

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**

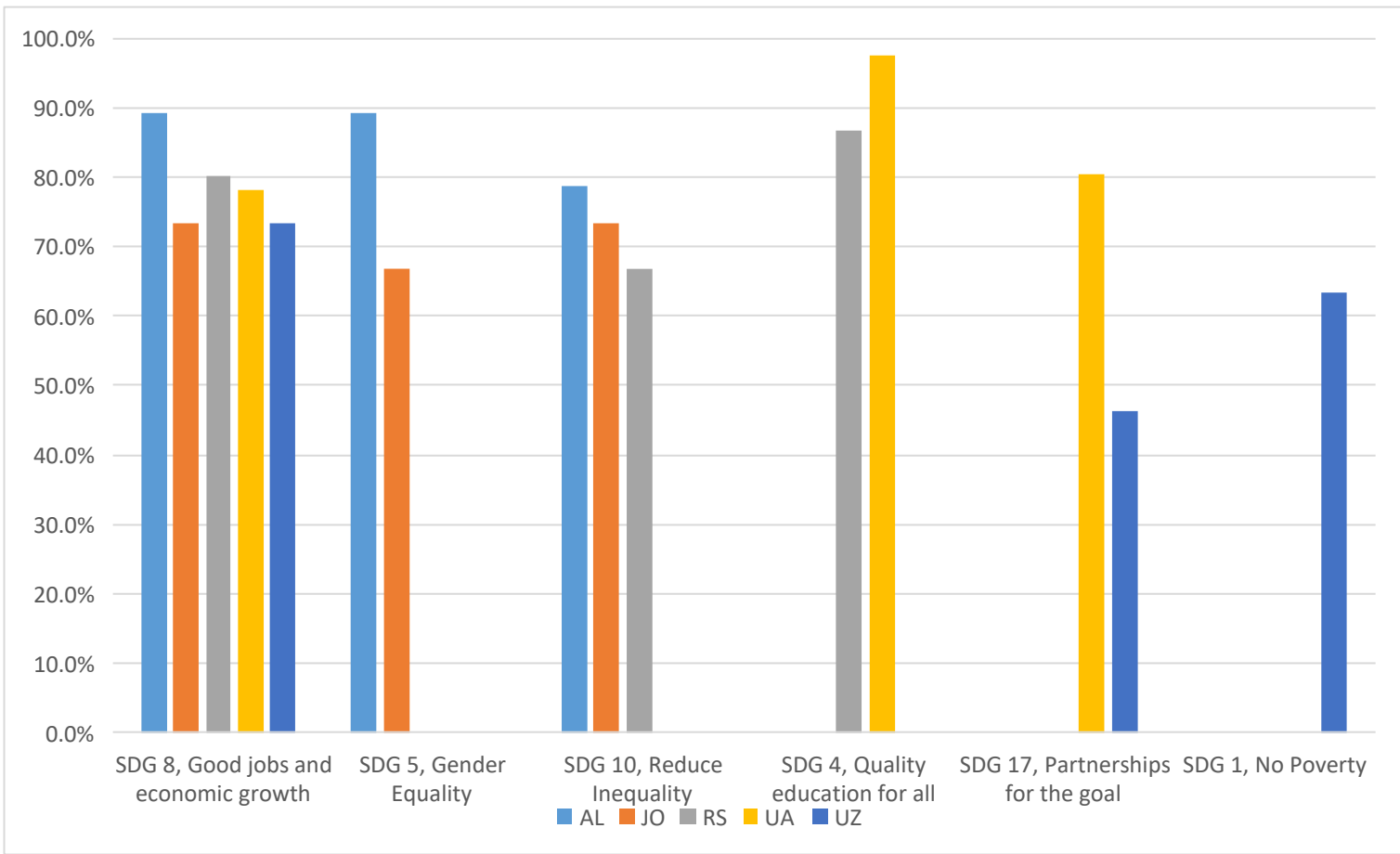


Part A: Organisation profile

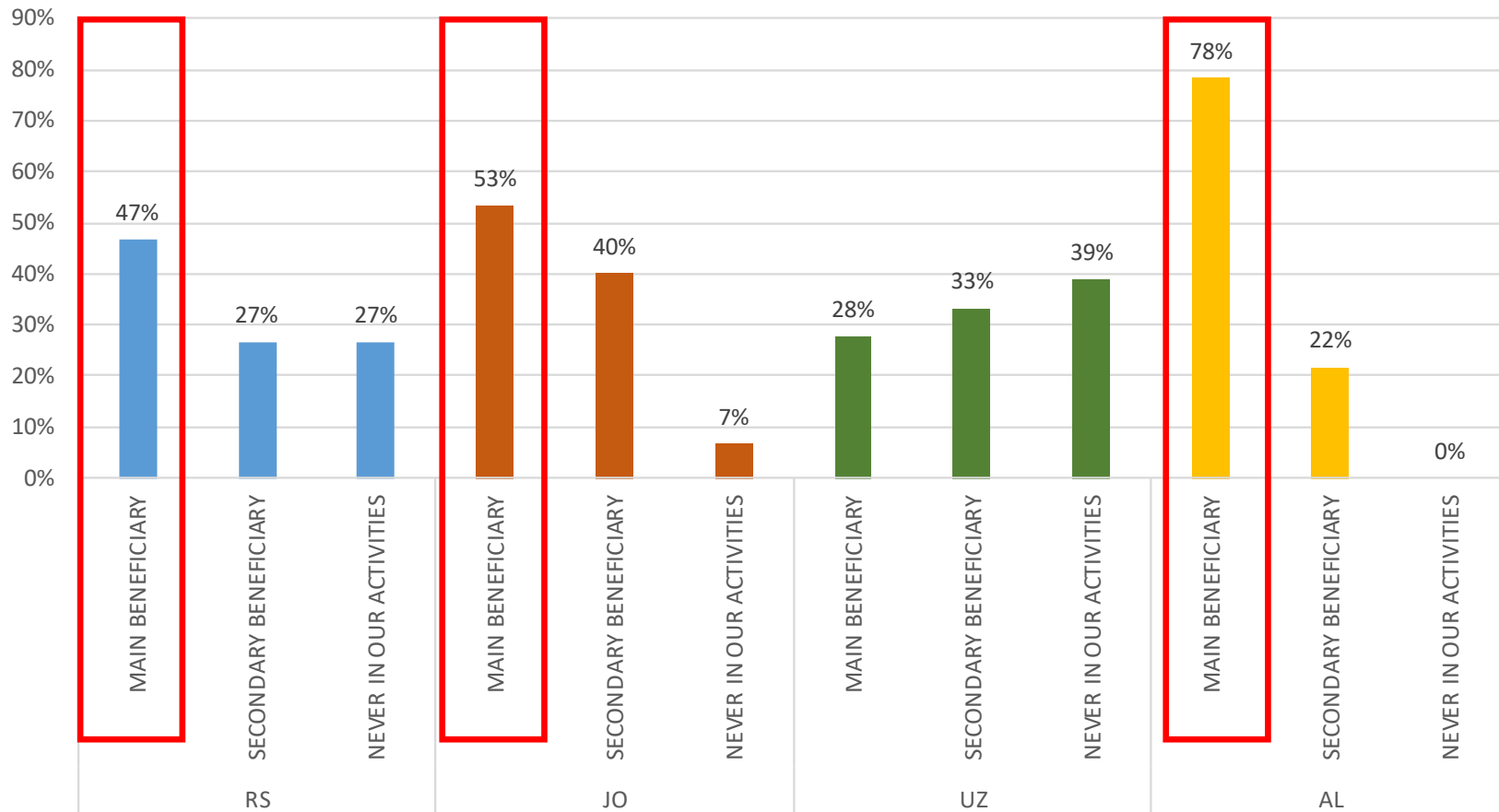
“main characteristics and activities of your organisation.”



