albatts

Alliance for Batteries Technology, Training and Skills

2019-2023

DISSEMINATION

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Deliverable D2.5 Dissemination to Training and Education Level– Release I

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DISSEMINATION TO TRAINING AND EDUCATION LEVEL

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TABLE OF CONTENTS

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EXECUTIVE SUMMARY

This report is an initial overview of dissemination that is addressed to education and training entities, mainly covering EQF 4 to 8 levels and working with issues related with technological aspects for the batteries and electromobility value chain.

It provides the first initiatives from ALBATTS towards this end.

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INTRODUCTION

This report (D2.5), first release, refers to the task 2.5 (Dissemination to Training and Education Level) which is part of the Work Package 2. The whole package concerns ALBATTS Dissemination activities and Eupportunity is its leader, interacting and cooperating with all consortium members.

The document provides an overview of the strategy followed by the ALBATTS consortium to disseminate the results of the project during the first half of the project (M1-M24), targeting Training and education stakeholders. It covers the goals and actions that have been established for this particular group of stakeholders in the dissemination strategy published with D2.1 (Project Dissemination and Communication Plan) and the activities carried out to execute that strategy.

ALBATTS is the blueprint project for education and training development to provide solutions to the fast-growing battery and electromobility value chain. It formally addresses EQF 4 to 8 levels, with a particular focus on vocational and professional levels of work, with EQF 4-5 levels, possibly also EQF3. The reasoning is to differentiate from other projects and initiatives dedicated on the more exclusive academic/university levels (EQF 7 and 8).
The partnership is confident on its capacity to embrace the endeavour of widely disseminating within the mentioned EQF levels due to the engaged education providers - four vocational education providers (Skellefteå, Vestland, ATEC, Vamia) reaching broad national and European networks, and four universities (Vaasa, Porto, Ostrava and Maribor) which all are good and active universities, on good ranking levels, one of them best in its country 2020 according to QS rankings.
In all, these networks will be very useful in 2022 when ALBATTS will start having results, beyond those already offered about sectoral intelligence reports.

This report starts with a short overview of the communication and dissemination strategy is included as a first chapter.

It is important to note that this report is a very first draft and contains a selection of the specific actions more broadly described in D2.2 report for EU-wide dissemination. These will continue to be carried out in the near future, towards the end of the project

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1. ALBATTS STRATEGY FOR DISSEMINATION

An important feature of ALBATTS spread of related initiatives and achievements is to follow a strategy that can steer the dissemination and communication of activities during the project lifetime, ensuring that the actions, results and outcomes of the project reach the targeted audience. Also, that they cover the project's overall objectives and are within the allocated budget.

The work package leader and partners published a strategy (D2.1) that specifies the communication objectives that the project should reach throughout its duration and beyond December 2023.

1.1 OVERVIEW OF THE DISSEMINATION STRATEGY

To further enable the sustainability of the project in the long-term, it is important to achieve the proposed objectives. With this in mind, we defined target entities, key messages, channels, tools and timelines, for intra and extra-consortium communication & dissemination.

Overall, the goals of this ALBATTS communication and dissemination plan are as follows:

- Define ALBATTS overall goals making those the hub for widespread;
- Delineate and share with the partnership the vision for an effective dissemination and communication strategy;
- Identify the main stakeholders subdivided by categories;
- Establish the audience to target, distinguishing those potentially interested in the results;
- Ensure bridging with relevant battery related initiatives, projects or policies for consistency and awareness raising of developments, namely in the area of skills demand;
- Pinpoint outcomes associated to objectives and create messages to convey, knowledge or results to share;
- Ensure that messages are informative in communicating to the wide public and clear and concise when disseminating to those that can make best use of results – high-level stakeholders, education and scientific community, decision-makers;

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- Communicate and disseminate the results and achievements during and after the lifetime of the project;
- Create a set of tools to be used by partners for communication and dissemination activities;
- Identify moments to communicate and disseminate and prioritise related actions.

The following image is an illustration of the main aspects the strategy will cover:

Figure 2 Components of the communication strategy

At EU level, there will be two important focuses throughout this project. On the one hand, the recognition that batteries will be essential to the success of the energy transition and, on the other, the certainty that this transition, this sector and the European industry will not be able to be autonomous, innovate and overcome themselves without gathering skilled workforce and upskilling or reskilling needed expertise and workers.

Most actions will gravitate around this.

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1.1.1 Gathered Stakeholders

The battery ecosystem in Europe, namely on batteries for electromobility, is yet new, emerging and developing, thus forming own stakeholders' constellation groups associated to materials definition and processing, production, use and recycling, in all, entities belonging to the battery value chain. ALBATTS addresses mobile and stationary energy storage units together with research, development and productions. Those also encompass the establishing education and training strategies for the sector. Networks exist within the addressed subdomains and new networks will emerge.

ALBATTS partnership has been identifying own stakeholders classified per target groups. It will also bridge the mobility ecosystem through the association with DRIVES running blueprint. This activity has been performed and developed by involved partners in WP 2 and WP3, even if all partnership is involved.

Within the first two years of its implementation, project ALBATTS attracted 365 registered sectoral stakeholders and a higher multiplying number of people interested to follow its activities and by that contributed 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, state-of-the-art results of the project, and invitations to webinars to discuss current topics of the re-/up-skilling within the sector. At present, some information on geographical distribution and metrics about ALBATTS stakeholders is depicted in Figure 2 and following graphs show the extension of Education providers.

Figure 2: ALBATTS Stakeholders geographical distribution

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Assessing metrics drew from the past 2 years, we gathered around ALBATTS about 22% of training and education entities (Fig.3) through the EQF distribution shown on Figure 4.

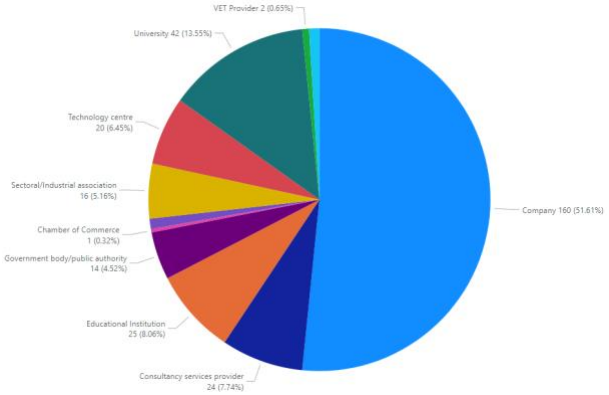

Figure 3: Stakeholders by type

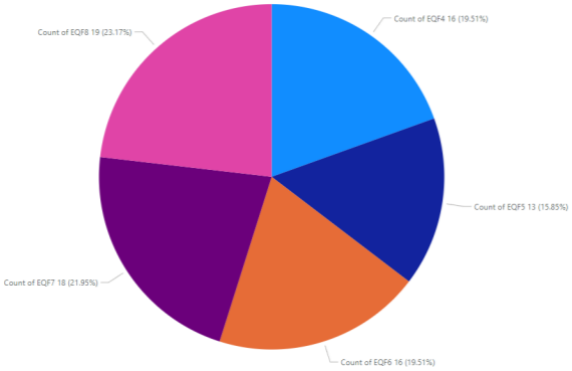

Figure 4: Education Institutions by EQF

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2 DISSEMINATION TOOLS

Among other features required by the EU and the co-funding authority, the unique design of ALBATTS identity was developed at the very early stage. The main element is its logo that will always accompany all official project publications.
Several formats are available – with colour variations, to use on different backgrounds.

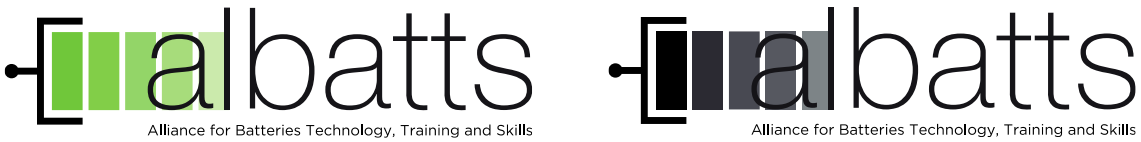

Figure 5: ALBATTS Logo formats

This is the unique identity of the project to all stakeholders, including education and training.

2.1 COMMUNICATION TOOLS

The work package leader provided all partners with the relevant tools and instructions for their actions. A series of communication tools were developed at the beginning of the project to help the project reach-out with its communications activities.
Subsections hereunder, detail some of the dissemination tools used for EU-wide and also this target group dissemination

2.2 ALBATTS ONLINE

The project has a number of online media that supports its communication outreach which are explained in detail in D2.1 Communication and Dissemination strategy. An overview of online media channels developed and used for EU-wide dissemination is given hereunder.

