** - possess specific energy that is theoretically comparable to gasoline and is, therefore, very attractive. However, there are many technological challenges yet to be dealt with and overcome.

11.1.1 Skills Agenda⁴⁶



Figure 58: Research and Development - Job Role Analysis

Figure 59 shows the occurrence analysis of the job roles for the research and development of batteries. White-collar workers are having expertise in: cell design; material engineering; battery systems; manufacturing; and others. Generic job roles are active in: scientists; researchers; and others.

⁴⁶ Definitions and methodology are described in the methodology section, this is covering the development of the analysis within this chapter.

RESEARCH AND DEVELOPMENT - SECTOR SPECIFIC COMPETENCE

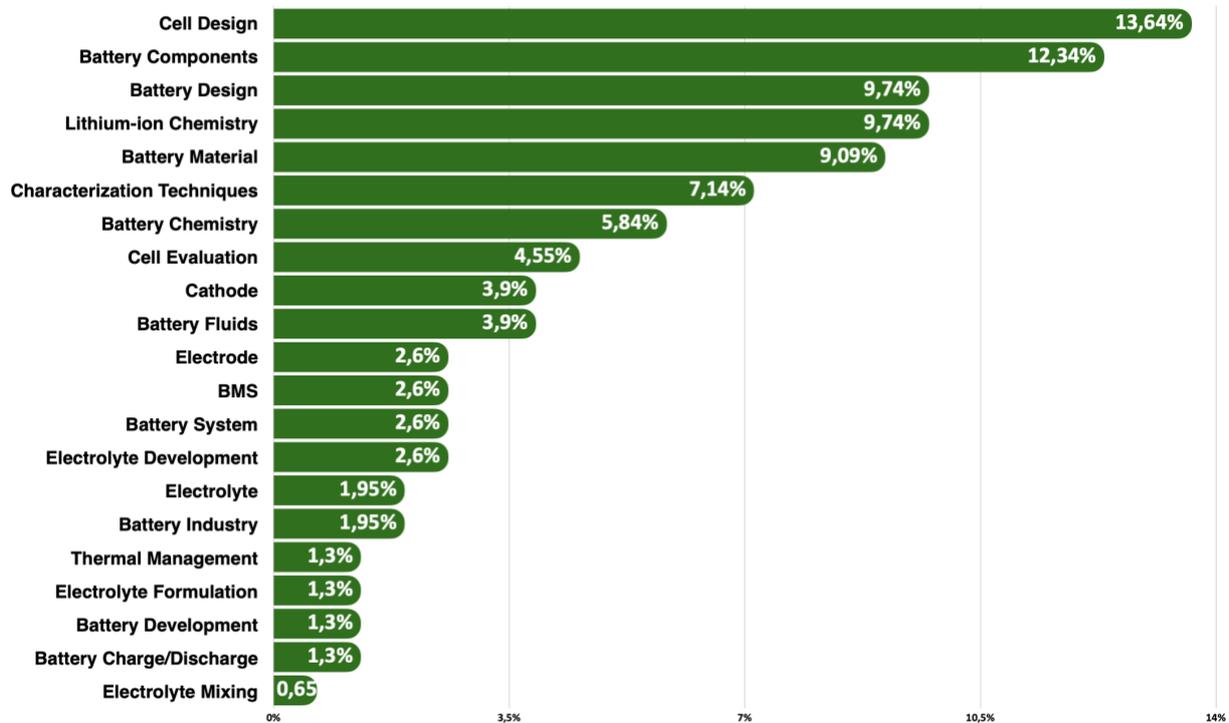


Figure 59: Research and Development - Sector-Specific Competence

Figure 60 represents selected, the most occurring sector-specific competence for research and development.

RESEARCH AND DEVELOPMENT - CROSS-SECTORAL SPECIFIC COMPETENCE

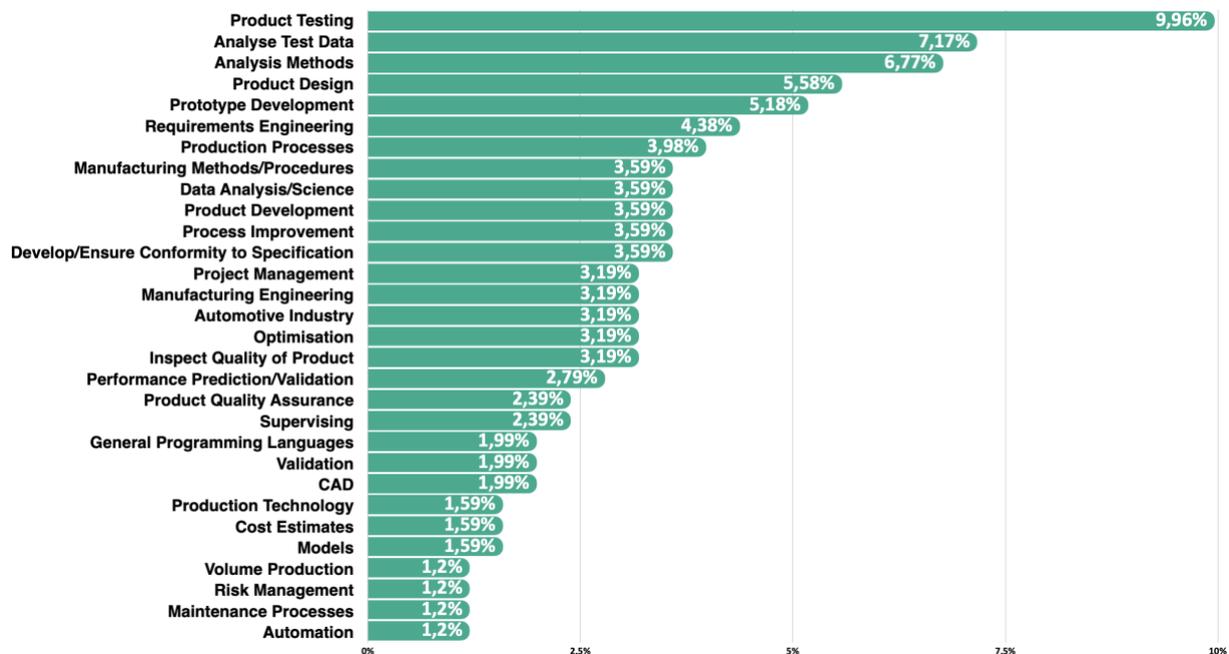


Figure 60: Research and Development - Cross-sectoral Specific Competence

Figure 60 represents selected, the most occurring cross-sectoral specific competence for research and development.

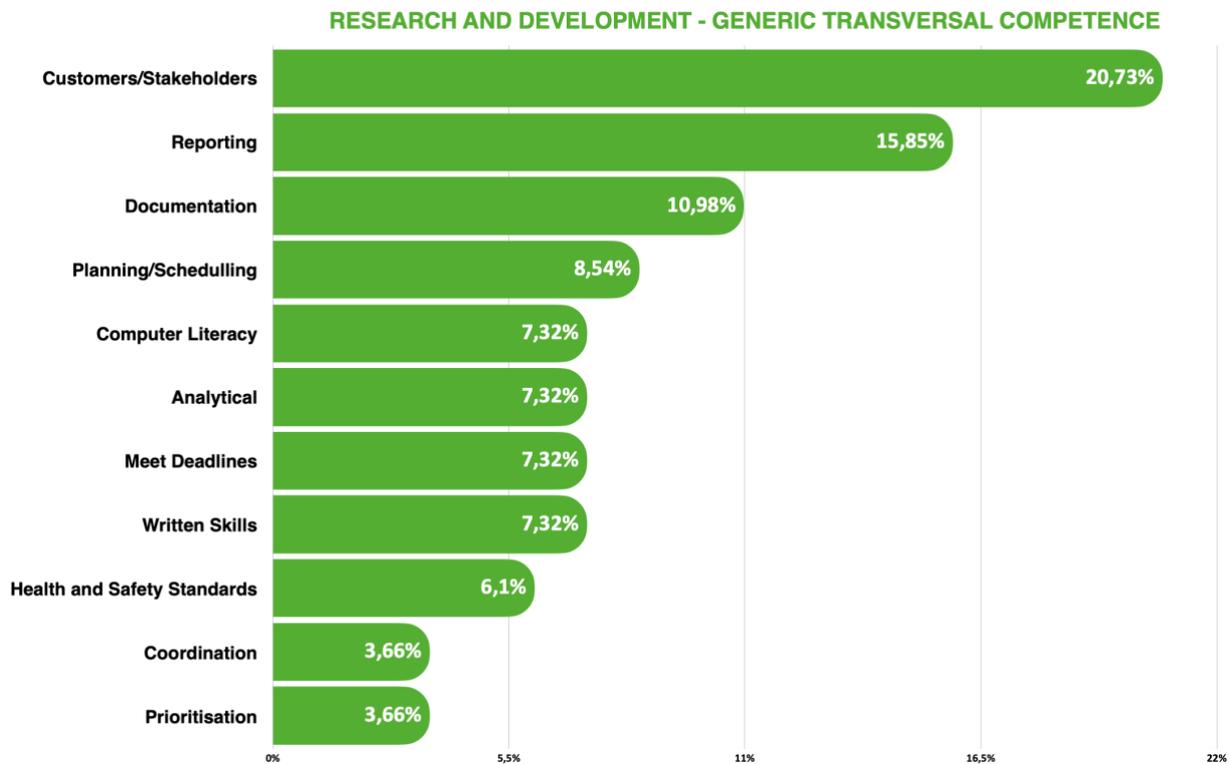


Figure 61: Research and Development - Generic Transversal Competence

Figure 61 represents selected, the most occurring generic transversal competence for research and development.

