

ANNEX

Reviewed evaluations and main results

Table A1. List of evaluations reviewed

	Measure	Link to website	Link to evaluation
BE-fr	<i>Expairs</i> project	Université de Mons	The evaluation was planned but could not be conducted
	Certification per unit (<i>Certification par unité</i> , CPU)	Gallilelex cda	School inspection
DK	<i>Retention caravan</i> (<i>Fastholdelseskaravanen</i> , 2008-12)	Retention Caravan and EU report	Ministry of Education final report
	Youth guidance centres (<i>Ungdommens Uddannelsesvejledning</i>) ^(a)	Euroguidance	2007 evaluation
AT	Youth coaching scheme (<i>Jugendcoaching</i>)	Neba.at	2013 evaluation – final report
	Apprenticeship coaching (<i>Coaching und Beratung für Lehrlinge und Lehrbetriebe</i>)	Bmwf.gv.at	Brief report of pilot phase evaluation
	Supra-company training programme (<i>Überbetriebliche Lehrausbildung</i> , ÜBA)	UBA Information	<ul style="list-style-type: none"> • 2010 evaluation • 2011 evaluation
	<i>Produktionsschule</i> (former <i>AusbildungsFIT</i> , ready for education and training)	Produktionsschule	2014 annual report
DE	Programme of qualified supervision in vocational schools and companies (QuABB)	QuABB	2014 final report- evaluation
	Vocational orientation programme (<i>Berufsorientierungsprogramme</i> , BOP)	BOP	2014 special report
	Prevention of training dropout (<i>Verhinderung von Ausbildungsabbrüchen</i> , VerA)	VerA	2012/13 IES evaluation
	Transfer project for assisted training in Baden-Württemberg (<i>Carpo</i>) (1.9.2008-31.12.2011)	Carpo	Magazine article
	Training support (<i>Ausbildungsbegleitende Hilfen</i> , abH)	abH	<ul style="list-style-type: none"> • 1991 external evaluation • preliminary study on further evaluation
	Youth labour employment agency, Hamburg region (<i>Jugendberufsagentur</i> , JBA) ^(b)	JBA	Evaluation in process at the time this research was concluded.
EE	Back to school in Estonia – Programme KUTSE (ESF project)	KUTSE	<ul style="list-style-type: none"> • 2009/13 final report on development of Estonian VET • final evaluation available upon request from Innove
	Pathfinder centres (<i>Rajaleidja keskused</i>)	Pathfinder	Not evaluated by the time this research was concluded

	Measure	Link to website	Link to evaluation
FR	Platforms for monitoring and coordination of early leavers (PSAD)	Eduscol	2014 diagnosis report
	Experimentation of the association AFEV ^(c) (2009-12) providing individualised support to VET students at risk of dropping out	AFEV	2012 evaluation report
	Innovative pole (<i>Pôle innovant lycéen</i> , PIL)	PIL	No evaluation. Monitoring information available in: Guide des solutions innovantes
	New opportunity school in Lyon (Lycées de la nouvelle chance in Villeurbane and Clergy)	Lycees de la nouvelle chance	No evaluation. Monitoring information available in: Network of the Lycees
	Second chance schools (<i>Écoles de la deuxième chance</i>)	Network E2C	Reseau E2C France, activity report 2014
	Schools for integration organised by the Ministry of Defence (<i>Établissements pour l'insertion dans l'emploi</i> , EPIDE)	EPIDE	EPIDE figures
HU	<i>Dobbantó</i> programme	Fszk.hu	<ul style="list-style-type: none"> • Bognár 2011 evaluation report
	The integrated pedagogical system (<i>integrált pedagógiai rendszer</i> , IPR) – Roma education fund	Emet.gov.hu	2009 evaluation
IE	<i>Youthreach</i> programme and community training centres (CTC)	Youthreach.ie	2010 evaluation
	Youth guarantee: Ballymun youth guarantee pilot	Ballymun pilot	<ul style="list-style-type: none"> • 2015 evaluation • 2015 policy and practice report • 2015 report, Duggan
	Leaving certificate applied (LCA)	Education.ie	<ul style="list-style-type: none"> • Research paper 2010 • McCoy et al. 2014
IT	Crafts square, Turin (<i>Piazza dei Mestieri</i>)	Piazza dei mestieri	Bilancio di missione – Ufficio Pio
	School work association Alto Milanese (<i>Associazione scuole lavoro Alto Milanese</i> , ASLAM)	ASLAM	Monitoring report
LU	Guidance and professional initiation courses (<i>cours d'orientation et d'initiation professionnelle</i> , COIP)	COIP and Ministry's web page	2007-11 evaluation
	Second chance schools (<i>Écoles de la deuxième chance</i>)	E2C	2011-12 evaluation
	<i>Local action for youth (Action locale pour jeunes</i> , ALJ – <i>stages découvertes</i>) ^(d)	ALJ stages découvertes	Information about the evaluation
NL	Dropout policy, including: <ul style="list-style-type: none"> • qualification obligation • personal education number • digital absence portal • career orientation, guidance • smooth transfer (<i>VSV-aanpak</i>) 	Drive to reduce dropout	2011-15 evaluation

