CIVIL SOCIETY ORGANISATIONS AND HUMAN CAPITAL DEVELOPMENT

Report Country Ukraine

Final report 08/04/2021

FOREWORD

The voice and action of Civil Society Organisations (CSOs) in non-formal and informal learning supports young and adult people to access lifelong learning and contribute to reaching a quality education for all, as described by Sustainable Development Goal 4 (SDG4).

As a result of the Covid-19 pandemic, the CSOs are revisiting their activities in non-formal and informal learning and support to employment as a way forward in the new reality. Fast-moving global developments and Covid-19 disruptions have forced CSOs to rapidly adapt their services to stay closer than ever to local beneficiaries, and often to innovate.

These are among the overall conclusions of the ETF survey on the response to Covid-19 by CSOs that act on human capital development (HCD), specifically non-formal and informal learning and support to employment. The ETF survey was conducted in 2020, building on earlier work in this sector. It covered six countries: Albania, Jordan, Serbia, Tajikistan, Ukraine, and Uzbekistan.

The ETF survey results feed the reflection about the role of CSOs as a mediator between public authorities and citizens. They provide relevant input in national and local policy dialogue as monitors, advocates, and partners, although often they are merely consulted with limited effect on the policy decisions. Together, CSOs and institutional bodies could do more to promote HCD in changing societies and ensure that learning is effectively accessible, and that no one is left behind.

The objective of the survey was to appraise the CSOs' operational capacity in HCD, and their dynamics and resilience in the context of the pandemic crisis. For example, the survey appraised CSOs' proactivity vs reactivity in a time of emergency, their capacity to mobilise resources (human, financial), innovation and anticipation context, organisational learning capacity, complementarity concerning the action of local and national governments, and plans for the future.

Regarding the CSOs work in HCD, the survey focussed on:
- Skills development through non-formal and informal learning of young and adult people;
- Employment-related services that support the learning-employment link;
- Awareness-raising and advocacy on skills development and employment;
- Knowledge creation, utilisation and exchange on skills development and employment.

The Ukraine Country report provides the results of the ETF survey on CSOs that implement HCD-related activities in the country. It draws a portrait of the CSOs that in Ukraine contribute to HCD, including the challenges and opportunities they face.

The report starts with an introduction of the study's objectives, methodology and the CSOs country policy framework. Chapter 1 provides the profile of the CSOs that took part in the survey. Chapter 2 presents the findings related to the CSOs response to the Covid-19 pandemic effects on HCD. The report analyses the CSOs and Stakeholders and policy dialogue in Chapter 3 and the potential for future contributions to HCD in Chapter 4. The findings of interviews with a small group of CSOs beneficiaries are presented in Chapter 5. Finally, Chapter 6 structures the conclusions around key issues and presents recommendations about the CSOs' current engagement, role, and potential for the future in the HCD sector.

The authors of this report are Olha Lysa, who has carried out the survey in Ukraine with the support of Oleksandr Dyshlevyi. Iryna Fedets is a co-author of the report, she has made analysis of CSO's beneficiaries the perception and evaluation of CSOs activity. The concept, design, and methodology of the survey is the ETF team's responsibility, namely the team of experts, Siria Taurelli (coordinator), Margareta Nikolovska, Stylianos Karagiannis, Ian Cumming, and Nadezda Solodjankina. The ETF has also prepared a summary of the main findings across all 6 countries that took part in the survey to overview their commonalities and differences, which can be found in the ETF Open Space. The aim is to draw general conclusions and support mutual learning and allow a joint reflection on the conditions

that enable CSOs to be active in designing, implementing, monitoring, and assessing policies on HCD.

Disclaimer:

CONTENTS

ACRONYMS AND ABBREVIATIONS

COVID 19 - Coronavirus Disease of 2019

CSO – Civil Society Organization

EC – European Commission

ETF – European Training Foundation

HCD – Human Capital Development

OSCE – Organization for Security and Co-operation in Europe

MOOC - Massive Open Online Course

SDGs – Sustainable Development Goals

UK – United Kingdom of Great Britain

UNDP – United Nations Development Programme

USAID – United States Agency for International Development

INTRODUCTION

The legal and organizational principles of foundation and operating of civil organization in Ukraine are defined by The Law of Ukraine "On Civil Associations" and guaranteed by the Constitution of Ukraine and international treaties of Ukraine.[1] The most significant research on Civic Society and the environment for its development in Ukraine had been conducted in a frame of international projects supporting and financing by international agencies such as EC, USAID, UNDP, OSCE etc. Ukraine include in the annual USAID report Civil Society Organization Sustainability Index[2]. OSCE regularly measures the situation with development of civil society in Ukraine[3]. Supporting by UNDP and the Ministry of Foreign Affairs of Denmark in 2013 was founded the Network of Civil Society Organizations Hubs[4] that unites leading regional Civil Society Organisation (CSO) to contribute to the development of civil society in Ukraine, support democratic transformations and enhance the voice of the local communities.[5]

For the study purposes we use the EU definition of a Civil Society Organisation that is used by in Ukrainian experts' society also. Henceforth a CSOs is
- an organisational structure whose members serve the general interest through a democratic process, and which plays the role of mediator between public authorities and citizens;
- non-State, non-profit making actors operating on an independent and accountable basis;
- essential actor in building the foundations for broad-based democratic process, as well as for inclusive and sustainable growth.

By the last Official statistics data for 20186 there are 26 630 registered civic organizations in Ukraine. For the last five year the number of CSOs in Ukraine increased in 1.2 times. There are no more recent statistics but the surveys data allow us to suggest the further growing of CSOs in Ukraine in 2019 – 2021 despite the COVID-2019 pandemic. As experts and research says, the COVID-2019 pandemic has mobilized Ukrainian civil society, which has shifted its focus and focus to tackling new challenges.7 They carry out a wide range of activities, including sports, business and youth associations, veterans' organizations, the protection of human rights, including the vulnerable population, minorities and women, advocacy, monitoring political reforms and democracy as well as providing lifelong learning services, employment etc.

