

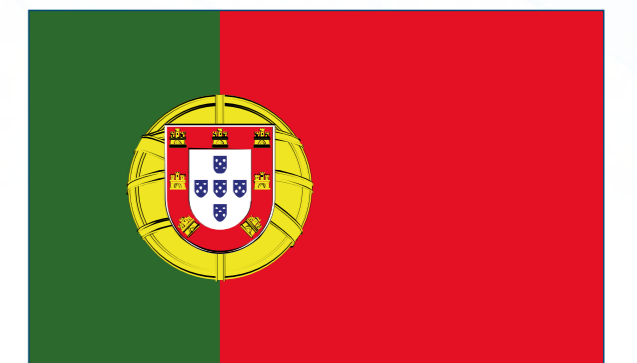
# th CONFERENCE on the Evaluation of EU Cohesion Policy

16-17 September 2021 Porto, Portugal

## Shaping Transitions with Evidence



### Contribution of Portugal 2020 to the promotion of school success, tackling early school leaving and promoting youth employability



Programa Operacional Capital Humano (Human Capital Operational Programme)

#### FUND COVERED

► ESF

#### PROGRAMMING PERIOD

► 2014-2020

#### PROGRAMMES COVERED

► Human Capital Operational Programme  
 ► All 7 Regional Operational Programmes – Norte OP, Centro OP, Lisboa OP, Alentejo OP, Algarve OP, Madeira OP and Azores OP

#### THEMATIC OBJECTIVES

► TO10. Education and training

#### TYPE OF EVALUATION

► Impact



#### YEAR OF COMPLETION

► 2021

#### MAIN OBJECTIVE

This evaluation focused on a set of national educational measures and interventions aimed at promoting educational success, reducing early school leaving and increasing youth employability, thus assessing their contribution to this effect. It mobilized a robust and very rich theoretical and methodological device that aimed to answer the questions of Effectiveness, Efficiency, Impact, Sustainability and European added value.

#### METHODOLOGY USED

Theory Based Evaluation and Counterfactual Analysis.

#### DATA SOURCES

Quantitative and qualitative data from desk research (Statistic official data from DGEEC and ISS for Counterfactual Analysis), interviews, surveys to teachers, psychology services and beneficiaries, workshops & focus groups and Case studies.

#### MAIN FINDINGS

- Comparing to regular courses, attending Professional Course (CP) shows a mostly positive impact:
  - In terms of secondary education completion (for every 100 students, 45 of the regular courses and 87 of the CP have completed secondary education)
  - In terms of reducing social inequalities, by increasing the chances of achieving academic success.
  - In terms on employment (for every 100 students, 36 from regular courses and 54 from CP find their first job after 6 to 9 months after finishing the course).
  - However, results suggest a negative impact on enrollment in higher education (for every 100 students, 25 from the regular courses and between 4 and 5 from the CP enroll in higher education immediately after completing high school).
- The supported activities under type 1 (see figure below), namely the professional courses, combined with other interventions targeting specific publics/needs, allowed the diversification of education and qualification offers, which is key to reducing ESL and promoting educational success. The support of other types of interventions ((2 and 3, below, namely TEIP, PNPSE, Teachers training and Psychological Services) also showed high levels of effectiveness, justifying the levels of funding and their adequacy.
- The available resources, in general, were adequate to reach the intended outcomes and the achieved results and impacts justify the financial resources of the ESIF mobilized.
- Simultaneously territorial/bottom-up based programs (like TEIP and PNPSE) contribute positively to the reversal of school failure.

