



Regional vocational education and training pathways (IeFP): A bridge to the completion of secondary education or a shortcut to the labour market?

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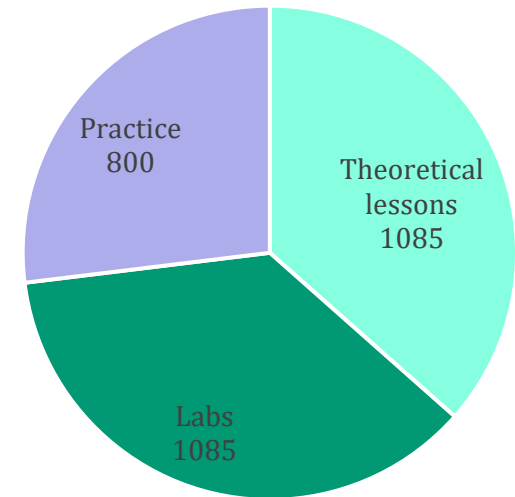
1. Introduction

- IeFP are education and training courses **managed by Regions**, available to students **after the completion of lower secondary school**.
- These courses aim to offer **an alternative to upper secondary school** for young people who want to obtain a **professional qualification (EQF3)** that can be immediately spent in the **labour market**.
- The **short duration** of these courses and the stress on **learning by doing** favor the completion of compulsory education by **students at risk of drop-out**.

2. How IeFP work

- Courses last **3 years** (2,970 hours totally) and are provided by **schools** or **training agencies**
- Students have the opportunity to learn through:
 - Lectures by **experts** from the world of work
 - Practical activities in **laboratories**
 - **Learning by doing** within companies
- After obtaining the IeFP qualification, it is possible to:
 - Enter the **labour market**
 - Continue to study in **upper secondary school** (2 years) in order to obtain an upper secondary school diploma
 - Continue the training course by attending the **fourth year of IeFP**, aimed at obtaining the professional diploma

