

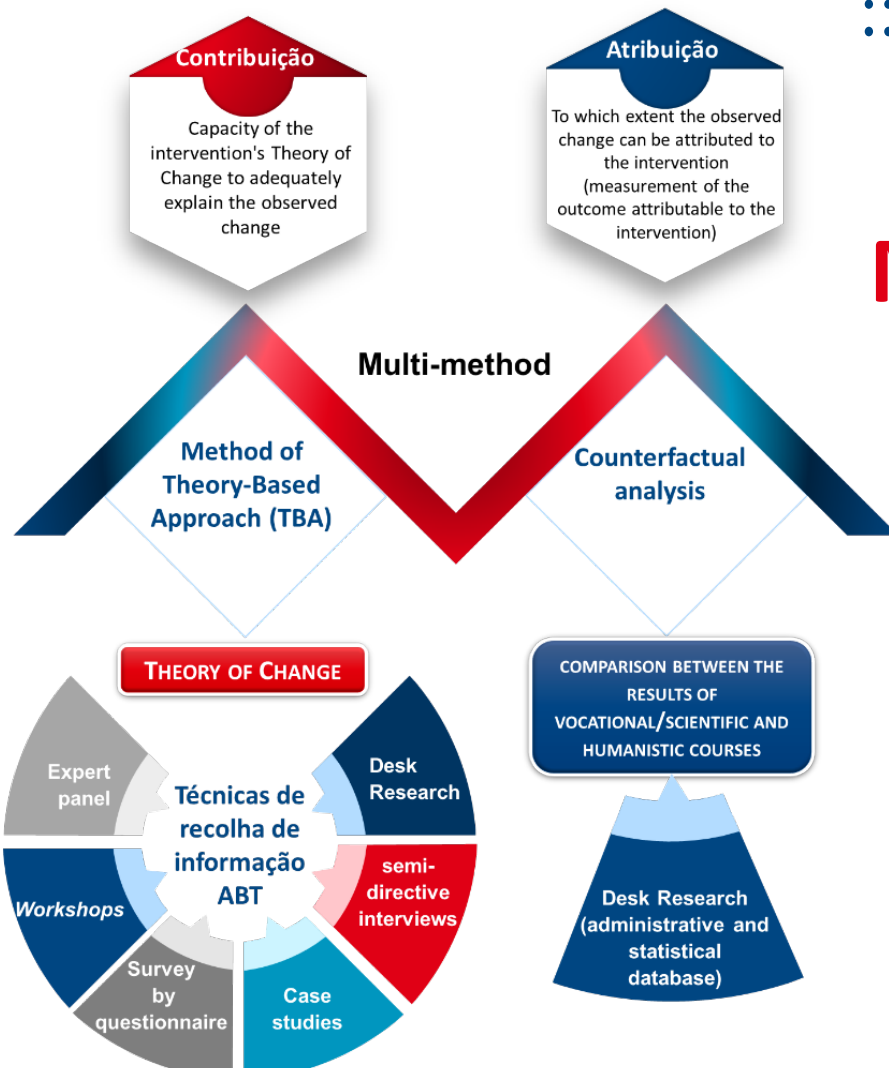
Evaluation of the Contribution of PT2020 to the Promotion of Educational Success, Reduction of Early School Dropout and Youth Employability

2021

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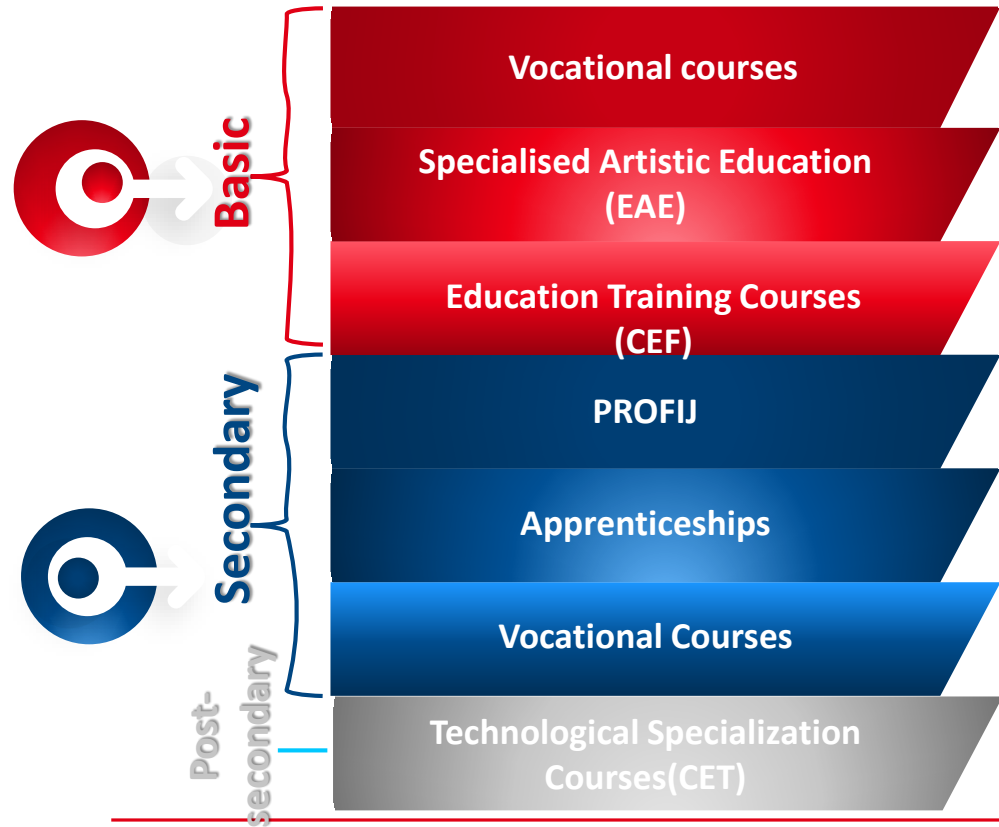
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METHODOLOGICAL APPROACH

