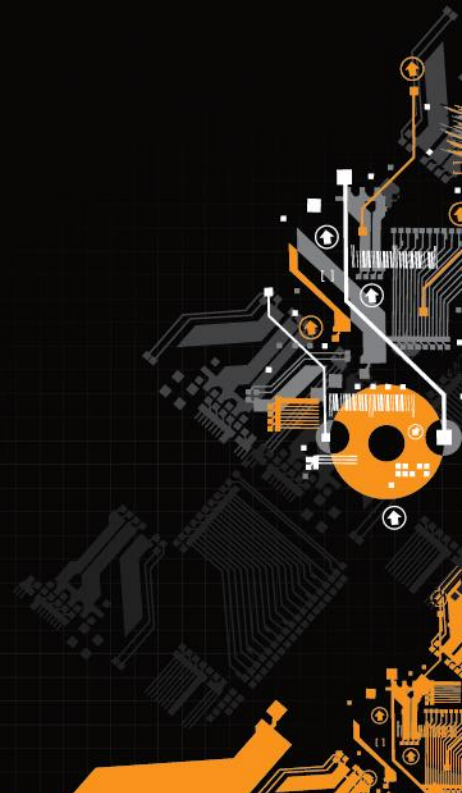


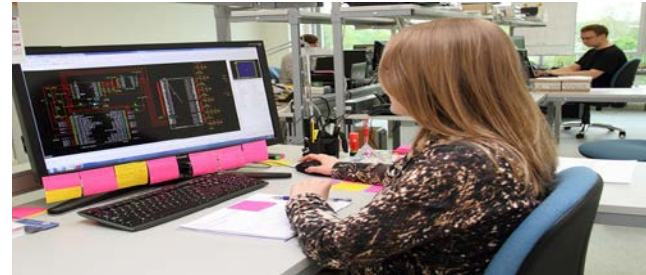
Involving labour market stakeholders



We create & manufacture products

HansaMatrix Innovation, SIA

- 30 employees
- Product development



Ogre manufacturing site(HQ)

- 200 employees / av age 33
- 3 production lines 4 shifts



Ventspils manufacturing site

- 180 employees / av age 31
- 2 production lines 4 shifts



Why ECVET? Why flexible pathways?

- Time to market
- Fast changes in the professions
- Employers were not satisfied with graduates from VET schools
- VET schools were not up to date technically and pedagogically
- Life long need for requalification

Professional Qualification Level (PQL)	Professions in electronics industry	Where to find?	Number in HM / Vacancies in coming years
3. PQL	Electronic Technician	VET schools	60 / 100
2. PQL	Electronic Assembler	No	140 / 20
1. PQL	Beginner / Trainee	On the street	~20 / 0