	Measure	Link to website	Link to evaluation
	<i>Getting started (Aan de slag)</i>	Aan de slag	No evaluation yet. Information about the ongoing evaluation
	M@ZL: medical advice to apprentices reported as sick (<i>Medische advisering ziek gemelde leerling</i>)	M@ZL	Results from M@ZL evaluation
NO	Certificate of practice pilot project (<i>Praksisbrev</i>)	Udir.no	2008-11 evaluation
PL	Voluntary labour corps (VLC)	OHP.pl	Evidence from evaluation available upon request
PT	Vocational courses (<i>cursos vocacionais</i>)	List of vocational courses	Evaluation of vocational courses ^(e)
	Second chance school of Matosinhos (<i>escola segunda oportunidade Matosinhos</i>)	<ul style="list-style-type: none"> • Educare.pt • Camara municipal 	2013 study
UK-England	Youth contract	Gov.uk	Research report
UK-Northern Ireland	Success through skills strategy – apprenticeship scheme	Delni.gov	<ul style="list-style-type: none"> • 2011 report • statistical information
UK-Northern Ireland	<i>Training for success</i>	Training for success	Statistical bulletin
UK-Wales	<i>Pathways to apprenticeship</i>	Gov.wales	<ul style="list-style-type: none"> • interim evaluation • final report

^(a) <https://www.ug.dk/6til10klasse/ungdommens-uddannelsesvejledning>; and <http://euroguidance.eu/guidance-systems/guidance-in-denmark-overview/>

^(b) <http://www.hamburg.de/jugendberufsagentur/ueber-uns/>

^(c) Student association AFEV (*Association de la fondation étudiante pour la ville*).

^(d) <http://portal.education.lu/alj/en-us/short-terminternships.aspx>

^(e) The evaluation of vocational courses was published in 2015 after the analyses conducted under Cedefop's study were finalised. It is thus not among the evaluations examined in Chapter 5 of this report.