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2.2.1 Social Media Channels

Social media platforms such as Twitter, LinkedIn and Facebook are recommended to be used by all partners with the respective tags, which helps keeping track all online posts and create an online legacy.

Productions from ALBATTS partnership, news or initiatives within the batteries ecosystem, at institutional policy level, sectoral association, education framework or initiatives at national or regional level, justify publication on ALBATTS social media channels.

The participation in any event related with skills, mobility, automotive sector or any sectorial-related topics is also considered a good opportunity to boost ALBATTS' visibility. Therefore, partners are invited to share their participation in events in the three platforms mentioned below, with tagging the project's official accounts.

The general project hashtag has been also included in project's templates.

Twitter

- https://twitter.com/ALBATTS1 Tag - @ALBATTS1

Facebook

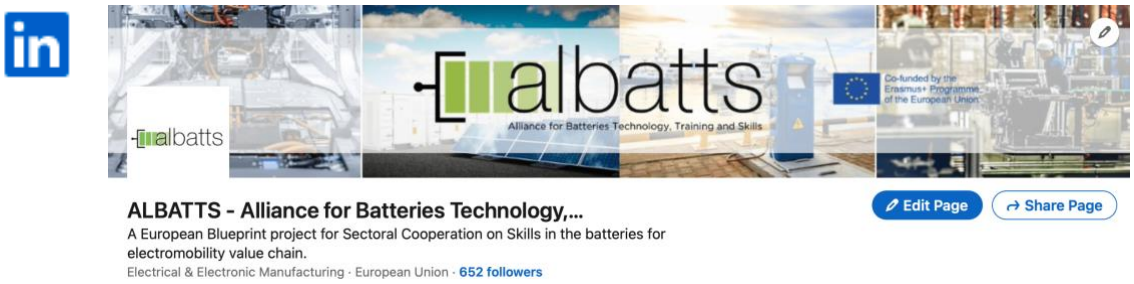
- https://www.facebook.com/Project-Albatts-104780274397590/ Tag - @Project Albatts

Followers 189

The Facebook page allowed also to broadcast live (and make available for re-watching) the project events.

LinkedIn

- https://www.linkedin.com/company/albatts/?viewAsMember=true
  - Tag - @ALBATTS - Alliance for Batteries Technology, Training and Skills



YouTube

This platform will be used to store official interviews and other video productions on the project.

https://www.youtube.com/channel/UC2h01KxtflAPgjUPME1tO2Q

The evolution of followers on Facebook, Twitter and LinkedIn is illustrated by the graphic bellow:

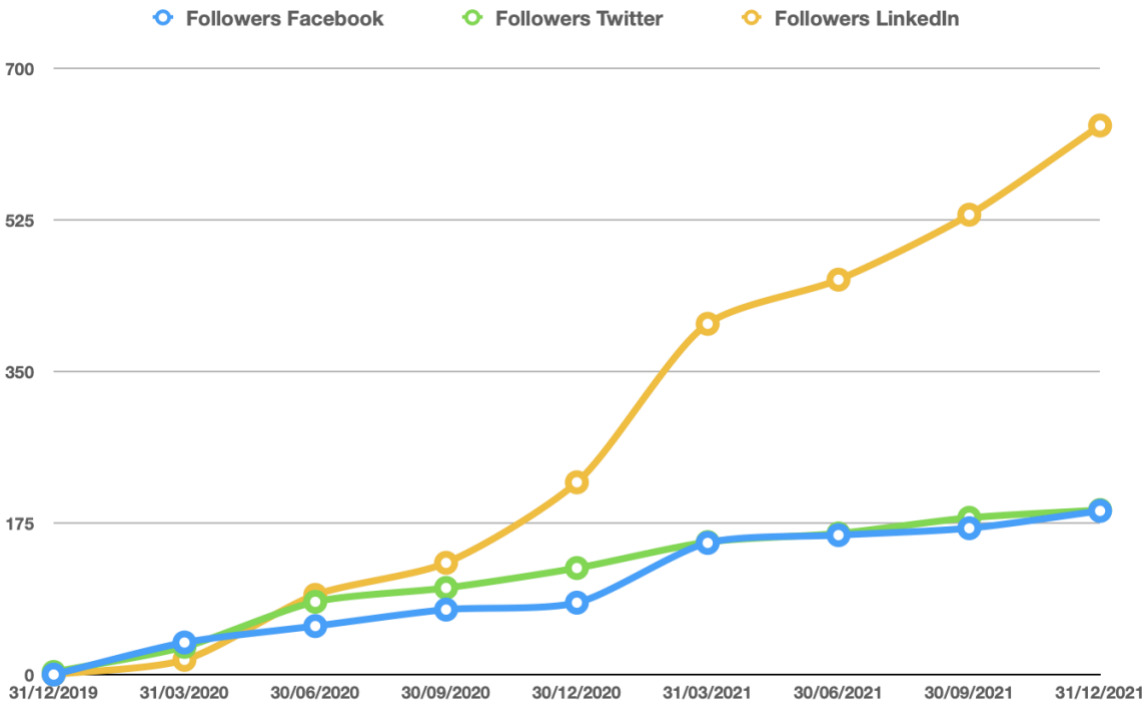


Figure 6: Evolution of followers on Social Media

2.3 PROMOTIONAL MATERIALS

Promotional materials are available on the project cloud under “02 Project Dissemination” and are produced and updated as needed, following the needs, outcomes and initiatives of the partnership. They will be made available according to disseminating moments, events, initiatives and geographies.

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2.3.1 ALBATTS roll-up

The dissemination leader designed a roll-up that was made available to all partners for their own printing and use in the promotion of the project. The roll-up banner can be used for at events and it forms a coherent identity with other communication elements of ALBATTS.

The Roll-Up reflects the image of the project, giving a glance of ALBATTS coverage in the battery ecosystem and the group of partners entities involved.

Figure 7: Roll-up design

2.3.2 ALBATTS gadgets

ALBATTS dissemination team considered important designing and ordering a number of gadgets to be distributed to stakeholders and people interested and following the activities of the partnership. The reasoning for the choice was the usefulness when receiving one of these and the possibility to help people to be proud of being part of ALBATTS as a project pioneer in the preparedness of the workforce in the battery ecosystem.

The gadgets are in the form of bags, pins, blocks, pens and anti-stress balls.

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Figure 8: ALBATTS Gadgets

2.3.3 ALBATTS Electronic Newsletters

ALBATTS project releases quarterly newsletters to widely disseminate evidence about the partnership endeavours and general information in the battery ecosystem. The provisional publishing months are January, May, July and October.

The newsletter normally comprises an interview with a personality that covers matters contributing to ALBATTS' goals, a summary of ongoing and planned activities and its outputs, some highlights of EU policies impacting the sector with an overview of their path and a calendar of battery-related events.

The past two years, the project published five newsletters, the first on July 2020 due to the disturbances of sanitary conditions.

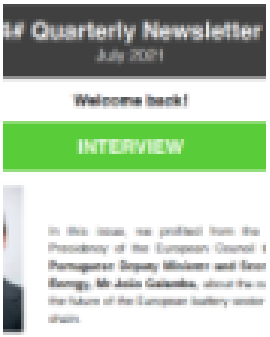
Within these issues, information relevant to education providers is found on some of the interviews and other materials.

The newsletters are published in the website, advertised on social media and sent by e-mail to stakeholders.
Currently, the latter has 1658 e-mail addresses.
In the EU the top locations for newsletter opens are Belgium, Portugal and Germany.

ALBATTS Newsletter #1

ALBATTS Newsletter #2

ALBATTS Newsletter #3



ALBATTS Newsletter #4

ALBATTS Newsletter #5

Figure 9: Published issues of the ALBATTS Newsletter

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3 ALBATTS WEBSITE

The ALBATTS website www.project-albatts.eu - serves as the main entrance point for the project and it is the most important source of information on activities within the project, accessible for stakeholders' interaction, engagement and scrutiny.

There, education providers find important information that can help defining new training materials and establishing the subjects and job roles required.