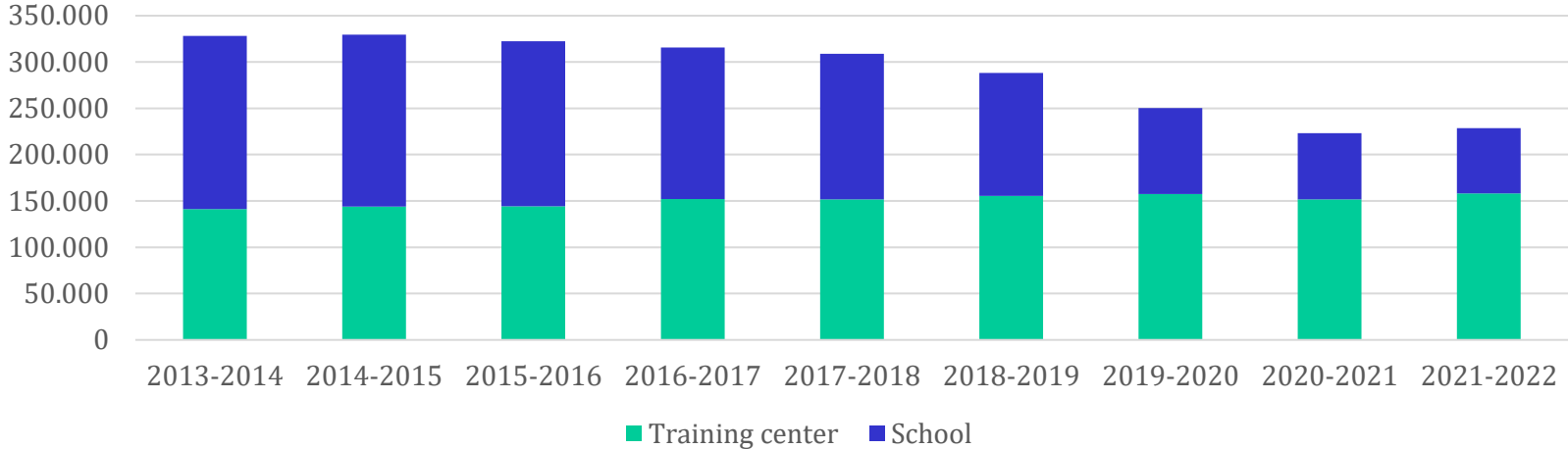
Distribution of teaching hours



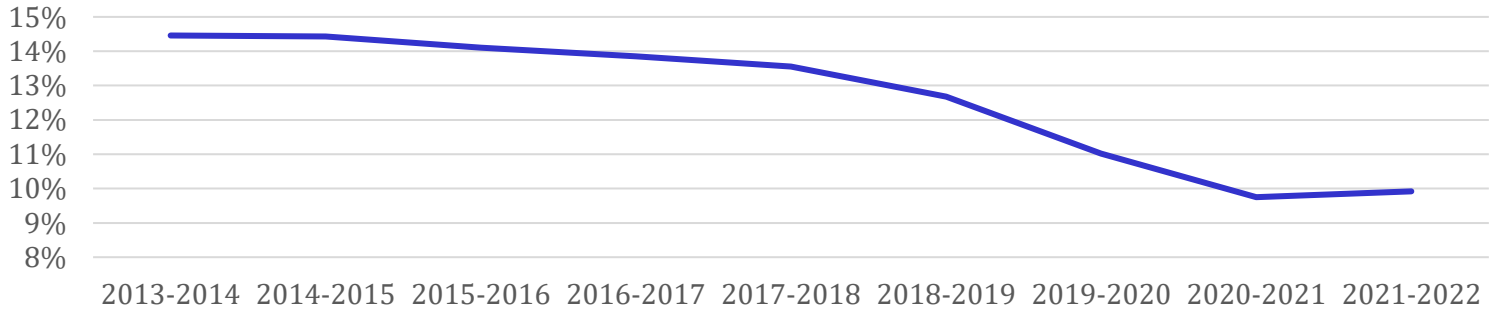
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Possibility of accessing **post secondary** and then **tertiary vocational** education

3. IeFP at a glance

IeFP students by type of provider

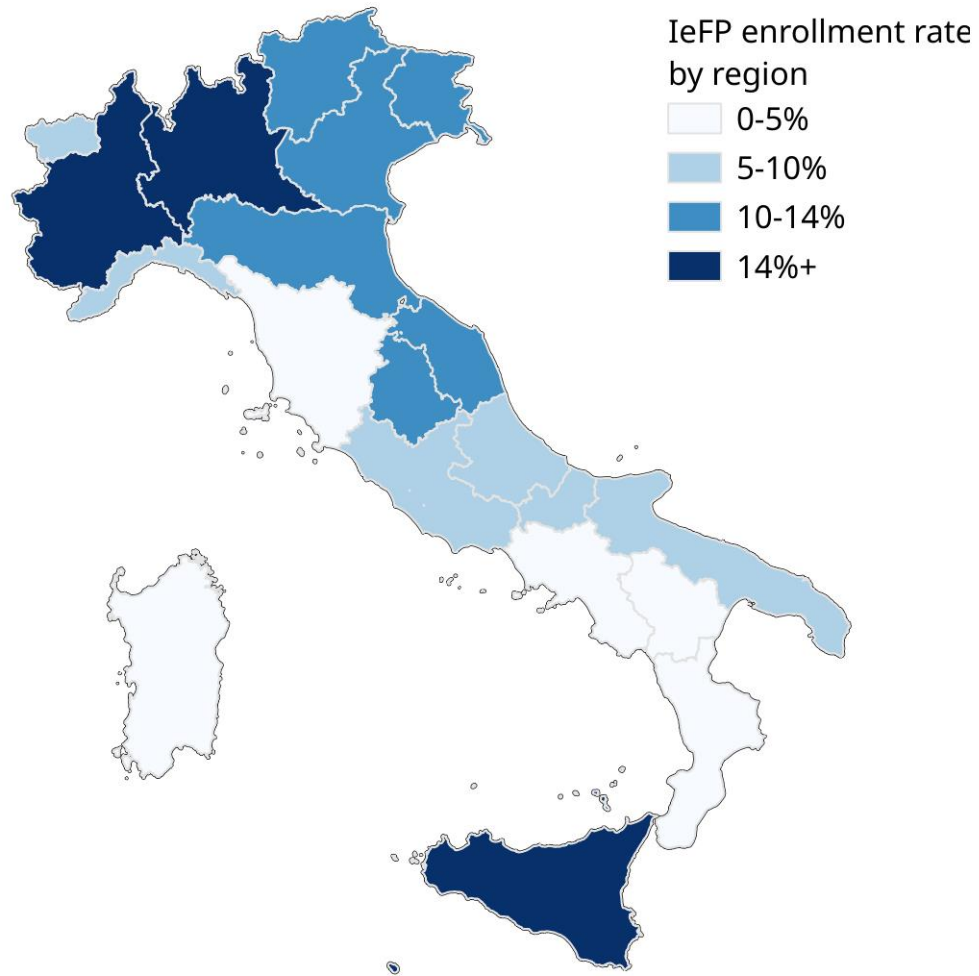


IeFP enrollment rate (14-17 years)