Table A2. Overview of main results reported

	Name of the measure	Describe the main evidence of success
AT	Coaching and counselling for apprentices and training companies	77.2% of participating apprentices set themselves the objective to stay in the dual system. 59.3% of participants state they reached their target. 25.9% reached the targets partly or changed targets and reached them.
	<i>Produktions-schule</i>	The measure is considered successful on the basis that it was first implemented at regional level and has since been rolled out nationally. According to monitoring data, 68% of students completed the measure successfully.
	Supra training	A considerably higher percentage (77%) of young adults remain in training or transfer to a company than those who leave before achieving a qualification. The measure increases participation in education and training within the target group and can reduce the number of unemployed young individuals, also reducing labour market inequalities for disadvantaged groups.
	Youth coaching	According to the evaluation, about 87% of schools that already implemented youth coaching in 2012 agreed that youth coaching makes a significant contribution to dropout prevention.
BE-fr	Certification per unit (CPU)	The majority of respondents at regional level felt that the CPU has impacted achievement of learners because of its flexibility. School inspection evaluation of March 2012 observed that the CPU increased the motivation of learners to continue their training. Also, the fact that it was generalised to all VET schools after a pilot phase is considered an indication of its effectiveness.
	<i>Expairs</i>	The initiative was not evaluated. However the possibility for schools to experiment with alternative pedagogic and orientation methods (which was tested in this initiative) was mainstreamed through a national decree,
DE	Vocational training accompanying measures (<i>Ausbildungsbegleitende Hilfen, abH</i>)	The measure was evaluated in 1991: since then no new data have been available
	Vocational orientation programme (BOP)	The 2010 evaluation report shows positive results. Almost 80% of students answered that they now know which professions are not suitable for them and more than 60% stated that they now know which professions are suitable for them. The result is partly confirmed by the 2014 report. The programme is already rolled out at national level (due to positive results of 2010 evaluation) and currently being expanded to new types of schools.
	<i>Carpo</i> (<i>Assistierte Ausbildung, assisted VET</i>)	Data were available although a report had not been published. According to these data, 95% of <i>Carpo</i> apprentices pass their final vocational school and practical exams, 55% were directly employed by their apprenticeship company, another 23% started working in a different company and 98% of companies as well as apprentices involved would recommend <i>Carpo</i> . There was also a lower than average dropout rate from <i>Carpo</i> -assisted apprenticeships.
	Pre-training programme (EQ)	According to the evaluation, most (70%) of EQ participants are accepted as regular apprentices, giving them a chance of a regular vocational career.
	Youth Labour Employment Agency (JBA)	JBA Hamburg has become a well-known institution among young people in the region and provides faster and more direct support than before. The initiative has been replicated in many German regions, the idea of a one-stop government is especially effective in urban areas.

	Name of the measure	Describe the main evidence of success
	Programme of qualified supervision in vocational schools and companies (QuABB)	The evaluation concluded that QuABB had been successful in countering early leaving from education and training. According to the evaluation report, more than 60% of learners are still in the same apprenticeship after three months following the last QuABB intervention. Positive results are confirmed by interviewees, with a successful completion rate of 80%.
	Prevention of training dropout (VerA)	31.5% of respondents to the evaluation report stated that they have successfully completed their education or training and 41.4% stated that they are continuing their education or training. More than 90% would recommend the initiative according to the evaluation report, as would all the people interviewed. The measure has been implemented throughout the country with rising numbers of regional coordinators and of tandem coaching sessions.
DK	<i>Retention caravan</i>	The final evaluation of the <i>Retention caravan</i> concluded that the initiatives had a positive impact on the retention rate of VET students from ethnic minorities; they also had a positive impact on the retention of disadvantaged Danish VET students. For all students, the participating schools reduced the EL rate more (28.0%) than non-participating schools (24.6%). For students of Danish origin there was a reduction in the EL rate of 29.6% at the participating schools, compared to 24.4% at the non-participating schools. For students of non-Danish origin the reduction in EL at participating schools was 22.2% (compared to 25.9% at non-participating schools). The <i>Retention caravan</i> therefore reached and exceeded its target of reducing the ELET rate by 20%.
	Youth guidance centres	According to the 2007 report, 41% of students who rated themselves as very engaged also said that the counsellor had had some or a lot of impact on their plans after completion of the school year. The 2014 report showed very high participation rates in the guidance scheme and also reported high levels of readiness to choose an education.
EE	KUTSE programme	The programme succeeded after the target group was extended to include low-skilled adults (older than 25) in need of certification or retraining. Instead of the planned 400 young adult graduates who had discontinued their VET secondary education, low-skilled adults 25+ without any certificate who graduated and obtained a certificate more than doubled (416) the expected goal (200).
	Pathfinder centres	The measure was not evaluated at the time of carrying out this study as implementation started in 2013. The goals set for the first year have been met. These focused on raising awareness of the measure in schools and starting some preliminary counselling.
FR	Experimentation of the student association AFEV	Results show that VET students in the measure feel more confident about their education pathway and professional future after receiving the individual support. They also show better capacity to commit to their education: they have better capacity to concentrate and participate in class.
	<i>Établissement pour l'insertion dans l'emploi</i> (EPIDE)	According to the EPIDE 2014 national activity report and to interviews with staff and participants, 51.2% of supported volunteers moved to employment of further training. Interviews confirm that the measure has positive impacts on life chances of participants. Volunteers highlight important benefits of participation at the personal level as well as basic skills and knowledge.
	Platform for monitoring and coordination of early leavers (PSAD)	45% of participants engaged in a more or less sustainable solution upon being contacted and assessed by PSAD. Platforms are globally seen as effective in the sense that, according to interviewees, they have achieved their primary aim of improving coordination at local level.

