

th CONFERENCE on the Evaluation of EU Cohesion Policy

16-17 September 2021 Porto, Portugal

Shaping Transitions with Evidence



First evaluation of 2014-2020 Human Capital OP interventions in the area of education

Ministry of European Investments and Funds



FUNDS COVERED

- ▶ ESF, YEI

PROGRAMMING PERIOD

- ▶ 2014-2020

PROGRAMME COVERED

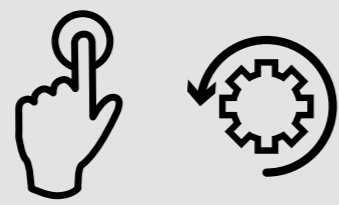
- ▶ Human Capital Operational Programme

THEMATIC OBJECTIVE

- ▶ TO10. Education and training

TYPE OF EVALUATION

- ▶ Impact, Process/implementation



YEAR OF COMPLETION

- ▶ 2020

MAIN OBJECTIVES

The purpose of the evaluation was to inform programme management in the decision-making process. Main questions analysed the progress seen in the sector since the adoption of the programme, the contribution of the programme, positive or negative unintended effects and mechanisms, sustainability.

METHODOLOGY USED

Desk research, analysis of data series, interviews, surveys, Delphi survey, workshops, CIE.

DATA SOURCES

- ▶ Primary data collected from surveys and interviews and secondary data from different registries.

MAIN FINDINGS

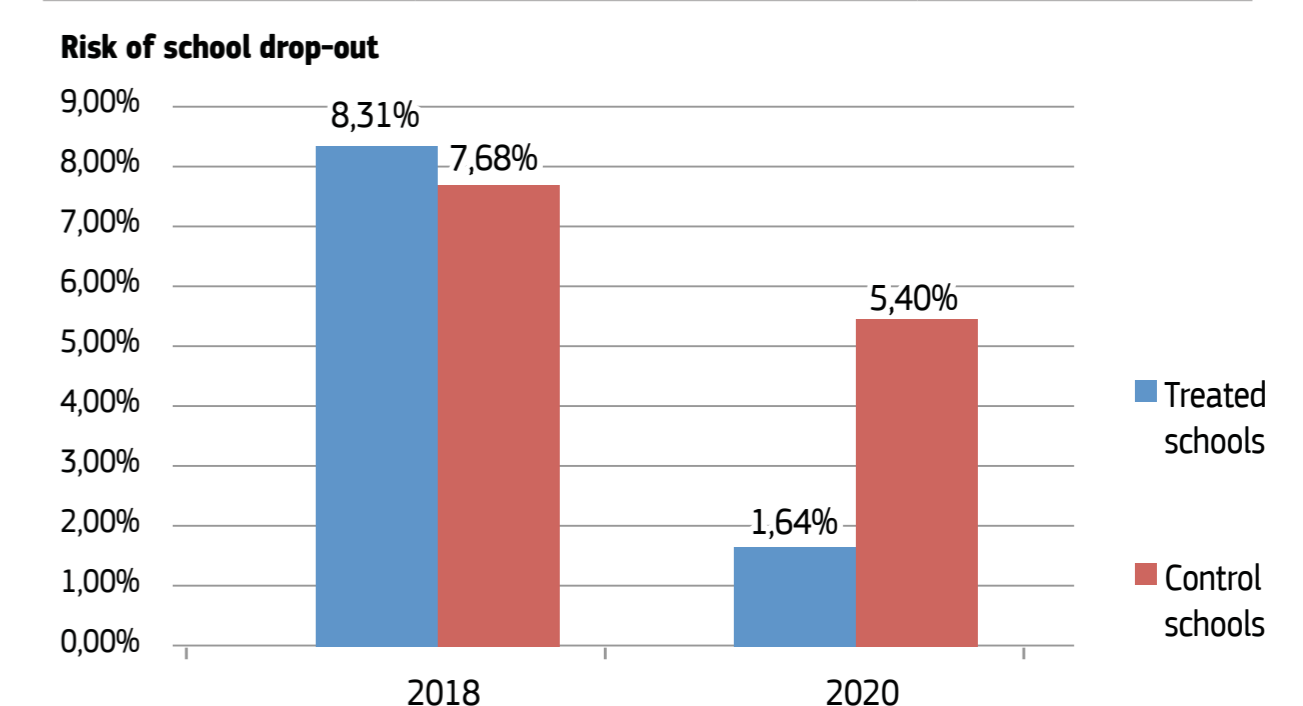
- ▶ Considering that a small number of projects have been completed, the effects are seen at the level of supported participants and less on a larger scale of the educational system
- ▶ Among the benefits participants in interventions enjoy are: cognitive development and communication skills for pre-school pupils, facilitation of transition to school and improving parents' attitudes towards education; improving pupils' participation in primary and secondary education, developing teachers' skills and improving teaching methods, including integration of children with special needs; at tertiary level: developing practical training for students in certain fields, contribution to the digitization of educational content and digital skills of university staff. Counterfactual impact evaluation showed small positive impact for reducing school drop-out in case of supported schools compared with the schools from the control group.