RESEARCH AND DEVELOPMENT - ACADEMIC COMPETENCE

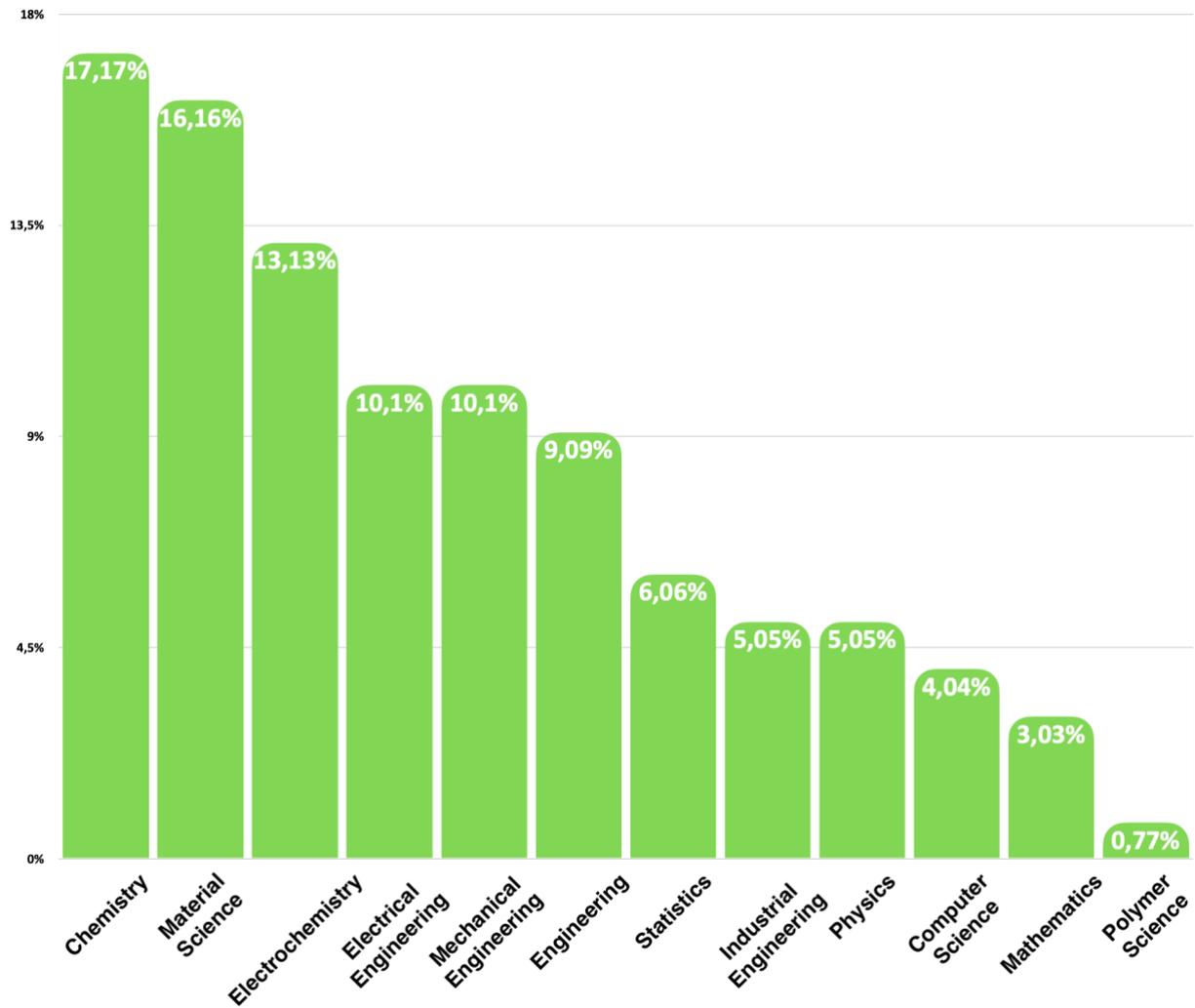


Figure 62: Research and Development - Academic Competence

Figure 62 represents selected, the most occurring academic competence for research and development.

RESEARCH AND DEVELOPMENT - SOFT COMPETENCE

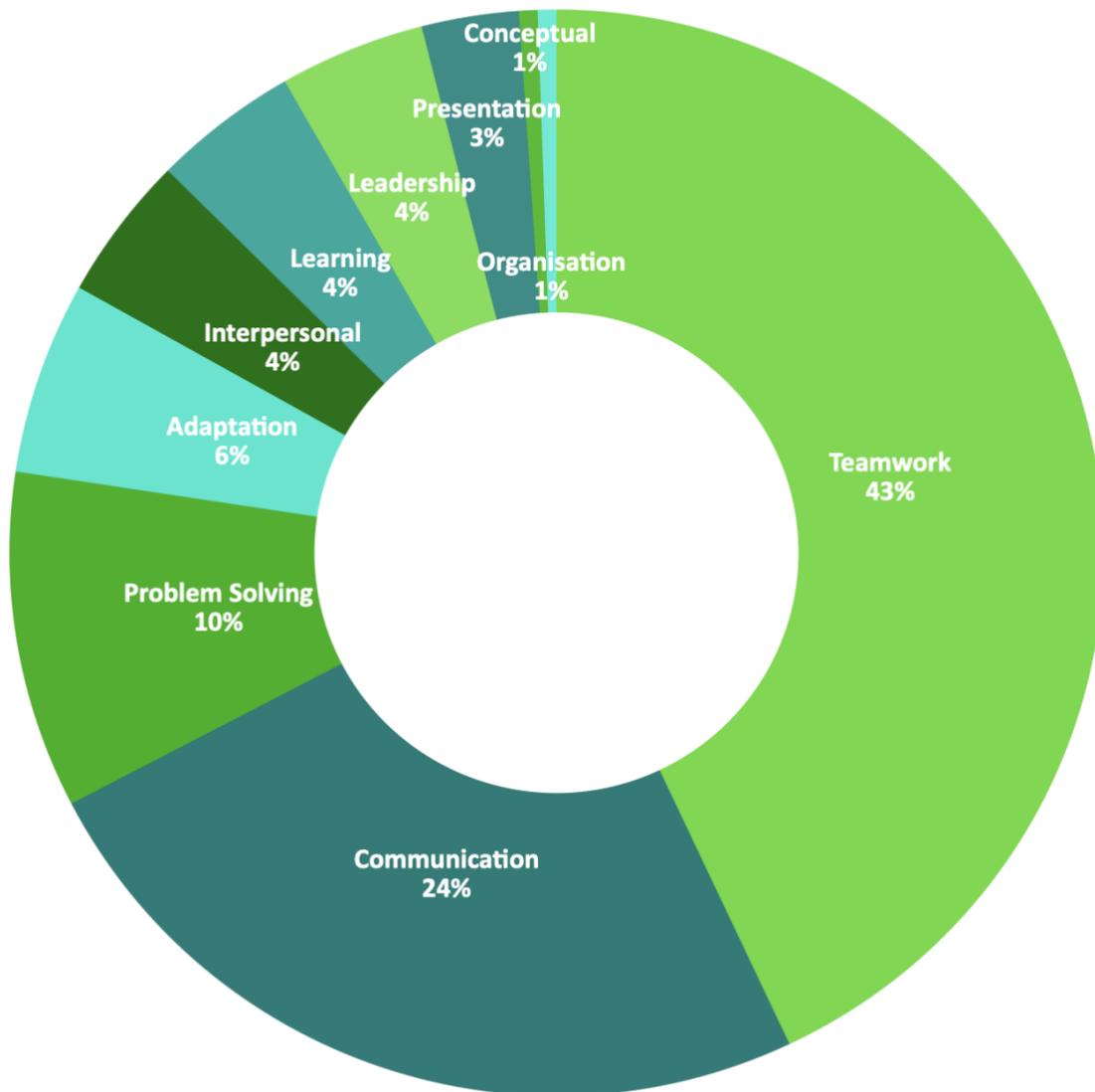


Figure 63: Research and Development - Soft Competence

Figure 63 represents selected, the most occurring soft competence for research and development.

12 Outlook and Next Steps

This is the first release of the Sectoral Skills Intelligence and Strategy. In the next two releases, updates will be based on feedback received and new findings coming from upcoming ALBATTTS activities, such as desk research and webinars.

As this version provided proposals for high-level strategical actions, practical recommendations connected to the areas of interest within the European value chain and a state-of-the-art overview and qualitative/quantitative analysis of the skills/job roles needs, there are opportunities how to proceed further.

Planning of the next releases and evaluation of possible pathways is being considered and potential items are:

- ◆ update of the qualitative analysis of the skills and job roles needs;
- ◆ provision of the updated state-of-the-art overview and addition of new areas of interest;
- ◆ update and definition of new recommendations and strategical actions;
- ◆ practices and overview of practical implementation of strategical actions and recommendation that is being done by other projects and initiatives other than the ALBATTTS project;
- ◆ more in-depth analysis of cross-sectoral pathways of the workforce and sectoral offer;
- ◆ information on concept recognition and normalization (ESCO, DRIVES Framework or other instruments and tools);
- ◆ information on the potential impact of key EU policy developments such as the forthcoming battery legislation and Fit for 55 as potentially important;
- ◆ future cases and scenarios related to skills needs and competence within the European battery sector;
- ◆ information on the stakeholders' feedback (to the Sectoral Skills Intelligence and Strategy – Release I) and integration of the valuable feedback.