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[1] The Law of Ukraine "On Civil Associations", on March 22, 2012 #4572-VI. Access mode: https://zakon.rada.gov.ua/laws/show/4572-17?lang=en#Text

[2] 2019 Civil Society Organization Sustainability Index. Central and Eastern Europe and Eurasia 23rd Edition, USAID (October 2020) available at https://www.fhi360.org/sites/default/files/media/documents/csosi-europe-eurasia-2019-report.pdf

[3] Civil Society and the Crisis in Ukraine. Thematic Report. OSCE (February 2015), available at https://www.osce.org/special-monitoring-mission-to-ukraine/141046

[4] The Network of Civil Society Organizations Hubs web-site https://www.hubs.org.ua/en/about-us/what-is-the-network/

[5] Annual report of the Network of Civil Society Organisations (2018), UNDP (July 2019), available at https://www.ua.undp.org/content/ukraine/en/home/library/democratic_governance/annual-report-of-cso-hubs-network.html

[6] "Activities of public organizations in Ukraine in 2018", 2019, Statistical publication. . Access mode: http://www.ukrstat.gov.ua/

[7] N.Shapovalova, 2020. The Coronavirus Crisis as an Opportunity in Ukraine. Publication on Carnegie Europe research/ Access mode: https://carnegieeurope.eu/2020/12/07/coronavirus-crisis-as-opportunity-in-ukraine-pub-83144

The European Training Foundation (ETF) research aimed at CSOs actively contribute to the Lifelong Development of People's Human Capital and active in non-formal and informal learning and employment related services. The issue of adult and lifelong education is regulated by law very weak, just a state in the Law "On Education"[8]. Modern conditions of society development and integration into the European community require specific mechanisms and tools of interaction between all stakeholders in adult education. This issue is urgent and targeted by government bodies, international donor organizations as well as CSOs. In September 2020, the Ministry of Education and Science presented to the public discussion a draft Law of Ukraine "On Adult Education"[9]. The law defines the concept of "adult education", as well as regulates the basic conditions of implementation of adult education, the priority directions for adult education and legal aspects of activity for providers of adult education.

At present, adult education services are provided by (1) educational institutions: general and vocational schools, universities, (2) State and Regional Employment Centres – the main provider for a moment, (3) private companies: private schools, career centres, language schools etc., and (4) CSOs and their associations. Recently, CSOs play more weighted and significant role in developing and implementation of adult education in Ukraine. One of the most active among them Ukrainian Adult Education Association[10], that joint up to forty members: CSOs, universities, professional organizations, qualification development centres etc. as well as individual experts. Among the international organizations who make their impact into the development of adult education in Ukraine should to be named DVV International. Starting from 2018 they implement the project "Promotion of Adult Education in Ukraine"[11.] Under this project they contributed to the creation and development of the network CSOs - Adult Learning and Education Centres. These centres implement of needs-oriented education programmes for adults aimed at enhancing they economic, social responsibility, and life skills.

In November – December 2020, the ETF launched the survey on Civil Society Organisations' (CSOs) Contribution to the Lifelong Development of People's Human Capital in Ukraine is a part of the multi-country research conducted in six developing countries; Albania, Jordan, Serbia, Tajikistan, Ukraine and Uzbekistan. The purpose of the survey is to better understanding: (1) Who are the CSOs active in non-formal and informal learning and employment related services; (2) How do the CSOs contribute to human capital development (HCD); (3) Have the CSOs changed their activities caused the COVID 19 pandemic

The ETF survey implementation had two phases: (1) Creation as much full as possible the Country database of CSOs operating in non-formal and informal skills development and employment services; (2) Caring out the personal interviews with member of CSOs: head of organization, manager so on.

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[8] The Law of Ukraine "On Education", the State 18 "On Adult Education", on September 05, 2017 #2145-VIII, access on https://zakon.rada.gov.ua/laws/show/2145-19?lang=en#Text

[9] The draft Law of Ukraine "On Adult Education", Ministry of Education and Science (September 2020). Access mode: https://mon.gov.ua/ua/news/mon-proponuye-dlya-gromadskogo-obgovorennya-proyekt-zakonu-ukrayini-pro-osvitu-doroslih

[10] More information on the web-site: http://www.uaod.org.ua/en/#home

[11] Information about Project "Promotion of Adult Education in Ukraine" could be find : https://www.dvv-international.org.ua/ukraine/projects/2018/2018-3

The Country database includes 71 CSOs among all Ukraine and has been representative all macro-regions (North, Centre, East, South, West) and Kyiv city (consider as a separate region). Invitation to the interview was sent to all CSOs from the database and 41 CSOs who give their feedback were surveyed. Personal interviews were conducted by video-call tools (mainly ZOOM), those who did not have access to video-call tools due to different reasons (technical issue, time limitation, location so on) had been surveyed by phone. Additionally to the main survey, we received 10 feed-back forms from CSOs beneficiaries on their satisfaction on got services and propositions for the further improvement.

CHAPTER 1. ORGANISATION PROFILE

The CSOs that were surveyed represent big and small cities across Ukraine. Many of them participate in networks or associations and some run networks themselves. They work to deliver non-formal training to youth and adults and conduct research in skills and employment areas. This chapter describes the profile of the surveyed CSOs, their activities, and views on how to effectively implement their mission.