Source: Inapp

3. IeFP at a glance



Source: Inapp

4. Dataset description

IeFp database

- People who obtained an IeFP qualification or diploma in the **period 2016-2019** (14,000obs)
- **Relevant variables:**
 - Individual** : sex, age, nationality
 - Course**: field of study, type of provider, length of the course (3 or 4 years)

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Regional Student Registry

- Information on **school enrollment** for the students exiting Iefp with a qualification or diploma.
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Enrollment in upper secondary school, number of years of enrollment at school

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Mandatory communications of labour market

- Information on labour market **contracts** activated in Tuscany since 2009.
- **Relevant variables:**
date of beginning and end of employment relationship, type of contracts, occupation, sector etc. Possibility of building working careers within Tuscany.

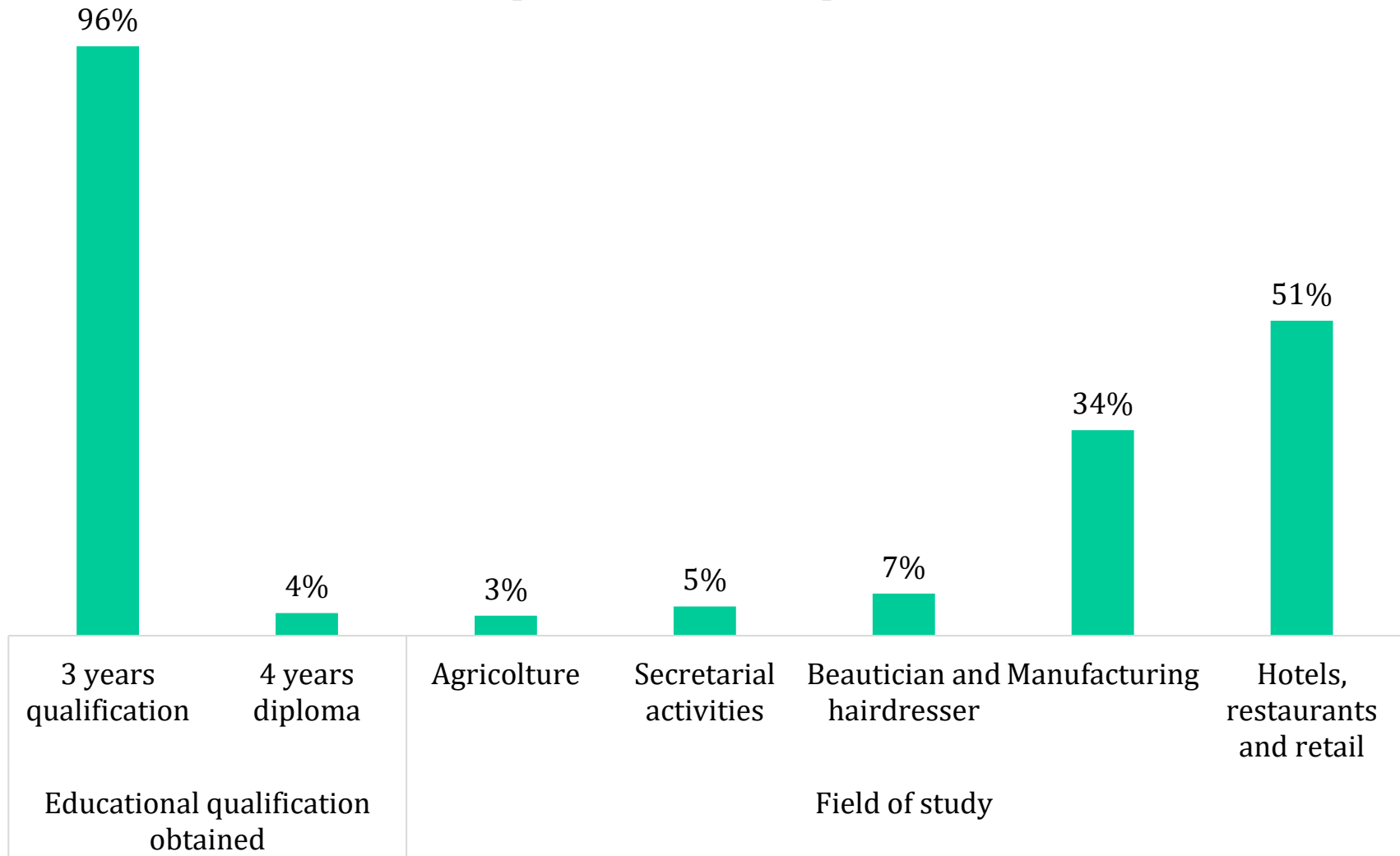
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IeFp database  **Regional Student Registry**  **Mandatory communications of labour market**