A.10 WHICH SUSTAINABLE DEVELOPMENT GOALS (SDGS) OF THE AGENDA 2030 IS YOUR ORGANISATION SUPPORTING?:

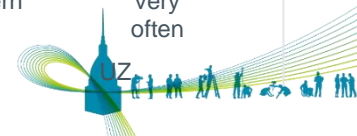
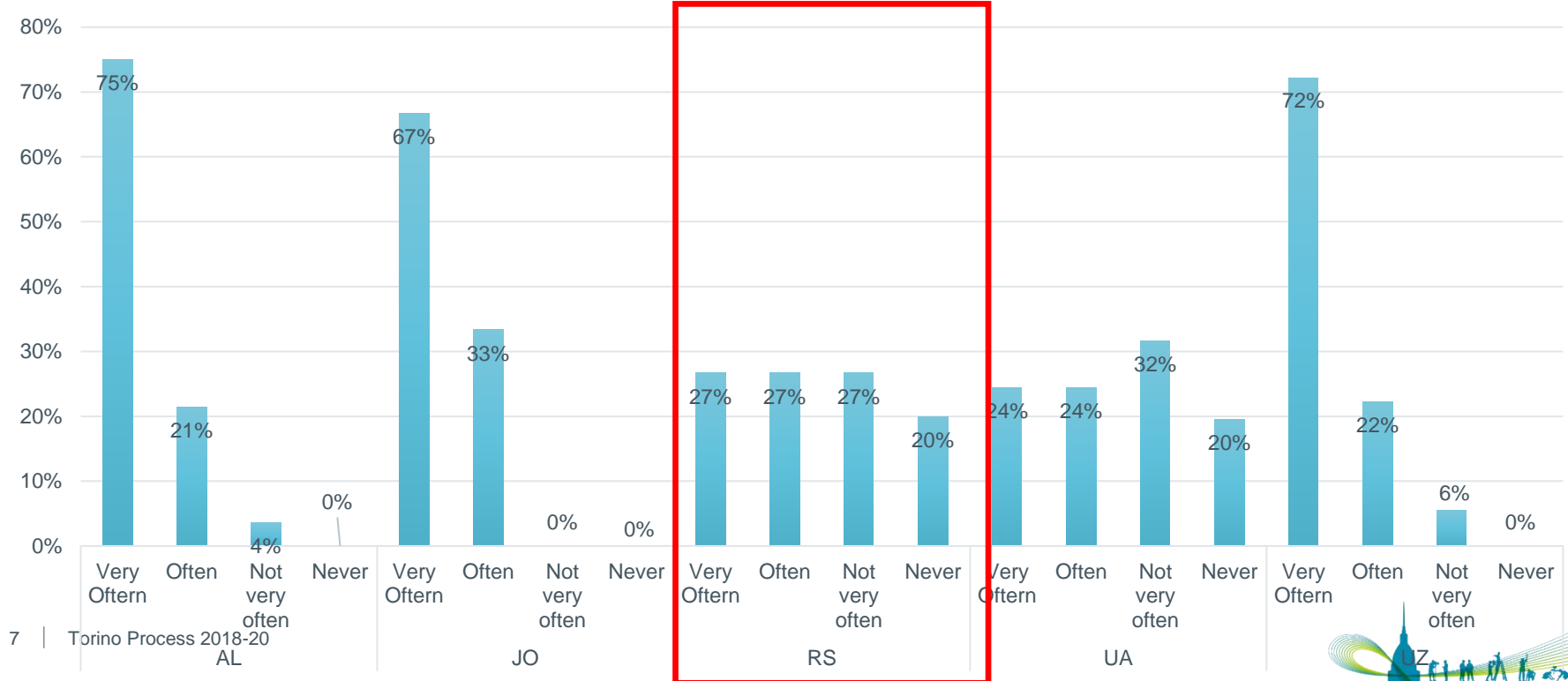


