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EUSKADI
LANBIDE HEZIKETA

CURRENT SITUATION OF BASQUE VET

MEETING THE CHALLENGES

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1 / PRODUCTIVE SECTORS THAT ARE MOST IN-DEMAND

Confebask biennial report (November 2022)

On analysing the report prepared by CONFEBASK (Basque Business Confederation), it can be seen that the 7 sectors that are most in-demand for professionals, arranged in descending order, with regard to the 23 sectors that provide vocational training in the Basque Autonomous Community, are as follows:

- 1 / MECHANICAL MANUFACTURING
- 2 / ADMINISTRATION AND MANAGEMENT
- 3 / ELECTRICITY AND ELECTRONICS
- 4 / INSTALLATION AND MAINTENANCE
- 5 / IT AND COMMUNICATIONS
- 6 / CHEMISTRY
- 7 / COMMERCE AND MARKETING

2 / PLACES OFFERED IN VET IN THE 1ST ACADEMIC YEAR (2023-2024) BY PRODUCTION SECTORS

In the following table, the data are shown for the **current 2023-2024 academic year by professional sectors** regarding the 1st academic year, as this shows the entrance of new students into the VET system, for each of the 23 Basque vocational education and training sectors.



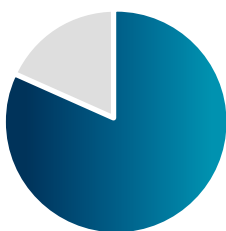
30,484

PLACES OFFERED



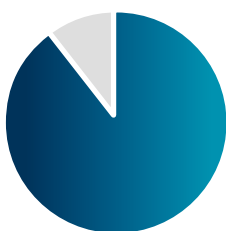
24,916

PEOPLE ENROLLED



81.73 %

OCCUPATION OF PLACES OFFERED



89.60 %

EMPLOYABILITY

Table 1: VET places offered in the 1st academic year (2023-2024) by production sectors.

PROFESSIONAL FAMILIES	TOTAL, PLACES OFFERED 1 ST YEAR	TOTAL, PEOPLE ENROLLED 1 ST YEAR	% OF PLACES COVERED OF THOSE OFFERED	EMPLOYABILITY
Mechanical manufacturing	3,925	3,127	79.67 %	91.89 %
Electricity and electronics	3,475	2,530	72.81 %	89.82 %
It and communications	2,870	2,336	81.39 %	90.86 %
Health	2,712	2,604	96.02 %	86.57 %
Installation and maintenance	2,456	1,908	77.69 %	95.01 %
Administration and management	2,355	2,062	87.56 %	83.98 %
Sociocultural and community services	2,219	1,956	88.15 %	82.35 %
Hospitality and tourism	1,753	1,303	74.33 %	84.52 %
Transport and vehicle maintenance	1,611	1,345	83.49 %	89.82 %
Commerce and marketing	1,258	1,090	86.65 %	82.60 %
Personal image	1,213	970	79.97 %	80.30 %
Physical and sports activities	740	708	95.68 %	92.42 %
Building and civil engineering	500	319	63.80 %	86.03 %
Chemistry	494	433	87.65 %	88.79 %
Agriculture	475	373	78.53 %	90.86 %
Audiovisual communications	470	362	77.02 %	77.43 %
Wood furniture and cork	416	337	81.01 %	85.92 %
Graphic arts	380	345	90.79 %	79.11 %
Maritime-fishing	350	277	79.14 %	86.73 %
Energy and water	283	170	60.07 %	98.08 %
Food industries	218	130	59.63 %	74.45 %
Textiles, clothing and leather	186	156	83.87 %	81.16 %
Safety and environment	125	75	60.00 %	90.15 %
GENERAL TOTAL	30,484	24,916	81.73 %	89.60 %

Source: the author(s).