Location of the CSOs

The surveyed organisations are located in 20 different settlements of Ukraine. Headquarters of 8 CSOs (19.5% of the sample of 41 CSOs) are located in the nation's capital city, Kyiv. The rest are based in other places across the country, which means that the surveyed CSOs present all geographical regions of the country and represent different communities in Ukraine.
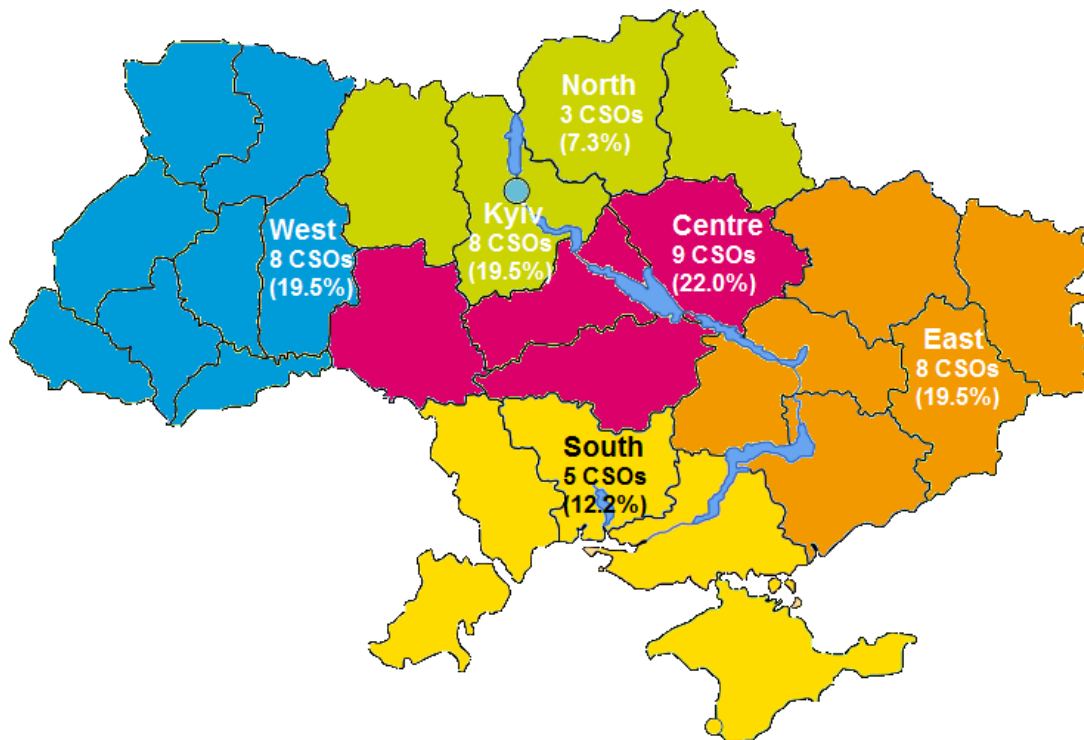

Figure 1. CSOs Geographical Distribution

21 CSOs, or 51.2% of the sample, are located in regional capitals (oblast centres): five in Lviv, three in Vinnytsia, two CSOs per city in Cherkasy, Kharkiv, Mykolaiv, and Poltava, and one CSO per city in Dnipro, Kropyvnytsky, Odesa, and Sumy. The remaining 12 CSOs, or 29.3% of the sample, are located in smaller towns where Ukrainian non-profit sector is normally less present and the residents often have limited access to the services of CSOs. Therefore, their role in their communities is likely even more visible and significant.
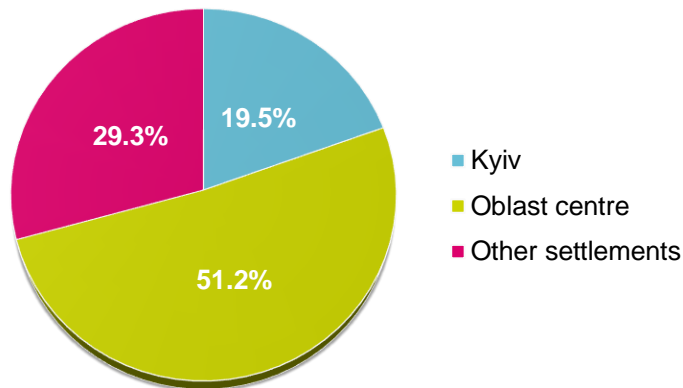
Figure 2. CSOs Location

Additional offices

Most CSOs that were surveyed (73.2%) do not have any additional offices – regional, local, or other ones. The other 26.8% mostly have one additional office (five CSOs) or two to four additional offices (three CSOs). One CSO said they have five to seven additional offices, and two CSOs reported having eight or more offices. So, the sample is made up of the majority of CSOs that operate out of one office and a quite significant part of those that have set up additional offices expanding their outreach.
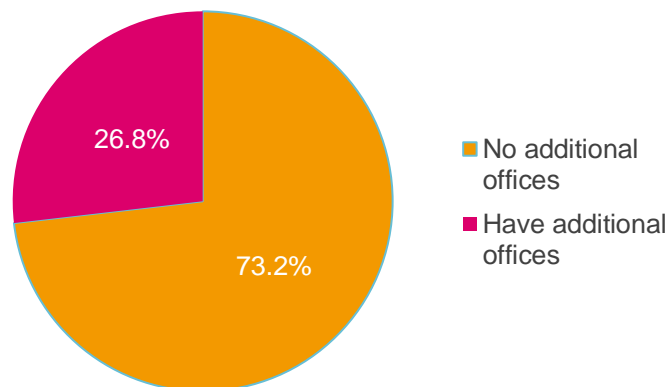
Figure 3. Presence of additional offices of the CSOs (regional, local, other)

Level of operation

The largest part of surveyed CSOs are focused on the local level: 68.3% said it is their main level of operation. Sub-national level is also quite important for the CSOs. When it comes to national level of operation, almost equal parts of the respondents named it either more or less important (22% and 29.3% – 51.2% in total) and not important (48.8%).

9.8% of the CSOs prioritise cross-national level of operation. Additionally, almost 25% said it is less important. The CSOs that work cross-nationally most often named Central and Eastern Europe and

specific countries in the region – Georgia, Moldova, Poland – among the countries they work in. Some CSOs said they work in Azerbaijan, Baltic countries, the UK, and other countries in Europe and around the world.
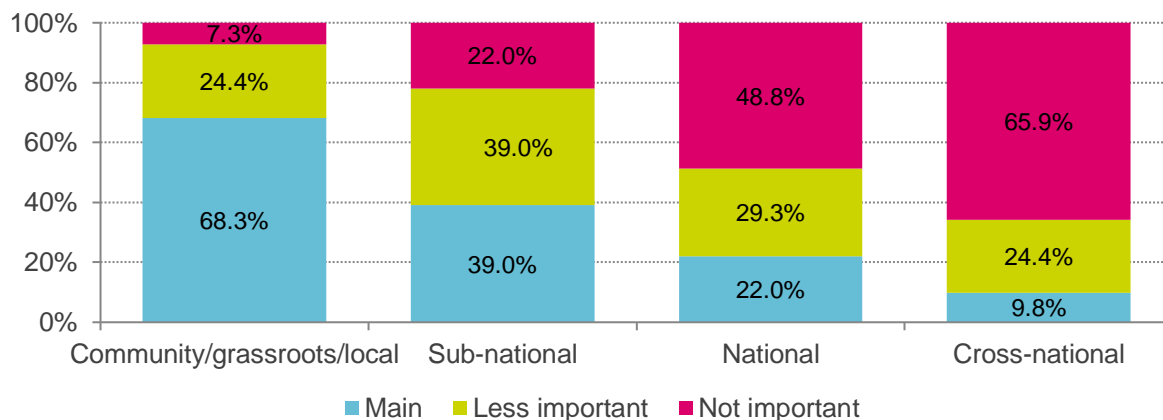

Figure 4. The level of operation of the CSOs

Therefore, the operation of the surveyed CSOs is mostly concentrated on the local or sub-national level, while some work internationally in Eastern and Central Europe and other countries.