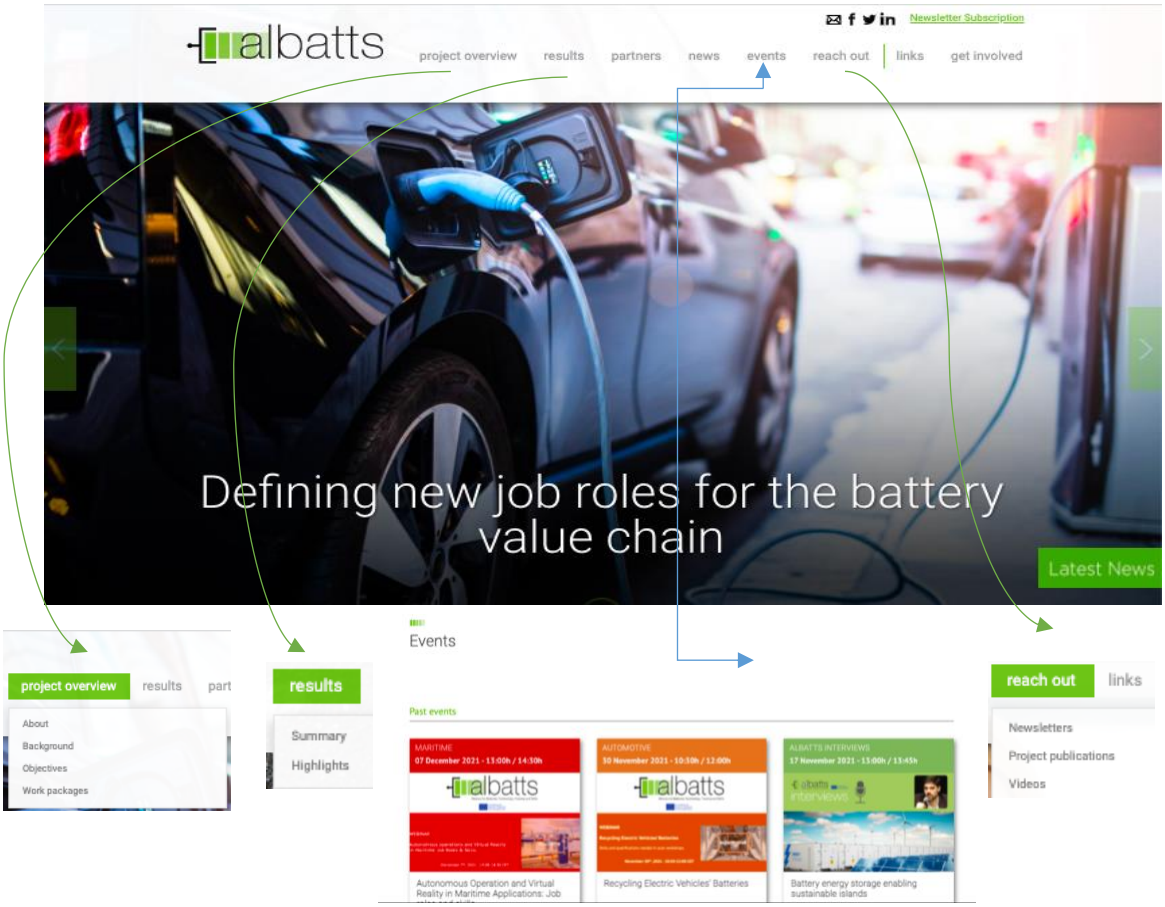

Figure 14: General layout is underneath

To be highlighted some of the website sections, particularly the one dedicated to the **Results** that is – subdivided in a summary of published outputs and the highlights from the several results obtained through a number of factsheets that graphically illustrate the outcomes and invite further reading the comprehensive content of produced reports.

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The targeted dissemination is mostly based on materials produced, namely those highlighting results from the different stands of work. Some of these are visible in their graphical format by factsheets at the end of this section.

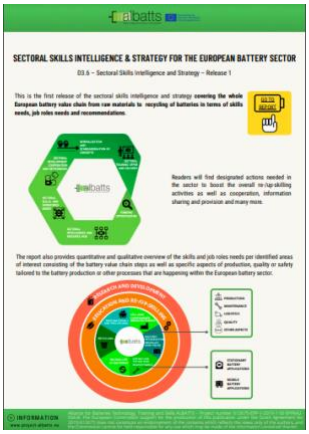
Each time news about ALBATTS were published, there has been tweets or LinkedIn post from the project twitter and LinkedIn accounts and retweets from partners and some followers' accounts, which raises the reach-out.

This targeted awareness dissemination addresses selected groups of stakeholders in partner countries and EU-wide

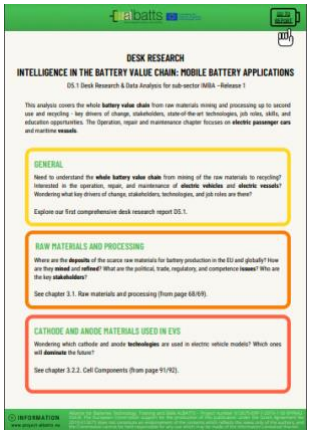
Some Factsheets released highlighting ALBATTS results

State of the art in the battery sector

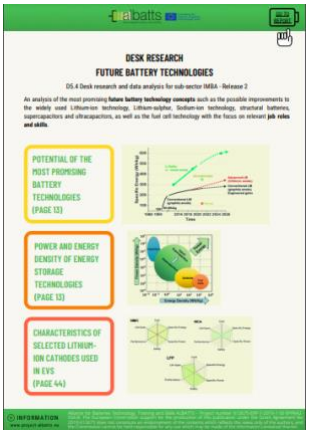
Sector survey results



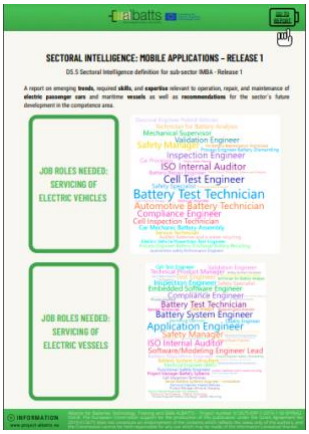
Sectoral skills intelligence



Intelligence on mobile applications



Future battery technologies



Sectoral intel mobile in applications

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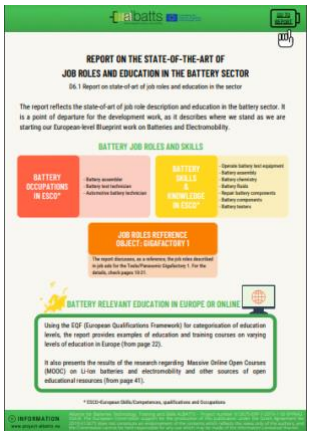
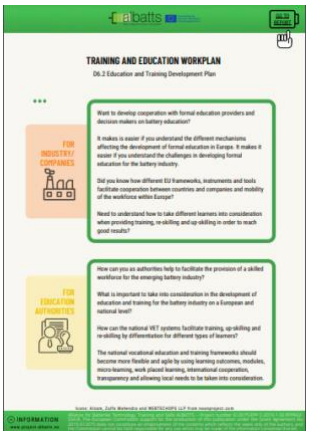


SoA on job roles and education



Training and education workplan

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4 WORKSHOPS

Having the purpose of having a strategic awareness dissemination EU-wide and boost interest in the different communities and target groups, ALBATTS consortium planned sets of events to update on achieved results and collect relevant inputs to enhance outcomes and mark a differentiated identity for ALBATTS among the green mobility ecosystem.

Therefore, the past two years, ALBATTS partnership organised two joint events with the DRIVES project – one in 2020 and another in 2021. It also prepared and hold three Interviews and eight Webinars, covering different sections of the battery value chain. The selection of the themes and consequently of the speakers, followed the themes of the project's work packages. Beneath the mentioned events are listed:

- Webinar: Vessels of the future: maritime batteries - job roles and skills
- Webinar: Battery cells manufacturing – job roles & skills
- Webinar: Stationary energy storage in grids and telecom applications: safety & future job roles and skills
- Webinar: Electric vehicle manufacturing & battery integration - future qualifications needed
- Skills Alliance and the forthcoming e-mobility – Urging the ecosystem global competitiveness (Industry days 2021)
- Interview with Katarina Borstedt, director of growth, Northvolt
- Interview with Claudia Gamon, member of the European Parliament
- Interview with Duarte Conde Silva, plant manager at Graciólica
- Webinar: Recycling electric vehicles' batteries: skills and qualifications needed in auto workshops
- Webinar: Autonomous operations and virtual reality in maritime: job roles & skills
- Webinar: New EU battery regulation proposal: possible implications on job roles & skills
- Webinar: Servicing of electric vehicles: future qualifications needed

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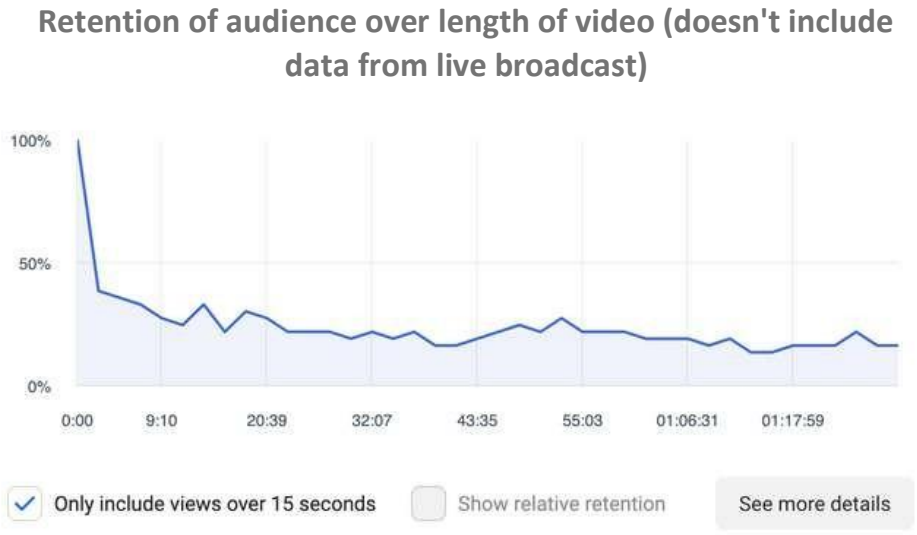
4.1 THE EVENTS

The following is an analysis of the main events organised by the ALBATTS project and their corresponding impact. Overall, these events had a major influence on the project recognition by allowing us to expand the network and share our main accomplishments, signifying very relevant boost the project's sustainability. We had 1416 registrations, of which 940 participants + 945 visualisations on Facebook from players in education/VET, industry, policy makers and other projects.