3 / VET TRAINING CYCLES THAT ARE MOST IN-DEMAND AT COMPANIES

Confebask report (November 2022)

Going back to the analysis of the biennial report on “Demography and Vocational Education and Training. Professional profiles” 2022 carried out by CONFEBASK, **76.5% of new Vocational Education and Training recruits** are concentrated in 17 intermediate and advanced training cycles. These cycles are:

MECHANICAL MANUFACTURING SECTOR (5 CYCLES)

CFGM (Intermediate Training Cycles)	1 / Machining 2 / Welding and Boiler-making
CFGS (Advanced Training Cycles)	3 / Production Programming in Mechanical Manufacturing 4 / Mechanical Manufacturing Design 5 / Metal Structures

IT AND COMMUNICATIONS SECTOR (4 CYCLES)

CFGM (Intermediate Training Cycles)	1 / Microcomputer Systems and Networks
CFGS (Advanced Training Cycles)	2 / Computer Networking and Systems Administration 3 / Multiplatform Applications Development 4 / Web Applications Development

ELECTRICITY AND ELECTRONICS SECTOR (3 CYCLES)

CFGM (Intermediate Training Cycles)	1 / Electric and Automatic Installations
CFGS (Advanced Training Cycles)	2 / Industrial Robotics and Automation 3 / Electrotechnical and Automated Systems

INSTALLATION AND MAINTENANCE SECTOR (2 CYCLES)

CFGM (Intermediate Training Cycles)	1 / Electromechanical Maintenance
CFGS (Advanced Training Cycles)	2 / Industrial Mechatronics

ADMINISTRATION AND MANAGEMENT SECTOR (2 CYCLES)

CFGM (Intermediate Training Cycles)	1 / Administrative Management
CFGS (Advanced Training Cycles)	2 / Administration and Finance

CHEMISTRY SECTOR (1 CYCLE)

CFGS (Advanced Training Cycles)	1 / Analysis and Quality Control Laboratory
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4 / VET PLACES OFFERED IN THE 1ST ACADEMIC YEAR (2023-2024), IN DESCENDING ORDER, IN THE 17 TRAINING CYCLES WITH HIGHEST EMPLOYABILITY

Table 2: VET Places offered in the most in-demand cycles in the 2023-2024 academic year

LEVEL	PROFESSIONAL SECTORS	TOTAL, PLACES OFFERED 1 ST YEAR	TOTAL, PEOPLE ENROLLED 1 ST YEAR	% OCCUPATION OF PLACES OFFERED	EMPLOYABILITY
CFGS	Administration and Finance	1,300	1,151	88.54 %	86.07 %
CFGS	Production Programming in Mechanical Manufacturing	1,060	780	73.58 %	92.88 %
CFGM	Machining	996	839	84.24 %	94.94 %
CFGM	Microcomputer Systems and Networks	834	706	84.65 %	77.43 %
CFGS	Industrial Robotics and Automation	834	665	79.74 %	92.88 %
CFGM	Administrative Management	823	703	85.42 %	76.63 %
CFGS	Industrial Mechatronics	793	668	84.24 %	94.95 %
CFGM	Electrical and Automatic Installations	784	620	79.08 %	87.72 %
CFGM	Electromechanical Maintenance	640	503	78.59 %	97.11 %
CFGS	Computer Networking and Systems Administration	550	449	81.64 %	89.82 %
CFGS	Mechanical Manufacturing Design	549	356	64.85 %	84.00 %
CFGS	Multiplatform Applications Development	498	399	80.12 %	100.00 %
CFGS	Web Applications Development	495	400	80.81 %	91.89 %
CFGS	Electrotechnical and Automated Systems	468	305	65.17 %	97.00 %
CFGM	Welding and Boiler Making	467	416	89.08 %	86.68 %
CFGS	Metal Structures	250	188	75.20 %	95.97 %
CFGS	Analysis and Quality Control Laboratory	224	196	87.50 %	88.75 %
TOTAL OF THESE 17 TRAINING CYCLES		11,565	9,344	80.8%	

Source: the author(s).

5 / PROBLEMS POINTED OUT BY BUSINESSES IN FINDING THE PEOPLE THAT THEY NEED

Informe de CONFEBASK (noviembre de 2022)