Managing and participating in networks

A quite significant part of the surveyed CSOs (34.1%) manage or coordinate a network in Ukraine. Participation in networks is very common with 75.6% of the respondents reporting participation in one or more networks or associations in Ukraine.
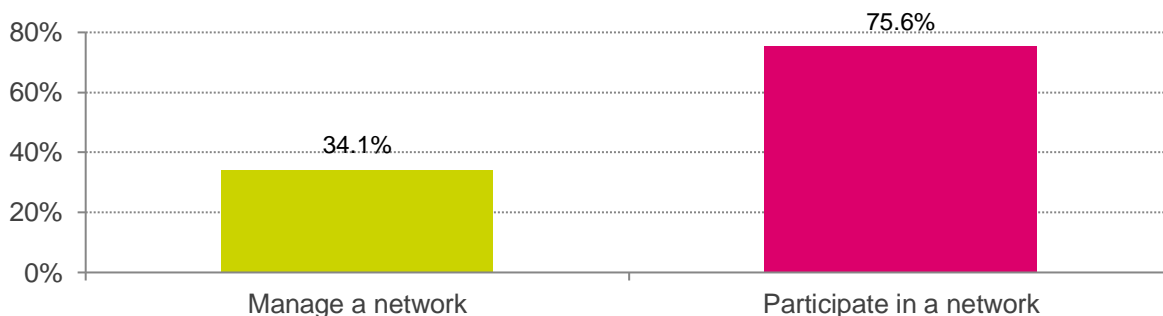
Figure 5 Managing networks and participation in networks

Online presence

With at least 71% of Ukrainian residents aged 15 years and over having regular access to the Internet[12], it is vital for CSOs to be present online. Almost all of the surveyed CSOs have some kind of online presence: a website or one or multiple social media pages. Only two CSOs, which comprise 4.9% of the sample, have neither a website, nor social media channels.

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[12] The Study of Internet Penetration in Ukraine, Ukrainian Internet Association, Factum Group, October 2019 [in Ukrainian] https://inau.ua/sites/default/files/file/1910/dani_ustanovcyh_doslidzhen_iii_kvartal_2019_roku.pdf

Figure 6. Online presence of the surveyed CSOs

9 out 10 CSOs that are present online have a page on Facebook. It is the most popular social media platform both for the surveyed CSOs and in Ukraine in general: in 2020, there were 15 million Facebook users in Ukraine[13]. Developing and hosting a website demands more resources than running a social media channel. Perhaps, this is why fewer surveyed CSOs have one: almost 71%.
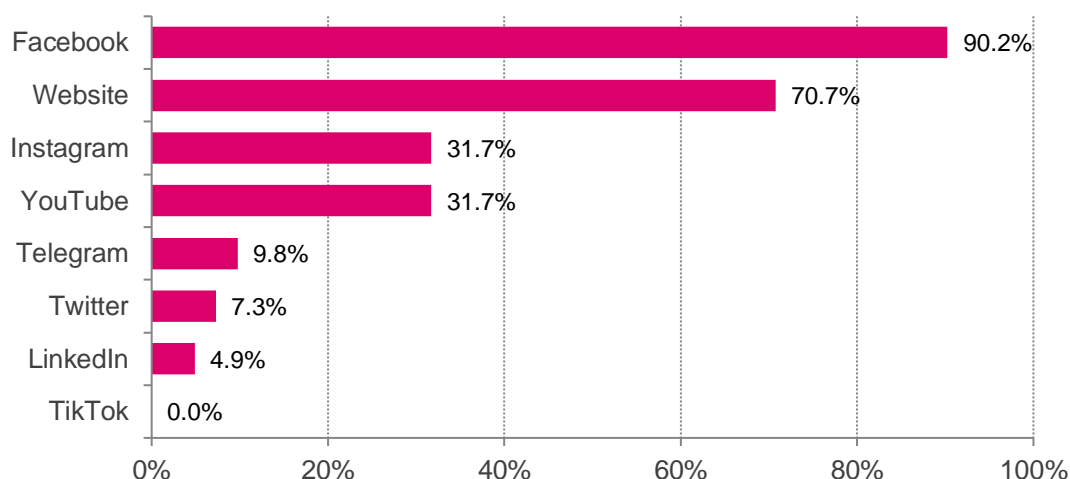
About a third of the CSOs with online presence have an Instagram page or a YouTube channel. Telegram, Twitter and LinkedIn are less popular: under 10% of the surveyed CSOs use these social media platforms. None of the surveyed CSOs is present on TikTok, a video sharing platform.

Jobs created by the CSOs

The CSOs that were surveyed create jobs in Ukraine hiring employees and collaborators. However, most of them (73.2%) are small organisations in terms of employment with up to four employees. The second largest group are CSOs that employ from five to 14 employees: they make up 14.6% of the sample. Interestingly, those with 50 and more employees come third (9.8%), and only one surveyed CSO employs from 15 to 49 people. This shows that while most CEOs have just a few employees, there are quite share of big organisations with a considerable number of employees and collaborators..