References

This report is based on the previous research done in the ALBATTs project, this includes synthesis of the information from the project [deliverables](#), which can be accessed here, other supplementary sources are described below:

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- ◆ [D3.3 - Desk Research and Data Analysis of the sector as a whole- Release 1](#)
- ◆ [D3.4 - Survey results for the Battery sector](#)
- ◆ [D3.5 - Analysis of Future Needs - Release 1](#)
- ◆ D3.7 – Desk Research and Data Analysis – Release 2
- ◆ [D4.5 - Sectoral Intelligence definition for sub-sector ISIB - Release 1](#)
- ◆ [D5.5 - Sectoral Intelligence definition for sub-sector IMBA - Release 1](#)

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13 Annex

13.1 ANNEX A: DATA COLLECTION METRICS

This part of the annex describes the metrics and impact of the ALBATTs project, which gives a background to the broadness of the data collected and used for the Sectoral Skills Intelligence and Strategy. Metrics for the survey, workshops and desk research are presented below:

Survey Metrics

The survey was held from x to y. Overall 98 (43 of them in the whole battery sector, 37 as active in mobile battery applications sector, and 18 as active in stationary applications battery sector) participants responded and expressed their views in terms of overall, mobile, and stationary battery application sector. More detailed metrics and results can be found here:

[Publications 19 20210601 8334.pdf \(project-albatts.eu\)](#)

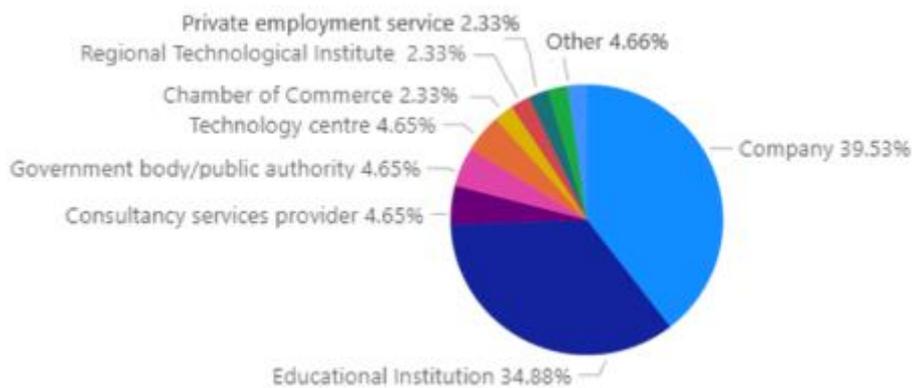


Figure 64: All respondents - type of organisation

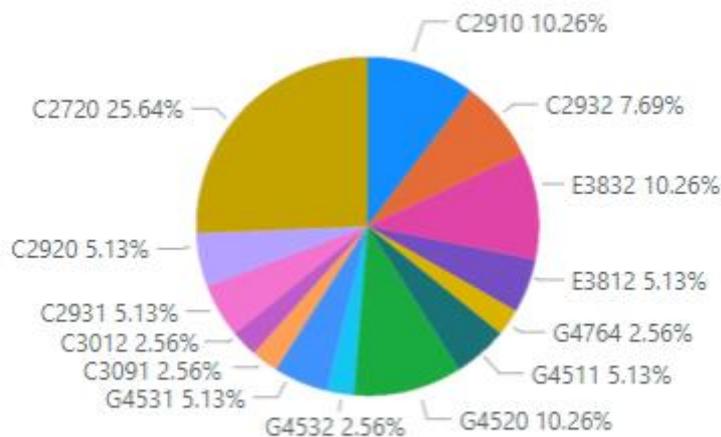


Figure 65: All respondents: NACE Codes

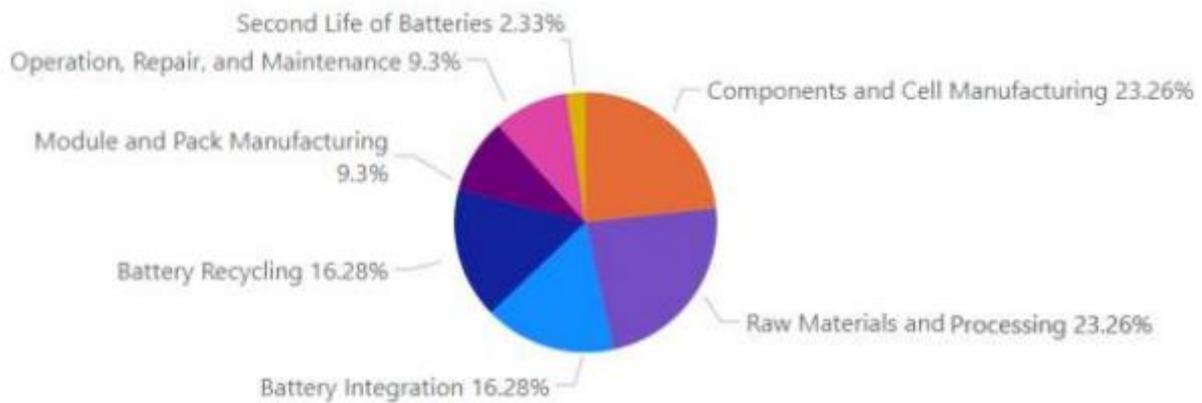


Figure 66: All respondents - value chain distribution



Figure 67: All respondents - geographical coverage

Workshops Metrics

Overall metrics for all ALBATTs events for the first can be seen in the figure below (covers four events and the data gathered that are used in this report, current ongoing set of events is not covered here and will be further analyzed):

| EVENT INFORMATION | AUDIENCE | | |
|--|------------|------------|----------|
| | Date | Registered | Webex FB |
| Webinar: Vessels of the future: Maritime Batteries - Job Roles and Skills | 19.01.2021 | 100 | 70 128 |
| Webinar: Battery Cells Manufacturing – Job Roles & Skills | 20.01.2021 | 145 | 80 191 |
| Webinar: Stationary Energy Storage in Grids and Telecom Applications: Safety & Future Job Roles and Skills | 26.01.2021 | 146 | 80 172 |
| Webinar: Electric vehicle manufacturing & battery integration - future qualifications needed | 27.01.2021 | 237 | 130 250 |

More specific metrics were developed (more detailed information can be found under each respective webinar by clicking on each respective label with hyperlink).:

[Webinar – Stationary Energy Storage in Grids and Telecom Applications: Safety and Future](#)

