



## WP2 - Best practices and Training Needs Assessment

### Template for Best Practice Documentation (Case Study): SMEs in Apprenticeships with focus on role of intermediary organisations

Title	What is the name that best describes the good practice? The Basque Dual System.
Publication date	When (month and year) was the good practice documented/published?
Source of Information	Who (What) is your source of information? Tknika and the VET Vice Ministry of the Basque Country.
Location (Region / Country)	What is the geographical range where the good practice has been used? The Basque Autonomous Community.
Context (appr. 500 words)	<p>What is the context (initial situation) and challenge being addressed? Provide a short description.</p> <p>On the one hand, the most of the companies in the Basque Country are SMEs and micro SMEs (as defined by the EU). They need to have qualified workforce (otherwise they may not be able to continue being competitive) and they are interested in the dual system as a means of acquiring qualified workforce.</p> <p>However, their lack of resources and small size, together with the difficulties they face, make it very difficult for them to employ a lot of people or accept a lot of students.</p> <p>On the other hand, we realise that countries with strong dual systems (Germany, for example) have lower rates of youth unemployment. However, as our companies are not as strong as the German ones, we cannot replicate the dual system without making big changes to it.</p> <p>It makes no sense for us to specialise a student to work in a company if he cannot get a job contract from this company when he finishes his training.</p> <p>Therefore, we had to find a way in which we could get the benefits from the dual system in our specific context.</p>
Methodological Approach (appr. 500 words)	<p>What methodology has been used in order to address the initial issue and lead to a successful outcome and finally to the good practice? What was the process? Who are the beneficiaries or the target group of the good practice? Who are the users of the good practice?</p> <p>TKNIKA was the first organisation in the Basque Country to push the dual system. It was TKNIKA who in 2008 called different colleges and organised with them the first dual training cycles of the Basque Country. So started a process which led to the normalisation of the dual training in the Basque Country with the Decree on the Dual Training in 2015.</p> <p>Nowadays, although the competence of the dual system has moved to the Vice Ministry of VET of the Basque Government, TKNIKA continues to support, as a body dependant of the Vice Ministry, the expansion of the dual system.</p>