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[13] Ukrainian Instagram Audience Has Increased by 13%, Facebook One – by 7.1% over the Past Six Months – a Study [[in Ukrainian] https://ukranews.com/ua/news/715415-u-instagram-i-facebook-zrosla-ukrayinska-audytoriya-za-ostanni-pivroku-rlusone

73.2%	14.6%	2.4%	9.8%	

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

■ Up to 4   ■ Between 5 and 14   ■ Between 15 and 49   ■ 50 or more
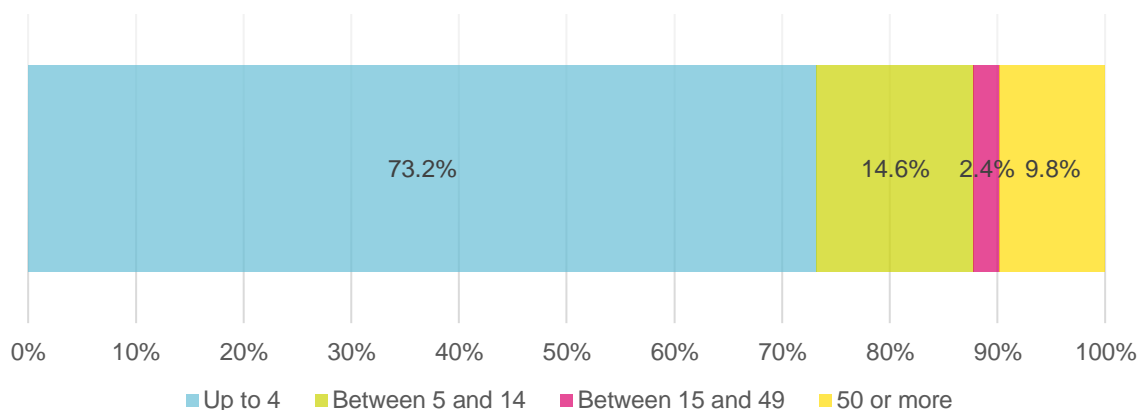
Figure 7. Number of paid employees and collaborators of the CSOs

Funding sources

Donor funding is the main source of financing the activities of the surveyed CSOs: almost 66% of them named it their major source of funding. Self-financing through fund raising, sales of goods and other means is another important channel of funding used as a major or minor source by 58.5% of the CSOs.
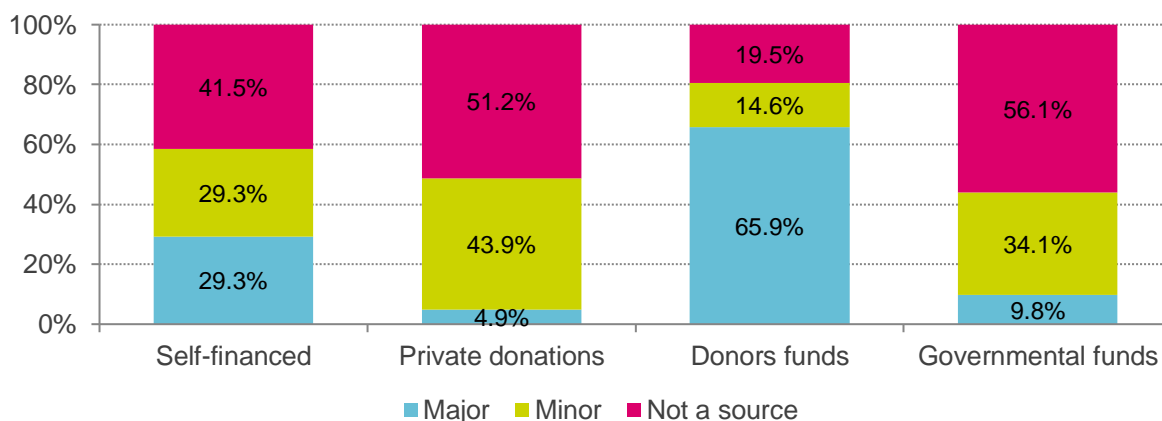
Figure 8. Funding sources of the CSOs

On the contrary, governmental financing and private donations are most rarely used as funding sources. More than half of the surveyed CSOs do not use any of these two sources. The fact that CSOs overwhelmingly rely on donor funds indicates that their financial condition may be unstable and susceptible to the risks of changes in the donor priorities. The presence of self-financing is a welcome sign, while private donations and government grants and funding remain generally underused opportunities.

Year the CSOs were established

A significant part of the surveyed CSOs (41.5%) were established over the last five years. That can be attributed to the chain of events had happened recently: political changes that took place in Ukraine in 2014 and brought about the rise of civic activism, reformation process simplified the CSOs registration and operation, growing demand of Ukrainian society in human capital development, trends on the labour market require new skills and knowledge from employees.

17.1% of the CSOs date back to years 2010-2014. 24.4% were established in 2000s, and 17.1%, in the 1990s. So, the sample of the surveyed CSOs is comprised both by recently established organisations and those that bring decades of experience.

Sustainable Development Goals

The CSOs that participated in the survey were asked whether they support the Sustainable Development Goals (SDGs) adopted by United Nations member states[14]. As organisations focused on human capital development, they most often reported supporting SDG 4, Quality education for all, as could be expected.

Support for SDG 17, Partnerships for the goal, is quite widespread – it was reported by more than 80% of the CSOs. SDG 8, Good jobs and economic growth, comes close with 78% CSOs saying they support this goal. The high support for the SDG 8 could be explained by the fact that good jobs and economic opportunities are connected to the quality of education and skills.