INTERVENTIONS UNDER EVALUATION

Capacity building/territorialised interventions



- National Programme for the Promotion of Educational Success (PNPSE)
- Integrated and Innovative Plans to Combat School Failure (PIICIE)
- Educational Priority Intervention Territories (TEIP)

- ### Transversal Interventions
- Training for teachers, school managers, trainers and other education agents
 - Psychology and Guidance Services (SPO)

SYSTEMIC DEVELOPMENTS



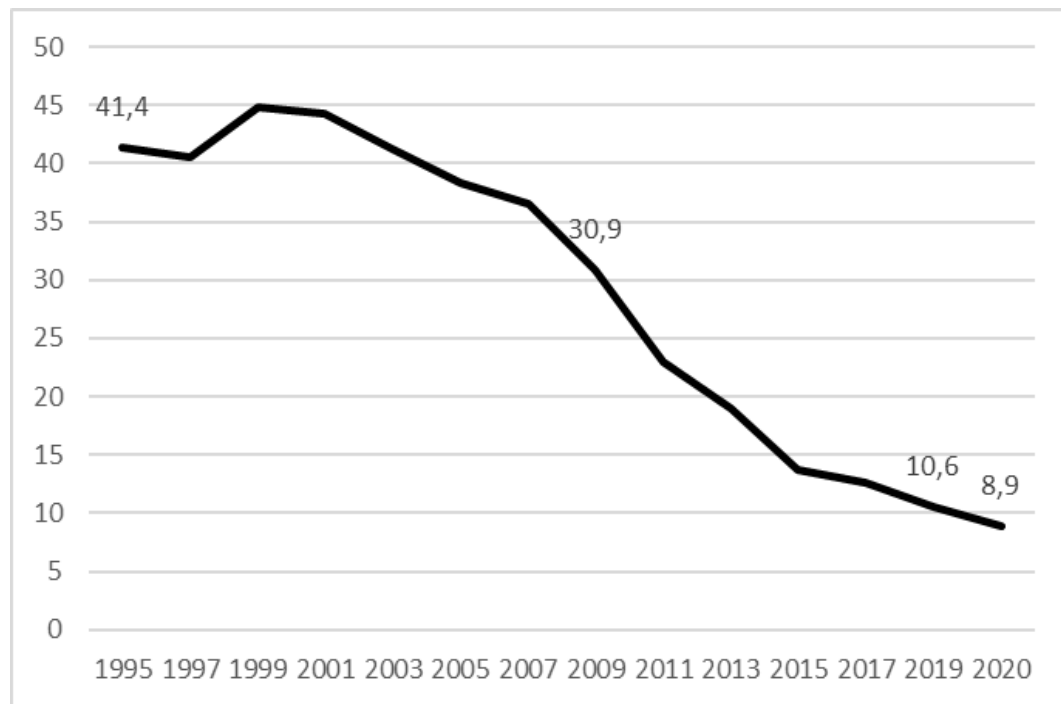
The European Funds have made a decisive contribution to the positive evolution of educational results and to a path of convergence with EU standards in terms of the qualification of the population, the reduction of the early school leaving rate, and also in improving educational success and school performance.



Early school leaving has had an extraordinary evolution and in 2020 it reaches the goal of being below 10% (with 8.9%). However, the need for preventive reinforcement remains, since even with such a positive result, it is clear that the pocket of ESL that will tend to persist will be much more related to the most fragile fringes of the school population, more affected by school failure, at risk of poverty and social exclusion.