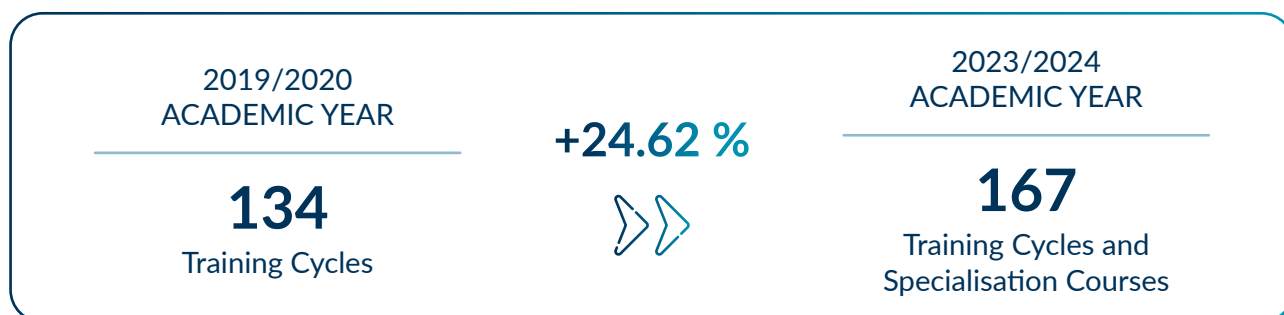
Going back to the analysis of the report carried out by CONFEBASK, companies stress various reasons why they have problems finding people. **These are the issues that must be addressed to cope with the aforementioned problems**, arranged in order of importance:

- > Increasing the number of people with the possibility of joining the labour market.
- > Reinforcing students' specialisation.
- > Reinforcing cross-disciplinary skills (attitude/aptitude/interest...)
- > Providing proof of more experience in the work place.
- > Reinforcing language skills.
- > Promoting knowledge in digital technologies.

5.1 / RESPONSE BY BASQUE VET TO THE NEED TO INCREASE THE NUMBER OF PEOPLE WITH THE POSSIBILITY OF JOINING THE LABOUR MARKET

The need for people with the right training is one of the historical concerns that Basque VET has, where it has been noted that the need for professionals was increasing, especially for people with Vocational Education and Training qualifications. The response to this need has required a gradual increase in both the offer of new qualifications and in the number of places in the various training cycles. In the current year 2023-2024, bearing in mind that there it is possible to study parts of a training cycle throughout the entire year, **Basque VET will have more than 49,000 enrolled students, which compared to the data from the 2019-2020 academic year, represents an increase of 14% and a 24.62 % increase in the number of Training Cycles and Specialisation Courses.**

As for the number of training cycles and specialisation courses being offered, an the analysis provides us with the following data:



This represents an increase of 24.62 % with regard to the number cycles and specialisation courses offered in the last 4 years.

5.2/ RESPONSE BY BASQUE VET TO REINFORCING STUDENTS' SPECIALISATION

The needs for training/specialisation that the report by CONFEBASK mentions refers to the need to update training cycles, in response to the changes and advances that are taking place in each of the professional sectors. **The aforementioned report also mentions the need to prepare emerging profiles and adds that 33% of companies will be increasing the number of people that they hire with the following emerging profiles:**

- > Cyber Security.
- > Data security applied to industrial processes.
- > Automation and industrial robotics.
- > Die-cutting design and maintenance.
- > Energy efficiency and renewable energies.
- > Mechatronics.
- > Programming.
- > Artificial Intelligence.
- > Industry 4.0.
- > Automation.
- > Big Data.

The response by Basque VET is currently focused on introducing:

- 1 / Specialisation Programmes.
- 2 / Specialisation courses.

1 / SPECIALISATION PROGRAMMES

Are customised training programmes, designed by the Vice-Ministry for VET of the Education Department of the Basque Government, which flexibly meet the needs that have emerged in the different productive sectors. These programmes are quickly designed in a period of time of about three months, are taught in a Dual model alternating work and study and last on average for 900 hours throughout a course. Their aim is to train our students and workers of companies interested in new skills required by the different productive sectors which are not met by the training cycles or current specialization courses.

To date, 42 programmes have been designed, meeting the needs of more than 150 companies and about 1,000 people have taken part in training, and obtained the corresponding qualification.

2 / SPECIALISATION COURSES

are training courses designed by the Ministry of Education Vocational Training Department with the aim of meeting the needs for specialization that have emerged in different productive sectors that were not addressed in training cycles. The first specialisation courses were published in the Basque Official Gazette in 2020. **At the present time 21 specialisation courses have been published classified in 9 professional sectors of the 26 that are envisaged in vocational training.** The students who pass these courses obtain a Specialist Technician qualification or a Master's degree in Vocational Education and Training depending on whether these are a continuation of intermediate or advanced training cycles, respectively.

