WHAT CSOs DO AND FOR WHOM IN HUMAN CAPITAL DEVELOPMENT AND LIFELONG LEARNING
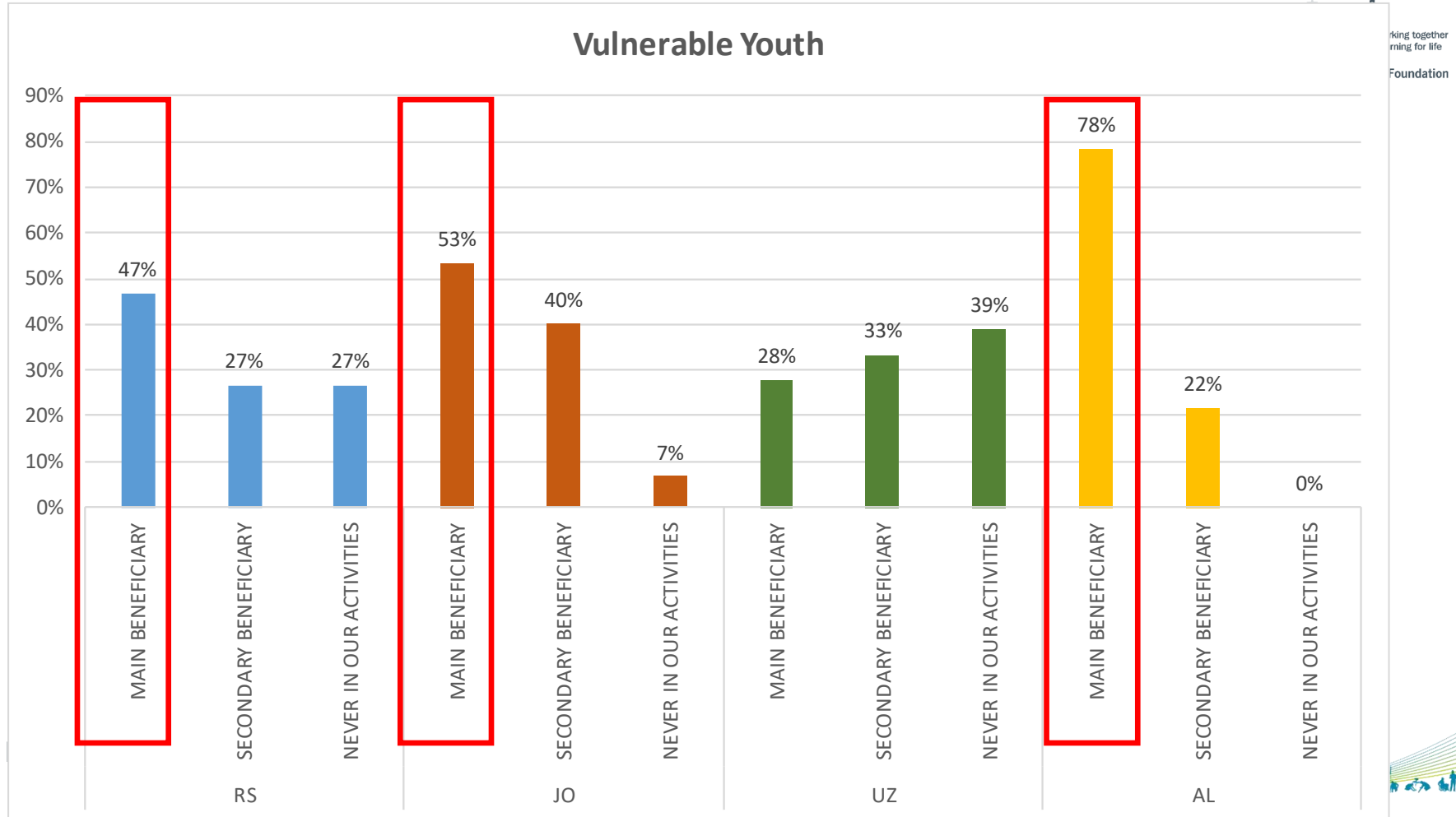
Selected key findings from the ETF study