Evolution of the ESL rate - Early School Leavers

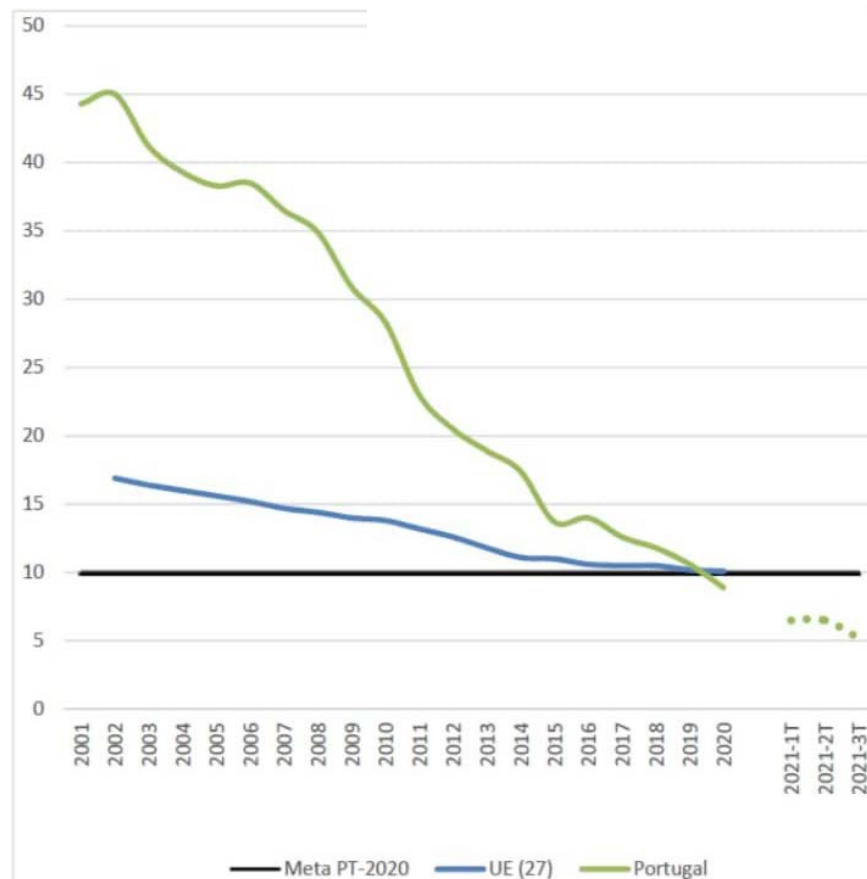
There has been a clear improvement in school failure, as seen, among other things, in the reduction in school retention rates at all levels of education and in the rate of ESL



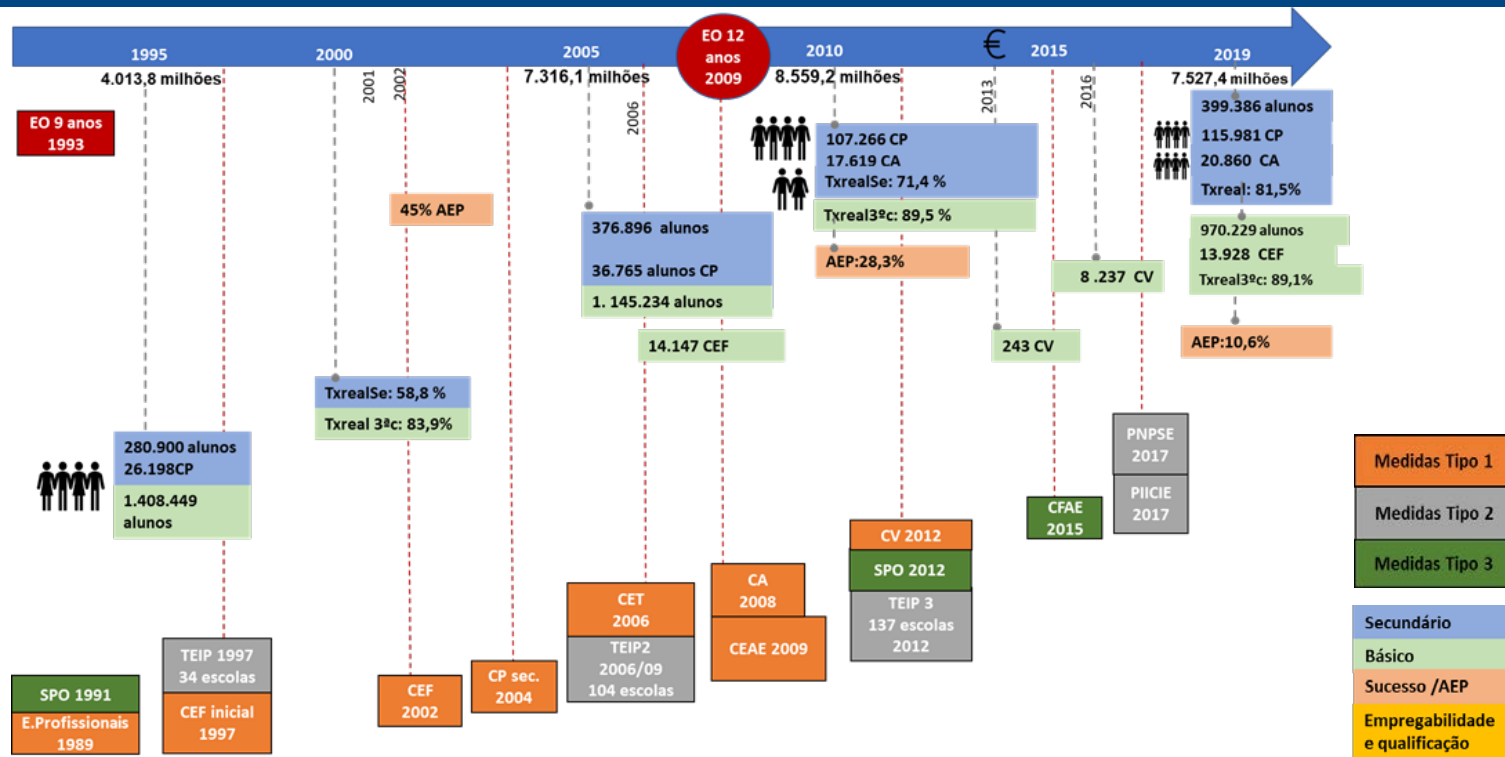
Fonte: DGEEC (consulta em outubro, 2020).