Job Roles and Skills

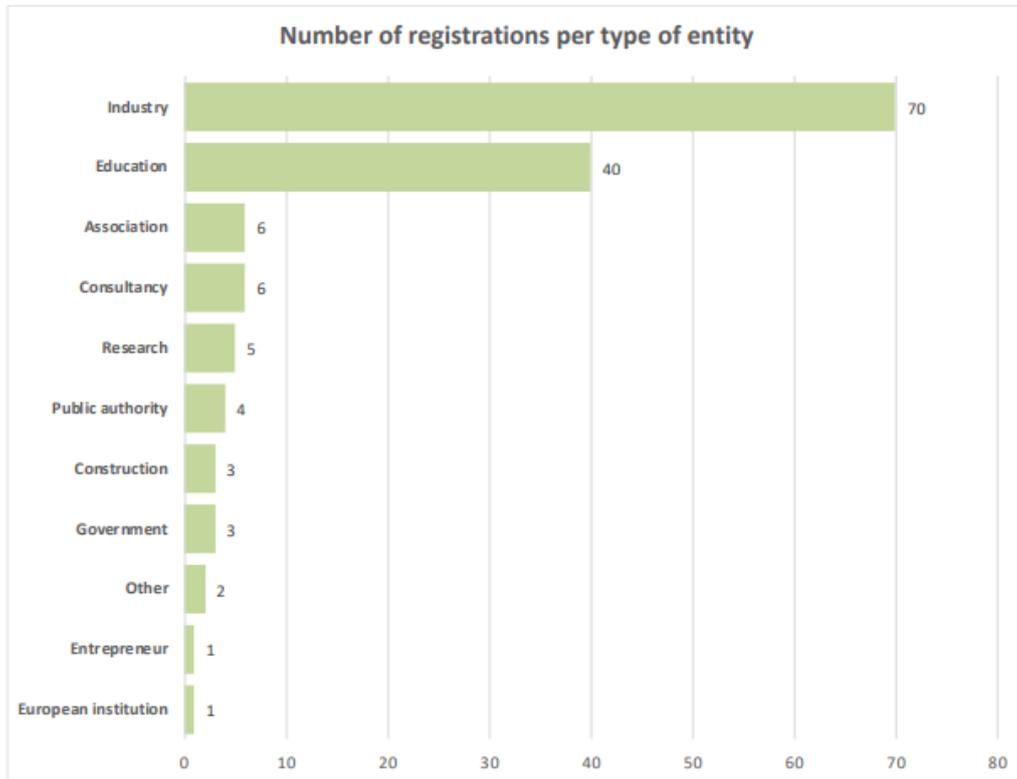


Figure 68: Stationary Webinar - registrations per type of entity

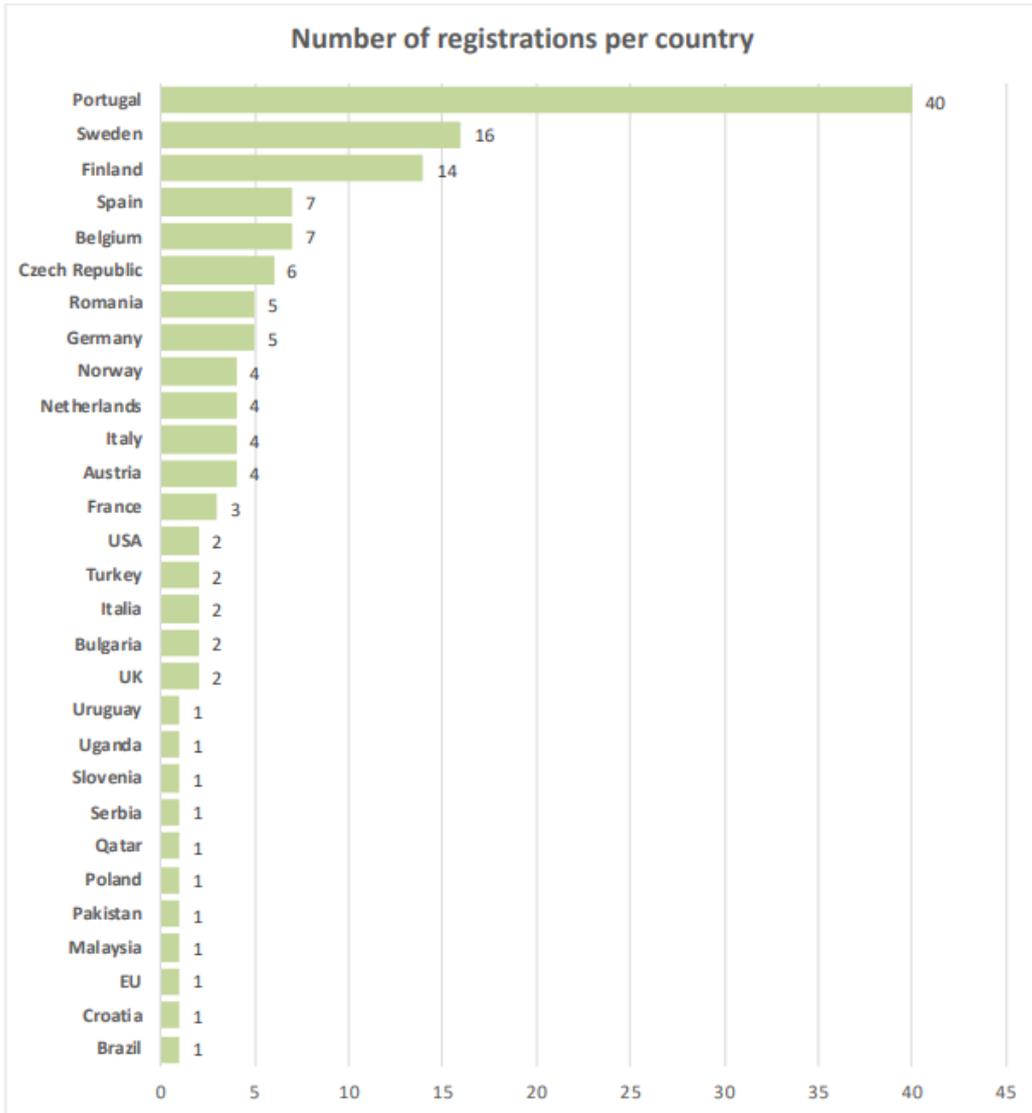


Figure 69: Stationary Workshop - registrations per country

[Webinar – Battery Cells Manufacturing - Job Roles and Skills](#)

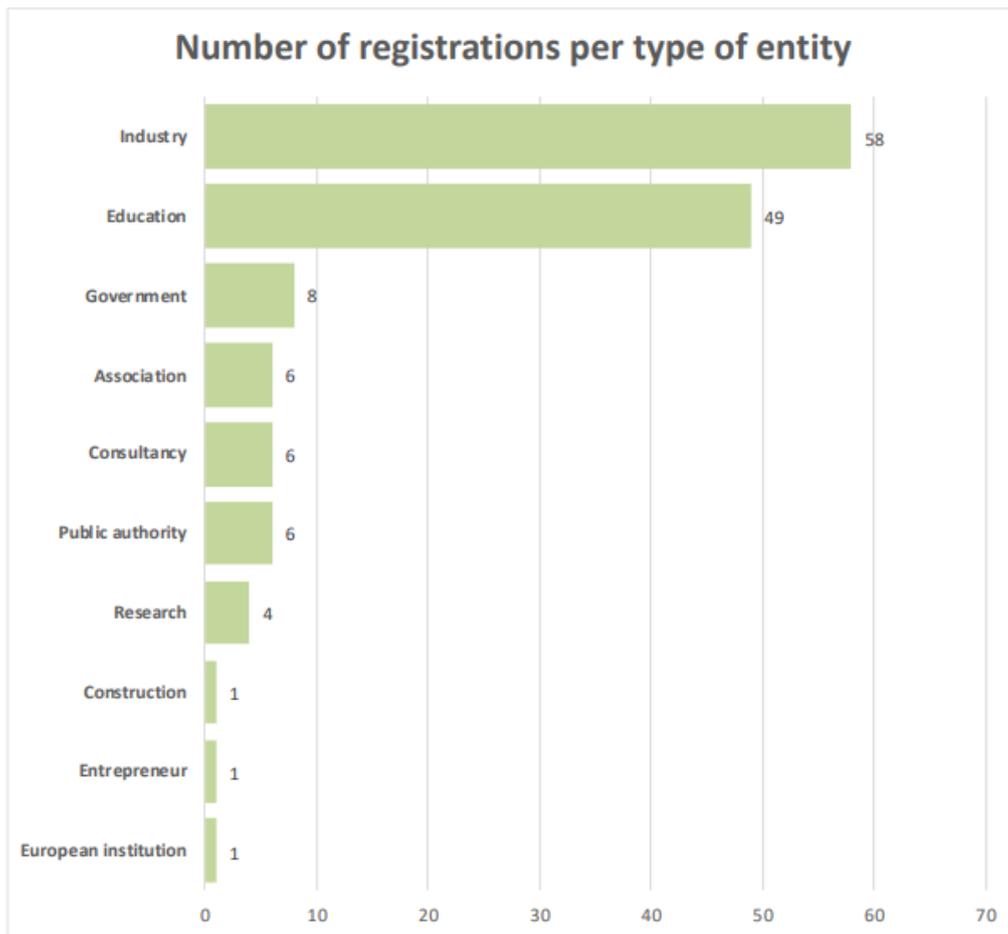


Figure 70: Battery Manufacturing Webinar: registrations per type of entity



Figure 71: Battery manufacturing Webinar: registrations per country

Webinar – Vessels of the Future: Maritime Batteries – Job Roles and Skills

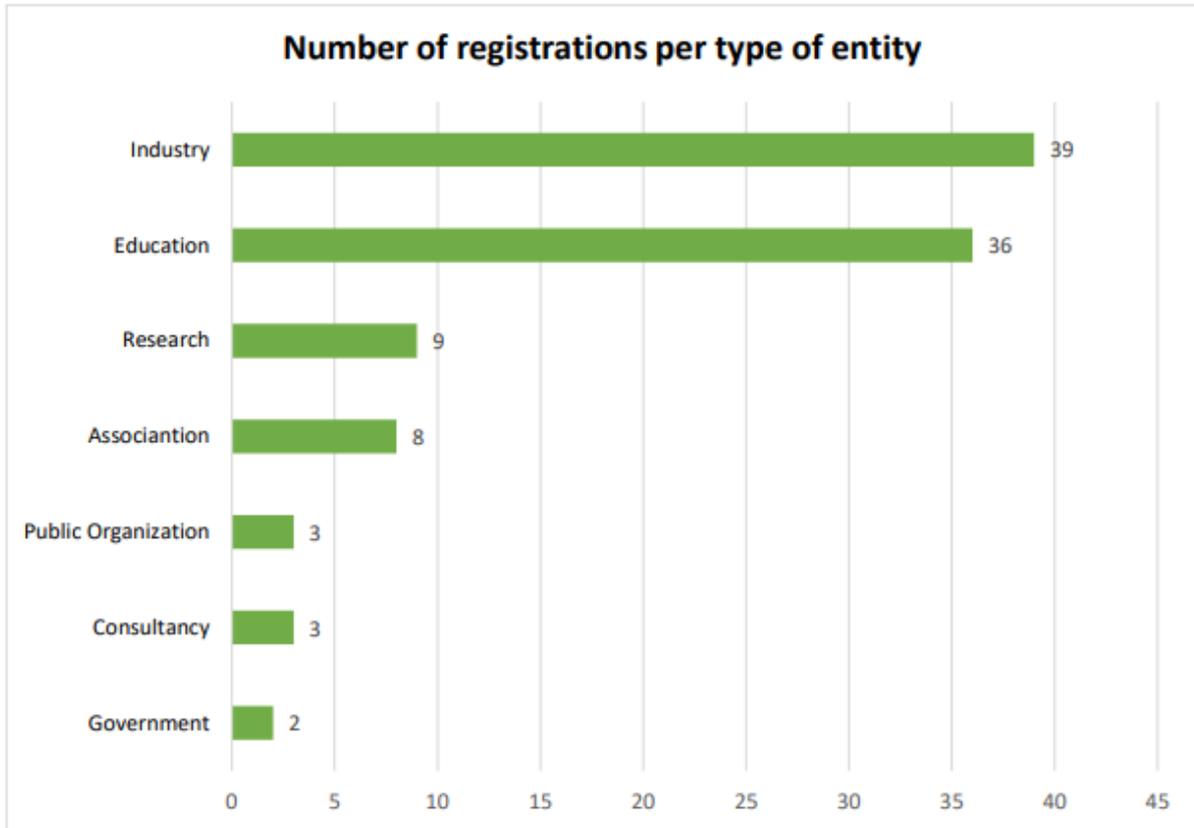


Figure 72: Maritime Webinar: registrations per entity type



Figure 73: Maritime Webinar: registrations per country

Webinar – Electric Vehicle Manufacturing and Battery Integration – future qualifications needed