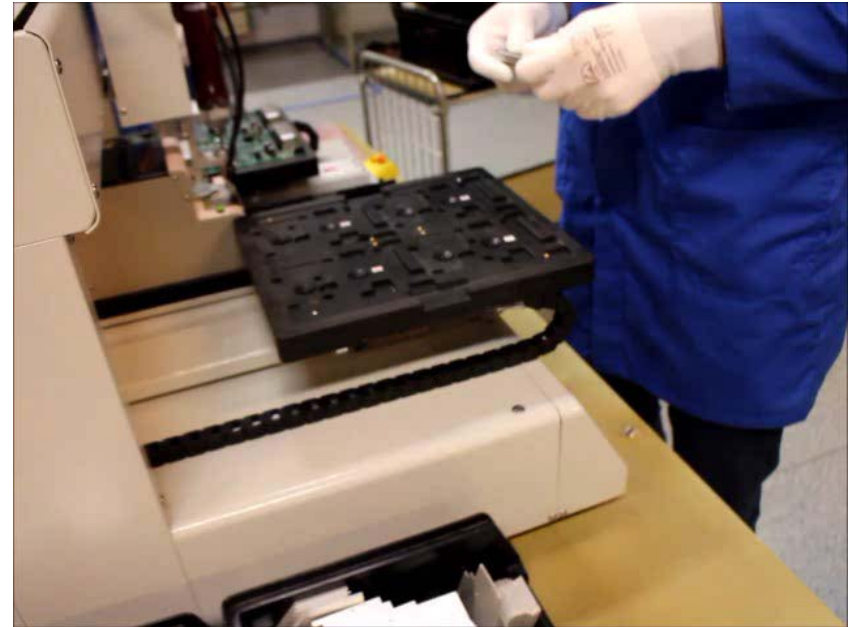
Example 1 - changes in professions

Electronics technician – router board assembly

Traditional way



New approach



Example 1 - changes in professions

Electronics technician – router board assembly – new approach

No industrial robots programming studies in local VET system

Where / how to find the VET provider willing to train needed skills?

How to organize module for new approach fast?

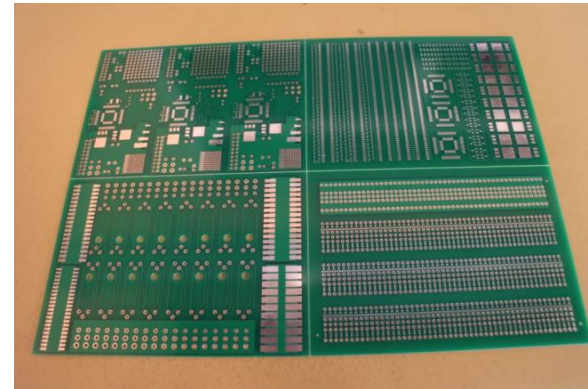
ECVET tool box – mobility; modules; units of learning outcomes



Example 2 WBL => ECVET

Company investments in WBL

- Appropriate work stations with all the necessary equipment
- Theoretical part and material base
- Results evaluation system



Kods	Darbu sāka	Darbu beidza	AL		PD		MP		Visu inženieru vidējais kopvērtējums	
			Montāža	Lodējums	Montāža	Lodējums	Montāža	Lodējums	Montāža	Lodējums
A01	10:00	16:20	2,56	3,08	2,37	3,11	2,83	3,15	2,6	3,1
A02	10:00	17:10	3,34	3,52	3,48	3,39	3,76	3,59	3,5	3,5
A03	10:00	17:25	3,52	3,45	3,80	3,44	3,74	3,44	3,7	3,4
A04	10:00	16:40	3,48	3,00	3,24	2,94	3,63	2,93	3,5	3,0
A05	10:00	15:25	2,89	3,06	2,93	3,09	3,33	3,11	3,0	3,1
A06	10:00	17:25	0,67	0,69	0,65	0,65	0,87	0,96	0,7	0,8
A07	10:00	15:20	3,54	4,15	3,63	4,09	3,65	3,50	3,6	3,9
A08	10:00	15:55	2,20	2,07	2,63	2,35	3,00	2,65	2,6	2,4
A09	10:00	16:35	2,28	1,93	2,17	1,95	2,54	2,33	2,3	2,1
A10	10:00	16:00	3,83	3,79	3,48	3,94	3,74	3,69	3,7	3,8
A11	10:00	16:10	2,94	3,81	2,78	3,57	3,37	3,44	3,0	3,6

Example 2 WBL => ECVET

WBL conclusions

- The company has assets for practical training
 - The company has prepared theoretical materials
 - The company has trained trainers
 - Engineers teach the theory and evaluate the works
 - When there are no trainees assets are unused
- How to use those assets rationally?



Example 2 WBL => ECVET

How to use the WBL base rationally while the students are absent?

- Raise the staff's qualification
- Train new employees from the street
- **Train employees for other companies?**
- **Train groups from the unemployed for the entire labor market?**

ECVET tool box – Lifelong learning; Validation and recognition



Example 3

- Kaspars is a high level electronic technician
- Kaspars trains new employees and trainees
- Kaspars assess learner's results
- BUT
- Kaspars education is primary (9 classes)

ECVET tool box – to accept Kaspars informal education?



Employer's point

- New professions are knocking at the door
- Existing VET system is not willing to react on coming demands in short term
- Entrepreneur has two options
 - Establish own training facilities or
 - Closely cooperate with VET
- ECVET is the way to facilitate cooperation

How to inform employers about the ECVET?



Thank You!