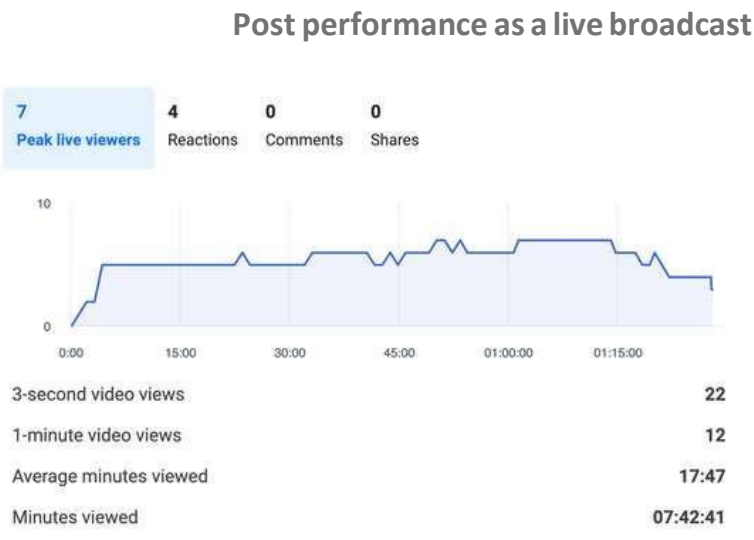
4.1.1 Webinar: Vessels of the future: maritime batteries - job roles and skills

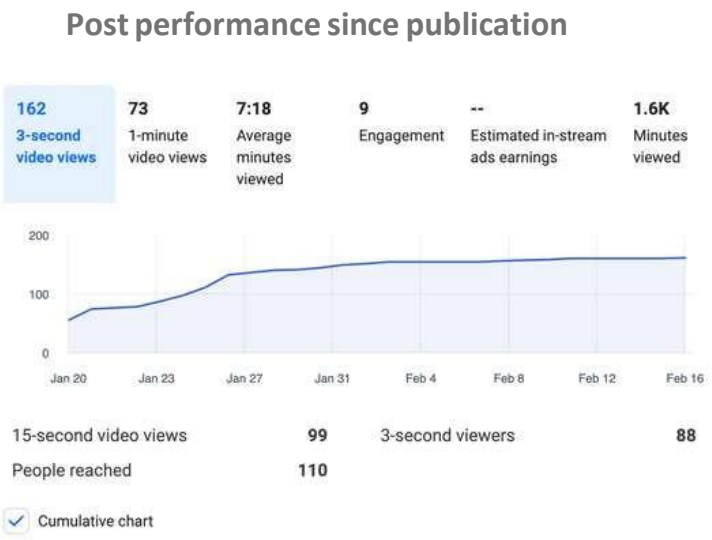
This webinar was held on January 20. It lasted +/-90 minutes from 13:00 to 14:30 CET. We received 100 registration requests for the event. A total of 88 persons attended. The average viewing time was 64 minutes.

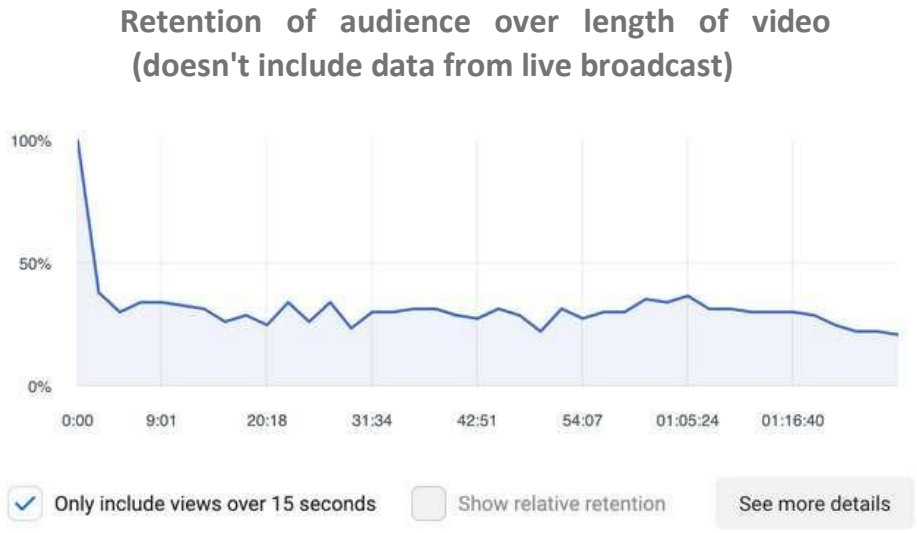


4.1.2 Webinar: Battery cells manufacturing – job roles & skills

This webinar was held on January 21. It lasted +/- 90 minutes from 10:00 to 11:30 CET. We received 145 registration requests for the event. A total of 98 persons attended. The average viewing time was 72 minutes.







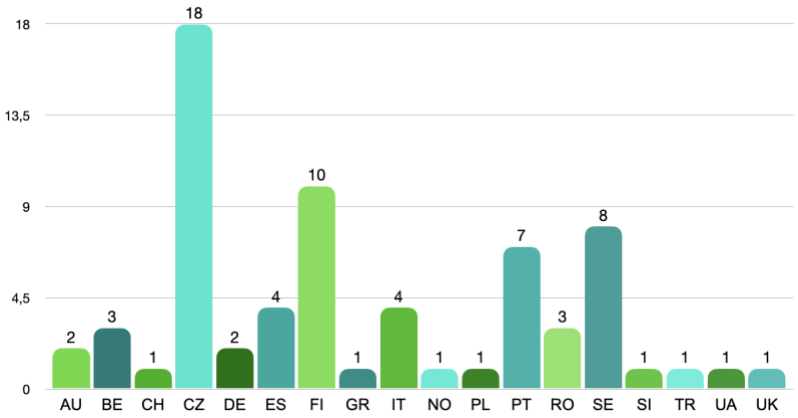
4.1.3 Webinar: Stationary energy storage in grids and telecom applications: safety & future job roles and skills

This webinar was held on January 26. It lasted +/- 90 minutes from 15:00 to 16:30 CET. We received 146 registration requests for the event. A total of 96 persons attended. The average viewing time was 68 minutes.

4.1.4 Interview with KATARINA BORSTEDT, Director of Growth, Northvolt

This online event was held on September 15, at 14:00 CET.

ORIGIN OF REGISTRATIONS: We received registration requests from **18 countries (5 from outside the EU),** as shown in the graphic below.



42% of registrations were from the industry sector and 25% were from the education sector. Other registrations were from the sectors indicated in the graphic below.