Basque VET first included them in the courses on offer in the 2021-2022 academic year, and provided the following data:

> 7 specialisation courses introduced in 6 different professional sectors.



12 GROUPS



146 STUDENTS

The current year (2023-2024) provides the following data:

> 18 specialisation courses introduced in 9 different professional sectors. These include those that meet the aforementioned emerging profiles: Operational Technology Cyber-security, Information Technology Cyber-security, Collaborative robotics, Artificial intelligence and Big-Data, Additive Manufacturing, Smart Manufacturing and Industrial Maintenance Digitalisation.



53 GROUPS



496 STUDENTS

The number of specialisation courses that have been introduced has increased by 367.82% and the number of people enrolled by 239.72%.

5.3/ RESPONSE BY BASQUE VET TO REINFORCING CROSS-DISCIPLINARY SKILLS (ATTITUDE/APTITUDE/INTEREST)

In this section, the biennial report on “Demography and Vocational Training. Professional profiles” 2022, by CONFEBASK, points out the need to provide students, as well as with the professional skills that they need, with cross-disciplinary skills that facilitate teamwork, troubleshooting, constructive critical thinking, among other things. To address this issue, Basque Vocational Education and Training has established high-performance learning, based on active methodologies, and specifically, on challenge-based collaborative learning. This methodology includes, as well as the technical training required in the training cycle that is being pursued, twenty-five cross-disciplinary skills, and also includes the development of critical, constructive and creative thinking and the development of emotional, generative and executive intelligence. In these methodologies, work is also carried out on human values (4.0 values), in view of the progress of artificial intelligence, robotics and smart systems, in order to encourage the integration of these values in the learning process of Vocational Education and Training students.

5.3.1 / HIGH-PERFORMANCE LEARNING DATA FOR THE 2023-2024 ACADEMIC YEAR

> CHALLENGE-BASED COLLABORATIVE LEARNING



83

CENTRES THAT HAVE INTRODUCED THE HIGH-PERFORMANCE METHODOLOGY MODEL



2,048

TEACHERS GIVING CLASSES WITH THIS METHODOLOGY



25,421

STUDENTS IN THE HIGH-PERFORMANCE LEARNING PROCESS



612

CYCLES TEACHING WITH HIGH-PERFORMANCE METHODOLOGY

> 4.0. VALUES

In order to reinforce human values in Basque VET, we are encouraging this project to integrate these values in the learning process of vocational training students. In the 2023/24 academic year, the data on the level of implementation of 4.0 values in Vocational Education and Training are as follows:



39

CENTRES HAVE
INTRODUCED 4.0
VALUES IN LEARNING



215

TEACHERS WORK
ON VALUES



3,566

STUDENTS DEVELOP VALUES
IN THEIR LEARNING



103

TRAINING CYCLES INCLUDE
VALUES IN THEIR LEARNING
CONTENT

5.3.2 / ENTREPRENEURSHIP

As well as the two aforementioned programmes, the Basque Government Education Department Vice-ministry for Vocational Education and Training is working on entrepreneurship programmes in order to provide our students with skills that go beyond professional ones.

Entrepreneurship is currently being worked on in two areas:

- > Promoting entrepreneurial culture among VET students.
- > Promoting VET students to set up companies.

> DATA ON PROMOTING ENTREPRENEURIAL CULTURE (2020-2024)



87

CENTRES TAKING PART
IN THE PROGRAMME



1.024

TEACHERS TAKING PART
IN THE PROGRAMME



92.378

STUDENTS
TRAINED



263

CYCLES THAT THE PROJECT
HAS AN IMPACT ON

> DATA ON ENCOURAGING THE SETTING UP OF COMPANIES (2020-2024)



75

CENTRES TAKING PART
IN THE PROGRAMME



4.851

SIMULATED COMPANY
PROJECTS



709

REAL COMPANY
PROJECTS



277

REAL COMPANIES
SET UP

5.4/ RESPONSE BY BASQUE VET TO ENSURE THAT STUDENTS CAN PROVIDE PROOF OF MORE EXPERIENCE IN THE WORKPLACE

Basque VET was already aware of the need for this 11 years ago, and since then it has introduced dual professional training alternating work with study, which combines training at the centre and training in the company with the aim of improving students' training, increasing their experience in the workplace and providing Basque vocational education and training students with the skills required by the production environment in the Basque Autonomous Community.