SDG	Percentage
SDG 4, Quality education for all	97.6%
SDG 17, Partnerships for the goal	80.5%
SDG 8, Good jobs and economic growth	78.0%
SDG 5, Gender Equality	63.4%
SDG 1, No Poverty	58.5%
SDG 10, Reduce Inequality	53.7%
SDG 16, Peace and justice, strong institutions	53.7%
SDG 6, Clean water	43.9%
SDG 7, Renewable Energy	34.1%
SDG 13, Climate action	34.1%
Other SDGs	19.5%
None	2.4%
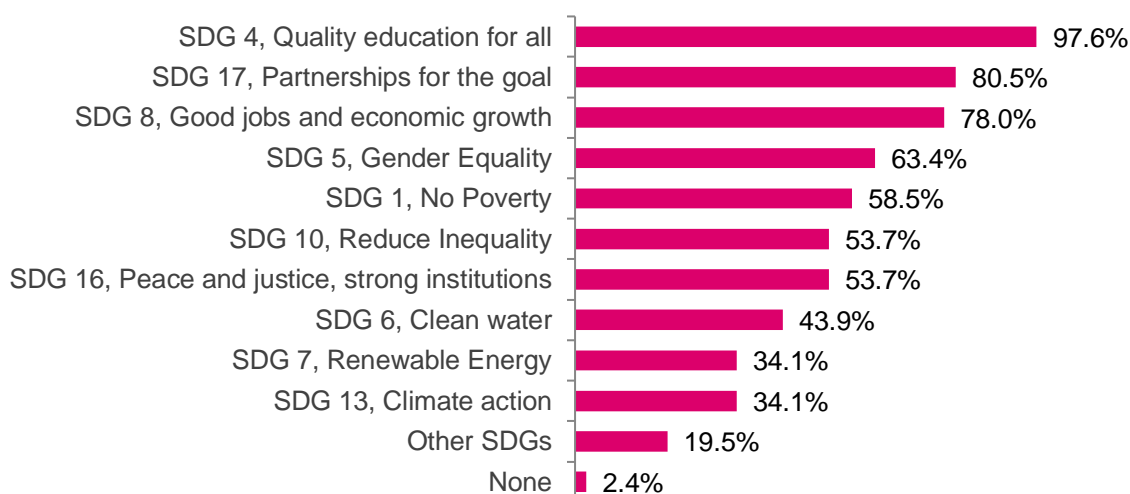
Figure 9 Sustainable Development Goals (SDGs) of the Agenda 2030 the CSOs are supporting

31.7% of the surveyed CSOs support up to three SDGs. 22% support from four to six SDGs. 14.6% support from seven to nine SDGs, and 29.3% of CSOs support 10-11 SDGs. One surveyed CSO did not report supporting any SDGs.

Beneficiaries

Young people and adult people were outlines as beneficiaries by almost all of the surveyed CSOs. 78% of the respondents named adult people as their main beneficiaries, and 73.2% said young people were their main beneficiaries. Vulnerable youth was most often named as secondary beneficiary: by 58.5% of the respondents. 22% of CSOs said they were their primary beneficiaries.

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[14] United Nations. Take Action for the Sustainable Development Goals
https://www.un.org/sustainabledevelopment/sustainable-development-goals/

ETF
Working together
Learning for life
European Training Foundation
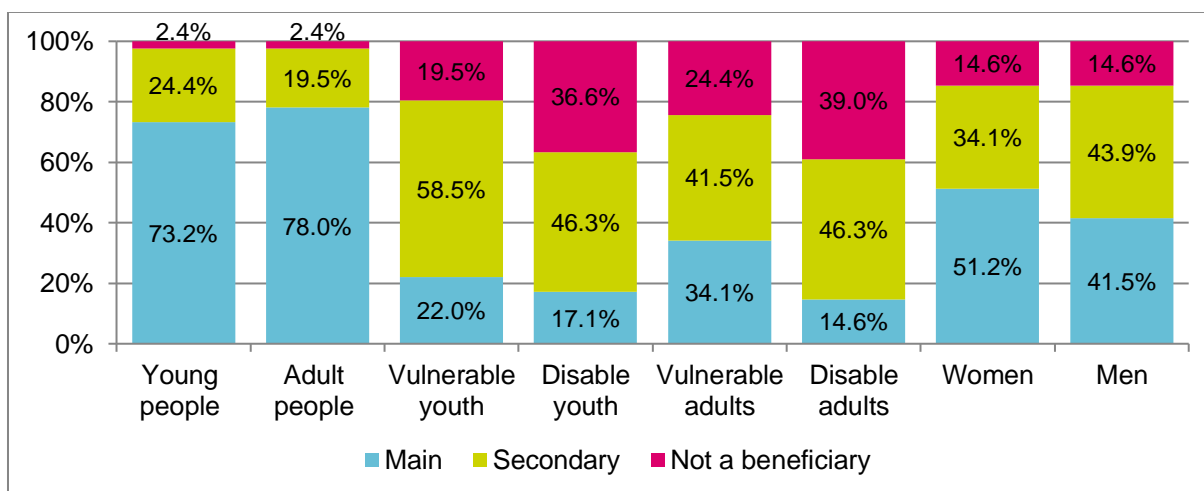
Figure 10 Main Beneficiaries groups of CSOs

On the contrary, disabled youth, vulnerable adults, and disabled adults were named as beneficiaries most rarely. Women were named as primary beneficiaries somewhat more often (by 51.2% of CSOs) compared to men (by 41.5% of CSOs). Hence, the surveyed CSOs view mostly young and adult people in general as their beneficiaries and mostly do not focus specifically on vulnerable and disabled adults and youth.

Types of organisations' activities

Delivering non-formal learning is the main type of activity of the surveyed CSOs. More than 85% of CSOs report delivering non-formal learning to adults often or very often, and 73.2% say they often or very often deliver non-formal learning to young people.