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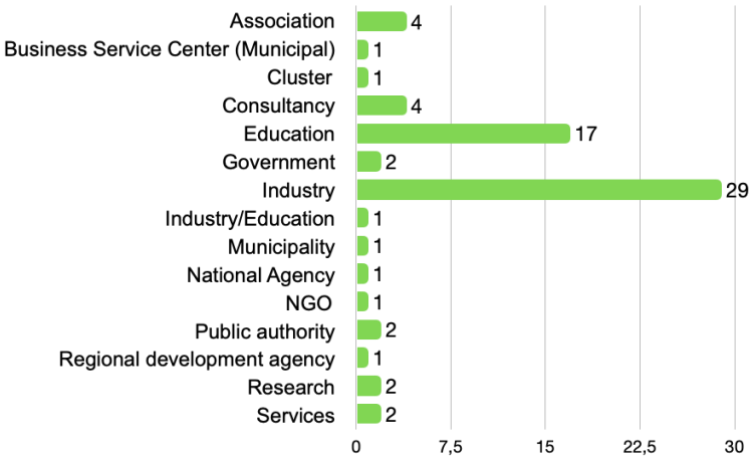


REGISTRATION, ATTENDANCE & VIEWS

Number of registration requests: **69**

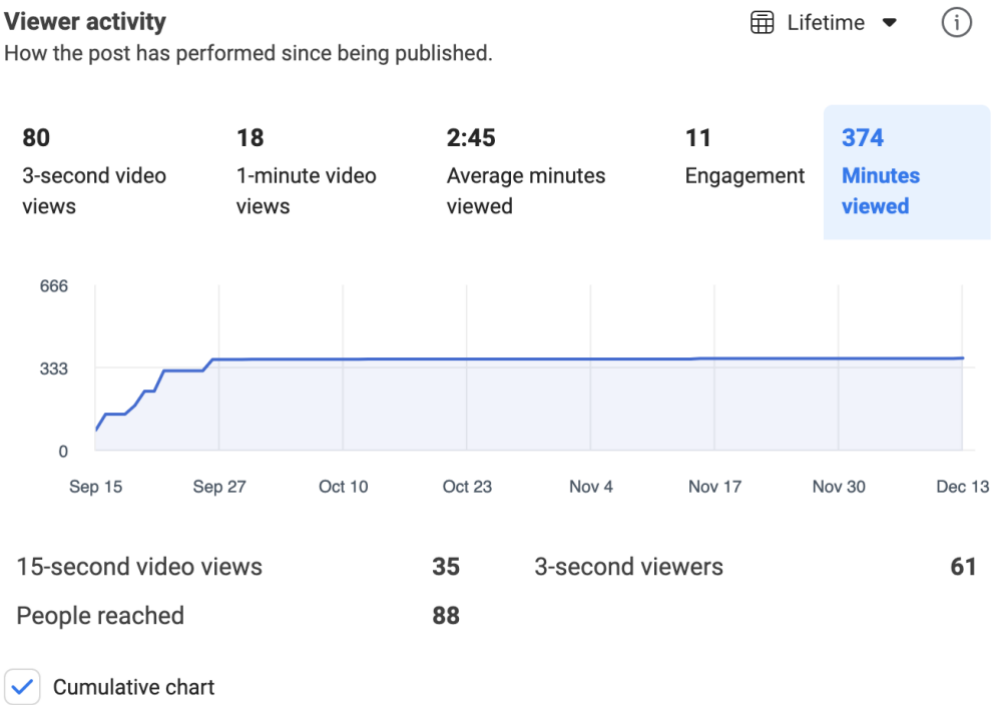
Number of persons that attended webinar through Webex: **42**

Duration of event in Webex: **58** minutes

Average viewing time in Webex: **45** minutes

Number of webinar views since made available through the ALBATTS website: **39**

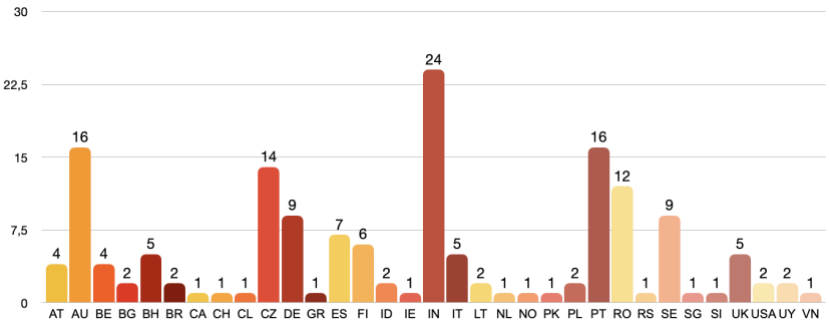
EVENT STREAMING POST ON FACEBOOK: This interview was streamed on Facebook, where it is still available.



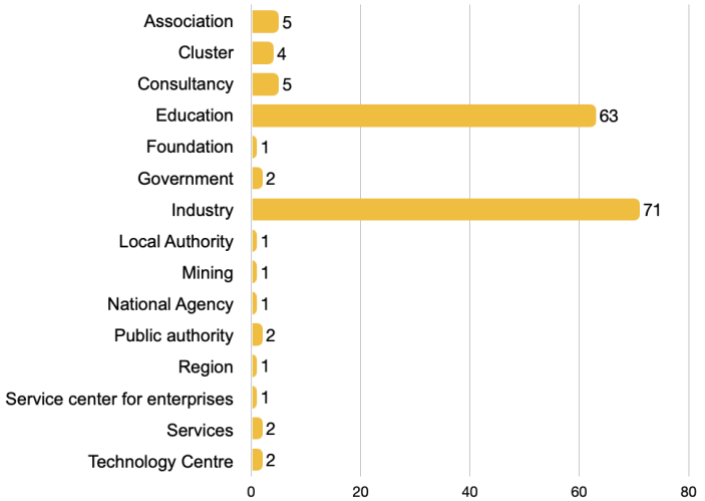
4.1.5 Webinar SERVICING OF ELECTRIC VEHICLES: FUTURE QUALIFICATIONS NEEDED

This online event was held on September 29, from 10:00 CET.

ORIGIN OF REGISTRATIONS: We received registration requests from **33 countries (16 from outside the EU),** as shown in the graphic below.



44% of registrations were from the industry sector and 39% were from the education sector. Other registrations were from the sectors indicated in the graphic below.



REGISTRATION, ATTENDANCE & VIEWS

Number of registration requests: **162**

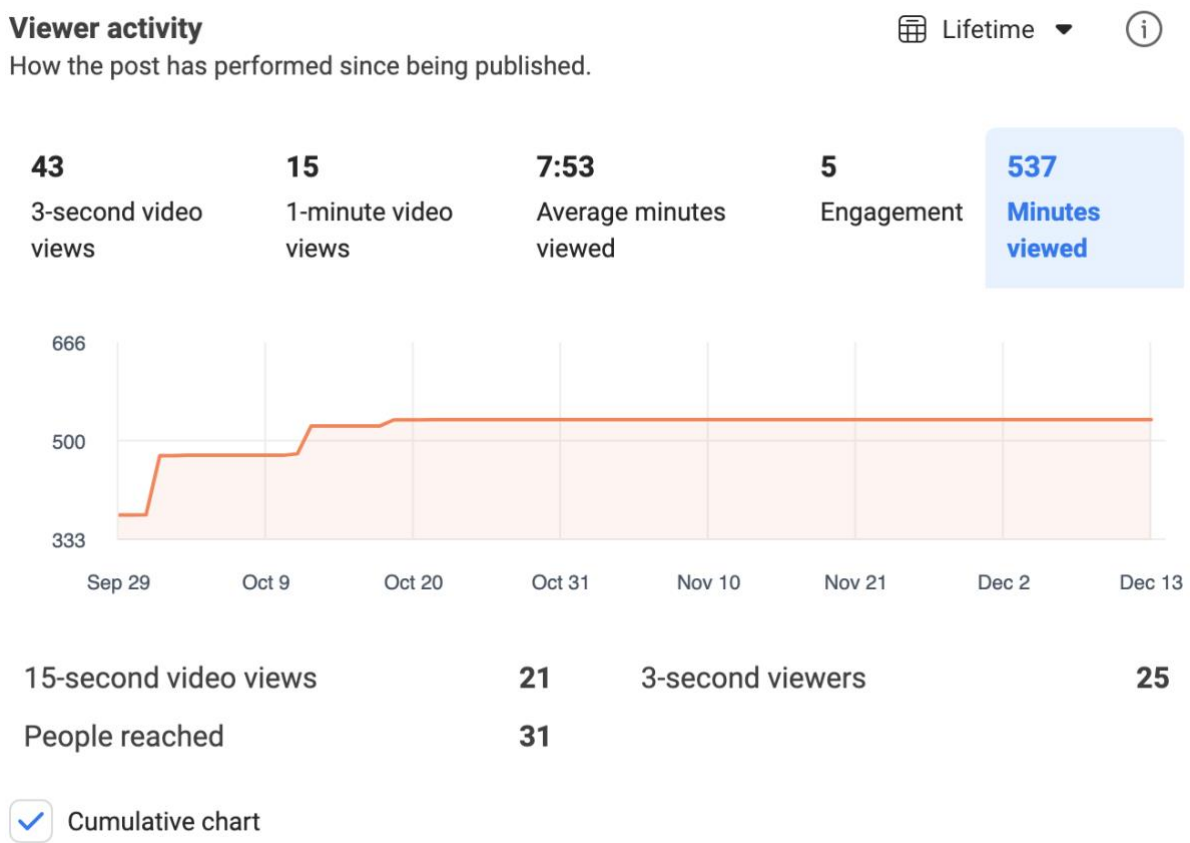
Number of persons that attended webinar through Webex: **80**