The following table shows data on the evolution in dual vocational education and training, as far as the participation of centres, students and companies is concerned. It needs to be borne in mind that the data presented does not include students who have carried out Internships/ work placements in companies (FCT). The data on Basque Dual vocational education and training from the 2013 academic year up to the present time are shown in the following table:

Table 3: Evolution of the participation of centres, students and companies in Dual training.

DUAL VET DISTRIBUTION	DATA				
	Nº CENTRES	Nº STUDENTS	% STUDENT INCREASE	Nº COMPANIES	% COMPANY INCREASE
2012-13 YEAR	28	124		95	
2013-14 YEAR	44	238	92	176	85
2014-15 YEAR	58	402	69	311	77
2015-16 YEAR	71	759	89	475	53
2016-17 YEAR	85	1,283	69	790	66
2017-18 YEAR	97	1,913	49	1,122	42
2018-19 YEAR	97	2,295	20	1,434	28
2019-20 YEAR	104	2579	12	1,597	11.36
2020-21 YEAR*	97	1,506	-41.6	959	-44.5
2021-22 YEAR	102	5,394	258.16	3,132	226.59
2022-23 YEAR	109	10,982	103.6	7,000	123.5
2023-24 YEAR	109	14,728	34.11	8,353	19.32

* Covid-19 effect.

Source: the author(s).

For the forthcoming 2024-2025 academic year, all vocational education and training will be Dual. We estimate that there will be over 53,000 students with the participation of about 20,000 companies.

5.5/ RESPONSE BY BASQUE VET TO REINFORCING LANGUAGE SKILLS

Language skills are more and more important in both the social and the professional context. Basque VET encourages students and teachers to take part in two programmes that promote, among other things, the acquisition of these skills:

- > The introduction of multilingual training cycles and specialisation courses.
- > The European mobility programme for vocational education and training students and teachers (ERASMUS+).

5.5.1 / MULTILINGUAL CYCLES

In these training cycles students study part of the modules in English or another language that the centre considers to be necessary, due to their geographical location and/or to improve the student's employability.

Table 4: Evolution with regard to the introduction of multilingual cycles.

VET DATA MULTILINGUALISM	ACADEMIC YEAR				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
N° of VET centres with cycles introduced in a multilingual format	22	24	22	23	23
N° of cycles introduced in a multilingual format	32	34	34	37	38
N° of students enrolled in multilingual cycles	719	735	724	750	846
N° of groups formed that study cycles introduced in a multilingual format	92	92	93	94	110

5.5.2 / ERASMUS+ PROGRAMME

This programme encourages vocational education and training students and teachers to move around in Europe, mainly in order to improve their language and cross-disciplinary skills.

The data gathered on students and teachers who have taken part in this programme in the last 4 calls, without taking into account the 2020-2021 academic year because of the effect of Covid, have been as follows:



1,889

TEACHERS WHO HAVE CARRIED
OUT DIFFERENT MOBILITY ACTIONS



5,407

STUDENTS WHO HAVE CARRIED
OUT VARIOUS MOBILITY ACTIONS

5.6/ RESPONSE BY BASQUE VET TO PROMOTING KNOWLEDGE OF DIGITAL TECHNOLOGIES

To ensure that vocational education and training students can provide proof of the digital skills required for the digital transformation that are adapted to meet advanced technologies, Basque VET is working on digitalisation in both the learning process and in vocational education and training centres in the Basque Autonomous Community.

To date, we have the following data:



70

VET INTEGRATED CENTRES
THAT WORK ON ADVANCED
DIGITALISATION



2,950

TEACHERS WITH ACCREDITED
DIGITAL TEACHING SKILLS

6 / OTHER RELEVANT DATA REGARDING BASQUE VET

Basque VET, apart from everything mentioned so far, is working in other areas that are also considered to be very important in the strategy of the Basque Government Education Department Vice-ministry for Vocational Education and Training. These areas are:

- > Applied research and innovation.
- > Internationalisation.