Early School Leaving Rate in Education and Training- Portugal and EU-27

- After a historic low of 8.9% in 2020, in 2021 it reached a new low of 5.2%
- Portugal is the European country with the best evolution of this indicator in the last two decades



Evolution of results and policies in evaluation, 1995 -2019



Evolution of key indicators and evaluation policies 2014-2019

Retention rate for basic education:

2014

10,5%

2019

3,8%

Retention rate for PC:

2014

14,4%

2019

10,3%

Retention rate for secondary education:



2014

18,5%

2019

13,2%

20-24 year unemployment rate

2014

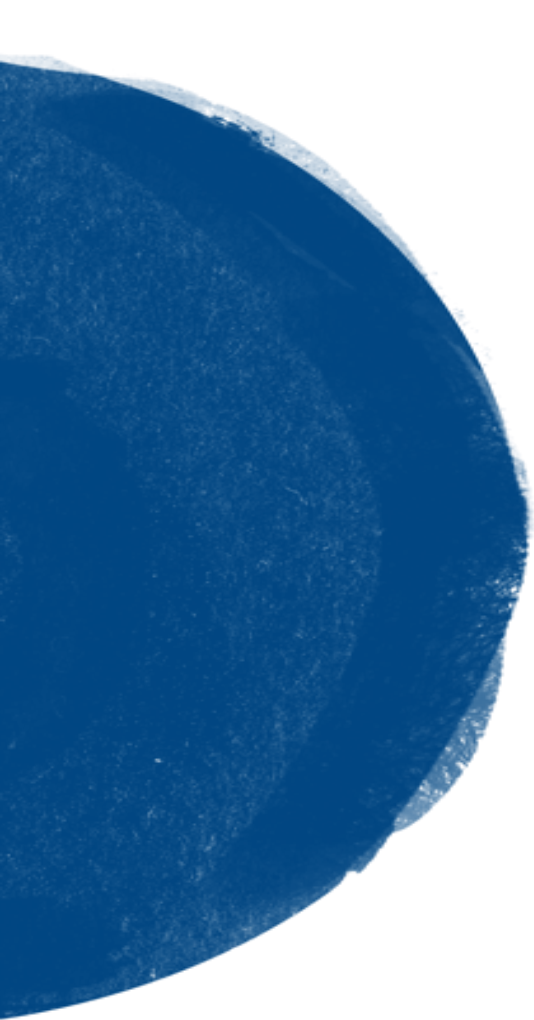
32,0%

2019

16,4%

The European Funds have contributed decisively

for the positive evolution of educational results and for the trajectory of convergence with the EU standards, regarding the qualification of the population, the reduction of the school dropout rate, and the improvement of educational success and school performance.