Duration of event in Webex: **1h 38m**

Average viewing time in Webex: **77m**

Number of webinar views since made available through the ALBATTS website: **668**

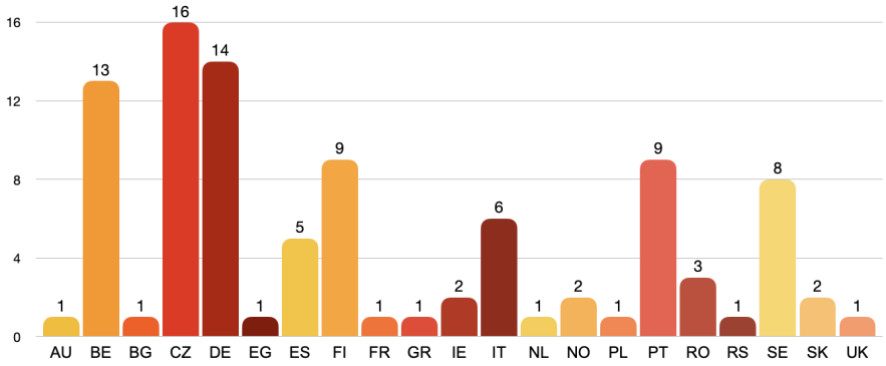
EVENT STREAMING POST ON FACEBOOK: This webinar was streamed on Facebook, where it is still available.



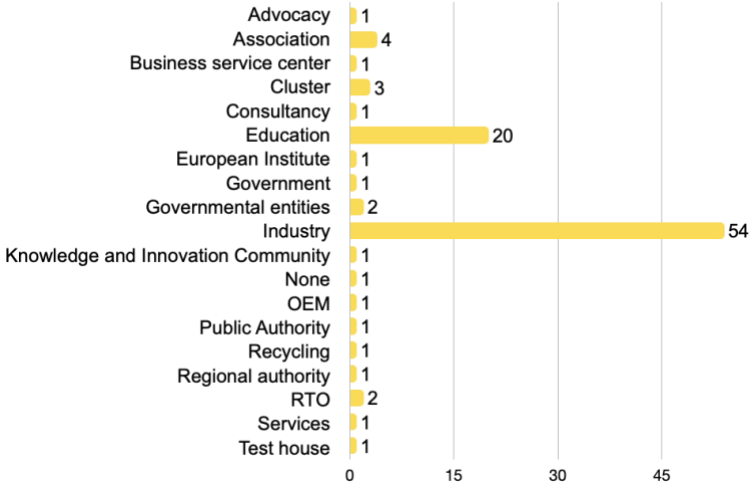
4.1.6 Webinar NEW EU BATTERY REGULATION PROPOSAL: POSSIBLE IMPLICATIONS ON JOB ROLES & SKILLS

This online event was held on October 22, from 11:00 CET.

ORIGIN OF REGISTRATIONS: We received registration requests from **21 countries (5 from outside the EU),** as shown in the graphic below.



55% of registrations were from the industry sector and 20% were from the education sector. Other registrations were from the sectors indicated in the graphic below.



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REGISTRATION, ATTENDANCE & VIEWS

Number of registration requests: **98**

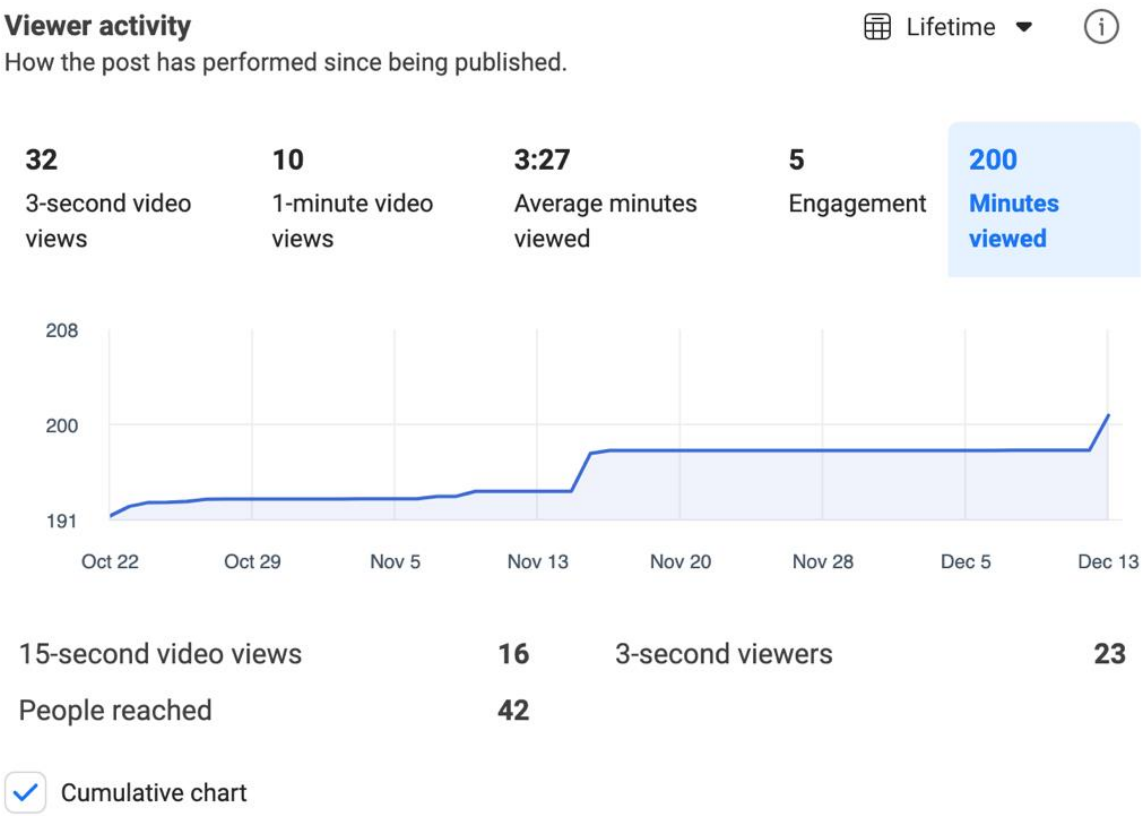
Number of persons that attended webinar through Webex: **52**

Duration of event in Webex: **1h 35m**

Average viewing time in Webex: **75m**

Number of webinar views since made available through the ALBATTS website: **57**

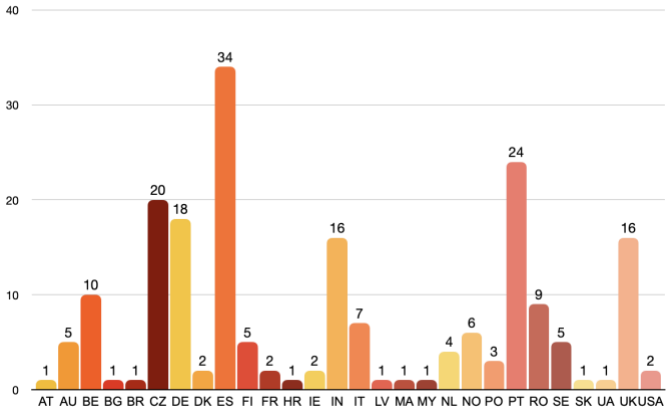
EVENT STREAMING POST ON FACEBOOK: This webinar was streamed on Facebook, where it is still available



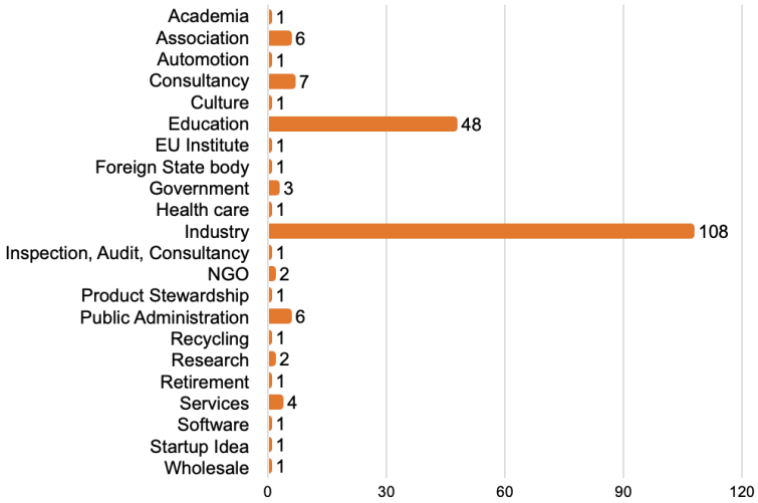
4.1.7 Webinar RECYCLING ELECTRIC VEHICLES' BATTERIES: SKILLS AND QUALIFICATIONS NEEDED IN AUTO WORKSHOPS

This online event was held on November 30, from 10:30 CET.