	<p>In comparison with other dual systems, the Basque Dual training gives a great importance to the training in the VET centre, and not just to the training in the company. This is so because we do not want people who are specialised in a specific process of a specific company, but people with all the competences of a VET student plus the specific skills acquired in the company. (The time spent in the company is about 70% of the duration of the VET cycle.)</p> <p>The dual training can be enlarged one more academic year, only in the company, to specialise even more in a specific process, through the specialisation programmes. Thanks to this programmes, which are offered in seven different specialities, we can increase in company time to 85% of the duration of the cycle.</p> <p>The main idea is that our students get all the benefits of the dual system (mainly, contact with the labour market and specialization in a company) as well as the benefits of the VET system (all the contents of the curricula and the transversal skills developed through their training).</p> <p>As a result of that, our students are prepared for an uncertain future: if they continue working in the same company, great; if the company cannot hire them, they are prepared to submit their curriculum to any other company because they have a broad set of skills, not just a set of skills relevant for a specific company.</p>																																
<p>Impact and key success factors (appr. 500 words)</p>	<p>What are the lessons learned and the key success factors identified? What has been the impact compared to the initial situation / challenge addressed?</p> <p>There are three main elements which encourage us to continue fostering the Dual System in the Basque Country:</p> <ul style="list-style-type: none"> <li>• The growing number of apprenticeships, the interest of employer associations (CONFEBASK and ADEGI),</li> <li>• The good employment prospects for dual students</li> <li>• The high satisfaction levels (shown by the questionnaire data not attached here) of employers, students and VET providers.</li> </ul> <p>The number of apprenticeships has been growing greatly in the Basque Country, as it can be seen in the table below:</p> <table border="1" data-bbox="435 1355 1370 1709"> <thead> <tr> <th><i>Academic year</i></th> <th><i>Number of VET providers</i></th> <th><i>Number of students</i></th> <th><i>Number of companies</i></th> </tr> </thead> <tbody> <tr> <td><b>12/13</b></td> <td><b>28</b></td> <td><b>124</b></td> <td><b>95</b></td> </tr> <tr> <td><b>13/14</b></td> <td><b>44</b></td> <td><b>238</b></td> <td><b>176</b></td> </tr> <tr> <td><b>14/15</b></td> <td><b>58</b></td> <td><b>402</b></td> <td><b>311</b></td> </tr> <tr> <td><b>15/16</b></td> <td><b>71</b></td> <td><b>718</b></td> <td><b>473</b></td> </tr> <tr> <td><b>16/17</b></td> <td><b>85</b></td> <td><b>1283</b></td> <td><b>790</b></td> </tr> </tbody> </table> <p>Also, the rate of students who find an employment just after finishing their apprenticeship is quite high and it has been growing:</p> <table border="1" data-bbox="435 1973 1370 2020"> <thead> <tr> <th><i>Academic year</i></th> <th><i>Approved</i></th> <th><i>Contracts</i></th> <th><i>Percentage</i></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	<i>Academic year</i>	<i>Number of VET providers</i>	<i>Number of students</i>	<i>Number of companies</i>	<b>12/13</b>	<b>28</b>	<b>124</b>	<b>95</b>	<b>13/14</b>	<b>44</b>	<b>238</b>	<b>176</b>	<b>14/15</b>	<b>58</b>	<b>402</b>	<b>311</b>	<b>15/16</b>	<b>71</b>	<b>718</b>	<b>473</b>	<b>16/17</b>	<b>85</b>	<b>1283</b>	<b>790</b>	<i>Academic year</i>	<i>Approved</i>	<i>Contracts</i>	<i>Percentage</i>				
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		<i>students</i>		
	<b>12/13</b>	<b>115</b>	<b>64</b>	<b>55,65%</b>
	<b>13/14</b>	<b>211</b>	<b>135</b>	<b>63,98%</b>
	<b>14/15</b>	<b>366</b>	<b>258</b>	<b>70,49%</b>
	<b>15/16</b>	<b>605</b>	<b>467</b>	<b>77,19%</b>
Stakeholders and Partners (appr. 500 words)	<p>Who are the institutions, partners, intermediary organisations involved in the good practice, and what is the nature of their involvement? Explain the different roles and benefits from the good practice!</p> <p>The VET Vice Ministry of the Basque Government: they authorize the programmes and they develop strategies, and support for the companies and the schools.  IVAC: The Basque Institute for Qualifications. They develop the curricula, specially for the Specialisation Programmes.  Confebask: The Basque Employer Association. They support the dual system by bringing companies to it and convincing companies of its advantages.  The VET providers, both public and private. They send their students to the companies and develop joint training programmes with the companies.  A lot of SMEs and some big companies. They accommodate the students.</p>			
Conditions (appr. 500 words)	<p>What are the conditions (institutional, economic) that need to be in place for the good practice to be successfully replicated? Please mention funding and subsidies that were provided!</p> <p>The Basque country gives some amount of money to the companies that host a students, but each company has to pay the wage of the students.  There are two modalities in which students earn their salaries:</p> <ul style="list-style-type: none"> <li>• Grant</li> <li>• Contract</li> </ul> <p>This is so because some companies prefer to hire students, while other prefer to have them as grant workers.  Apart from that, this type of system means a lot of work for the VET providers, since they have to adapt the content of the training programmes to the specificities of each company.</p>			
Materials / Tools	<p>What materials and tools were developed?</p>			
Replicability and/or up-scaling (appr. 500 words)	<p>What are the possibilities of extending the good practice more widely?  We think that this model is easier to replicate than the German one. We think so because, according to the DG for Enterprise and Industry of the European Commission, more than 99% of all European businesses are SMEs, so, as it is highlighted in the Small Business Act, the role of SMEs in our society has become even more important as providers of employment opportunities and key players for the wellbeing of local and regional communities.</p>			

	<p>SMEs are also at the heart of the Lisbon Growth and Jobs Strategy of the EU. According to E2020, for 2020 76% of jobs will require some kind of qualification directly related with Vocational Education and Training.</p> <p>SMEs need qualified workforce: people who are better prepared. And this is where the apprenticeships come to play: the main role of the apprenticeships is to train students to meet the new technological needs and to provide the SMEs with a qualified workforce who contribute to the improvement of the competitiveness of SMEs.</p> <p>Because of that, we think that our system is much better adapted to the needs of a changing economy, with a lot of uncertainty and SMEs than the traditional dual systems.</p>
Conclusion (appr. 500 words)	Conclude specifying/explaining the impact and usefulness of the good practice.
Other remarks:	