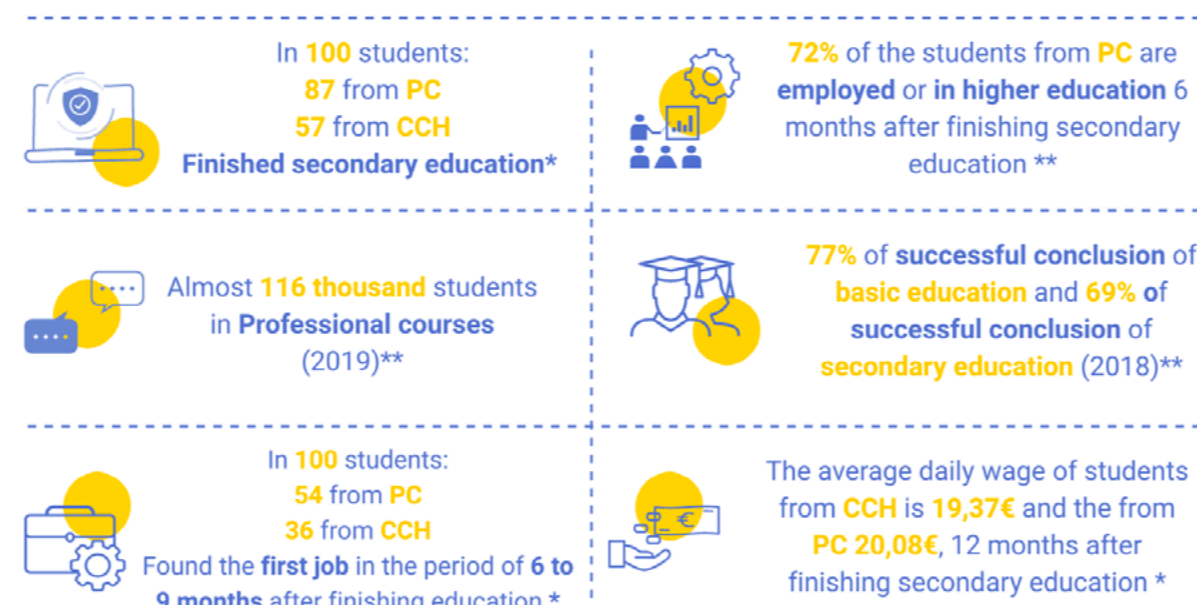
- Other cross-cut interventions like training of teachers and psychology services (SPO) are quite important, but a more in-depth analysis and evaluation work of these components should be carried in the future.

#### CONCLUSIONS

- The intervention outcomes were very positive. Nevertheless, there are 10 recommendations addressed to several public institutions, that should feed in to the public policy design process of the instruments targeted in this evaluation:
  1. Continuing funding for the diversification of training offers
  2. Continuity funding for interventions designed with a territorial basis.
  3. Review the TEIP Program, linking with PNPSE
  4. Mainstreaming activities and practices aimed at prevention of ESL
  5. Expansion of the Digital Transition Plan for education investment
  6. Strengthening the functions of the SPO
  7. Investment in the schools' HR and Training of Teachers and other educational agents
  8. Enhancing vocational pathways public recognition, tackling prejudice still associate with those courses
  9. Strategies of proximity to the community and families
  10. Institutionalize monitoring, evaluation and transparency practices