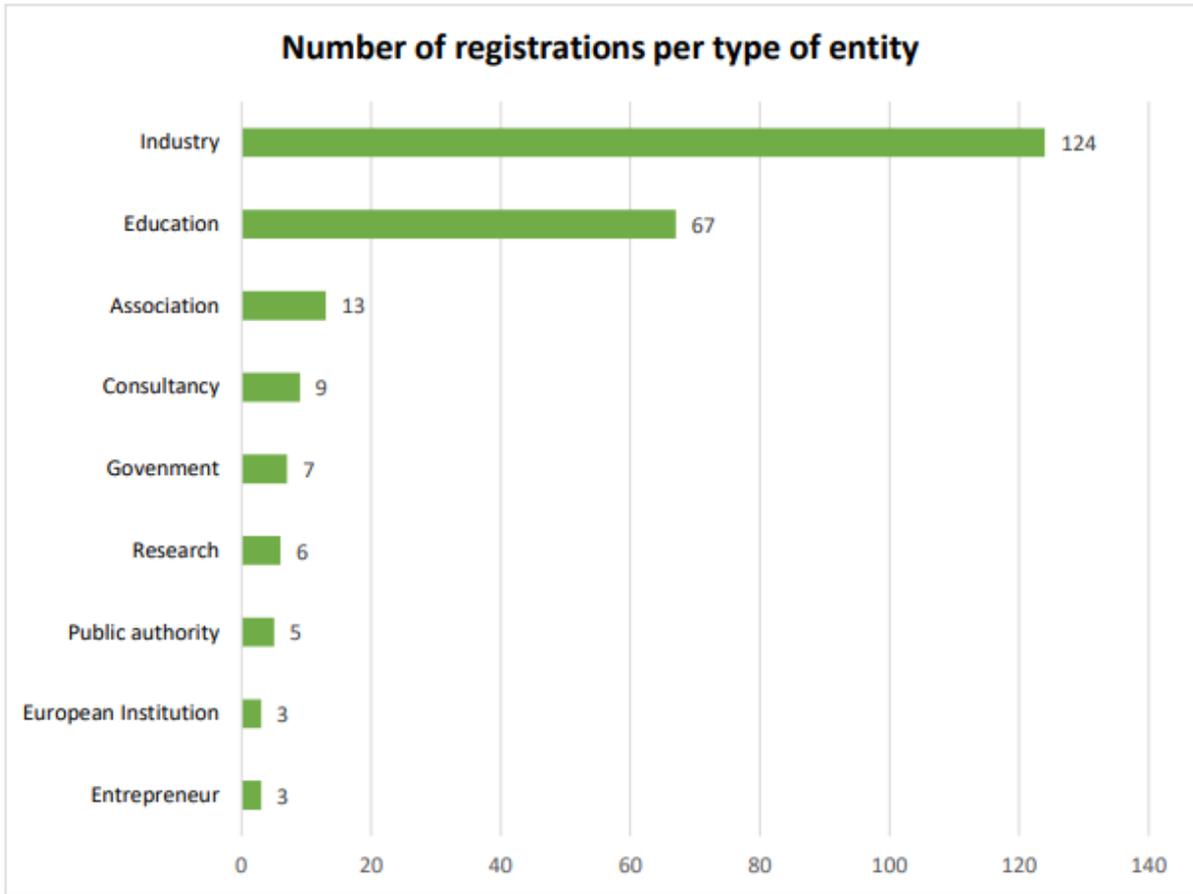


Figure 74: Automotive Webinar: registrations per type of entity

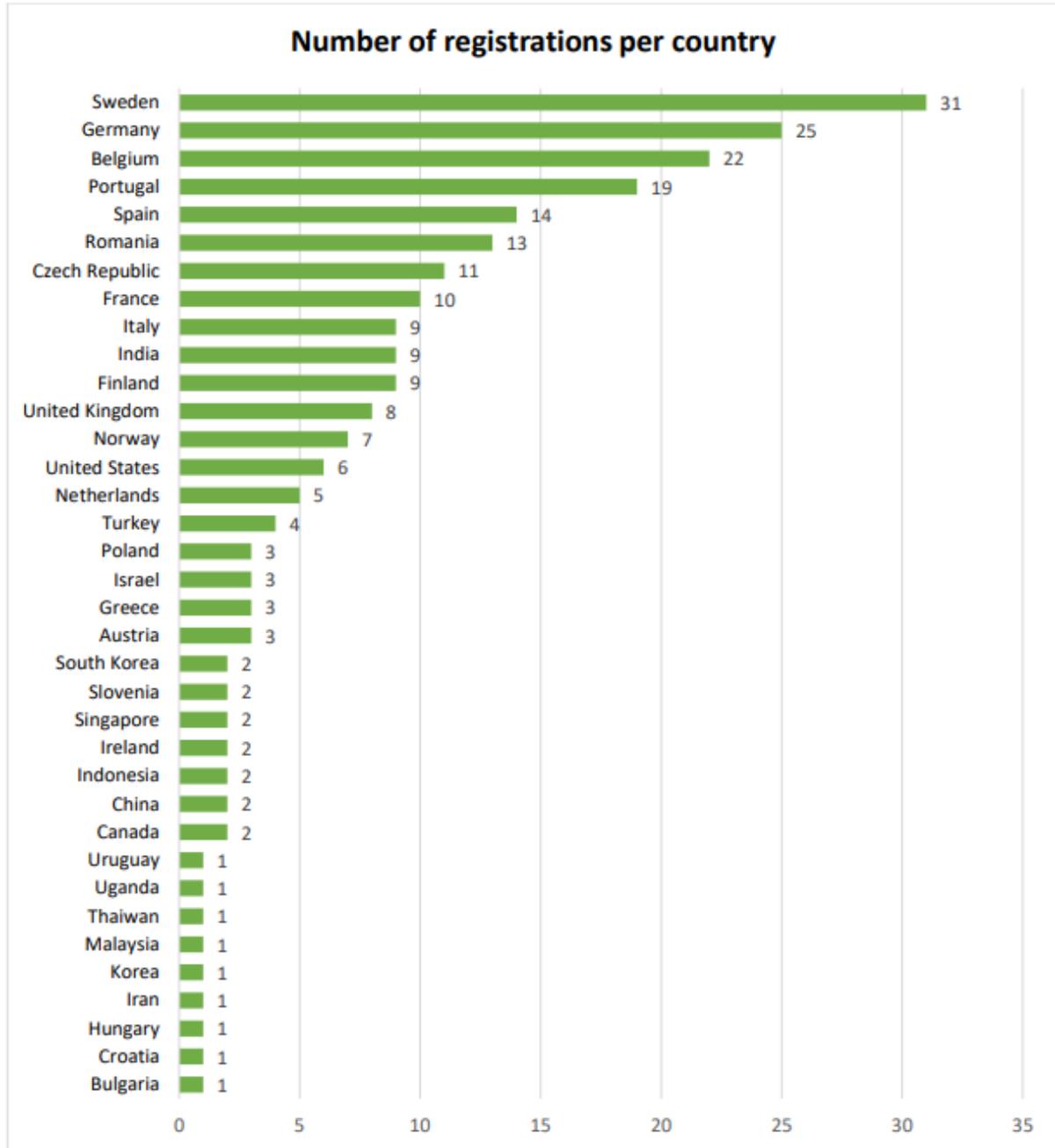


Figure 75: Automotive Webinar: registrations per country

Job Advertisements Metrics

Overall, 258 job advertisements were analysed and used for the analysis of the sectoral needs.

13.2 ANNEX B: ALBATTs PROJECT ACTIONS

Sectoral Development, Cooperation, and Networking

| | |
|---|--|
| <p>1. <u>Battery Application Stakeholder Cooperation:</u></p> <p>ALBATTs is endorsing this action by facilitating webinars and other events, where different stakeholders can network and cooperate further on different issues related to the battery applications and others, this is also connected to the direct involvement in the Automotive Skills Alliance, where battery topics are being discussed with broader partnership, mainly with the focus on automotive.</p> | <p>Endorsing</p> |
| <p>2. <u>Overall Cooperation:</u></p> <p>ALBATTs is endorsing this action by facilitating webinars and other events, where different stakeholders can network and cooperate further on different issues, this is also connected to the direct involvement in the Automotive Skills Alliance, where battery topics are being discussed with broader partnership, mainly with the focus on automotive.</p> | <p>Endorsing</p> |
| <p>3. <u>Academia/Industry Cooperation:</u></p> <p>ALBATTs is endorsing this action by facilitating webinars and other events, where academic and industrial stakeholders can network and cooperate further on different issues, this is also connected to the direct involvement in the Automotive Skills Alliance, where battery topics are being discussed with broader partnership, mainly with the focus on automotive.</p> | <p>Endorsing</p> |
| <p>4. <u>Sector Attractiveness:</u></p> <p>ALBATTs is endorsing this action by facilitating webinars and other events related to the European battery ecosystem and overall raising the awareness of the importance of skills development in the sector.</p> | <p>Endorsing</p> |
| <p>5. <u>Roadmap on Skills Transition from the Related Sectors:</u></p> <p>Project ALBATTs is implementing an overall roadmap and strategy for the skills development in the European battery sector (Sectoral Skills Intelligence and Strategy), this also include planned, more detailed and focused, overview of the pathways between sectors related to the battery ecosystem in the future releases of the strategy.</p> | <p>Implementing Within scope and planned</p> |
| <p>6. <u>Projects and Initiatives:</u></p> <p>Project ALBATTs is participating and cooperating on the skills development issues within different European Initiatives, such as ASA. Endorsed are being especially DRIVES Project, EBA, PFS, and others.</p> | <p>Endorsing Participating Implementing</p> |

| | |
|--|---|
| <p>7. <u>Information Sharing:</u></p> <p>Project ALBATTs is endorsing the information sharing and itself implementing this action by organizing events, delivering outputs, and participating in the broader discussions on an overall level.</p> | <p>Endorsing Participating Implementing</p> |
| <p>8. <u>Mobilization of Experts:</u></p> <p>Project ALBATTs is endorsing this action by raising awareness of these issues within various outputs and events that are being organized.</p> | <p>Endorsing</p> |
| <p>9. <u>Future Scenarios:</u></p> <p>It is planned to analyse and deliver possible future scenarios of the battery sector by the ALBATTs project.</p> | <p>Within Scope Planned</p> |