After **data cleaning**
final db contains **11,500 obs.**

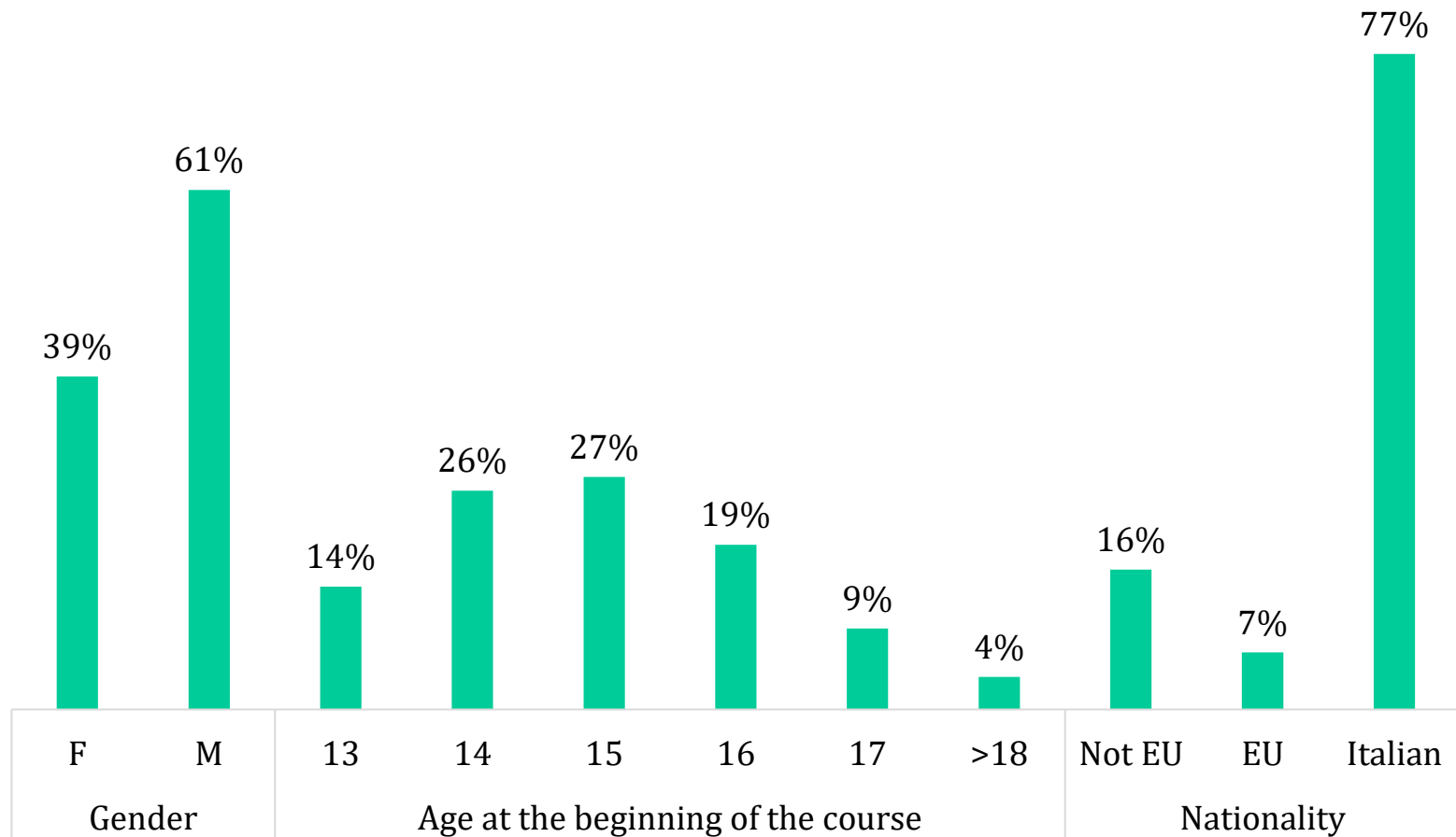
5. Some insights from the database

Features of qualifications or diplomas obtained



5. Some insights from the database