	Name of the measure	Describe the main evidence of success
	Lycée nouvelle chance (LNC)	Since the launch of the LNC, the average success rate of pupils at the vocational baccalaureate exam has exceeded 90% (100% in 2014). Within five months following graduation 4.6% obtained a job; 40.6% continued their education and training. Only 11.3% were inactive and 3.7% were in another situation, including maternity leave.
	Innovative pole, PIL	Monitoring data for the PIL show that 75% of its learners find a solution (further education and training, employment). One year after leaving the PIL, 68% of learners follow a course that they chose.
	Second chance schools (E2C)	The rate at which the E2C schools have expanded throughout France is indicative of the measure's success: the number of supported young people increased from to 15 000 in 100+ sites in 2015. On average, immediate tangible positive outcomes are observed for more than half of those exiting the E2C system.
HU	<i>Dobbanto</i>	Several evaluations established the satisfaction of students and teachers alike. 98% of respondents claimed to be happy to have been part of <i>Dobbantó</i> and 86% considered that the knowledge acquired was useful for their future life.
	Integrated pedagogical system (IPR)	Students in IPR schools were performing better than in the control schools. Two schools found positive changes in classroom management, especially in regard to increase in peer cooperation, higher level of student autonomy and better teacher-student relationship. Considerable development was observed concerning in-class relationships between students.
IE	Learning certificate applied (LCA)	Qualitative evidence suggests that the LCA appears to have acted as a safety-net by retaining young people in the school system. Case study interviews also demonstrate that students develop more positive attitudes to learning and began to enjoy school.
	Ballymun	98% of those involved in training, work programmes or employment had received their offer within four months.
	<i>Youthreach</i>	Data on learners' destinations one year after enrolment show that 46% continued at the centre, 15% were in employment, 11% were unemployed, 4% were in further education at FAS and 6% in other further education, 18% were in 'other' category.
IT	ASLAM	In 2008, there were 294 students in the school, 84% of which graduated and 73% of which found work immediately after leaving the school.
	<i>Piazza dei mestieri</i>	Teachers and tutors agree that the environment created by <i>Piazza dei Mestieri</i> really contributes to making the students feel like they are in an environment where they are understood, supported and valued.
LU	Guidance and professional initiation courses (COIP) and professional initiation courses to various occupations (IPDM)	Tracking of pupils three months after the completion of their COIP/IPDM class in June shows that by September, around 28% has taken up an apprenticeship and 22% had integrated a lower secondary VET programme. Around 4% found a job and 3% had constituted their education abroad.
	<i>Local action for youth</i>	Among the 186 trainees of 2013/14, by October 2014: 34% were NEETs, 30% had integrated VET course, 20% had started VET apprenticeship course, and for 16% no data were available. The three-year tracking exercise of 64 early leavers who did a traineeship in 2010-11, showed that by the school year 2014/15, 10 were in an apprenticeship and nine were enrolled in VET course. ALJ collaborators were not able to collect data for the remaining young people (reasons include moving, changed contact details).