Sectoral Intelligence and Resource Hub

| | |
|--|---|
| <p>1. <u>State-of-the-Art:</u></p> <p>Project ALBATTs is implementing this action by providing valuable state-of-the-art information via the project deliverables, organization of events, and others. This is also being endorsed on the overall level.</p> | <p>Endorsing Participating Implementing</p> |
| <p>2. <u>Continuous Update:</u></p> <p>Via the project structure and the approach to the project deliverable, project ALBATTs is implementing continuous updates of the state-of-the-art by providing updated desk research and other deliverables covering relevant topics, this is being endorsed on the overall level.</p> | <p>Endorsing Participating Implementing</p> |
| <p>3. <u>Open Discussion:</u></p> <p>Project ALBATTs is implementing the open discussion via the events that are being organized as well as by participating within the PfS and ASA by this, the open discussion is being endorsed.</p> | <p>Endorsing Participating Implementing</p> |
| <p>4. <u>Recommendations and considerations</u></p> <p>Project ALBATTs is implementing and providing recommendations and consideration for the European battery sector. Project is also endorsing this on the higher level within the ASA, for example.</p> | <p>Endorsing Participating Implementing</p> |

Sectoral Skills and Workforce Needs

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| <p>1. <u>Skills and Workforce Shortage:</u> skills needs are being analysed by the project ALBATTs against all mentioned metrics, project is also endorsing and stressing the importance of this action.</p> | <p>Endorsing Analysing</p> |
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| <p>2. <u>Continuous Update:</u></p> <p>Project ALBATTTS is analysing the skills needs and endorsing the continuous update by providing up-to-date state-of-the-art information.</p> | <p>Endorsing Analysing</p> |
| <p>3. <u>Future Technologies, Innovation, and R&D:</u></p> <p>Project ALBATTTS is analysing, stressing, and endorsing the importance of new technologies, innovation, and research and development by focusing on these topics within the project outputs.</p> | <p>Endorsing Analysing</p> |
| <p>4. <u>New Battery Applications Competences:</u></p> <p>Project ALBATTTS is analysing, stressing, and endorsing the importance of new battery applications and connected technologies and skills by focusing on these topics within the project outputs.</p> | <p>Endorsing Analysing</p> |
| <p>5. <u>Strategy and Roadmap:</u></p> <p>Project ALBATTTS is endorsing the development of the strategy and roadmap for the European battery sector and overall skills agenda by implementing the first version of the strategy and roadmap with the future releases.</p> | <p>Endorsing Participating Implementing</p> |

Sectoral Training Offer and Delivery

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| <p>1. <u>Continuous Update:</u></p> <p>Project ALBATTTS is implementing training modules, which will be continuously updated based on sectoral needs.</p> | <p>Implementing</p> |
| <p>2. <u>Modular Training:</u></p> <p>Project ALBATTTS is implementing training modules based on modular concepts and analysing the best possible solutions for their delivery.</p> | <p>Analysing Participating Implementing</p> |
| <p>3. <u>Curricula:</u></p> <p>Project ALBATTTS is analysing and implementing needed changes in curricula to facilitate the European battery ecosystem needs.</p> | <p>Analysing Participating Implementing</p> |
| <p>4. <u>Education Requirements:</u></p> <p>Project ALBATTTS is endorsing and analysing possible education requirements for the battery ecosystem.</p> | <p>Endorsing Analysing</p> |
| <p>5. <u>Interdisciplinary Education:</u></p> <p>Project ALBATTTS is endorsing and analysing the interdisciplinary education within the European battery sector.</p> | <p>Endorsing Analysing</p> |

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| <p>6. <u>Standardization:</u></p> <p>Project ALBATTs is endorsing and analysing the standardization of education and training within the European battery sector.</p> | <p>Endorsing Analysing</p> |
| <p>7. <u>Training Methods, Re-/Up-Skilling Instruments:</u></p> <p>Project ALBATTs is analysing possible means of training delivery and implementing selected methods based on the different instruments, such as MOOCs, onsite training, and others.</p> | <p>Analysing Participating Implementing</p> |
| <p>8. <u>Levels of Education:</u></p> <p>Project ALBATTs is endorsing the importance of all levels of education and analysing the different requirements and needs for specific levels of education.</p> | <p>Endorsing Analysing</p> |
| <p>9. <u>Certifications and Micro-Credentials:</u></p> <p>Project ALBATTs is endorsing the importance of certification and micro-credentials for training recognition and analysing possible solutions for the implementation or usage within the ALBATTs project.</p> | <p>Endorsing Analysing</p> |
| <p>10. <u>Learning Accounts:</u></p> <p>Project ALBATTs is endorsing the importance of learning accounts and analysing possible solutions for the implementation or usage within the ALBATTs project.</p> | <p>Endorsing Analysing</p> |
| <p>11. <u>Languages:</u></p> <p>Project ALBATTs is endorsing the importance of multi-lingual training, mainly for the lower levels of education, and analysing possible solutions for the implementation of the training within the ALBATTs project.</p> | <p>Endorsing Analysing</p> |
| <p>12. <u>Learning Pathways:</u></p> <p>Project ALBATTs is endorsing the importance of the provision of learning pathways and analysing possible solutions for the implementation within the ALBATTs project and how this is connected to the modular training and other aspects.</p> | <p>Endorsing Analysing</p> |
| <p>13. <u>Training Providers:</u></p> <p>Project ALBATTs is endorsing the importance of connecting training providers and their cooperation by facilitating different events and being part of PFS implementation – ASA for example.</p> | <p>Endorsing</p> |

Normalisation, and Standardisation of Concepts

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|---|--|
| <p>1. <u>Categorisation and Classification</u></p> <p>Project ALBATTs is stressing and endorsing the importance of categorization and</p> | <p>Endorsing Analysing Participating</p> |
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|---|---------------------------|
| classification of competence concepts and to use the common taxonomy. The frameworks are analysed and used, such as ESCO and DRIVES Framework. | Implementing |
| 2. Coherence: Project ALBATTTS is assuring the coherency of the concepts within the battery sector by implementing frameworks such as ESCO and DRIVES Framework. | Implementing |
| 3. Available Tools and Instruments: Project ALBATTTS is implementing frameworks such as ESCO and DRIVES Framework and by that endorsing their use. | Endorsing Implementing |
| 4. Frameworks Interlinks: Project ALBATTTS is implementing frameworks such as ESCO and DRIVES Framework and by that endorsing their use and linkage to other initiatives or those who implement it as well. | Endorsing Implementing |
| 5. Reference Provision: Project ALBATTTS is implementing and endorsing the reference provision of the concepts by providing up-to-date state-of-the-art and coherency with ESCO or DRIVES Framework, project ALBATTTS is also providing example battery sector relevant occupational profiles as a reference. | Endorsing Implementing |

Funding Opportunities

Project ALBATTTS is **endorsing** the use of funding opportunities to improve the skills development within the sector as well as the innovation and research and development.

13.3 ANNEX C: SKILLS CONCEPTS

Annex C defined skills concepts classification in more detail:

(1) soft competencies – the combination of individuals, skills, social skills, communication skills, character or personality traits, attitudes, career attributes, social intelligence, and emotional intelligence quotients, among others, that enable people to interact with their environment, work well with others, perform well, and achieve their goals with complementary hard or sector-specific/transversal skills; **(2) academic competences** – basic and complex skills that are the primary focus of the academic institution, henceforth to provide knowledge for further development in student’s career; **(3) general transversal competences** – general ability or expertise which may be used in a variety of roles or occupations; **(4) cross-sectoral specific competencies** – specific ability or expertise that can be used across multiple sectors or domains in more concrete context; **(5) sector-specific competencies** – are particular or specialized skills necessary to perform particular jobs in specific sectors.