CONCLUSIONS

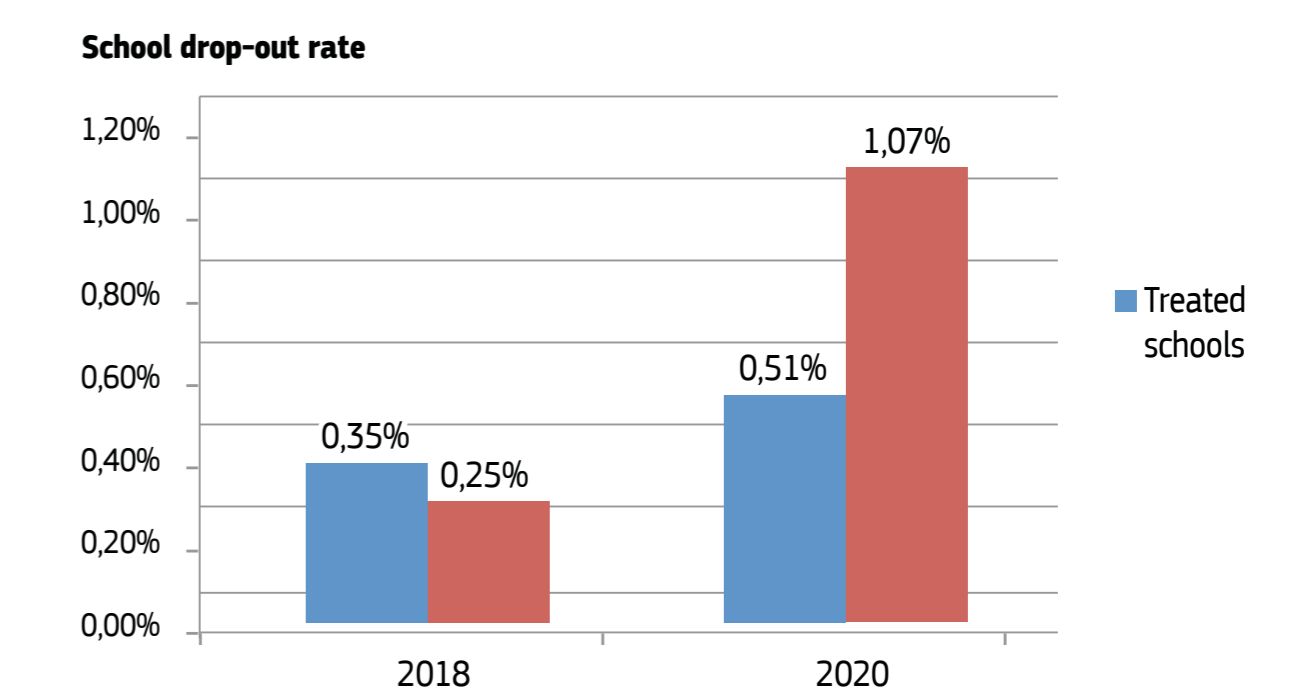
- ▶ Improve the strategic and regulatory framework for the education system
- ▶ Simplify procedures, reduce bureaucracy, harmonizing the interpretation of instructions, improve the functionalities of MySMIS
- ▶ Extend the duration of implementation projects covering the whole education cycle
- ▶ Focus interventions on the educational establishments most in need.

