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

A Cross-country analysis

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Statistician and Data Officer
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 **Ukraine 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
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

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

Relationship with authorities and public sector

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A15: THE MOST EFFECTIVE LEARNING ENVIRONMENTS IN THE FIELD OF SKILLS DEVELOPMENT, NON-FORMAL AND INFORMAL LEARNING, EMPLOYMENT-RELATED SERVICES (HCD) ARE:

- Classroom, training centre or similar: 89%
- On-the-job: 11%
- Online: 0%
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?

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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?

- YES, regularly
- YES, occasionally
- NO, but would like to participate in the policy dialogue
- 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:

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

- Major Advantage: 75%
- Advantage: 18%
- No Advantage: 7%

- Major Advantage: 79%
- Advantage: 14%
- No Advantage: 7%

- Major Advantage: 33%
- Advantage: 53%
- No Advantage: 13%

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

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

- CSOs in Ukraine focus on **Jobs & Growth, Gender and Inequality** SDG themes
- Mainly on **vulnerable youth** 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