Figure 10. CSOs' activities related to HCD, and services to employment

Creating or using information on skills development and/or on employment is quite widespread, with 61% of the CSOs reporting doing it often or very often. It can be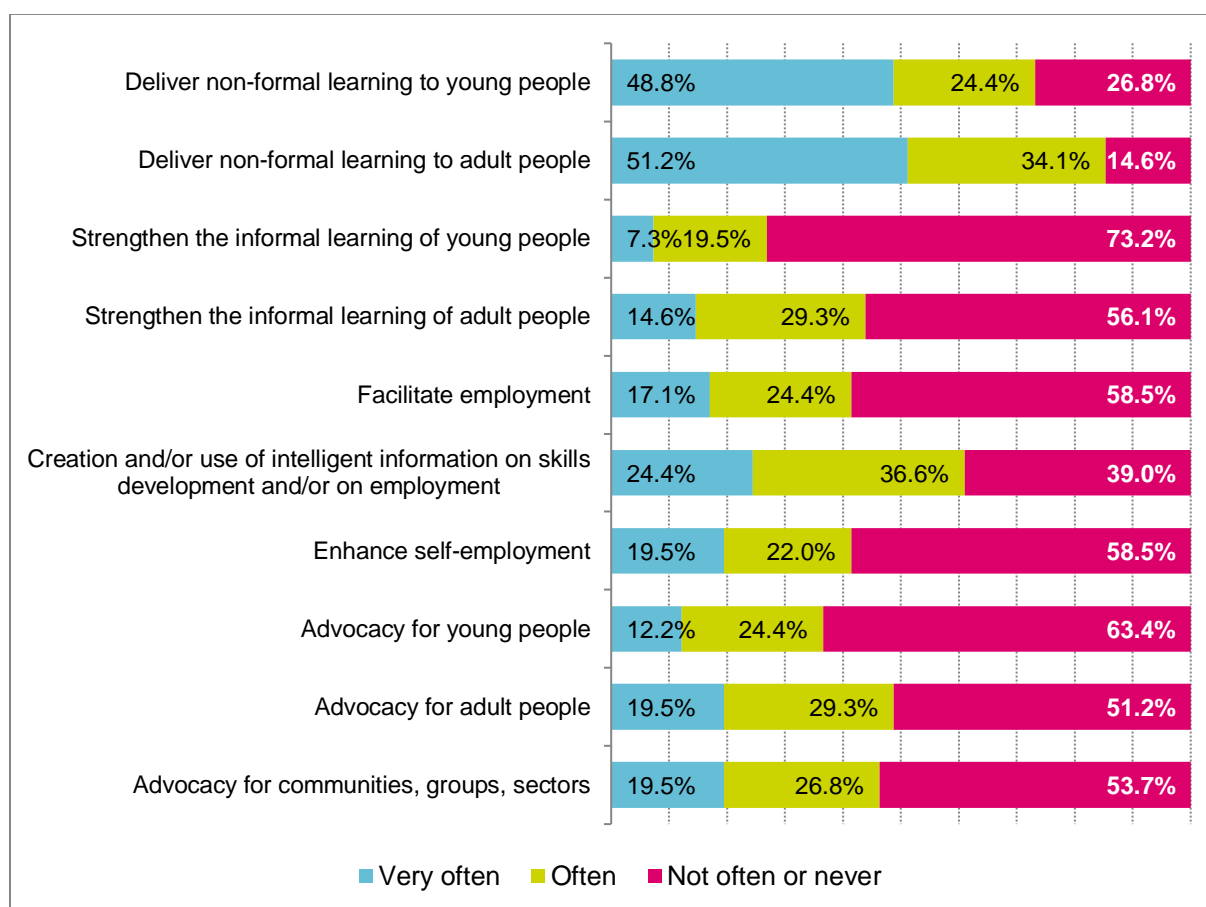 carried out by conducting research in the fields of skills development or employment, collecting and analysing data, and formulating policy advice. It is worth noting, however, that advocacy activities are not as common for the surveyed CSOs. Less than 50% of them said they advocate for adult people and for communities, groups or sectors, and less than 40% of CSOs advocate for young people.

Facilitating employment and enhancing self-employment are even less commonplace for the surveyed CSOs even though they are connected to learning and skills development – over 50% of CSOs never or rarely engage in these activities. So, the surveyed Ukrainian CSOs primarily focus on delivering non-formal learning, but do not always follow up with activities promoting employment. Similarly, they more often conduct research in the fields of skills development or employment, but is does not always translate into advocacy activities.

Content of organisations' activities

Key competences and relationships with authorities and the public sector are two most widespread types of the content of the CSOs' activities. However, technical competences are considerably less addressed by the CSOs than key competences: less than 50% of CSOs say they focus on technical competences compared to almost 83% of CSOs that often or very often work with key competences.
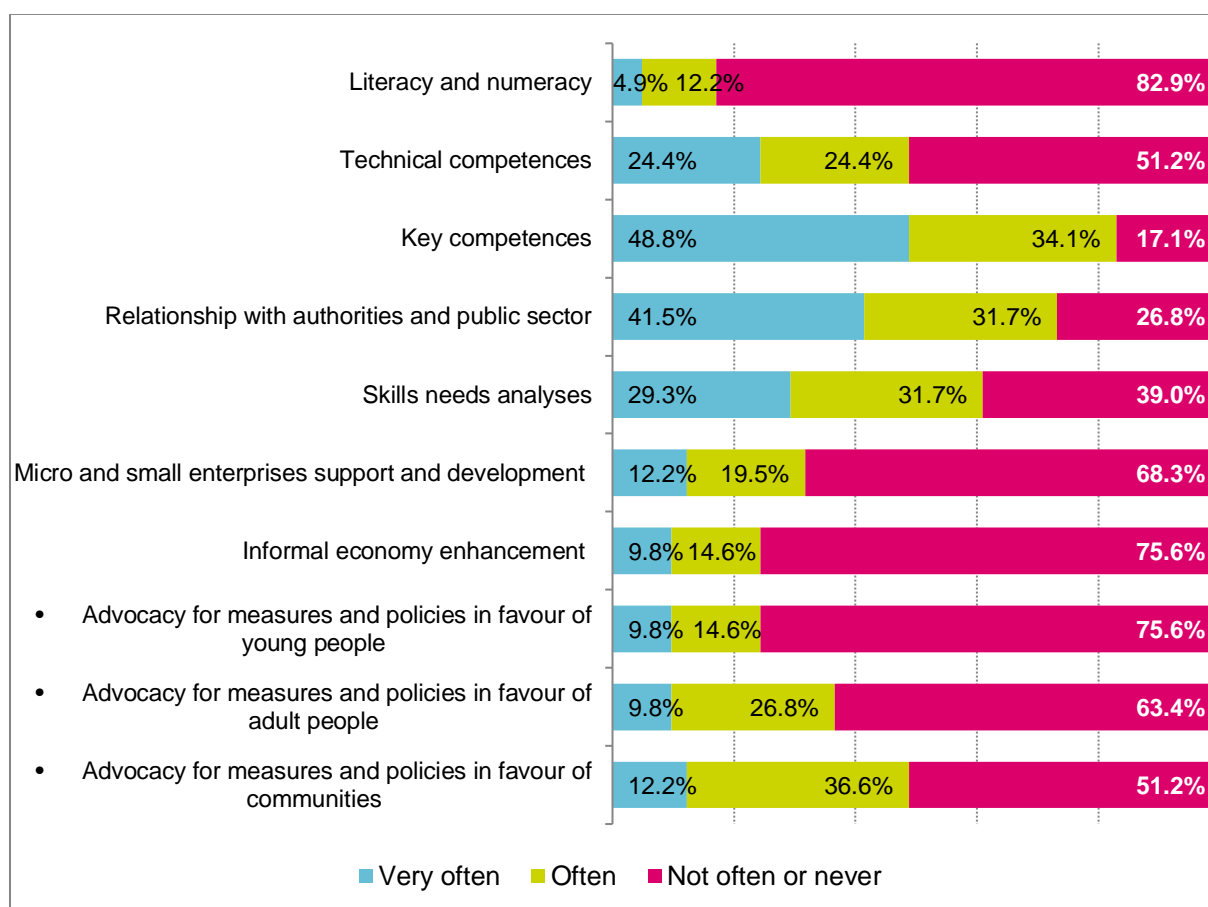
	Very often	Often	Not often or never
Literacy and numeracy	4.9%	12.2%	82.9%
Technical competences	24.4%	24.4%	51.2%
Key competences	48.8%	34.1%	17.1%
Relationship with authorities and public sector	41.5%	31.7%	26.8%
Skills needs analyses	29.3%	31.7%	39.0%
Micro and small enterprises support and development	12.2%	19.5%	68.3%
Informal economy enhancement	9.8%	14.6%	75.6%
Advocacy for measures and policies in favour of young people	9.8%	14.6%	75.6%
Advocacy for measures and policies in favour of adult people	9.8%	26.8%	63.4%
Advocacy for measures and policies in favour of communities	12.2%	36.6%	51.2%