MAIN CONCLUSIONS ON THE INTERVENTIONS UNDER EVALUATION



VOCATIONAL EDUCATION

- Main response to the reception of students with school trajectories marked by retention
 - There is a cascade of effects leading to the reduction of pre-secondary school leaving, through the reduction of retention, and the subsequent reduction of early school leaving (i.e. not completing secondary education), generated to a large extent by the diversification of education options at this educational level
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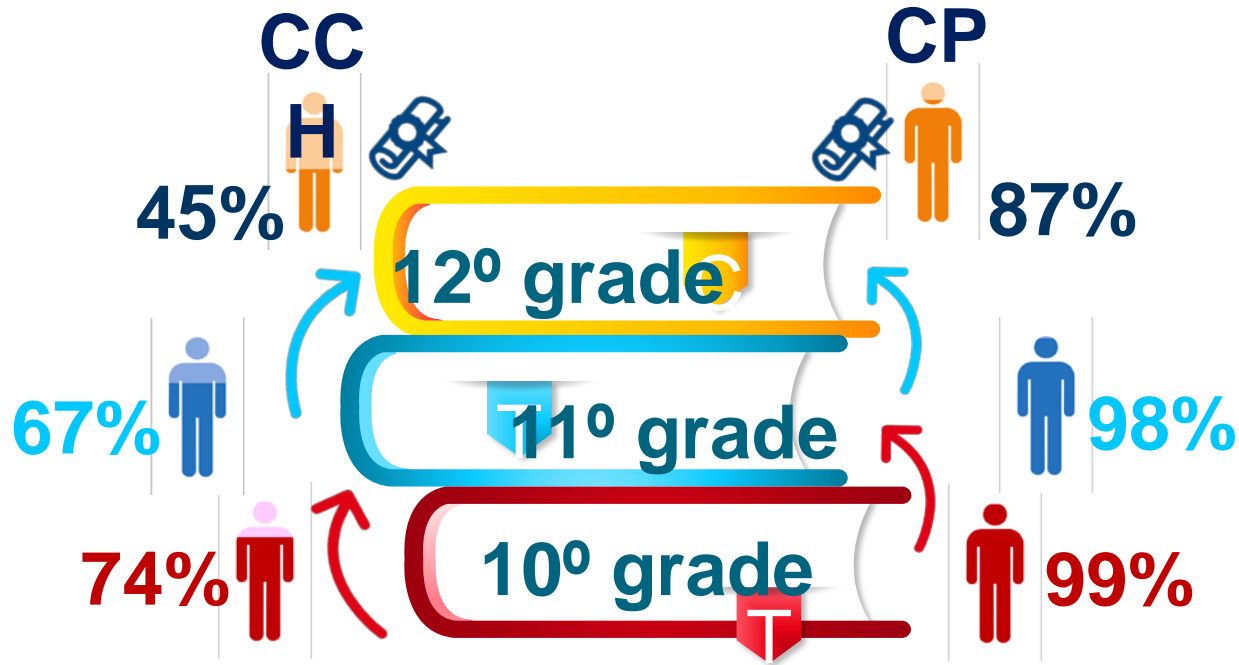
VOCATIONAL EDUCATION

- By their value as an educational option, namely by allowing both the completion of secondary education and the attainment of a professional qualification recognised in the market, vocational and apprenticeship courses are the main explanatory factor for the reduction of early school leaving.
 - They allow students from families with fewer resources and with other predictors of underachievement (e.g. lacking computer equipment, less educated, immigrant, older, male, who generally have worse school results) to reach the target after all
-



- The counterfactual analysis confirms that PC perform better than CHC also in the area of employability. The contact not only with simulated practice, but with the labour market and real work contexts that the structure of these pathways requires, is a very important advantage.
- The counterfactual analysis exercise of comparing CP students funded by ESIF and CHC, leads to the conclusion:
 - ⑩ There is a net effect of PC attendance for an improvement in academic success: for a specific group of pupils in the funded PCs of the POCH, the estimate of the global impact of attending these courses is positive regarding the transition from the 10th and 11th grade curricular years and the completion of the 12th grade.

Transition



Impact of the tree types of policy measures :

Type 1 – Educational offer



In **100** students:
87 from **PC**
57 from **CCH**
Finished secondary education*



72% of the students from **PC** are **employed or in higher education** 6 months after finishing secondary education **



Almost **116 thousand** students in **Professional courses** (2019)**



77% of **successful conclusion** of **basic education** and **69%** of **successful conclusion** of **secondary education** (2018)**



In **100** students:
54 from **PC**
36 from **CCH**
Found the first job in the period of **6 to 9 months** after finishing education *



The average daily wage of students from **CCH** is **19,37€** and the from **PC** **20,08€**, 12 months after finishing secondary education *

* 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

Employability

| Result variable | Norte Region | | Centro Region | | Alentejo Region | |
|--|---------------|---------------|---------------|---------------|-----------------|---------------|
| | Treated group | Control group | Treated group | Control group | Treated group | Control group |
| | % | % | % | % | % | % |
| Found a job within 6 to 9 months of completing the 12th grade | 56,1 | 35,6 | 49,8 | 36,8 | 50,7 | 41,9 |
| First contract is full-time | 79,6 | 61,8 | 78,2 | 59,1 | 76,8 | 68,2 |
| Permanent employment contract | 22,3 | 25,8 | 16,9 | 20,2 | 9,9 | 13,4 |
| Average number of months with records | 8,34 | 7,56 | 7,99 | 7,21 | 7,43 | 6,66 |
| Average total number of days worked | 226,0 | 191,3 | 215,1 | 176,1 | 194,3 | 166,2 |
| Average daily salary | 20,03 | 18,9 | 20,14 | 19,55 | 20,62 | 20,55 |

Source: own calculation with data from DGEEC e do IISS.