Students getting an IeFP qualification or diploma

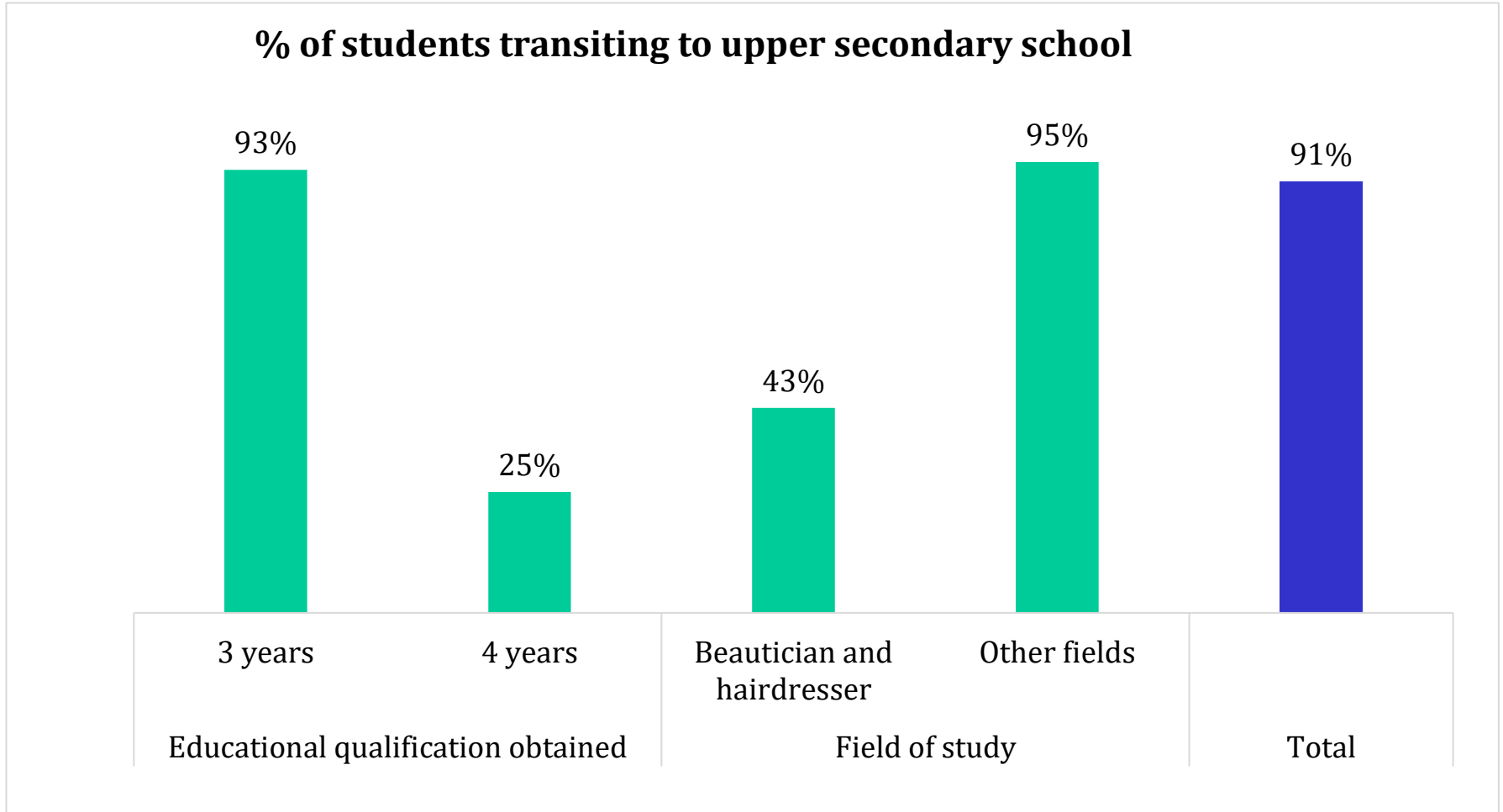


5. Some insights from the database

Our analysis is based on **Tuscany data** and is made up of two parts.

