

# IVET Programme 2017-2018 Friuli-Venezia Giulia Region

Piano Annuale IeFP 2017-2018 Regione Friuli-Venezia Giulia



## 1 Description

**Timespan** Since 2014/2015 (The instrument was originally introduced in 2005).

**Stage** **FULLY OPERATIONAL**

**Focus area**  **MATCHING SKILLS FOR TODAY'S JOB MARKET**

## 2 Foundations

**Policy area**  **INITIAL VOCATIONAL EDUCATION AND TRAINING**

The instrument identifies the IVET supply targeted to under-18s, which is under the responsibility of Friuli-Venezia Giulia Region. IVET courses supply includes 3-year courses (for the achievement of a IVET Qualification) and one-year courses (after the Qualification, to achieve an IVET Diploma). More than 4,000 students and 290 courses are expected to be implemented in 2017/2018 through the instrument.

**Policy goal**

The main policy goal is to offer under 18s the possibility to achieve a formal IVET qualification within the regional IVET system through pathways which are: a) shorter than those delivered in State education vocational and technical programmes (5 years long); b) explicitly and tightly linked to the local labour markets needs and structures; c) recognized, in their final qualifications at national level. The main problem the policy instrument addresses is to raise the initial level of knowledge and skills of under 18s who do not chose to enter a 5 years education programme, enabling them to find employment with a qualification or to continue in the upper secondary and/or tertiary education or training system. The instrument contributes to achieving the policy goal through the identification and provision of IVET courses to be offered and delivered throughout the regional territory by accredited training providers and a certain number of upper secondary schools. IVET courses supply is supported, within the programme, by other complementary activities like the development of courses prototypes, the delivery of IVET leaving prevention measures, training for trainers, innovative pilot-projects, training standards' updating.

**Mismatch**

**EXPLICITLY DESIGNED TO ADDRESS SKILL MISMATCH**

The instrument explicitly assumes, as one of the inputs for the definition of the courses, to deliver the training needs the Region indicates every year (in a specific report) for the professional profiles that the IVET final Qualifications refer to.

**Aim of policy instrument**

 MATCH SKILLS OF YOUNG GRADUATES

●●● OTHER

To support the under-18 transition from training to employment.

**Legal basis**

**LAW**

**Administrative level**

**REGIONAL**

**Main responsible body**

Regione Friuli-Venezia Giulia as institution; EFFEPI as implementation agency.

**Stakeholders**

 TRAINING PROVIDERS (PUBLIC/PRIVATE)



## GUIDANCE COUNSELLORS



## OTHER

Accredited private training agencies and upper secondary schools are involved in the delivery of the IVET courses defined in the programme. Employers are involved in hosting students for their curricular internships during each year of IVET course. Guidance counsellors are involved in the counselling activities offered to students as a part of the IVET supply included in the programme.

### Funding

The funding committed to the instrument for 2017/2018 is approximately €26-30m. The source is mainly the regional balance with the addition of European Social Fund (for the more innovative activities) and funds from the Ministry of Labour (for the apprenticeship and dual-scheme courses).

### Intended beneficiaries

The intended beneficiaries are young people aged under 18, enrolled in regional IVET Qualification and Diploma courses. They are expected to benefit from the instrument, because attending the IVET courses and developing the related knowledge, skills and competences they may obtain a formal Qualification/Diploma (nationally valid and giving them the possibility to continue in the regional or national education/training system) and, thanks to the curricular periods spent in working contexts, increase their chances to be offered an employment at the end of the IVET course.

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## Processes

### Use of labour market intelligence



#### INFORM DECISIONS ON COURSE FUNDING/PROVISION



#### INFORM CAREER-MAKING DECISIONS OF STUDENTS

The annual training needs report produced by the Region, and specifically oriented to the IVET courses supply definition, was used to identify the courses to include in the programme. The report considers two sources (the last one was released in January 2017 and refers to 2016 data): the 2011-2016 employment trends in the region (Ergonet database); the last 6 years Excelsior System employment forecasts, at regional level as well. The report was used, together with other inputs (the employment rate of the students who achieved a Qualification/Diploma two years before, and the implementation data of the programme of the previous year), for identifying the list of the courses to offer and their structure (ordinary or dual).

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**Financial schemes** Training providers and schools are paid through the programme on the basis of hour/professional resources' standard costs (hour/student), formally defined by the Region and depending on the amount and type of activity carried out (e.g. coordination, direct training, counselling, training for trainers, support to programme implementation, etc).