Q11. THE BENEFICIARIES OF YOUR ORGANISATION'S ACTIVITIES RELATED TO SKILLS DEVELOPMENT THROUGH NON-FORMAL LEARNING AND INFORMAL LEARNING, SERVICES TO EMPLOYMENT ARE: Vulnerable Youth



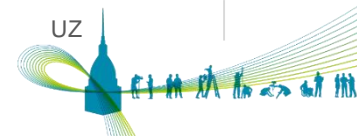
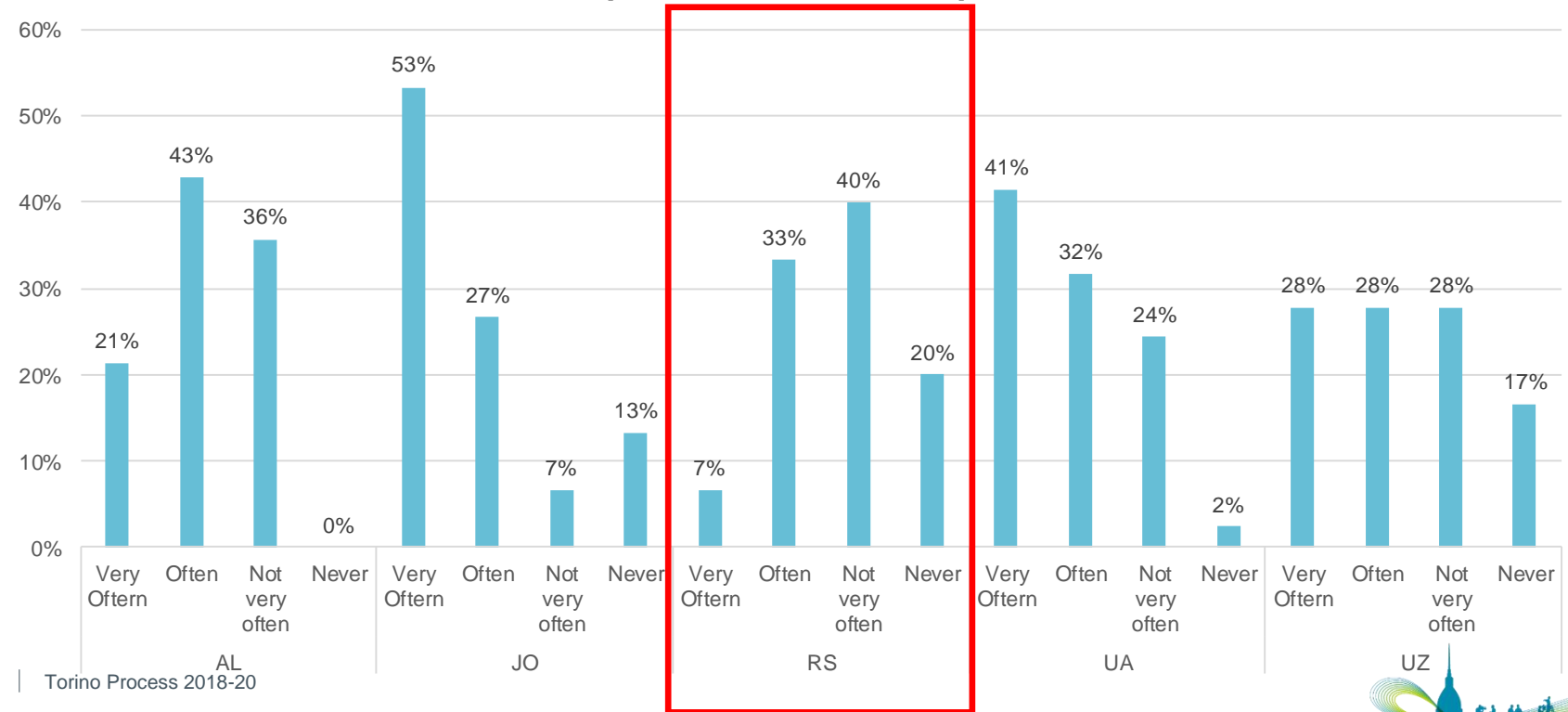
A13: THE CONTENT OF YOUR ORGANISATION'S ACTIVITIES RELATED TO SKILLS DEVELOPMENT THROUGH NON-FORMAL LEARNING AND INFORMAL LEARNING, AND SERVICES TO EMPLOYMENT COMPRISES:

Technical competences

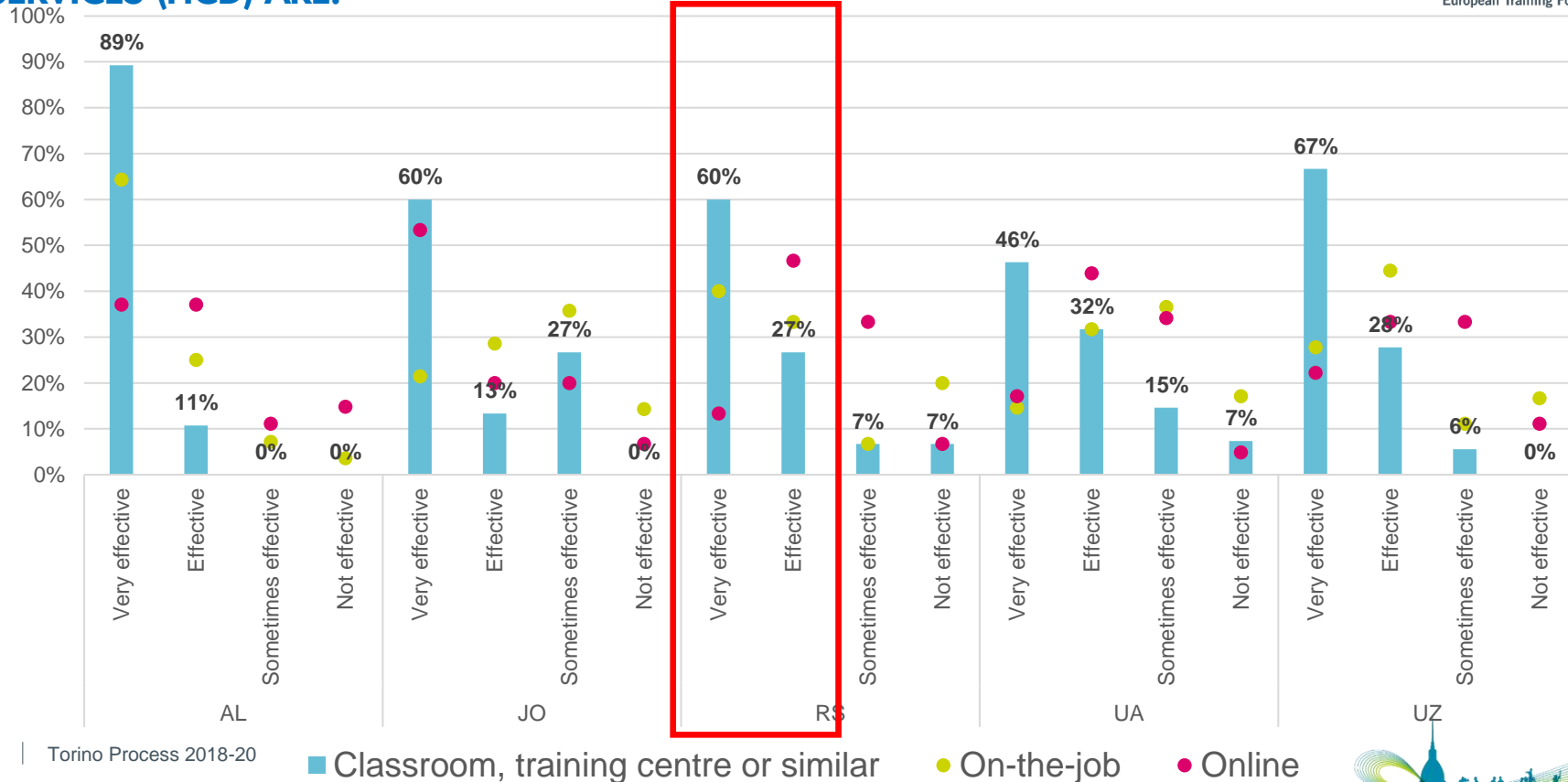


A13: THE CONTENT OF YOUR ORGANISATION'S ACTIVITIES RELATED TO SKILLS DEVELOPMENT THROUGH NON-FORMAL LEARNING AND INFORMAL LEARNING, AND SERVICES TO EMPLOYMENT COMPRISES:

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:



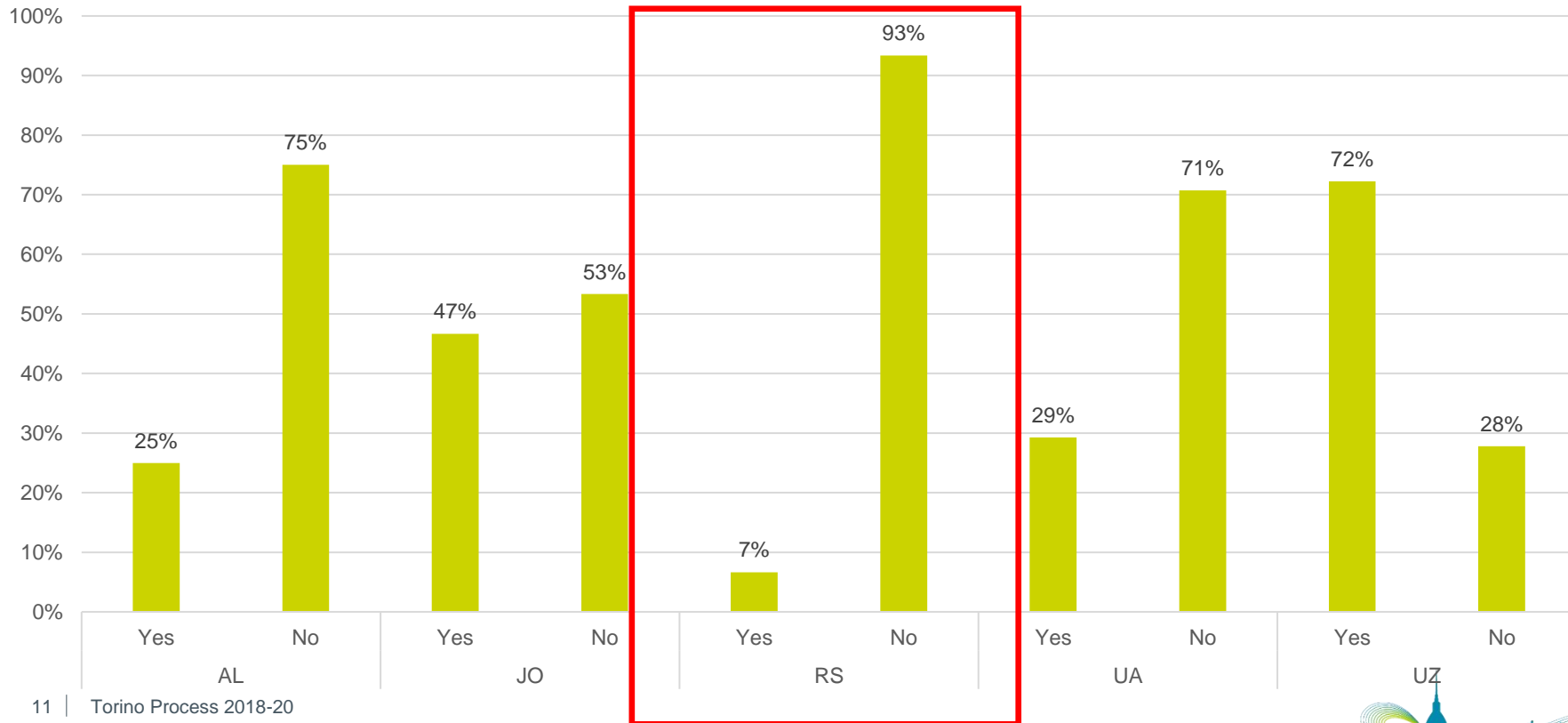
Part B: COVID19 pandemic effects

“changes in beneficiary groups and activities in 2020 due to the pandemic”