#### Impact of the three types of policy measures :

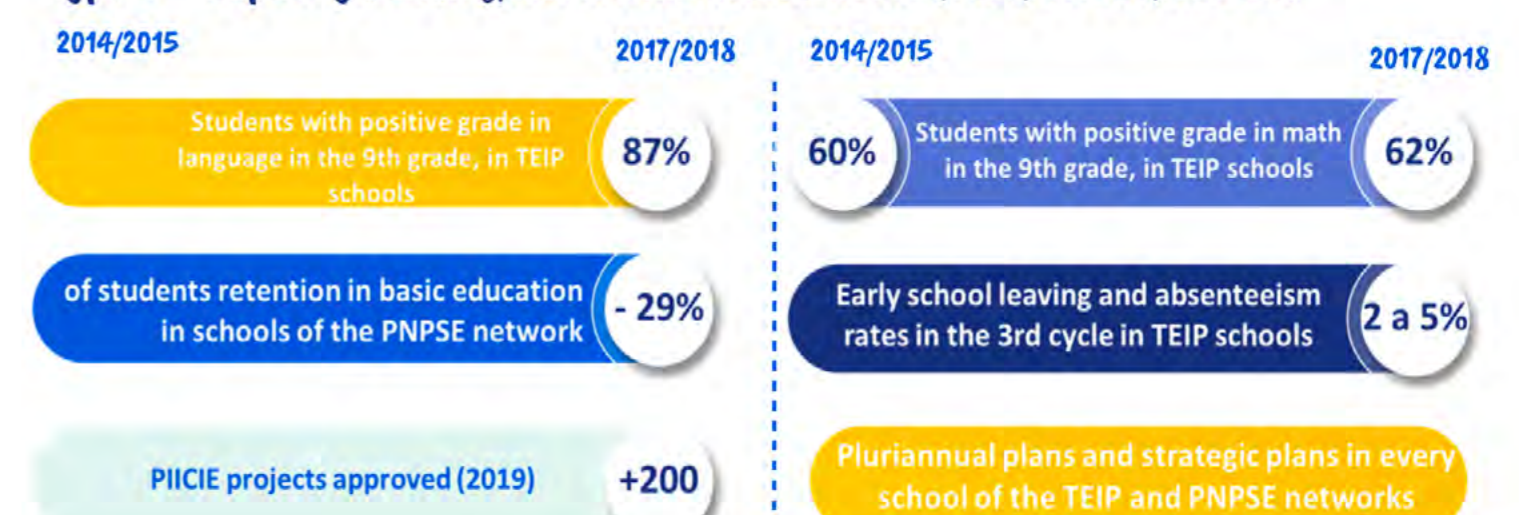
##### Type 1 – Educational offer



\* Evaluation team calculation using DGEEC and ISS data. Note: this data is taken from Counterfactual Analysis that compares the performance of students from Professional Courses (CP) and Regular Courses (or Scientific and Humanistic Courses – CCH).  
 \*\* POCH monitoring data.

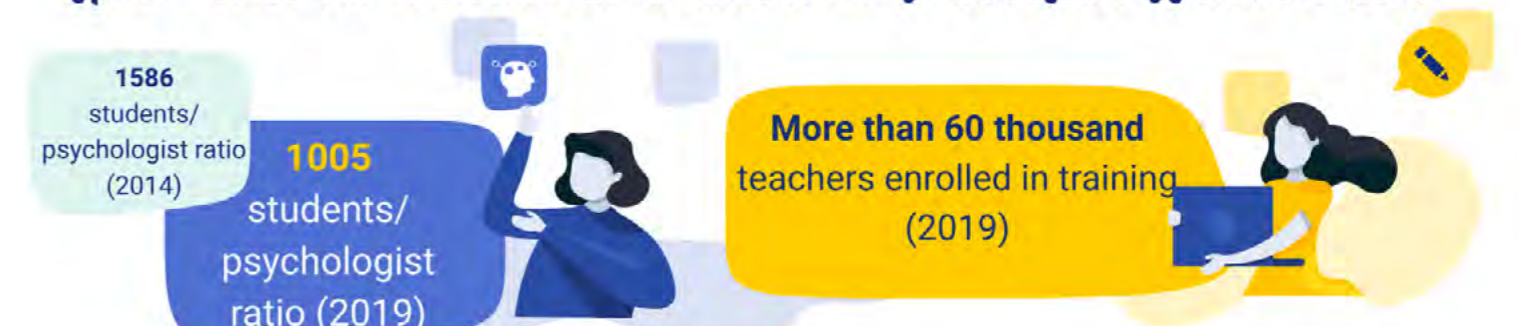
#### Positive developments:

##### Type 2 – Capacity building/territorial interventions (TEIP, PNPSE, PIICIE)



Source: Data from PNPSE; Data from TEIP evaluation 2012-2018.

##### Type 3 – Cross-cut interventions: Teachers training and Psychology services (SPO)



Source: POCH monitoring data.

#### AUTHOR(S) OF THE EVALUATION

Entities: IESE/ISCTE/PPLL Consult

Coordinators: Luís Capucha, Catarina Pereira, Rui Godinho

Evaluation team: Filipa Seiceira, Ana Rita Capucha, Ana Simões, Gisela Ferreira, João Paulo Henriques, João Sebastião, Susana Martins, Teresa Seabra