ORIGIN OF REGISTRATIONS: We received registration requests from **28 countries (9 from outside the EU),** as shown in the graphic below.



54% of registration were from the industry sector and 24% were from the education sector. Other registrations were from the sectors indicated in the graphic below.



REGISTRATION, ATTENDANCE & VIEWS

Number of registration requests: **199**

Number of persons that attended webinar through Webex: **106**

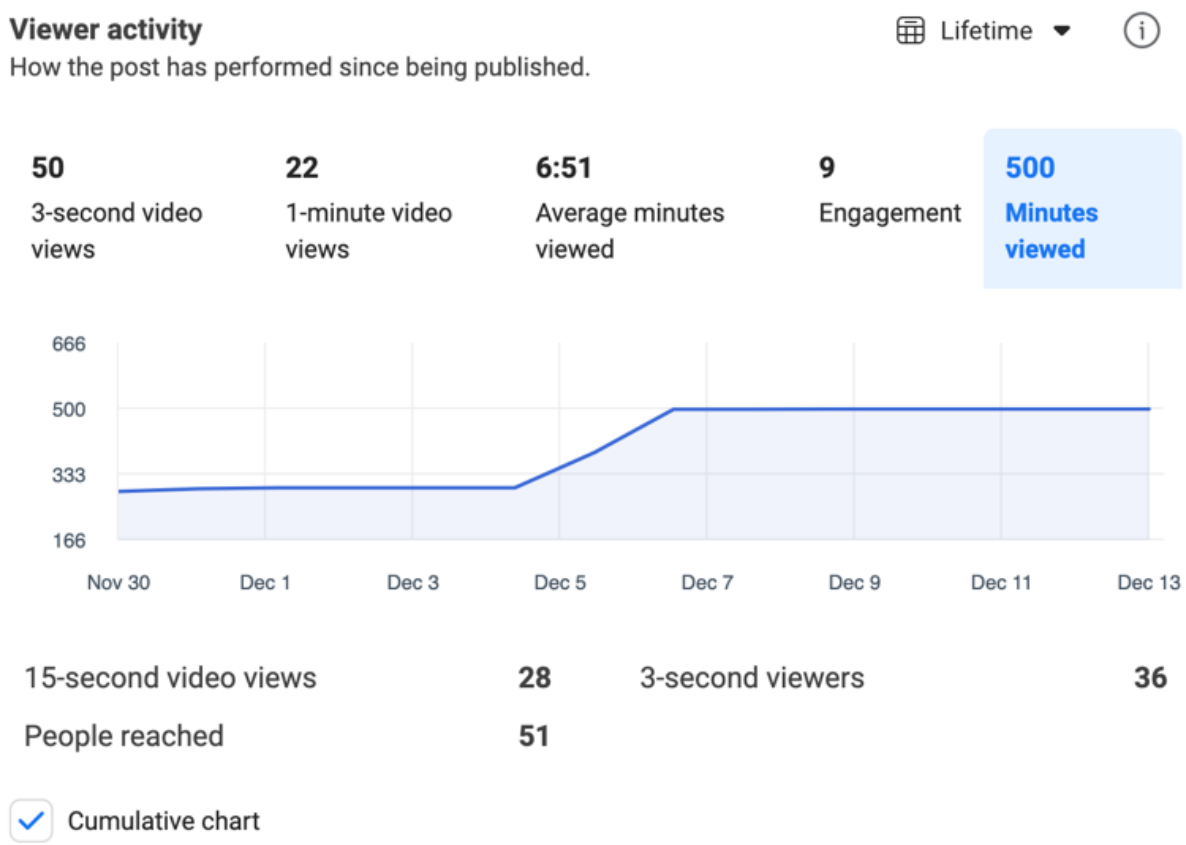
Duration of event in Webex: **1h 30m**

Average viewing time in Webex: **61,5m**

Number of webinar views since made available through the ALBATTS website: **18**

In this particular event, the registration form had the additional question 'Would you participate in the networking session in Wonder.me space after the webinar?'. **89** people replied 'yes'.

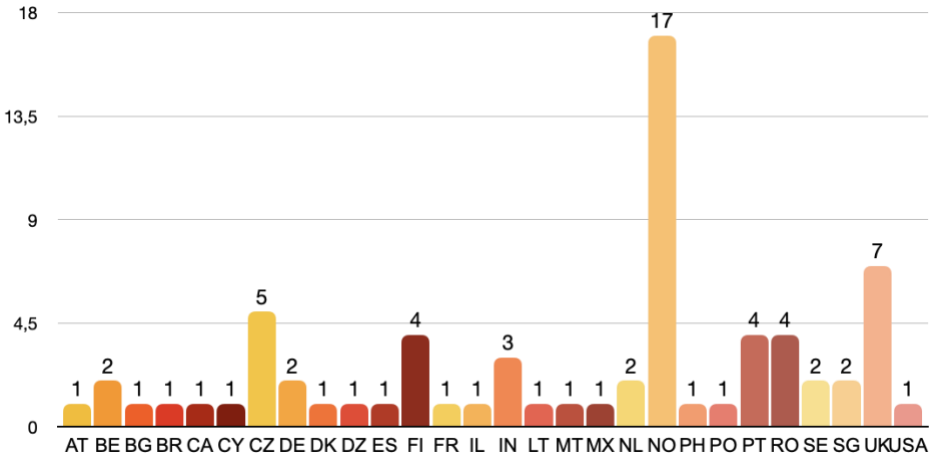
EVENT STREAMING POST ON FACEBOOK: This webinar was streamed on Facebook, where it is still available



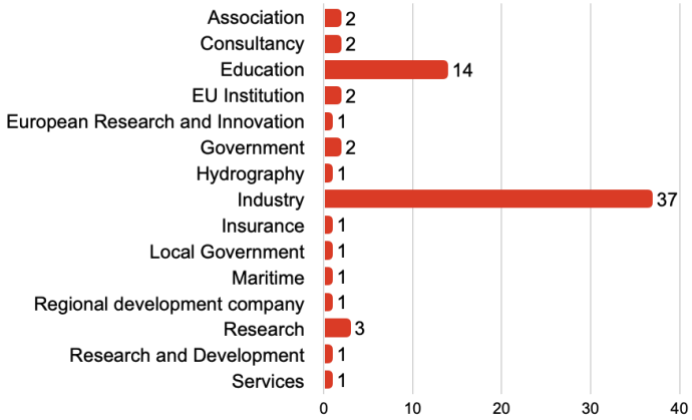
4.1.8 Webinar AUTONOMOUS OPERATIONS AND VIRTUAL REALITY IN MARITIME: JOB ROLES & SKILLS

This online event was held on December 7, from 13:00 CET.

ORIGIN OF REGISTRATIONS: We received registration requests from **28 countries (11 from outside the EU),** as shown in the graphic below.



53% of registrations were from the industry sector and 20% were from the education sector. Other registrations were from the sectors indicated in the graphic below.



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REGISTRATION, ATTENDANCE & VIEWS