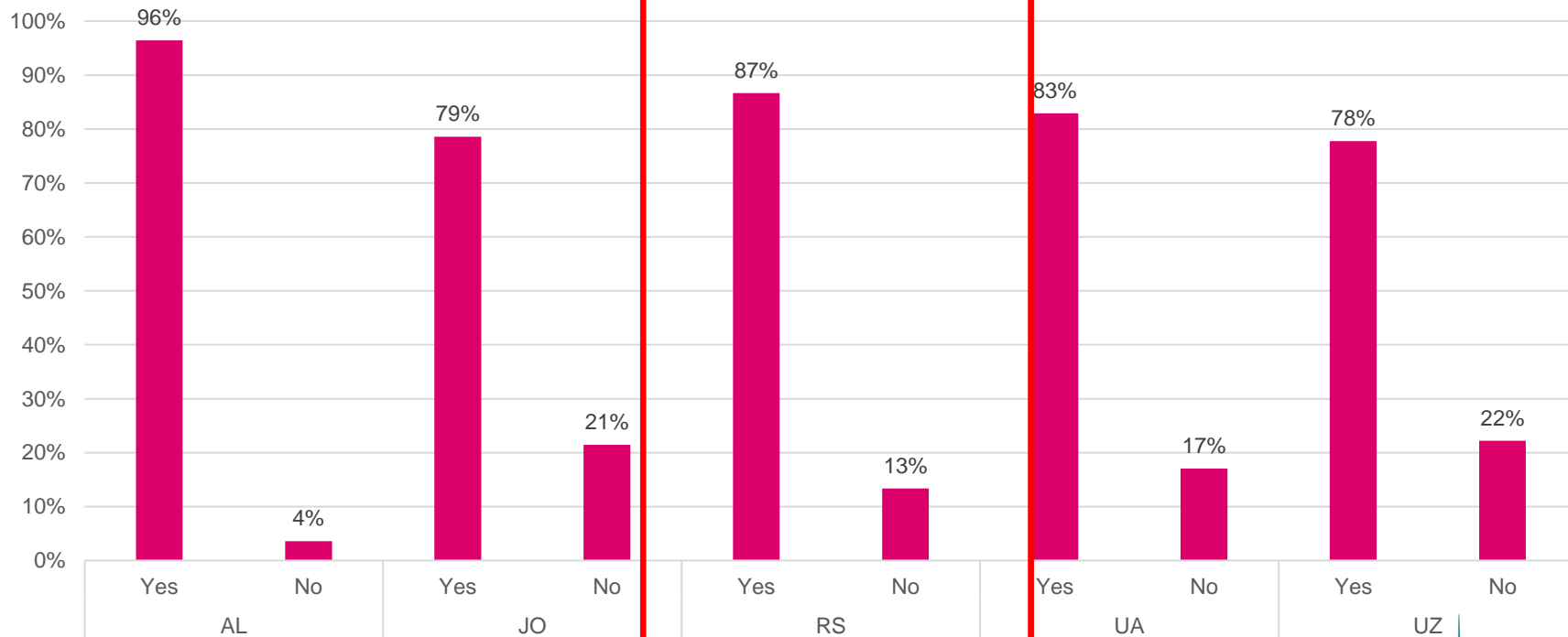
B1: DURING THE PANDEMIC DID THE BENEFICIARY GROUPS CHANGED?

During the pandemic did the beneficiary groups changed?



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



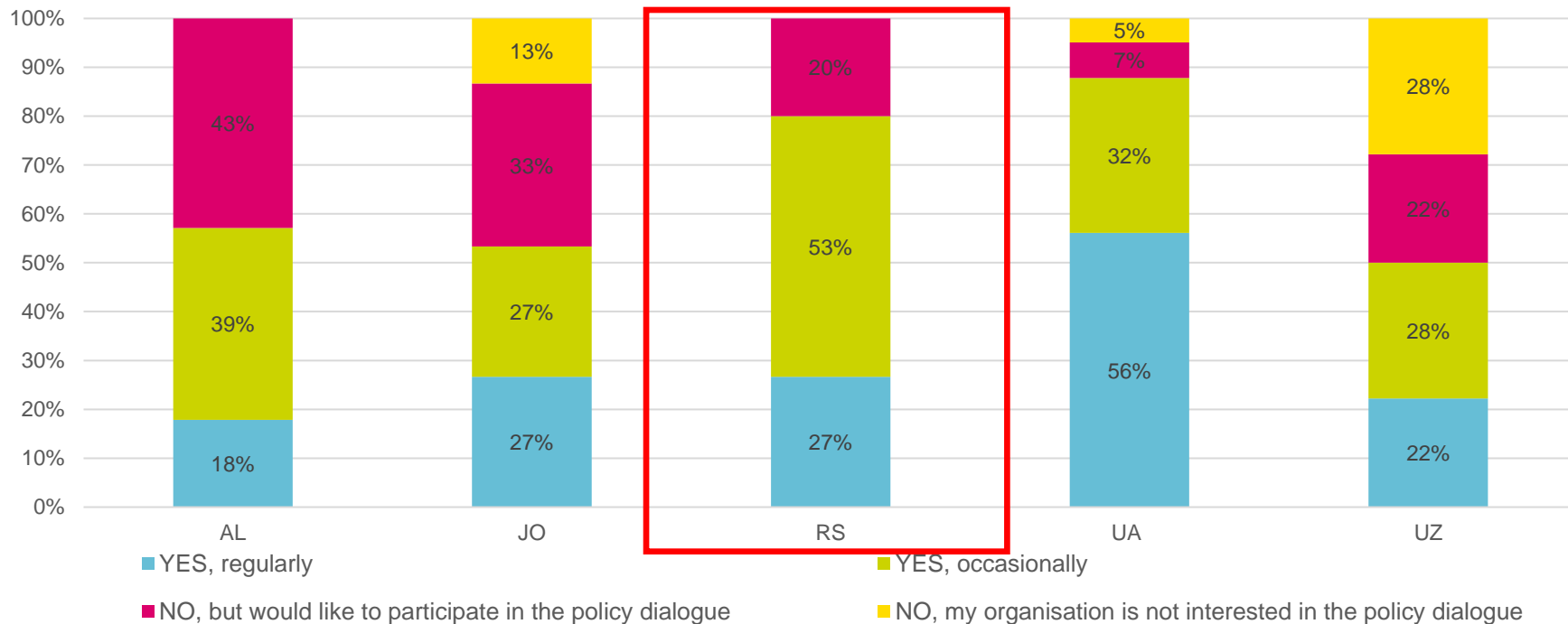
Part C: Stakeholders & policy dialogue sector

“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?