13.4 ANNEX D: STAKEHOLDER METRICS

Annex D provides all metrics related to the stakeholder database after 2 years of the project:

- ◆ **Stakeholder Count:** 365 Stakeholders;
- ◆ **Stakeholder Type:** (Figure 76);
 - **Corporation Size:** (Figure 77);
 - **EQF levels covered:** (Figure 78);
- ◆ **Value Chain Distribution:** (Figure 79)
- ◆ **Geographical Distribution** (Figure 2);

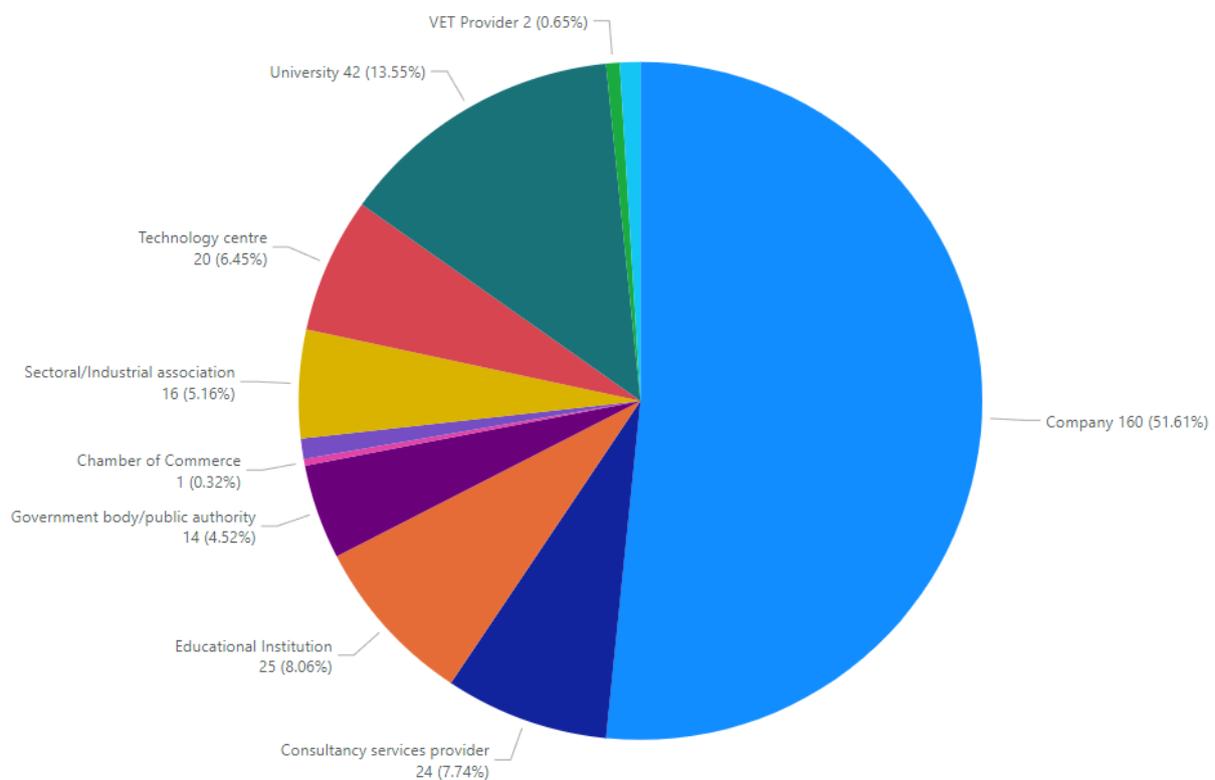


Figure 76: Stakeholders by Type

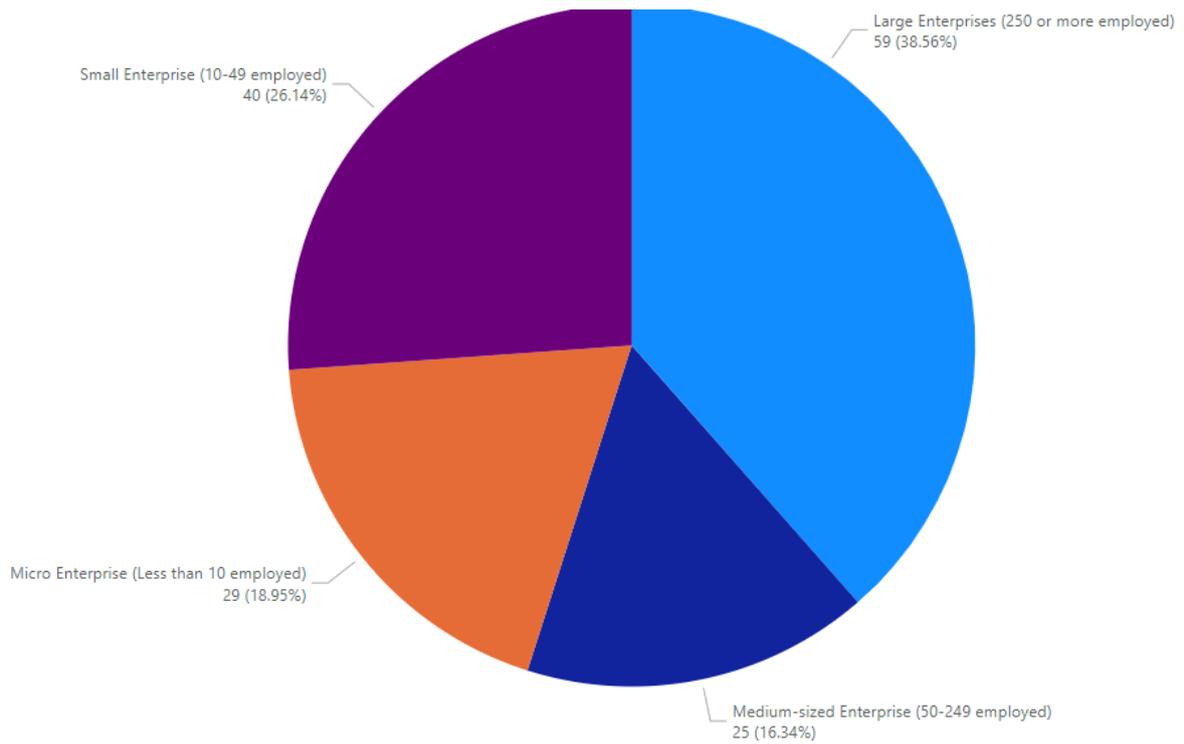


Figure 77: Corporations by Size

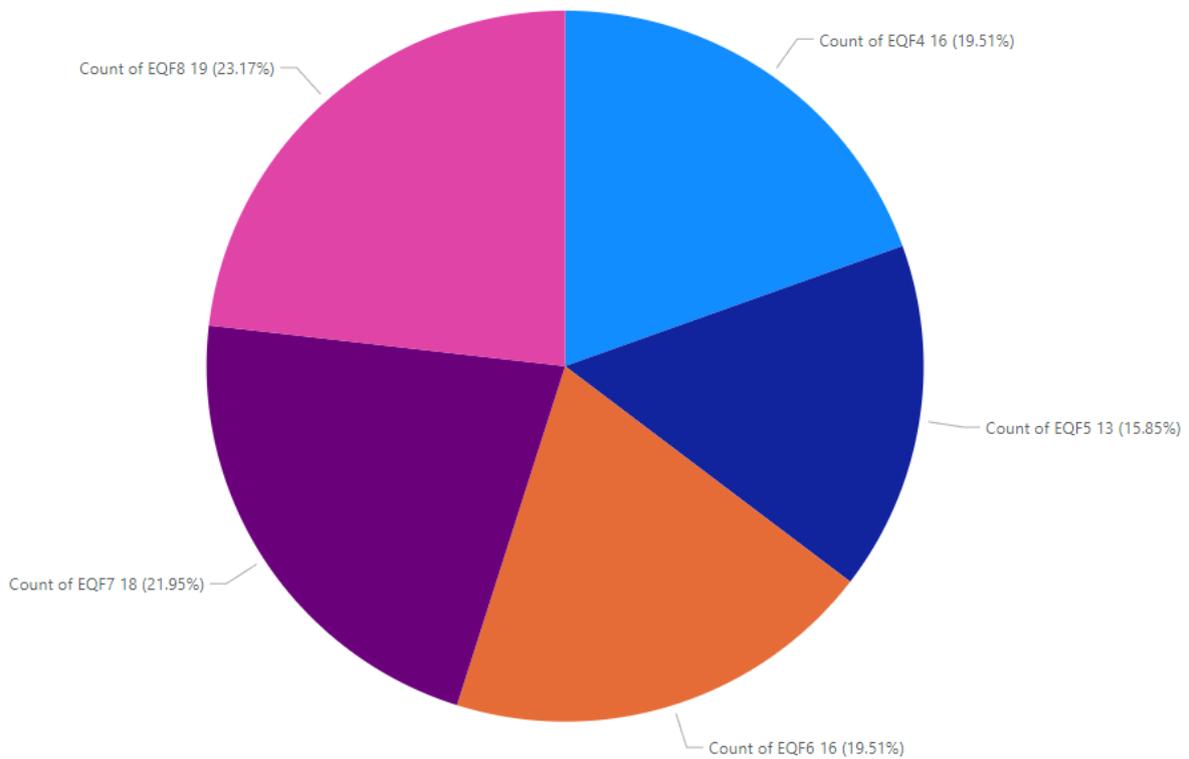


Figure 78: Education Institutions by EQF

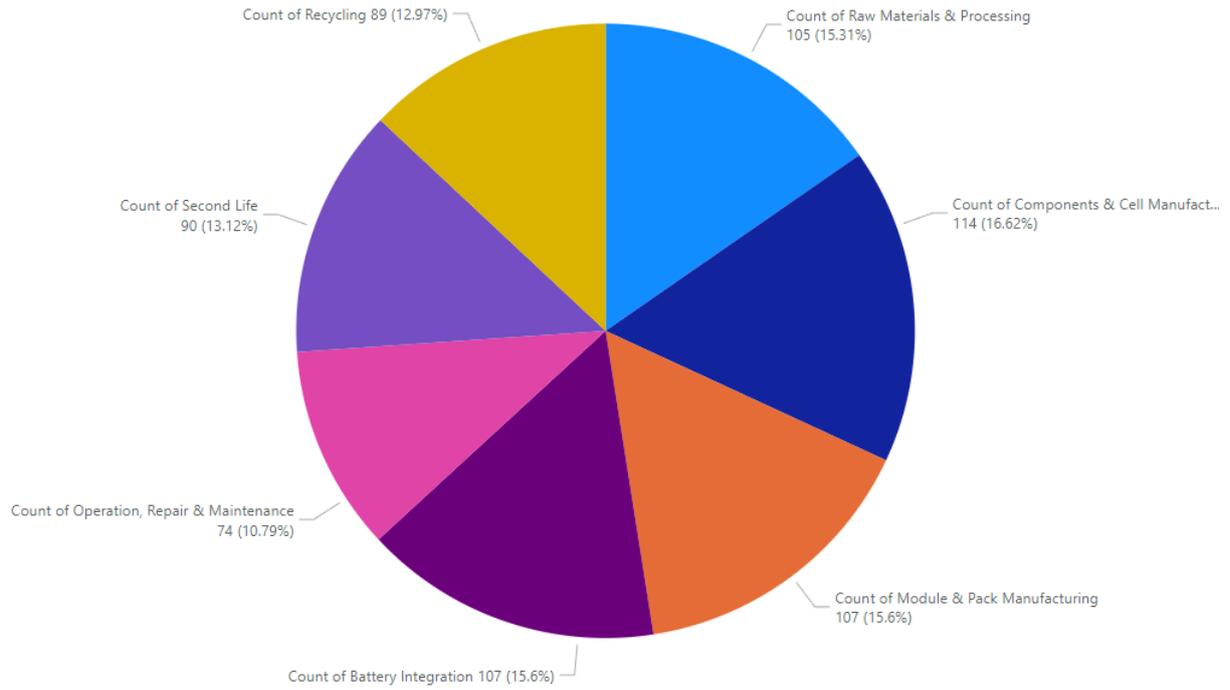


Figure 79: Stakeholders by Value Chain Distribution

13.5 ANNEX E: RELEVANT RESOURCES ON BATTERY LEGISLATION

This annex gathers relevant resources on battery legislation.

Batteries

- [Proposal for a Regulation of the European Parliament and the Council concerning batteries and waste batteries, repealing Directive 2006/66/EC and amending Regulation \(EU\) No 2019/1020](#) - New EU regulatory framework for batteries Setting sustainability requirements

New EU regulatory framework for batteries: Setting sustainability requirements

(EP Think Tank)

- [COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS Sustainable and Smart Mobility Strategy – putting European transport on track for the future](#)
- [Commission proposal for a Council Recommendation on VET](#)
- [Communication on a European Skills Agenda](#)
- [Communication “European Skills Agenda for sustainable competitiveness, social fairness and resilience”](#)
- [Improving adults' basic skills \(“Upskilling pathways recommendation”\) – evaluation](#)
- [European Agenda for Adult learning](#)
- [2016 New Skills Agenda for Europe](#)
- [The 2020 European Skills Agenda](#)

Secondary Use of Batteries legislation

The Batteries Directive requires that the European Commission, assisted by Member States, develops in detail some of its provisions on, e.g. labelling or reporting. The Decisions and Regulations adopted in this context are listed below,

- [Commission Decision 2008/763/EC](#) establishing, pursuant to Directive 2006/66/EC of the European Parliament and of the Council, a common methodology for the calculation of annual sales of portable batteries and accumulators to end-users
- [Commission Decision 2009/851/EC](#) establishing a questionnaire for Member States reports on the implementation of Directive 2006/66/EC of the European Parliament and of the Council on batteries and accumulators and waste batteries and accumulators

- [Commission Regulation \(EU\) No 1103/2010](#) establishing, pursuant to Directive 2006/66/EC of the European Parliament and of the Council, rules as regards capacity labelling of portable secondary (rechargeable) and automotive batteries and accumulators
- [Commission Regulation \(EU\) No 493/2012 of 11 June 2012](#) laying down, pursuant to Directive 2006/66/EC of the European Parliament and of the Council, detailed rules regarding the calculation of recycling efficiencies of the cycling processes of waste batteries and accumulators
- [Overview of EU Waste Legislation on Batteries and Accumulators](#)

Recycling

- [DIRECTIVE \(EU\) 2018/851 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 30 May 2018 amending Directive 2008/98/EC on waste](#)

[Directive 2004/12/EC of the European Parliament and of the Council of 11 February 2004 amending Directive 94/62/EC on packaging and packaging waste - Statement by the Council, the Commission and the European Parliament](#)

13.6 ANNEX F: FUNDING OPPORTUNITIES SUMMARY

A. EU funding instruments for up-skilling and re-skilling

Funding instruments are based on Commission proposals (subject to changes).

Accessible through financial intermediaries

| European programme/fund | Application process | Scope regarding skills | Expected volume for 2021-2027 (total budget of programme/fund) |
|---|---|--|---|
| InvestEU | <ul style="list-style-type: none"> Through the European Investment Bank Group, implementing partners and financial institutions located in the Member States Repayable finance including debt and equity finance. Starting in 2021 | <p>The Social investment and skills window (SISW) will cover both the demand and supply side of skills. Support will target students and learners, SMEs and mid-caps as well as providers of training.</p> | <p>InvestEU: €26.2 billion SISW: €2.8 billion (EU Budget Guarantee)</p> |
| EFSI 2 Skills and Education Guarantee Pilot | <ul style="list-style-type: none"> Through the European Investment Fund and financial intermediaries located in the Member States Debt finance instruments 2021 | <p>The Skills and Education Pilot is a new debt financing initiative dedicated to stimulating investments in education, training, and skills. Final beneficiaries include students and learners, SMEs, mid-caps, and training providers.</p> | <p>€50 billion (EU Budget Guarantee)</p> |