6.1 / AUTONOMOUS COMMUNITY OF THE BASQUE COUNTRY VET APPLIED INNOVATION AND RESEARCH SYSTEM

STRATEGIC ENVIRONMENTS (TKGUNE PROGRAMME)

In this programme, through collaborative projects, centres make their knowledge, teams and infrastructures available to their productive environment, especially SMEs and Micro SMEs, and this makes it possible to work on applied innovation to improve processes and products.

Work is currently being carried out in 6 strategic environments:

- > Mobility.
- > Energy and the Environment.
- > Digitalisation and Connectivity.
- > Industry 4.0 and Advanced Manufacturing.
- > Biotechnology and Health.
- > E-commerce, Hospitality and Tourism.

In this section where we include applied innovation projects in products and production processes, the projects developed in the entire applied research and innovation system in Vocational Education and Training are entered. Ensuring that SMEs and Micro SMEs get involved in developing applied innovation projects continues to be a strategic goal for the Basque Government. Because of all this we will be continuing to encourage VET centres to develop applied innovation projects in collaboration with companies, in order to develop innovative products and productive processes.

Applied innovation data in the last three years (2021, 2022 and 2023):



45

CENTRES WORKING ON APPLIED INNOVATION WITH COMPANIES



1,559

COMPANIES THAT THEY HAVE COLLABORATED WITH ON INNOVATION PROJECTS



1,158

COMPANIES THAT THEY HAVE DEVELOPED INNOVATION PROJECTS WITH

SPECIALISATION AREAS

Are areas in which projects are developed to generate knowledge and provide training in emerging sectors or areas that have been highlighted as priorities in the Basque Government's policies. Once the required knowledge and training have been provided, our vocational education and training centres collaborate with companies, in order to meet the present and future needs of the Basque productive fabric. Work is currently being carried out in 19 specialisation areas.



55

CENTRES THAT WORK IN SPECIALISATION AREAS



19

DIFFERENT SPECIALIZATION AREAS

- > 3D Printing.
- > Robotic Additive Manufacturing.
- > Internet of Machines (IoM).
- > Smart 4.0 Workshops.
- > Industrial Cybersecurity.
- > Food Innovation.

- > Smart sustainable buildings (BIM).
- > Advanced Vehicle Technology.
- > Biotechnology Laboratories.
- > Adapted Smart Homes.
- > Smart Systems applied to different sectors.
- > Computing in the Cloud.
- > Autonomous Robotics.
- > VET Euskadi Blockchain.
- > Hydrogen and Energy.
- > Internet of Senses (IoS).
- > Circular Economy in different sectors.
- > Immersive Virtual Environments.
- > Interactive Smart Environments.

SURVEILLANCE NODES

These nodes are organised into sectors and from these, through coordinated work among the different networks, new differential capabilities are identified, prioritised and developed for VET centres and the productive fabric, by analysing employability in the different sectors. Work is currently being carried out in these 7 Nodes.



29

VOCATIONAL EDUCATION AND TRAINING CENTRES INVOLVED IN SURVEILLANCE NODES



7

SURVEILLANCE NODES THAT WORK IS CURRENTLY BEING CARRIED OUT IN

- > Advanced Manufacturing Node.
- > Digital Connected Factory Node.
- > Autonomous Robotics Node.
- > Energy Node.
- > Bioscience Node.
- > Health Node.
- > Creative Industries Node.

INNOVATION PROJECTS IN VET CENTRES

Son proyectos del ámbito tecnológico o del ámbito de la biociencia, desarrollados por los centros These are technology or Bioscience projects, developed by VET centres as a result of the analysis carried out by their strategy and innovation teams.



258

INNOVATION PROJECTS WORKED ON
IN VET CENTRES IN THE LAST 4
ACADEMIC YEARS

6.2/ INTERNATIONALISATION

Internationalisation is a fundamental area in vocational training in the Basque Country that contributes to the development of the 4 CORE AREAS of the Basque Government's internationalization strategy.

Internationalisation data 2023-2024:



16

INTERNATIONAL NETWORKS
THAT BASQUE VET IS A
MEMBER OF



103

COUNTRIES THAT BASQUE
VET IS LINKED TO



81

COUNTRIES THAT VET DEVELOPS
SPECIFIC PROJECTS WITH

Basque VET also forms part of the European network of platforms of excellence (CoVE - Centre of Vocational Excellence), which includes the very best European Vocational Training Centres in Innovation.