ETF, 18 October 2022

Who takes part in CSOs activities in HCD/LLL

- Most of surveyed **CSOs address young people**
  - ✓ Ukraine and Jordan: balance of young and adult people

- Women tend to prevail among participants
  - ✓ In Jordan women present in all activities

A PARTICULAR FOCUS ON VULNERABLE YOUTH
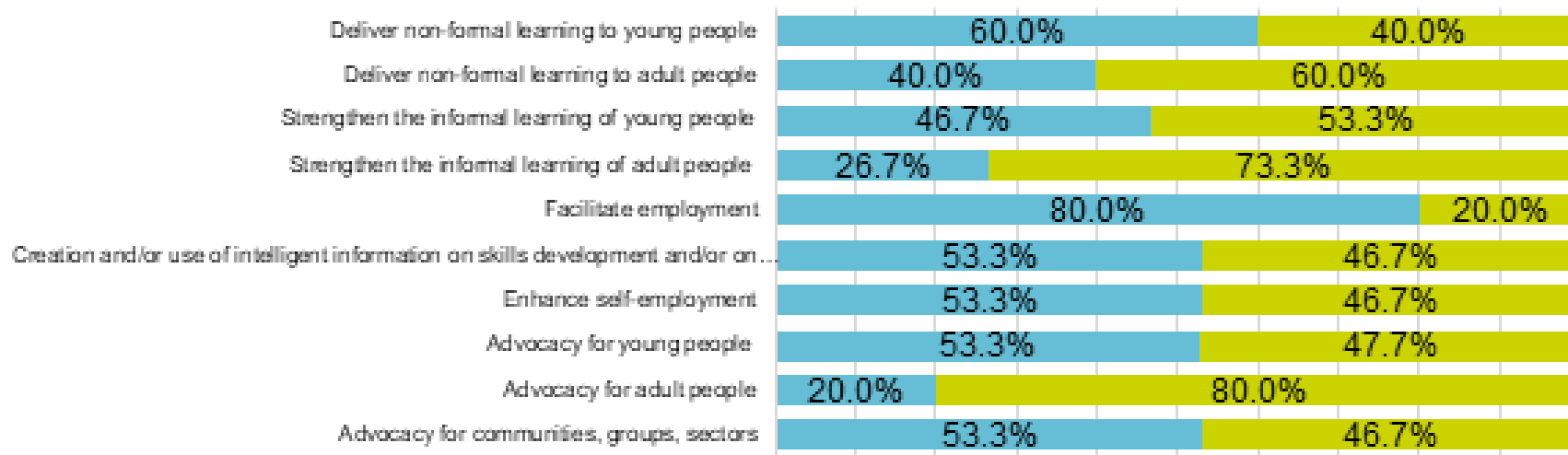

Vulnerable Youth

What do CSOs do in HCD/LLL

- **Advocacy** – for young people, for adult people, for communities, groups, sectors

- **Training delivery** – non-formal learning for young people and/or adult people, facilitation of informal learning for young and adults

- **Support to employment** – job matching, career guidance, internships, enhancement of self-employment