VOCATIONAL EDUCATION

- ⑩ The net effect of PC attendance is also strong in several sub-groups analysed, with a greater balance of academic performance results among the group of students from the PCs funded by the POCH, compared to the group of students from the CCHs.
 - ⑩ Attendance at the CP helped to reduce the effect of individual variables that are known to be more associated with underachievement and, for this reason, the CP also shows effectiveness as a measure to combat the reduction of social inequality in the school context.
-



**PNPSE AND TEIP SCHOOL
NETWORK**

- The fight against retention is decisive as it represents a cost that makes the system inefficient (efficiency analysis shows that the cost of retention is higher than the cost of supporting the functioning of a vocational course), mainly because retention is perhaps the main factor of early school leaving.





PIICIE

- They represent a relevant step in the decentralisation process of education policy, acting as an instrument to extend the intervention of municipalities in the school system beyond the minor role of curator of the buildings of some educational levels and transporter of children living far from schools. The PIICIE made it possible to extend the educational function beyond the curricular subjects and also to strengthen the resources for intervention outside the classroom, innovating pedagogically also in that domain.
 - Implementation of educational projects in the field and school context, favouring a bottom-up logic (isn't education a proximity policy?)
 - In the evaluation, a warning emerged, totally expected, about the risk of confusion between the roles of schools and municipalities.
-



SPO

- Important for supporting the efforts of schools and their various staff in combating retention and drop-out, which is particularly important at all levels of basic education
 - Important in revealing to pupils and their families the professions for which school prepares them and the characteristics of those professions, which should be reinforced at the end of the same level of education. However, this second aspect is not working as expected, which does not facilitate the extension of schooling until the age of 18 or until completion of secondary education, as required by law
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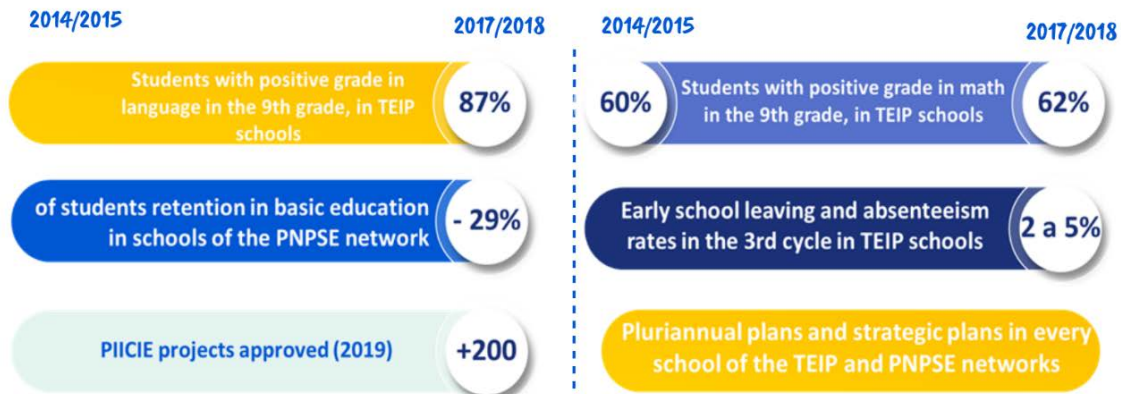


TEACHER TRAINING

- It now favours technical and scientific updating, the use of technologies in an educational context and pedagogy.
 - It updates and keeps motivated a profession which, in general, is ageing
 - Capacity building to respond positively to new challenges, promoting new practices and developing new competences.
 - Training should be extended to other professionals, such as the specialists and teachers who ensure the technical and technological components of the vocational education offers, an important part of the quality assurance of the offers, and the auxiliary staff of educational action, in order to qualify their contribution (they are the first visible face of the schools and spend with the students, i.e. with each student, tendentially, more time than the teachers of the 2nd and 3rd Basic and of the secondary)
-

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.



CONTRIBUTION OF THE INTERVENTIONS IN THE 3 DIMENSIONS OF IMPACT :

Type 1 - Educational Offer

Basic:
vocacionais N2, CEF,
PROFIJ N2 e
EAE

Offers that promote knowledge and contact with the labour market allow young people to enter the labour market with better employability conditions

Secondary:
vocacionais N4,
PROFIJ N4,
Profissionais e
aprendizagem
EAE

Schools and partners promote strategies to enhance the vocational offer that will meet the expectations of young people and families, as well as the needs of the labour market

Post-secondary:
CET

The diversification of paths at secondary level makes the continuation of studies attractive and useful

M5

M6

M7

M8

Out of 100 students, 87 from Vocational Courses complete secondary education (counterfactual)

72% of students who successfully completed the Professional Courses offer are employed or in further studies, 6 months after completion (2019)

Nearly 116,000 students in vocational tracks (2019)