- In the **first part**, we analyse the pathways of young people who obtain an IeFP qualification, in particular:
 - **Transitions to upper secondary school,**
 - **Entry into the labour market.**
- In the **second part**, the **medium term** (4 years) **labour market outcomes** of young people obtaining an IeFP qualification are analyzed, distinguishing between:
 - those **transiting to upper secondary school**
 - those **leaving permanently the education and training system** after the qualification.

5. Some insights from the database

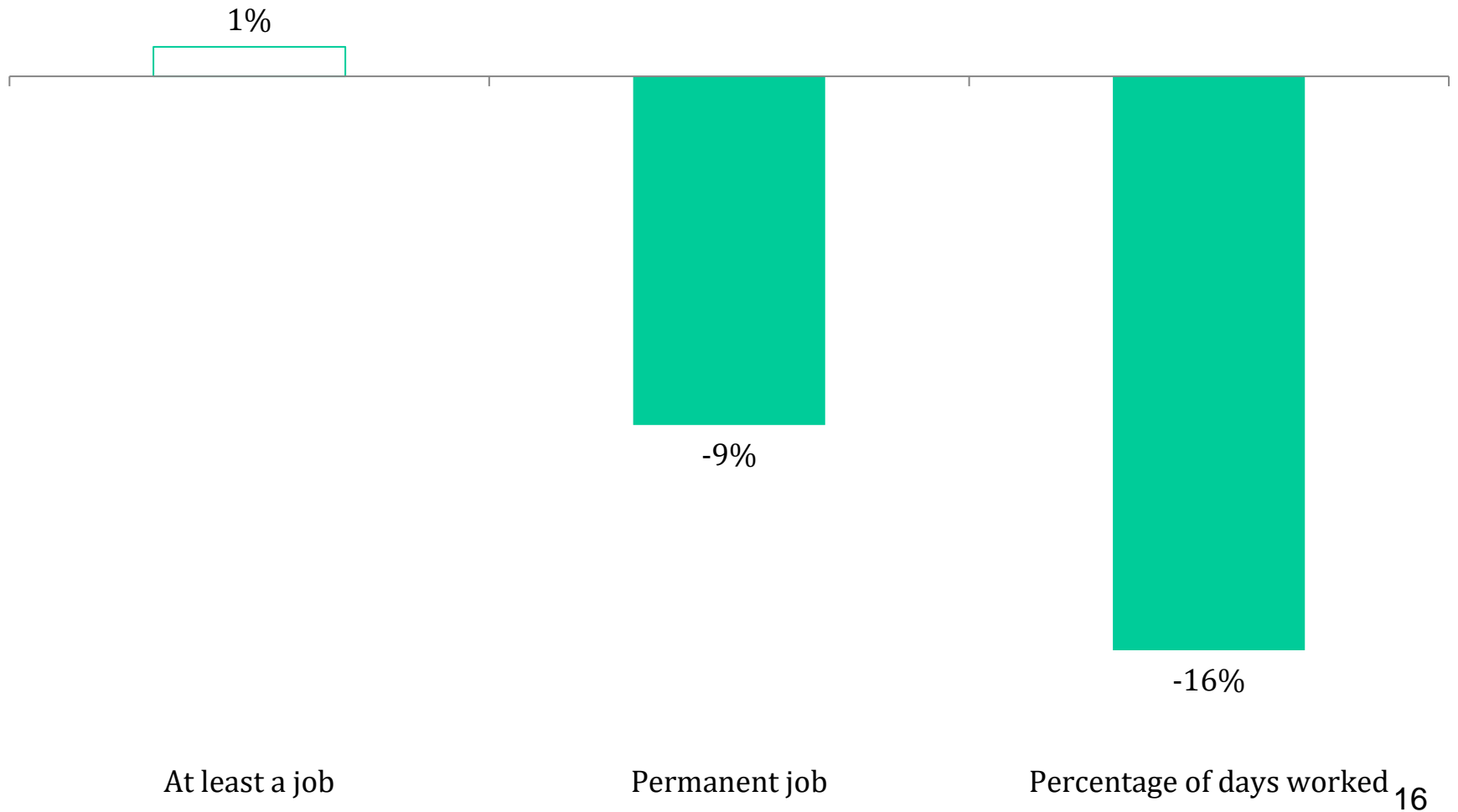


5. Some insights from the database

- To assess the impact of transiting to upper secondary education on labour market outcomes, we rely on a **counterfactual approach**.
- The **treated group** is made up of those transiting to upper secondary education, while the **control group** is represented by those who don't.
- The **labour market outcomes** are:
 - probability of having **at least a job within 4 years** from qualification/diploma;
 - probability of having a **permanent contract within 4 years** from qualification/diploma;
 - **n. days worked** in the 4 years from qualification/diploma;
 - **monthly probability of employment**.
- The **control variables** are: sex, age, nationality, year, with exact matching on type of qualification and field of study.