- **Intelligent information** – in depth needs analyses, creation and/or use of qualitative and quantitative data, monitoring of skills development and/or employment, research
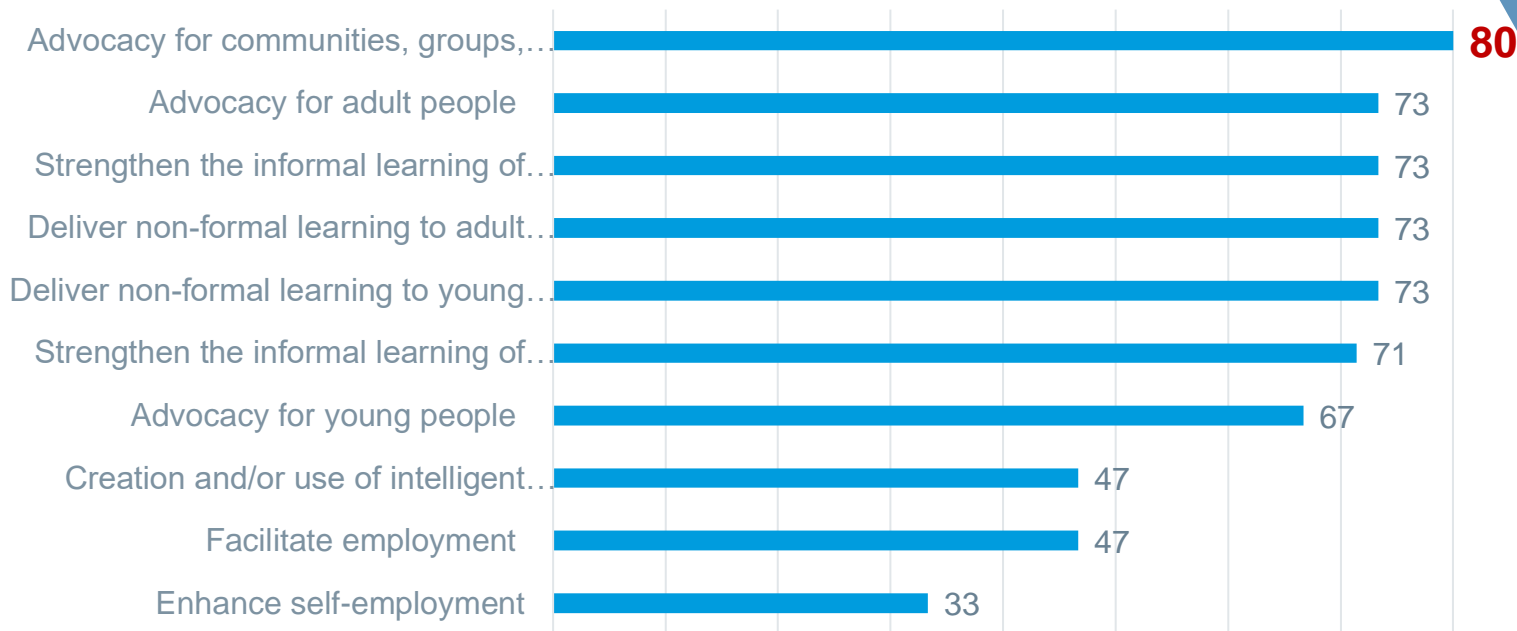
Employment facilitation and delivery of non formal learning for youth are major activities in Serbia

Organisation ACTIVITIES related to skills development

Activity	Often	Not often or never
Deliver non-formal learning to young people	60.0%	40.0%
Deliver non-formal learning to adult people	40.0%	60.0%
Strengthen the informal learning of young people	46.7%	53.3%
Strengthen the informal learning of adult people	26.7%	73.3%
Facilitate employment	80.0%	20.0%
Creation and/or use of intelligent information on skills development and/or on ...	53.3%	46.7%
Enhance self-employment	53.3%	46.7%
Advocacy for young people	53.3%	47.7%
Advocacy for adult people	20.0%	80.0%
Advocacy for communities, groups, sectors	53.3%	46.7%

■ Often   ■ Not often or never

Advocacy for communities, groups, sectors a major activity in Jordan, followed by training delivery