Impact of interventions on school participation of children, CIE results

Risk of school drop-out	2018	2020	Diff 2010-2018
Treated schools	8,31%	1,64%	-6,67%
Control schools	7,68%	5,40%	-2,28%
DID			4,39%

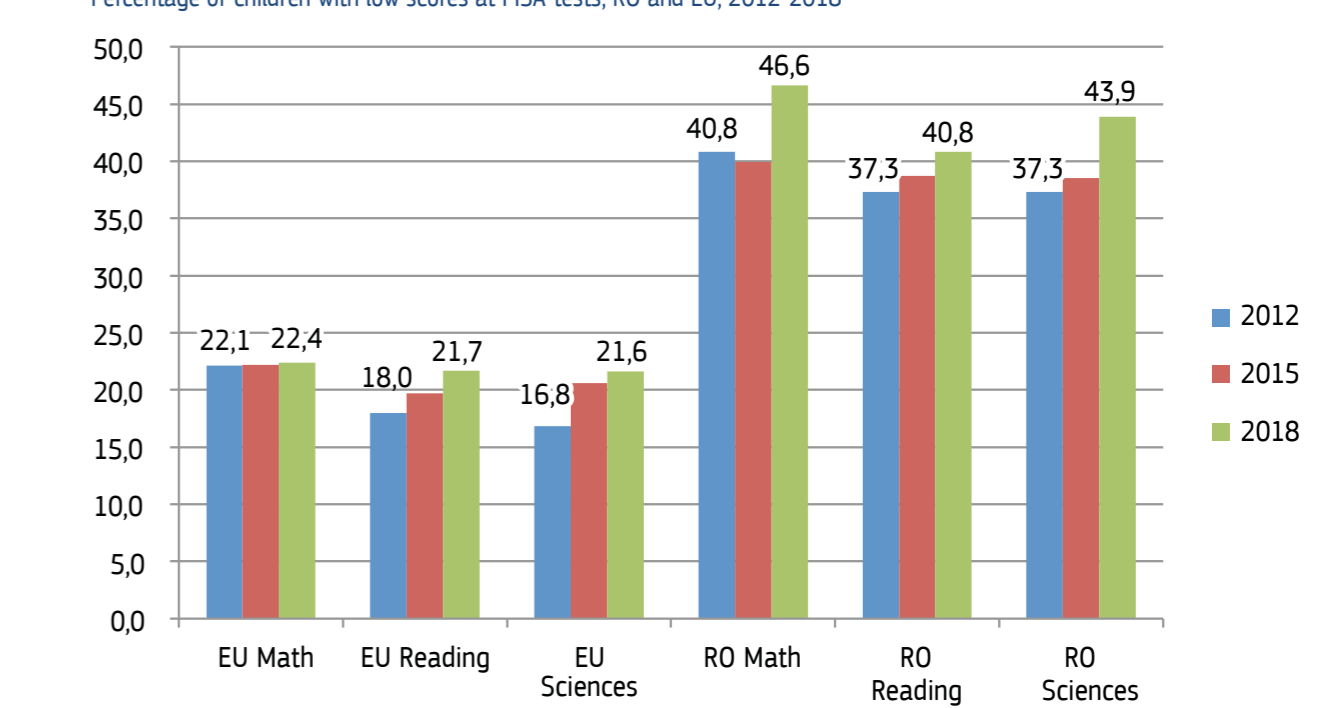


School drop-out rate	2018	2020	Diff 2010-2018
Treated schools	0,35%	0,51%	0,17%
Control schools	0,25%	1,07%	0,83%
DID			0,66%