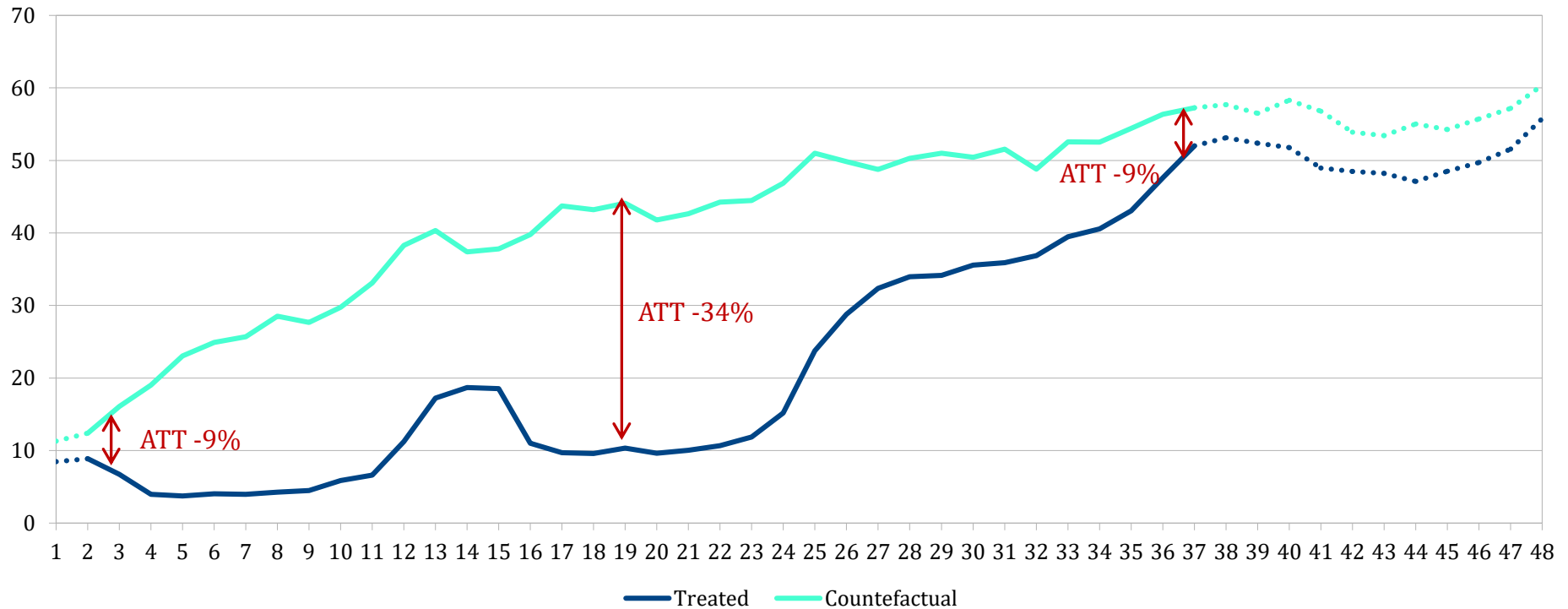
5. Some insights from the database

ATT of transiting to upper secondary education after IeFP



5. Some insights from the database

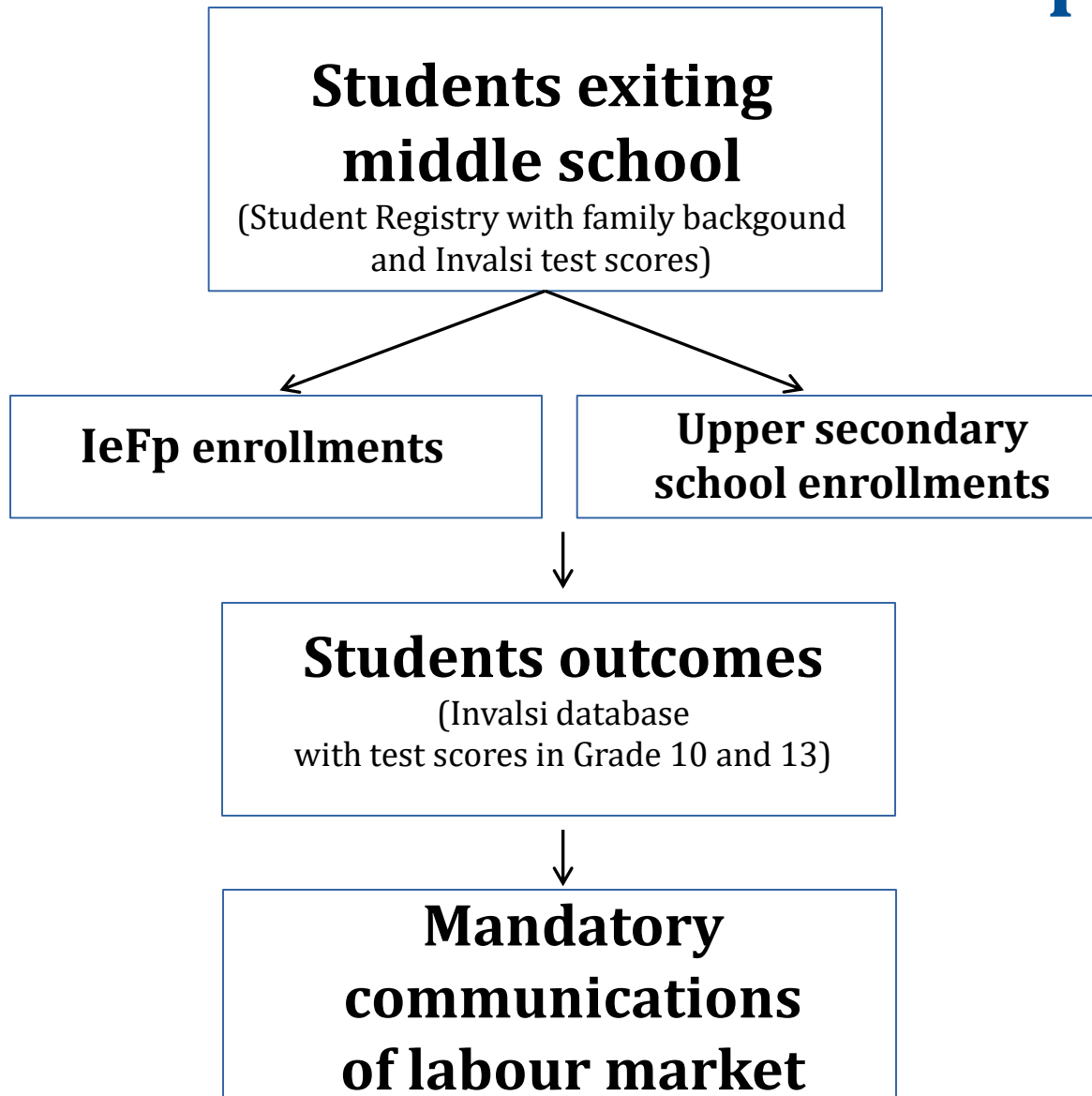
Monthly probability of employment



6. Conclusions and future prospects

- The analysis shows that IeFP courses mainly represent **a bridge to the completion of upper secondary education**, because only the minority of students choose to enter the labour market after the IeFP qualification/diploma. **No difference in employment probabilities** in the middle term compared to those who did not continue studying.
- However, our database do not allow to properly analyze the IeFP system and **its contribution to the formation of human capital** answering the questions:
 - Do IeFP prevent early school leaving compared to secondary school tracks?
 - Do IeFP easies labour market entry compared to secondary school tracks?
 - Do students attending IeFP and then secondary school have an adequate level of skills at Grade 13 compared to students attending 5 years of secondary school?
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6. Conclusions and future prospects



To properly analyze the IeFP system and its contribution to the formation of human capital, it would be necessary to have a **differently structured database**



Thanks for your attention!

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