Part D: Potential of your organisation in the HCD sector

“present advantage, and possible future contribution to the HCD sector”

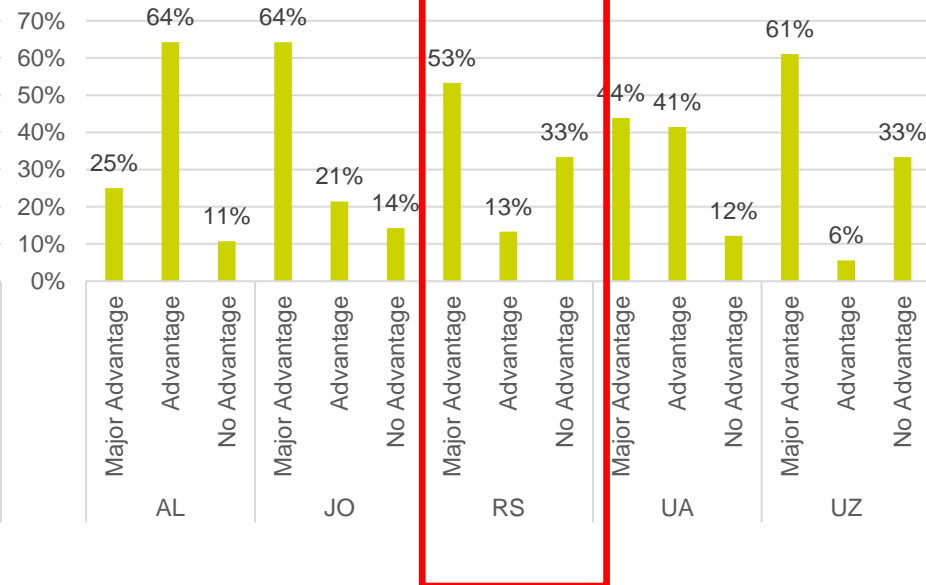


D1: THE ADVANTAGE OF YOUR ORGANISATION COMPARED TO OTHER (PUBLIC, PRIVATE, NON-GOVERNMENTAL) ORGANISATIONS IS:

Provide **independent** advice to shape HCD policies

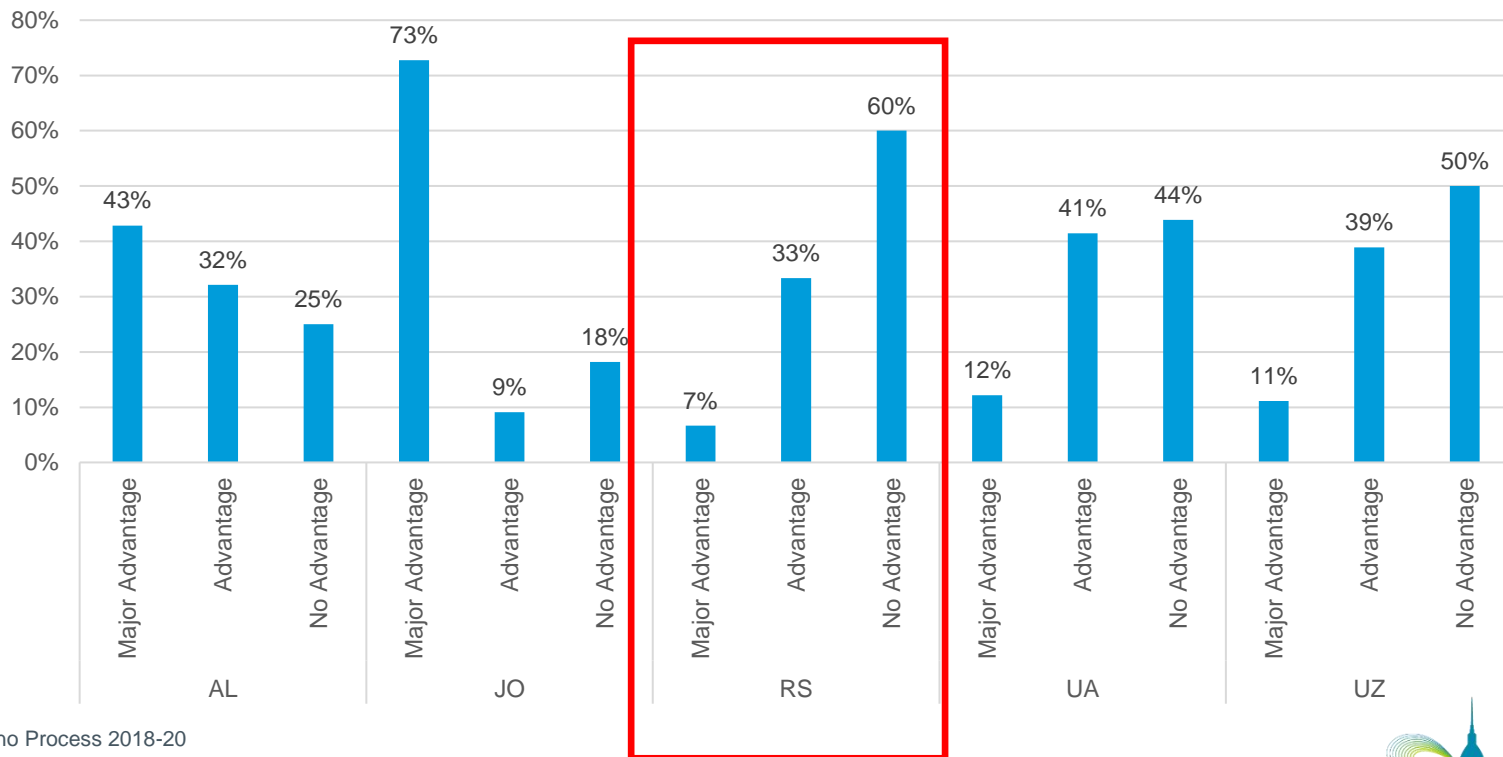


Provide **innovative** advice to shape HCD policies



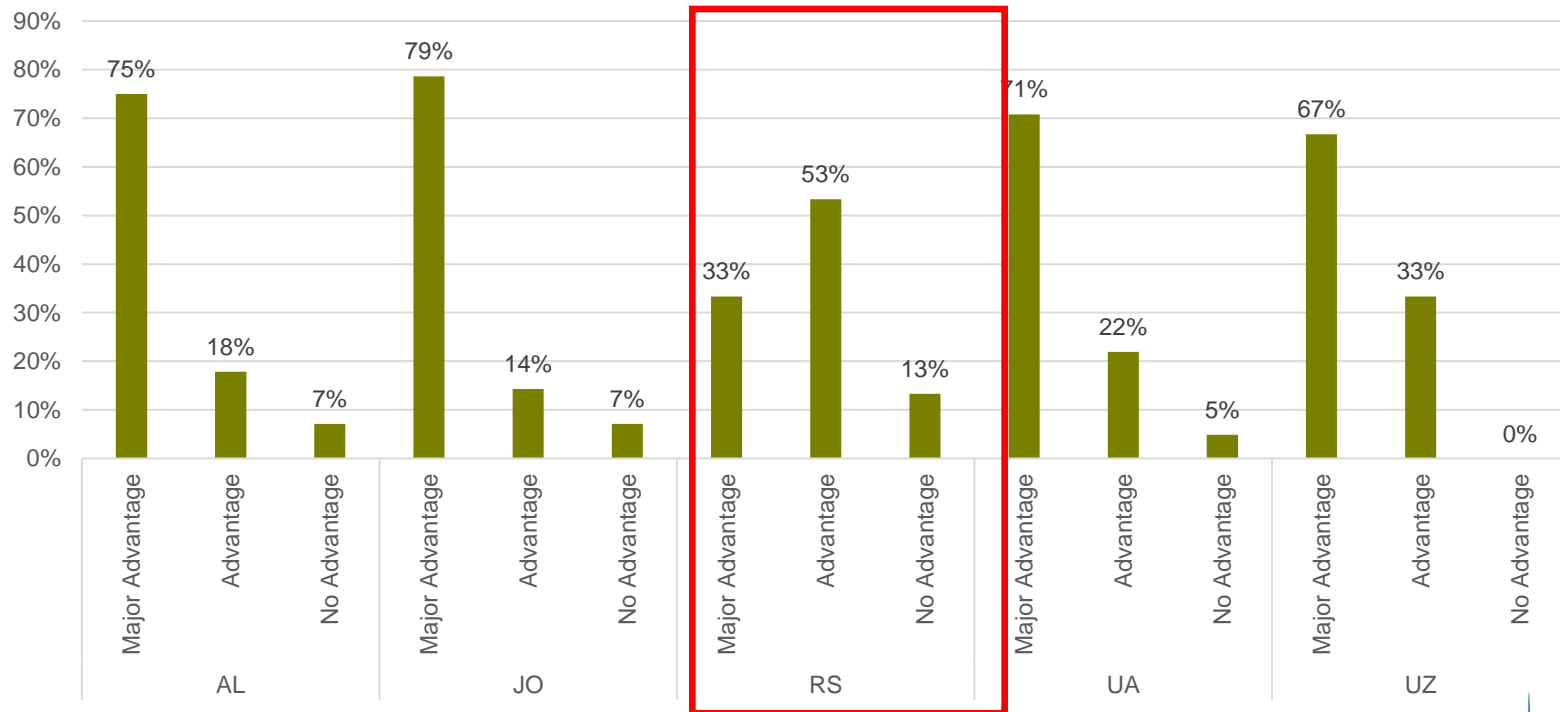
D1: THE ADVANTAGE OF YOUR ORGANISATION COMPARED TO OTHER (PUBLIC, PRIVATE, NON-GOVERNMENTAL) ORGANISATIONS IS:

Improve the outcome of policy dialogue and public consultations



D1: THE ADVANTAGE OF YOUR ORGANISATION COMPARED TO OTHER (PUBLIC, PRIVATE, NON-GOVERNMENTAL) ORGANISATIONS IS:

Support effectiveness of education, training and other learning processes



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