In the last 4 academic years, Basque VET has taken on the following responsibilities in the European network:

- > 2020/2021, VET in the Basque Country led the European advanced manufacturing platform EXAM4.0 (Excellence Advanced Manufacturing 4.0)
- > 2021/2022, VET in the Basque Country led the EXAM 4.0 European advanced manufacturing platform (Excellence Advanced Manufacturing 4.0) and took part in GIVE (Governance For Inclusive Vocational Excellence)
- > Since 2022, Basque VET has led the LCAMP advanced Manufacturing platform (Learner-Centric Advance Manufacturing Platform) and we are taking part in GIVE (Governance For Inclusive Vocational Excellence) and in SECOVE (Sustainable Energy Centres Of Vocational Excellence).

N° OF EUROPEAN RESEARCH PROJECTS “HORIZON EUROPE”

Basque VET is currently working on 2 projects:

PROJECT 1: BRIDGES 5.0		
MAIN TASK	RESEARCH GROUPS	SPECIFIC PARTNERS
Analysis of the evolution of the work to do with technology	1 / TNO (Holland)Leader/ coordinator	1 / Workplace Innovation Europe
	2 / CNAM (France)	
	3 / Bari University (Italy)	
	4 / Agder University (Norway)	
Education, training, at and outside companies	1 / IER Warwick University (UK)	1 / AGORIA, SmartIndustry (Netherlands)
	2 / HIVA/CeSO-KUL (Austria)	2 / LPK (Lithuania)
	3 / Patras University (Greece)	3 / I4.0 Plattform (Austria)
	4 / TKNIKA (Basque Country)	4 / FH Joanneum (Austria)
	5 / Mondragon University (Basque Country)	5 / Corporación MONDRAGON (Basque Country)
Creation of networks with companies, social partner, industrial networks, education	1 / SFS-TU Dortmund (Germany)	1 / ESSI, EUWIN
	2 / KTU (Lithuania)	

PROJECT 2: ADMA TRANSFORMERS

Main task

PARTNERS WORKING ON THE PROJECT

Performing diagnoses on SMEs in the advanced manufacturing sector in order to detect their level of implementation of industry 4.0 technologies and to design an action plan

- 1 / Irish Manufacturing Research (Ireland)
- 2 / Kearney IMP³ROVE (Germany)
- 3 / F6S Network Ireland (Ireland)
- 4 / **Tecnalía (Basque Country)**
- 5 / **IMH (Basque Country)**
- 6 / MADE (Italy)
- 7 / ARCCONSULTING (Bulgaria)
- 8 / EUROPA MEDIA (Hungary)
- 9 / LATVIAN TECHNOLOGICAL CENTER (Latvia)
- 10 / RISE IVF (Sweden)
- 11 / Mazovia Development Agency (Poland)
- 12 / PIAP (Poland)
- 13 / AFIL (Italy)
- 14 / SISTEM@TIK PARIS REGION (France)
- 15 / DIMECC (Finland)
- 16 / MASOC (Latvia)
- 17 / North-West Regional Development Agency (Rumania)
- 18 / CyDI-HUB (Cyprus)
- 19 / Tehimpuls (Rumania)
- 20 / Malta Enterprise (Malta)
- 21 / Pragma (Greece)
- 22 / BIC Bratislava (Slovakia)
- 23 / Civitta (Estonia)
- 24 / Netcompany Intrasoft (Luxembourg)
- 25 / Fasstrack Action (Portugal)
- 26 / University of Maribor (Slovenia)
- 27 / Technology Centre of the Czech Academy of Sciences (Czech Republic)
- 28 / Vilnius Chamber of Commerce, Industry and Crafts (Lithuania)
- 29 / European Crowdfunding Network (Belgium)
- 30 / BEIA (Austria)
- 31 / Lithuanian Innovation Centre (Lithuania)
- 32 / Innovation Quarter (Netherlands)
- 33 / RiniGARD (Croatia)
- 34 / Danish Technological Institute (Denmark)
- 35 / F6S Network (United Kingdom)



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