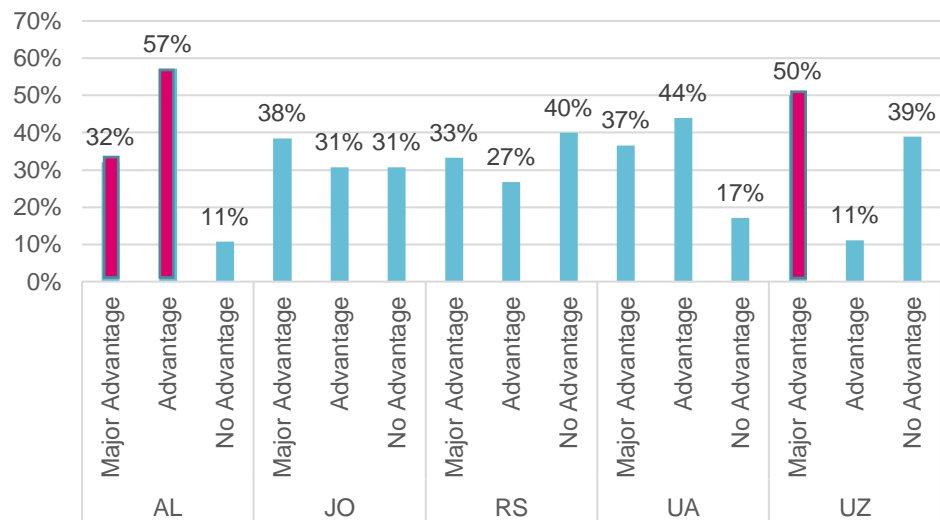| Category	Value
Advocacy for communities, groups,…	80
Advocacy for adult people	73
Strengthen the informal learning of…	73
Deliver non-formal learning to adult…	73
Deliver non-formal learning to young…	73
Strengthen the informal learning of…	71
Advocacy for young people	67
Creation and/or use of intelligent…	47
Facilitate employment	47
Enhance self-employment	33

Deliver non-formal learning to young people: Very often 48.8%, Often 24.4%, Not often or never 26.8%

Deliver non-formal learning to adult people: Very often 51.2%, Often 34.1%, Not often or never 14.6%

Strengthen the informal learning of young people: Very often 7.3%, Often 19.5%, Not often or never 73.2%

Strengthen the informal learning of adult people: Very often 14.6%, Often 29.3%, Not often or never 56.1%

Facilitate employment: Very often 17.1%, Often 24.4%, Not often or never 58.5%

Creation and/or use of intelligent information on skills development and/or on employment: Very often 24.4%, Often 36.6%, Not often or never 39.0%

Enhance self-employment: Very often 19.5%, Often 22.0%, Not often or never 58.5%

Advocacy for young people: Very often 12.2%, Often 24.4%, Not often or never 63.4%

Advocacy for adult people: Very often 19.5%, Often 29.3%, Not often or never 51.2%

Advocacy for communities, groups, sectors: Very often 19.5%, Often 26.8%, Not often or never 53.7%

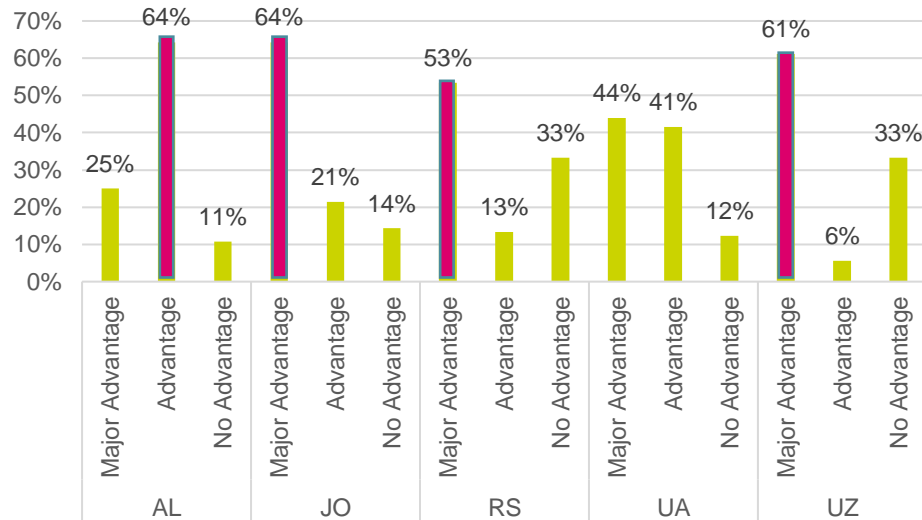Legend: ■ Very often ■ Often ■ Not often or never

Training delivery, and creation/use of skills intelligence are major activities in Ukraine