8,9%

Early School Leaving Rate in 2020

Basic retention rate: 3.8 and secondary 13.1%; CP 10.3% in 2019

27,9%

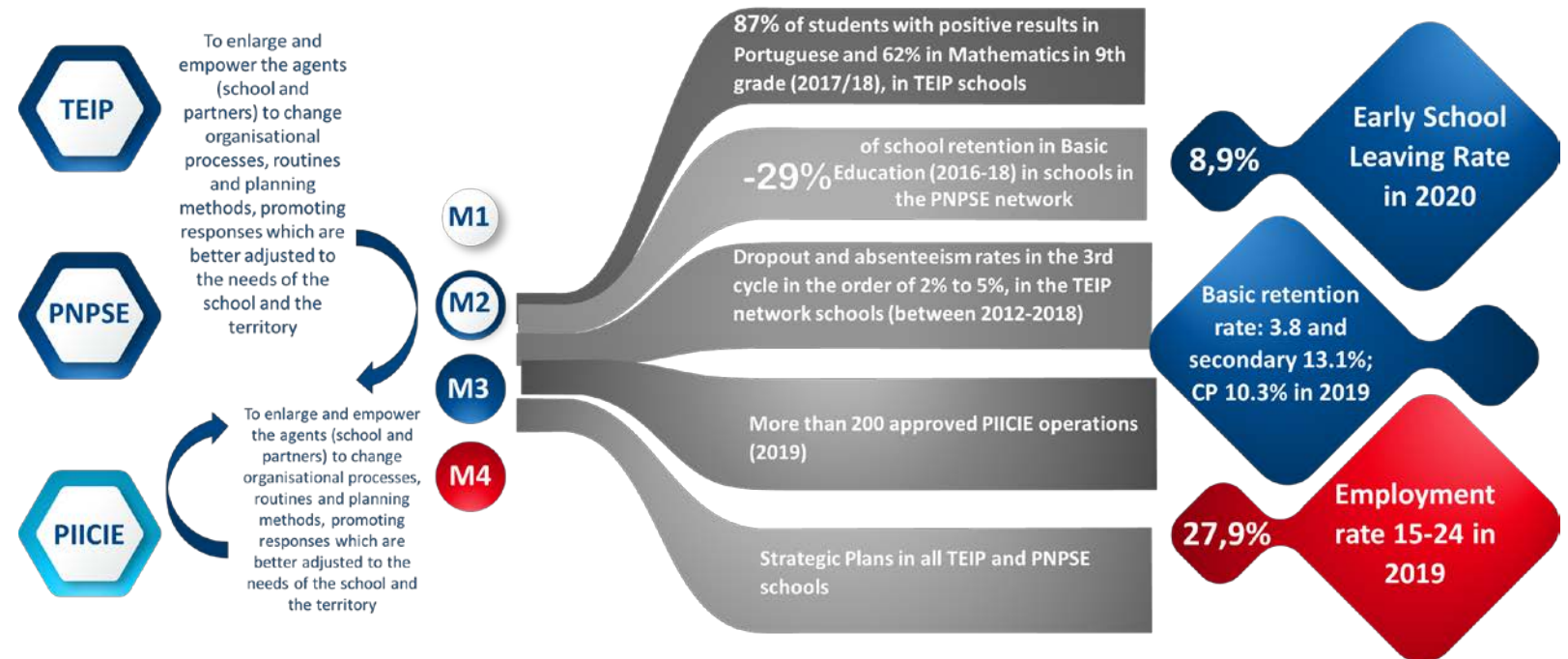
Employment rate 15-24 in 2019

High Impact

Medium Impact

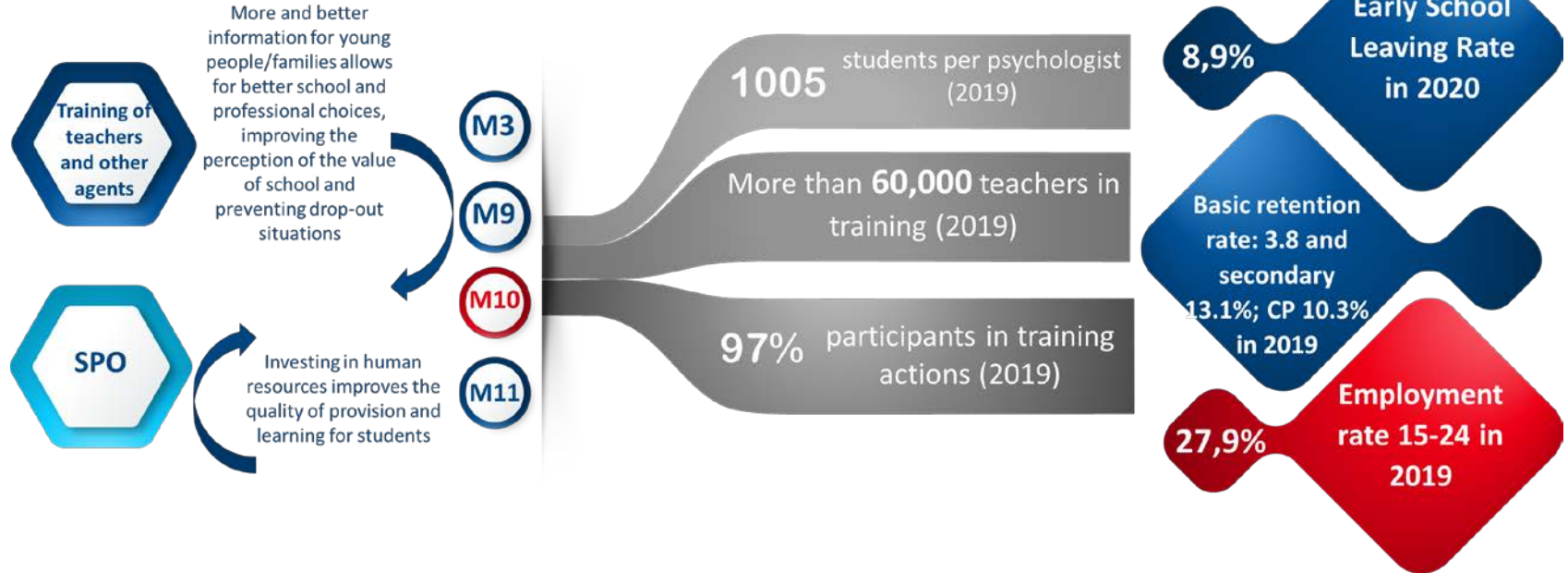
Low Impact

Type 2 - Capacity Building / Territorialised Offerings

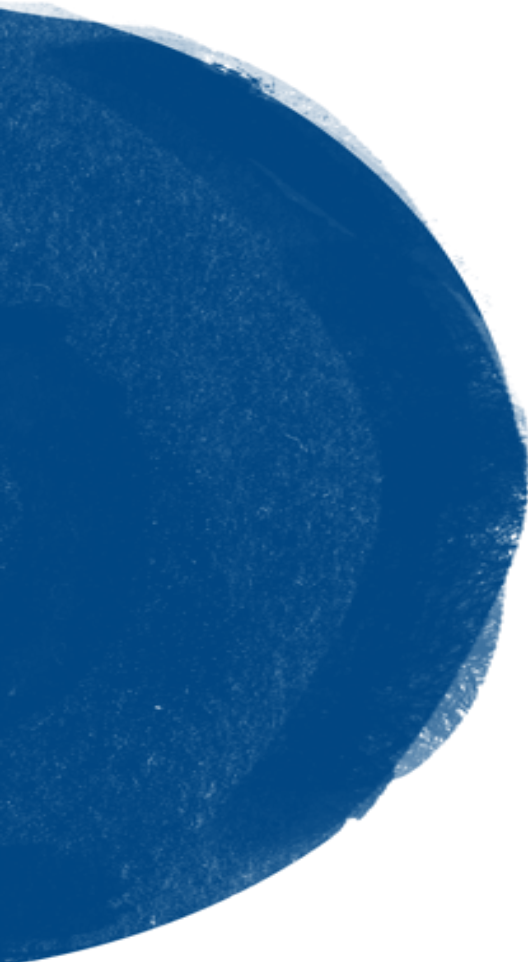


| | | |
|-------------|---------------|------------|
| High Impact | Medium Impact | Low Impact |
|-------------|---------------|------------|

Type 3 - Transversal Interventions



| | | |
|-------------|---------------|------------|
| High Impact | Medium Impact | Low Impact |
|-------------|---------------|------------|



**RECOMMENDATIONS OF THE EVALUATION, WAYS OF MAKING
THEM OPERATIONAL AND MAIN PARTIES RESPONSIBLE FOR
THEIR IMPLEMENTATION**

Recomendation 1

Focus on the continuity of funding for the diversification of education offers, especially vocational ones

Recomendation 2

Invest in the continuity of funding and interventions with a territorial basis (PIICIE)

Recomendation 3

Proceed with the revision of the TEIP Programme, in articulation with the PNPSE

Recomendation 4

Exploration and mainstreaming of activities and practices aimed at preventing and combating school failure

Recomendation 5

Strengthen and extend the investment of the Digital Transition Plan to meet the needs of digital tools in education processes

Recomendation 6

Strengthening the functions of the SPO

Recomendation 7

HR investment in schools and reinforce the Training of Teachers and other educational agents

Recomendation 8

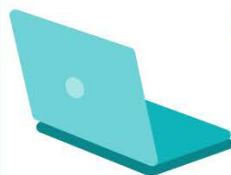
Enhancing the image of the School and of the vocational education and combating prejudice and negative social representations associated with vocational offers

Recomendation 9

Creation of Community and Family Outreach Strategies

Recomendation 10

Enhance and institutionalise strategic monitoring, evaluation and results - demonstration practices



Informação completa do Estudo de Avaliação disponível em: www.poch.portugal2020.pt e www.adcoesao.pt

Equipa de Avaliação



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