	Name of the measure	Describe the main evidence of success
	Second chance school (E2C)	90% of pupils completed their studies at the E2C and successfully reintegrated into mainstream generalist and VET education (lower and upper, including apprenticeships) or obtained employment (only in a few cases). Longitudinal evaluations show that two years after having left the E2C 70% of pupils are in a 'positive' situation. A positive situation signifies that students either: <ul style="list-style-type: none"> reintegrated into mainstream education; entered employment (either on a fixed-term or permanent contract). 15% of pupils are in a 'negative' situation, i.e. they are neither in education, employment or education (NEETs). For 15% of pupils the situation is unknown, as they were unable to be tracked/contacted.
NL	Drive to reduce dropout	From 2008 until this study was carried out, there has been a decrease in the number of early leavers at national level both in basic vocational education (VMBO) and VET
	<i>Getting started</i>	The measure has not been evaluated
	<i>Medical advice for sick-reported students (MASS)</i>	Since the introduction of MASS, the level of absenteeism decreased from 8.5 days in 12 school weeks to 5.7 days after three months, and to 4.9 days after 12 months. The number of absence periods fell from 3.9 in 12 school weeks to 2.5 after three months, and to 2.2 after 12 months. In the control group, the absence days initially decreased from 10.4 to nine in 12 school weeks, after which an increase to 9.3 was measured. The number of absence periods initially decreased from 4.4 to 3.4, after which an increase to 3.7 was measured. The number of absence days per period remained about the same in both groups.
NO	Certificate of practice (<i>Praksisbrev</i>)	The pilot project evaluation from 2011 showed promising results with 41 out of 51 students completing the certificate of practice (two-year programme) (80%). 25 ultimately succeeded in getting an apprenticeship contract after completing the certificate of practice.
PL	Voluntary labour corps (VLC)	In 2014, 86.5% of learners successfully completed lower secondary school, 95.6% obtained their final vocational qualification and 66.3% of VLC graduates were in employment or education or training.
PT	Vocational courses	The success rates (completion), excluding transitions to other programmes and emigration, are the following: in basic vocational courses, 74.3%* in 2012/13 and 79.0%* in 2013/14. In upper secondary Vocational Courses, 84.3%* in 2013/14.
	Second chance school	According to monitoring data from the school, in 2014/15: 15.4% completed a ninth year certificate and 70.7% of learners passed to the second year of PIEF and EFA programmes to complete the ninth year certificate.
UK-Northern Ireland	<i>Success through skills strategy</i>	Between the quarters ending October 2007 and January 2015, the number of participants on Apprenticeships NI (at the end of the quarter) increased from 2 209 to 6 875.
	Training for success	On average, 63% of <i>Skills for your life</i> and 67% of <i>Skills for work</i> participants achieve a recognised national vocational qualification (at levels 1, 2 or 3) before leaving the programme. Between 2008/09 and 2014/15, 3 251 participants completed <i>Skills for your life</i> (entry level in TfS). Of these, 63% gained a qualification and 28% progressed.
UK-Wales	<i>Pathways to apprenticeship</i>	In 2010/11: <ul style="list-style-type: none"> completion rate for further education was 92% compared to 91% for PtA. success was 81% for further education compared to 84% for PtA attainment was 88% for further education compared to 92% PtA. In 2011/12: <ul style="list-style-type: none"> completion rate for further education was 91% compared to 92% for PtA success was 82% for further education compared to 85% for PtA attainment was 88% for further education compared to 93% for PtA.

	Name of the measure	Describe the main evidence of success
UK-England	Youth contract	A reduction of 1.8% in the number of 16 to 17 year-olds NEETs in England was reported in 2013 after two years of implementation as generated by the national and core city models in combination. A 12% increase in overall engagement in learning and training was observed; 33% of national participants were assessed to be undertaking learning or training of 280 guided learning hours; 16% of the national participants were involved in learning or training involving less than 280 guided learning hours.

* Provisional data.

Source: Cedefop desk research and interviews.