Accessible through national authorities

| European programme/fund | Application process | Scope regarding skills | Expected volume for 2021-2027 (total budget of programme/fund) |
|---|---|---|--|
| https://ec.europa.eu/commission/pressRecoveryandresiliencefacility(RRF) | <ul style="list-style-type: none"> Grants and loans Process closely linked with European Semester and each country's recovery and resilience plan, which will be assessed by the Commission From mid-2021 until 2026 | Reskill and upskill (Development of education and training to support green and digital transition and resilience) | €723.8 billion |
| REACT-EU (Recovery Assistance for Cohesion and the Territories of Europe) | <ul style="list-style-type: none"> Additional resources for the ESF/ERDF 2014-2020 Programming period from 2021 to 2023 | Skills development and relevant infrastructure and equipment Total €50.6 billion (12.3 billion linked to fostering crisis repair in of ESF allocated in support of the context of the COVID-19 labor market measures, social pandemic and preparing a green, inclusion, and education and digital and resilient recovery of the economy. training). | |
| European Social Fund Plus (ESF+ under shared management) | <ul style="list-style-type: none"> Grants | Modernizing education and training systems. | €87.3 billion |

| European programme/fund | Application process | Scope regarding skills | Expected volume for 2021-2027 (total budget of programme/fund) |
|---|--|--|--|
| | <ul style="list-style-type: none"> • Programming period from 2021 to 2027 | <p>Promoting equal access to quality and inclusive education and training.</p> <p>Providing flexible upskilling and reskilling opportunities for all.</p> <p>Anticipating new skills requirements based on labor market needs.</p> | |
| ERDF (European Regional Development Fund) | <ul style="list-style-type: none"> • Grants • Programming period from 2021 to 2027 | <p>Infrastructure and equipment for education and training.</p> <p>Development of skills supporting industrial transformation and smart specializations.</p> | €200.4 billion |
| Just Transition Fund (JTF) | <ul style="list-style-type: none"> • Grants • 2021-2027 | <p>Development of skills focused on reskilling of workers in regions affected by the economic and environmental transition</p> | €17.5 billion |
| Digital Europe Programme | | High-level digital skills | €6.761 billion |

| European programme/fund | Application process | Scope regarding skills | Expected volume for 2021-2027 (total budget of programme/fund) |
|--|--|---|--|
| Erasmus+ (new MFF) | <ul style="list-style-type: none"> • Through national authorities (mobility and strategic partnerships) • Through EC (dedicated calls) • Grants | <p>Learning mobility of learners and staff (trainers, people responsible for upskilling in reskilling)</p> <p>Strategic partnerships working on new and better solutions supporting upskilling and reskilling</p> <p>Projects defining cooperation models with SMEs to support upskilling and reskilling</p> <p>Blueprints for Sectoral Cooperation</p> <p>Centres of Vocational Excellence</p> | €95.5 billion |
| European agricultural fund for rural development (EAFRD) | <ul style="list-style-type: none"> • Grants (Progr. period from 2021 to 2027) | <p>Knowledge exchange and information in rural areas</p> | €95.5 billion |

Accessible through the European Commission

| European programme/fund | Application process | Scope regarding skills | Expected volume for 2021-2027 (total budget of programme/fund) |
|---|--|--|--|
| ESF+ EaSI Strand | <ul style="list-style-type: none"> Grants 2021-2027 | Support for innovative approaches in the field of upskilling and reskilling | €676 million |
| European Globalisation Adjustment Fund (EGF) | <ul style="list-style-type: none"> Grants Applications through national authorities At the earliest from mid-2021 | Upskilling and reskilling of workers at risk of losing their job due a maximum annual amount to globalisation, as a result of a restructuring event at local level of €186 million | |
| European instrument for temporary Support to mitigate Unemployment Risks in an Emergency (SURE) | <ul style="list-style-type: none"> Loans Already available from 2020 | <p>SURE exclusively supports national short-term work schemes (i.e. salary compensation for reduced working time). Where envisaged under STWS, SURE can provide also support to up to €100 billion upskilling and reskilling measures for workers benefitting under the schemes.</p> | |

B. Other sources/tools of funding available for education, training, or research project.

TED eTendering

[TED](#) (Tenders Electronic Daily) is the online version of the 'Supplement to the Official Journal' of the EU, dedicated to European public procurement.

Education, Audiovisual and Culture Executive Agency (EACEA)

[EACEA](#) manages funding for education, culture, audiovisual, sport, citizenship, and volunteering.