SELF-PERCEPTION OF OWN **ADVANTAGE** COMPARED TO OTHER (PUBLIC, PRIVATE, NON-GOVERNMENTAL) ORGANISATIONS

Provide **independent** advice to shape HCD policies
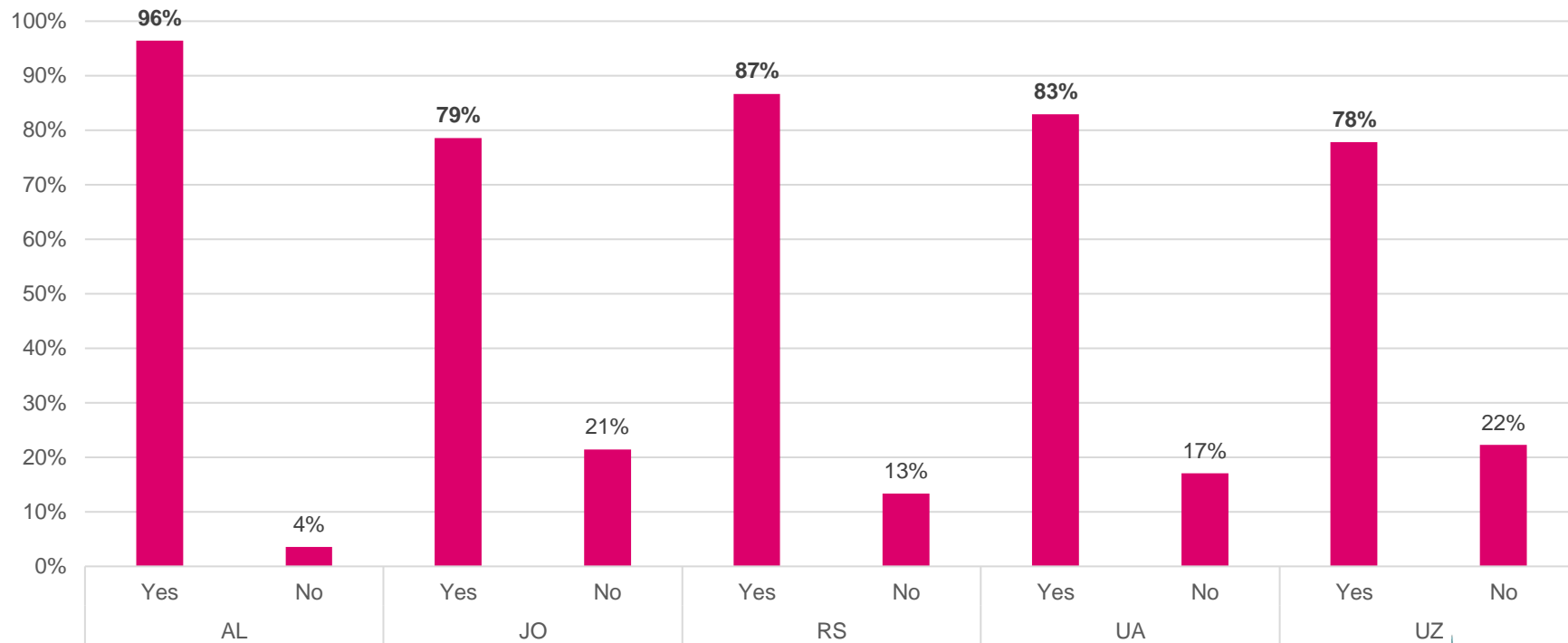
Provide **innovative** advice to shape HCD policies

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:

In-depth assessment of learning needs of beneficiary groups

Adaptation, innovation and subsequent improvements, versus standardization

Quality assurance of the offered services throughout all stages, from conceptualisation to delivery and evaluation

Approaches that integrate learning with a range of support services to the learners

Advocacy to promote a learning culture, inclusion, personal development, citizenship, decent living and opportunities for all

Civil dialogue within communities and with authorities

Policy influencing, notably dialogue with decision-makers to shape the policy agenda, strategies and policies

Networking at local, country and international level

Organisational self-development