ETF SURVEY ON CIVIL SOCIETY ORGANISATIONS’ CONTRIBUTION TO THE LIFELONG DEVELOPMENT OF PEOPLE’S HUMAN CAPITAL

A Cross-country analysis

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Our aim (i)

- Survey on how CSO’s contributes to forming the skills, competences, knowledge and attitudes that support people’s employment and realization of their potential.
- Albania, Serbia, Jordan, Ukraine, Uzbekistan & Tajikistan.
- Cross country analysis: uncover useful insights, trends and differences among countries;
- Share findings and share for potential lessons.
Our aim (ii)

- **Qualitative approach** - more than 30 questions organized on:
  
  I. Beneficiaries, activities, content, learning environment
  II. COVID 19 pandemic effects
  III. Stakeholder & policy dialogue
  IV. Potential in the HCD sector

- **Today**: present a selective set of findings on RS vs rest of the countries
Part A: Organisation profile

“main characteristics and activities of your organisation.”
A.10 WHICH SUSTAINABLE DEVELOPMENT GOALS (SDGs) OF THE AGENDA 2030 IS YOUR ORGANISATION SUPPORTING?:

- SDG 8, Good jobs and economic growth
- SDG 5, Gender Equality
- SDG 10, Reduce Inequality
- SDG 4, Quality education for all
- SDG 17, Partnerships for the goal
- SDG 1, No Poverty
QA11. The beneficiaries of your organisation’s activities related to skills development through non-formal learning and informal learning, services to employment are: Vulnerable Youth

- 47% main beneficiary
- 27% secondary beneficiary
- 27% never in our activities
- 53% main beneficiary
- 40% secondary beneficiary
- 7% never in our activities
- 28% main beneficiary
- 33% secondary beneficiary
- 39% never in our activities
- 78% main beneficiary
- 22% secondary beneficiary
- 0% never in our activities
A13: The content of your organisation’s activities related to skills development through non-formal learning and informal learning, and services to employment comprises:

**Technical competences**
A13: The content of your organisation’s activities related to skills development through non-formal learning and informal learning, and services to employment comprises:

**Relationship with authorities and public sector**
A15: THE MOST EFFECTIVE LEARNING ENVIRONMENTS IN THE FIELD OF SKILLS DEVELOPMENT, NON-FORMAL AND INFORMAL LEARNING, EMPLOYMENT-RELATED SERVICES (HCD) ARE:

Very effective: 89%
Effective: 11%
Sometimes effective: 0%
Not effective: 0%

Classroom, training centre or similar: 60%
On-the-job: 60%
Online: 67%

AL
JO
RU
RS
UA
UZ
Part B: COVID19 pandemic effects

“changes in beneficiary groups and activities in 2020 due to the pandemic”
During the pandemic did the beneficiary groups changed?

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<th>UZ</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>25%</td>
<td>75%</td>
<td>47%</td>
<td>29%</td>
<td>28%</td>
</tr>
<tr>
<td>No</td>
<td>75%</td>
<td>25%</td>
<td>53%</td>
<td>71%</td>
<td>72%</td>
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100% 90% 80% 70% 60% 50% 40% 30% 20% 10% 0%
B8: DURING THE IMPLEMENTATION OF HCD ACTIVITIES IN RESPONSE TO THE COVID19 PANDEMIC CRISIS IN 2020, OUR ORGANISATION HAS LEARNED SHORT-TERM LESSONS, IN EMERGENCY OR UNDER PRESSURE:

The organisation has learned short term lessons
Part C: Stakeholders & policy dialogue sector

“participation of the organisation in policy dialogue with institutional counterparts, and its contribution to the HCD policy”
C1: IS YOUR ORGANISATION INVOLVED IN THE DIALOGUE REGARDING SKILLS STRATEGIES AND POLICIES?

Is your organisation involved in the dialogue regarding skills strategies and policies?

- **AL**: 43% YES, regularly, 39% YES, occasionally, 18% NO, but would like to participate in the policy dialogue, 7% NO, my organisation is not interested in the policy dialogue
- **JO**: 33% YES, regularly, 27% YES, occasionally, 27% NO, but would like to participate in the policy dialogue, 7% NO, my organisation is not interested in the policy dialogue
- **RS**: 20% YES, regularly, 53% YES, occasionally, 27% NO, but would like to participate in the policy dialogue, 7% NO, my organisation is not interested in the policy dialogue
- **UA**: 56% YES, regularly, 32% YES, occasionally, 22% NO, but would like to participate in the policy dialogue, 2% NO, my organisation is not interested in the policy dialogue
- **UZ**: 28% YES, regularly, 28% YES, occasionally, 22% NO, but would like to participate in the policy dialogue, 2% NO, my organisation is not interested in the policy dialogue
Part D: Potential of your organisation in the HCD sector

“present advantage, and possible future contribution to the HCD sector”
D1: THE ADVANTAGE OF YOUR ORGANISATION COMPARED TO OTHER (PUBLIC, PRIVATE, NON-GOVERNMENTAL) ORGANISATIONS IS:

<table>
<thead>
<tr>
<th>Provide independent advice to shape HCD policies</th>
<th>Provide innovative advice to shape HCD policies</th>
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<tr>
<td><strong>AL</strong></td>
<td><strong>JO</strong></td>
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<tr>
<td>Major Advantage</td>
<td>Advantage</td>
</tr>
<tr>
<td>57%</td>
<td>38%</td>
</tr>
<tr>
<td>32%</td>
<td>11%</td>
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<tr>
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D1: THE ADVANTAGE OF YOUR ORGANISATION COMPARED TO OTHER (PUBLIC, PRIVATE, NON-GOVERNMENTAL) ORGANISATIONS IS:

Improve the outcome of policy dialogue and public consultations

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<th>RS</th>
<th>UA</th>
<th>UZ</th>
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</thead>
<tbody>
<tr>
<td>Major Advantage</td>
<td>43%</td>
<td>73%</td>
<td>60%</td>
<td>41%</td>
<td>39%</td>
</tr>
<tr>
<td>Advantage</td>
<td>32%</td>
<td>18%</td>
<td>33%</td>
<td>44%</td>
<td>50%</td>
</tr>
<tr>
<td>No Advantage</td>
<td>25%</td>
<td>9%</td>
<td>7%</td>
<td>12%</td>
<td>11%</td>
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D1: THE ADVANTAGE OF YOUR ORGANISATION COMPARED TO OTHER (PUBLIC, PRIVATE, NON-GOVERNMENTAL) ORGANISATIONS IS:

Support effectiveness of education, training and other learning processes

- Major Advantage: 75%
- Advantage: 79%
- No Advantage: 18%

AL
- Major Advantage: 33%
- Advantage: 53%
- No Advantage: 14%

JO
- Major Advantage: 7%
- Advantage: 33%
- No Advantage: 5%

RS
- Major Advantage: 7%
- Advantage: 43%
- No Advantage: 22%

UA
- Major Advantage: 71%
- Advantage: 22%
- No Advantage: 5%

UZ
- Major Advantage: 67%
- Advantage: 33%
- No Advantage: 0%
Country comparisons: Take aways (i)

- CSOs in RS focus on Jobs & Growth and Inequality SDG themes
- Mainly on vulnerable youth & women for skills development through technical competences…
- …strongly supporting classroom and similar environments as effective learning environment
Country comparisons: Take aways (ii)

- some changes of beneficiaries during the pandemic…
- … with short-term lessons learned;
- CSO involved or eager to be involved in policy dialogue;
- Providing innovative advice to shape HCD policies.
- …supporting effectiveness of education, training and other learning processes