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**Frequency of updates** The Excelsior system is updated every year (for the definition of the 2017/2018 IVET supply the last available update was 2016), while Ergonet (the regional data-base of employment hiring and termination communications deriving from the Public Employment Services) is updated regularly and continuous, as they are administrative data.

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**Development** The approach is used since the 2014/2015 edition of the instrument and its general structure (that is the integrated use, every year, of the regional report on training needs, the regional report on IVET students' employment, the monitoring report on programme's implementation) has not been adjusted throughout these years. In the past years, the national report on regional IVET published by Isfol (now INAPP) was used as another source for the definition of the programme contents (but the report was not available for the 2017-2018 programme).

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**Barriers** No relevant barriers to implementation emerged throughout the years. The inputs coming from both the training needs reports and the individual training demand generally allowed for the definition of feasible and implementable programmes. In some years the regional economic system asked for qualifications for which there were no students interested in enrolling in the corresponding courses. In these cases, the solution was the activation of courses with a very limited number of students (8-10 for each class). Another (small) barrier was the temporal misalignment between training needs data updating and the programmes' timeframes. This misalignment was overcome by adjusting the data to the actual timeframe on the basis of evidences provided by the Social Partners and the training institutions.

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**Success factors** Two factors: a) the instrument's implementation by one network of IVET providers at regional level allows for the on-going adaptation of the IVET supply to the dynamics and needs/demands of the local contexts; b) the instrument's definition in two progressive steps, one - more general - in July and the second - more definite and precise - in September.

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## Monitoring

The progress of the instrument is measured every year by the Region and the results are presented in a Monitoring Report, which is one of the inputs of the programme (the last available report dates December 2016 and refers to 2015/2016 courses). The main indicators used for measuring the programme's implementation progress are: the number and types of delivered courses; the number and denominations of professional profiles covered by the Qualifications/Diplomas; the number of enrolled students; the students' profiles by age and nationality; the students' success rate (by year of course and at the end of the whole course).

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## Innovativeness

### SLIGHTLY INNOVATIVE

The policy instrument is innovative for the following reasons: the instrument includes all the regional IVET providers; the Region has the role of giving system-level strategic inputs for the definition of the instrument's contents; the instrument has an explicit and clear link with regional training needs/demand; and the instrument contains not only IVET courses, but also activities aimed at improving the quality of the regional IVET system (e.g. training of trainers; updating of competences' standards; innovative pilot-projects). The combination of these elements resulted in a very strong leverage for the development of regional IVET policy in Friuli-Venezia Giulia.

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## Sustainability

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### Evidence of effectiveness

The effectiveness of the instrument is measured by the Region every year through a dedicated survey focused on the employment of IVET students who successfully concluded the courses. The last available survey covers the 2014/2015 students and their employment situation between June 2015 and October 2016. The surveyed students with a Qualification/Diploma have been 1,061; 49% of them had at least one job lasting for more than one month in this period; and the job is consistent with the IVET Qualification/Diploma for the 75.8% of those who had/have a job. The majority of the employed had a fixed-term (27%) or an apprenticeship (23.8%) contract, and almost 13% of the final students decided to continue in studying in upper secondary education. Both the instrument's benefits (mostly at students' level) and beneficiaries were as expected. No relevant unexpected benefits or costs emerged from the implementation of the instrument throughout the years.

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**Engagement of stakeholders**

The instrument definition and operation involve only the Region, on the one side, and network of regional-based IVET providers, on the other side. No other stakeholders, of any kind, are engaged in the instrument. Before giving the IVET providers' network the general indications for defining the instrument, the Region involves the Social Partners in a consultation every year, regulated by the VET and labour market regional law, aimed at focusing the IVET system priorities in relation to the evidences coming from training and occupational needs/demand surveys and analyses.

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**Transferability****NOT EASILY TRANSFERABLE**

The instrument would be most successfully transferable in contexts where: IVET providers are used or prone to cooperate; IVET providers are in a limited number (no more than 20, otherwise the territory should be divided in sub-areas, each one with no more than 20 providers); the instrument is entitled (formally) to cover a timespan of 3-5 years; the instrument's financial volume allows the providers to make significant "economies of scale" (which give the instrument its flexibility).

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**Sustainability**

A new programming period covering the next 3 years has just been announced by the Region. The instrument will therefore certainly continue for at least a further 3 more years. The Region is very satisfied by the instrument, because it only has one IVET implementing subject at regional level, which is able to combine the definition of IVET models/prototypes and the flexibility in their translation into IVET courses and supply at the same time. The instrument is an important efficiency factor at system level for the Region.

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