Number of registration requests: **98**

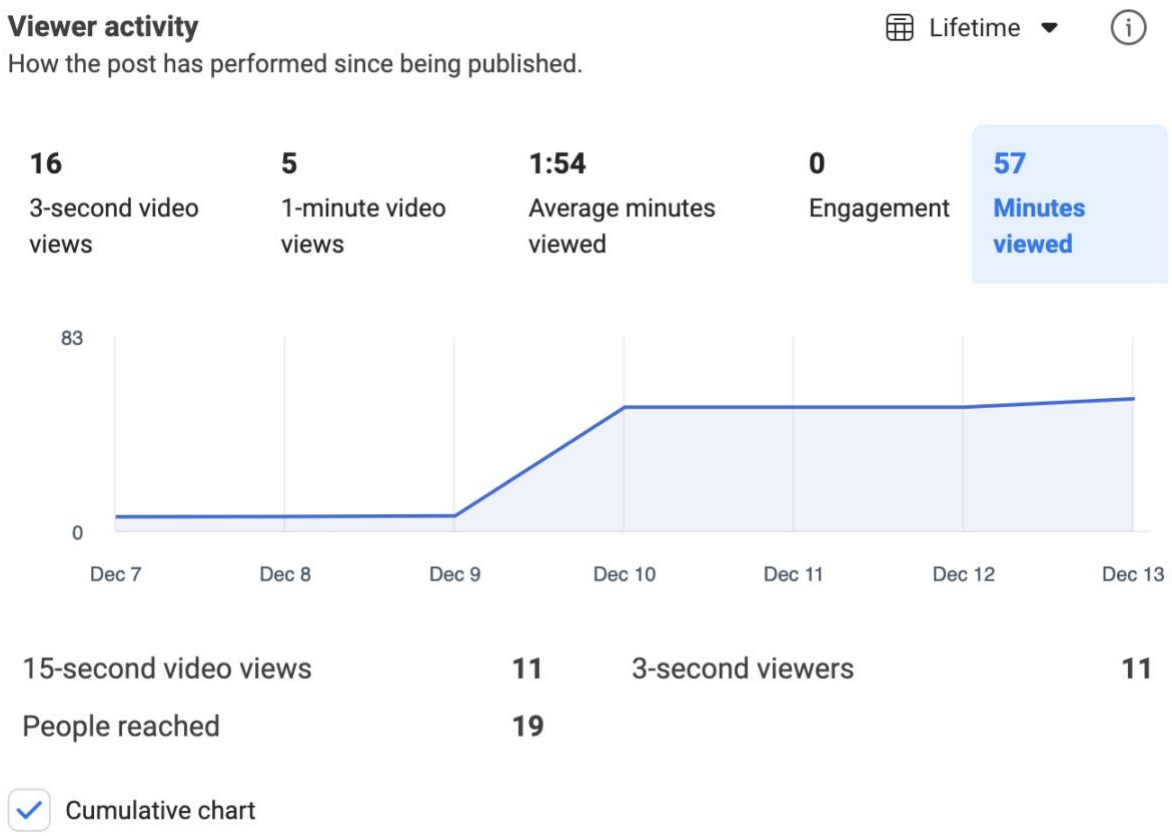
Number of persons that attended webinar through Webex: **46**

Duration of event in Webex: **1h 30m**

Average viewing time in Webex: **66m**

Number of webinar views since made available through the ALBATTS website: **13**

EVENT STREAMING POST ON FACEBOOK: This webinar was streamed on Facebook, where it is still available.



5 SYNERGIES WITH OTHER EDUCATION INITIATIVES

The sharing of experiences and synergy building with other initiatives, especially with those in the remit of ALBATTS ecosystem, is in the nature of most of the partners, starting with the project coordination board and the project leader. The project has developed dialogue with several ongoing projects or initiatives and also engaged with working groups covering energy-mobility-skills.

We proceeded to network with other EU initiatives and projects related to education and batteries. We began with EITInnoenergy, EIT Manufacturing and EIT Rawmaterial that all have education and training ambitions and were very willing to work with us. Next we approached the coordination of the Battery2030+ family of EC project in battery cell research and were welcomed as the importance of the blue-collar workforce competencies were recognised as important in the context of establishment and competitiveness of the European value chain. We realised quite fast that it was a bad idea to try to compete on initiatives in the master- and PhD levels of education as many other projects had that as an area of work besides research activities. We were however quite alone to work with the vocational level, but it was easy to argue that this was of crucial importance as well.

In parallel, we participated as expert in a panel / workshop for mapping up needs of experts for the batteries industry, arranged by EITRawmaterials and Fraunhofer Batterien Allianz. This resulted later in a report we also have used as reference.

Furthermore, we networked with the R&D project Li-planet project, coordinated by Braunschweig university. The Li-planet project is about cooperation between Li-Ion pilot lines in education and training. We cooperated with EITInnoenergy and Battery2030+ to bring these partners together in an informal “EduBatt” group for information sharing and action together (as in a public workshop in July 2021). In this also the DRIVES project was introduced, and thereby better connection to Automotive Skills Alliance and the Pact for Skills work in development where both ALBATTS and DRIVES coordinators and most partners are active. ASA includes many more educational providers as well. We have had contact with the Battery/energy storage ETIP formation process since fist initiative 2020, and now when BEPA

has been formed, we have offered our help in the Education Task force, from our non-member status as a project. This has been welcomed, but the work has not started yet. Possibly we will run it through ASA (where ALBATTS coordinator is one of the founding persons), as ASA is a legal entity in Belgium and can become a formal BEPA member.

Communication with universities (EQF 6-7-8)

In the very early work with Task 1:1 with inventory of existing education offers in Europe, we generated further contacts with several individual institutions primarily at university level, as we asked them about clarifications of education offering details for our report. The vocational institutes or schools seldom answered. The difference was clear. This D6.1 report was later quite instrumental in working to help the education task force in BatteriesEurope, where the coordinator of ALBATTS was appointed expert member in a working group.
In ALBATTS online workshops and interviews, we have had educational providers present as well, but mostly institutions at the higher EQF levels. These have also been easier for us to get into communication with, as they seem to be more used to European cooperation and projects. Furthermore, they can be interested in research and education without any special job offering close to the university. The interest for the research subject is enough also for education provision, and student are supposed to move to jobs after exam, domestically or internationally.

Vocational schools (EQF4.5)

Our ability to reach vocational public schools has been weaker so far. They are national, often designed after the existing work life in a region, and in some countries rather hierarchically organised. They also know that it is difficult to recruit learners to education preparing for a job that does not exist yet, or is probably not going to be offered in the same region. Educations are shorter, and jobs must be available locally or regionally after education to motivate learners. However, what we have had to offer so far is project plans, ambitions, visions and sectoral intelligence analyses. This kind of content is not so appealing to vocational schools. Now we have begun to scale up the work in WP6 with education development. Course

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plans, educational packages, new education materials and this together with new information about precise needs and new job roles and skills needs in a new sector – as well as train-the-trainer concepts – that is more interesting for vocational schools and adult education.

We have now a three-fold strategy for the intensified work of reaching out to vocational education and training providers:

- We are approaching each region or city in Europe where a battery cell gigafactory is planned or under construction. The providers there should feel that they should do something. However, they may listen more to national strategies and funding possibilities than to the aim of providing competencies for a regional new kind of factory. We have many emails not answered, but we keep trying, and have asked regional universities and professional universities in Germany, as example, for help in reaching vocational schools. We will intensify this work and persist. In Gemany, as one example, we are focused first on Erfurt (CATL) and Salzgitter (VW with Northvolt support) and then in the longer time perspective Ludwigsfelde/Brandenburg (MICROVAST), Bitterfeld-Wolfen (FARASIS), Saarland, Uberherrn (SVOLT), Kaisernslautern (PSA / ACC/SAFT).
- We are working together with EITInnoenergy's EBA Academy who has the same problem – they can without severe problems get contacts with chosen universities to become "multiplier" organisations in different countries, but for vocational schools, this is more difficult. EBA Academy offers education on this level, but mostly as upskilling and reskilling courses for people that are interested I the batteries value chain. Basic vocational training has not been on their agenda so much either. But EITInnoenergy has national and regional people in member countries, and EBA Academy coordination has asked us to wait for their work to contact and motivate vocational schools. However, we cannot wait for them much longer – but must anyway coordinate with EBA Academy since we work together with them.
- We will try to go via Cedefop and then national contacts at higher strategic level in member countries. We reckon that they will know the importance of what we are doing and support and help us to get into better contact with vocational schools.
- We are trying to find the right contacts at the gigafactories and ask for help to reach the vocational schools they are in communication with. This is tricky, as if the start of the plant is more than a year or two away, they are not yet dealing with the recruitment of blue-collar categories of workforce, they just hope this will be settled later. They recognise the possible future problem, but one gigafactory representative said that ALBATTS was "too early". We do not agree, but that seems to be a common perspective. However, in communication with some gigafactory project, like VERKOR in Grenoble, they want our help further on, but right nowe in forming a national education alliance project, a kind of "mini-ALBATTS", with national funds. We will proceed with that. We also think that the experiences from Northvolt's recruitment to the first production line in 2021 seems to be interesting for many other plants. Therefore, we will in the beginning of 2022 arrange seminars with Skellefteå adult education about experiences from the programme

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Northvolt and Skellefteå municipality has developed as a joint-venture: “Automation Operator”, 24 weeks. This will be a reference object to discuss.

However, during this second year, vocational schools have begun to contact us and are interested; in Denmark, Finland, Sweden and Norway mostly. These are stakeholders in electromobility training, not as much in the battery sector. There we benefit from DRIVES network and implementation, as well as from the work in ASA.

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6 CONCLUSIONS

(Draft)

ALBATTS project and its results about the skills, competences and job roles for the emerging battery sector have been noted among the corporate and education entities as well as in the government level. Considering that ALBATTS is potentially the only EU project in this scale and context that addresses VET level education is of great importance concerning the fact that majority of the future workforce for example in the battery manufacturing will ultimately be blue-collared. For example, Vaasa region in Finland, already the largest energy technology hub in the Nordics, has ambitions to expand into battery related industry and ensuring the availability of skilled and competent labour force is critical and that is where ALBATTS generated information that supports education related guidance, materials, modules, curricula etc. will play an important role.

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