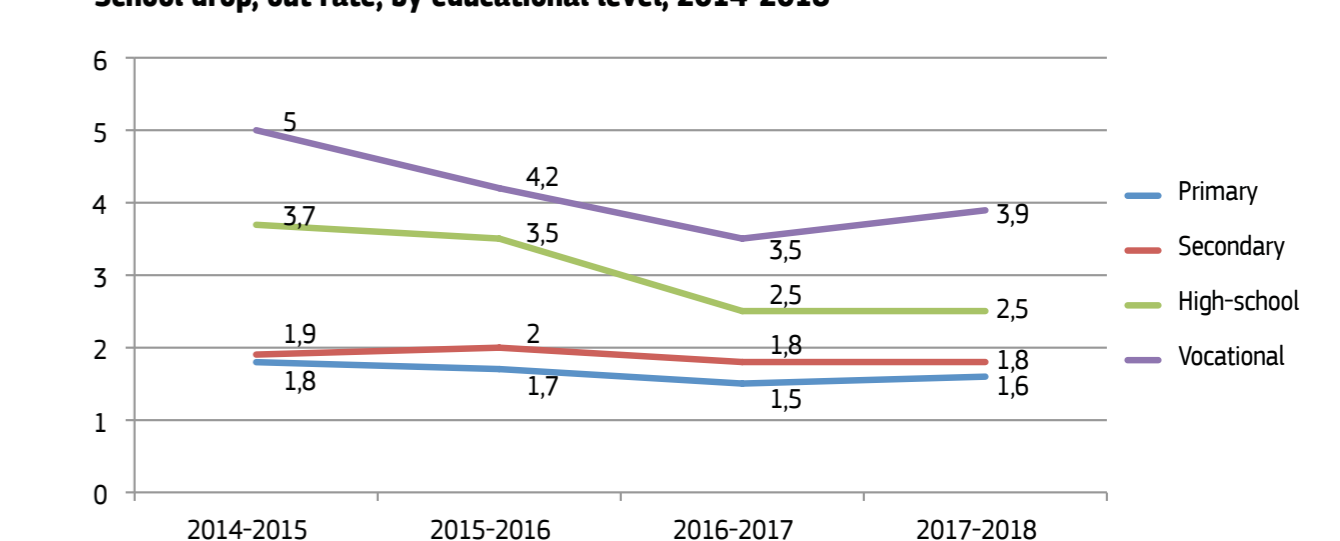
Performance at PISA tests

Percentage of children with low scores at PISA tests, RO and EU, 2012-2018



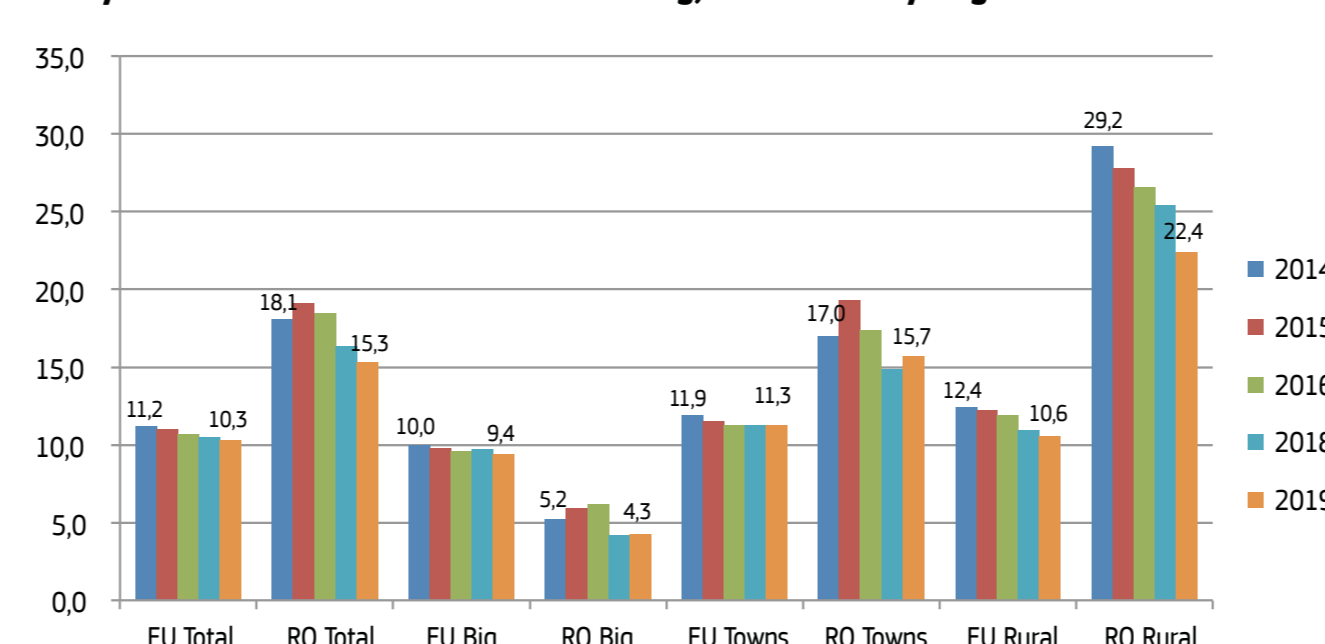
Data Source: Eurostat

School drop, out rate, by educational level, 2014-2018



Data source: Annual reports of Ministry of Education

Early leavers from education and training, RO and EU by degree of urbanisation



Data Source: Eurostat, edat_ifse_30

AUTHOR(S) OF THE EVALUATION

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LINK

www.evaluaire-structurale.ro/ primul raport de evaluare POCU 2014-2020