Figure 2. Content of CSOs' activities related to HCD and services to employment

In addition, although maintaining relationships with authorities and the public sector is quite often reported by the CSOs, they are not engaged in advocacy measures on the same level. Less than 50% report advocating for measures and policies in favour of communities, less than 40%, for measures and policies in favour of adults, and less than 30%, for measures and policies in favour of young people.

Effective ways to implement activities

Most respondents agree that non-formal training courses as well as training and learning styles that are engaging and participatory are effective ways of implementing their organisations' activities. Almost 88% of the respondents say these approaches are effective or very effective.

Almost 71% of CSOs believe in the effectiveness of ensuring people's motivation to learn, and 63.4% say supporting people's informal learning is an effective way to carry out their activities. The surveyed CSOs clearly prefer using a mix of traditional and digital training aids to using either only digital or only non-digital aids. But there is no preference for either official or independent sources of data.
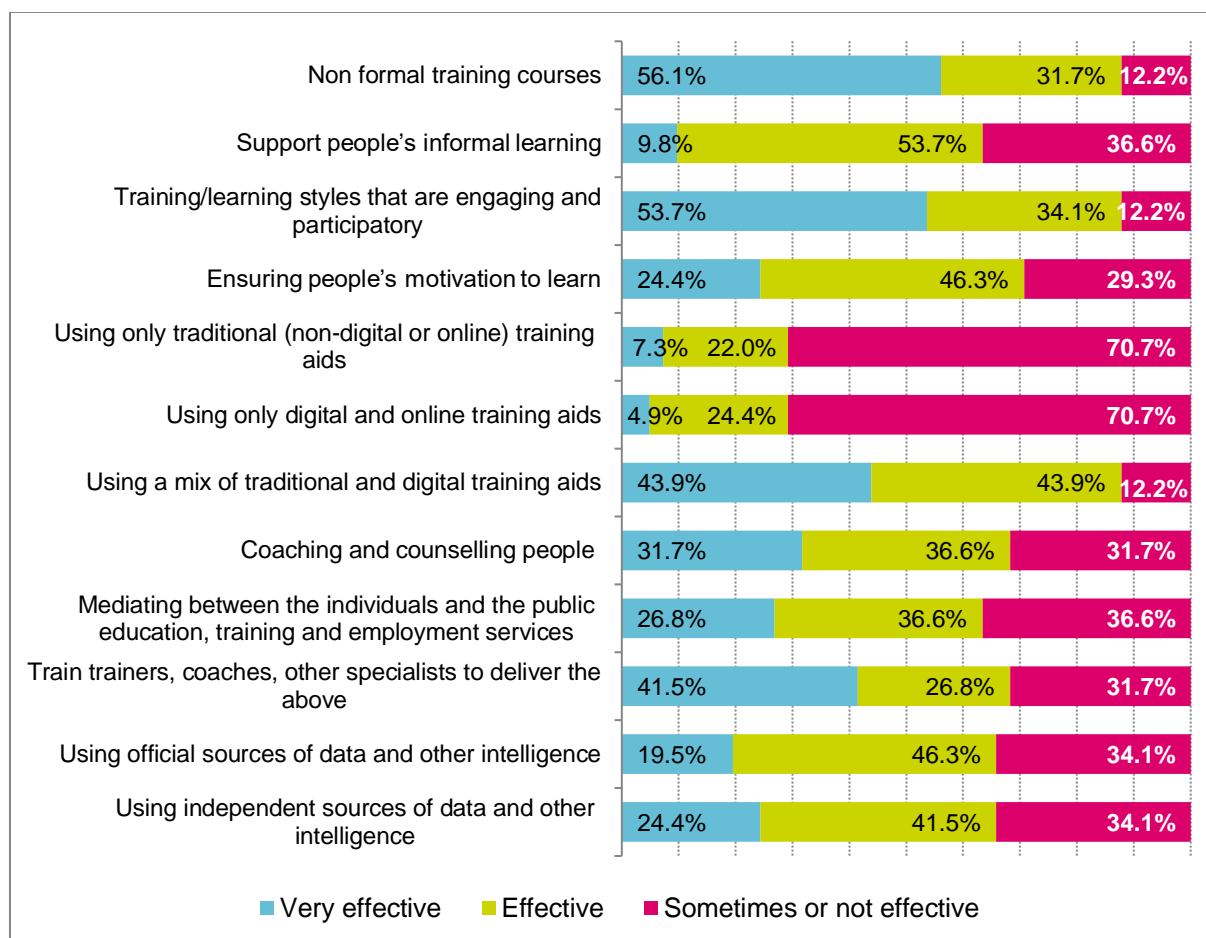
Figure 12. Effective ways to implement CSOs' activities

Effective learning environments

The respondents consider informal places and classrooms or training centres to be the most effective environments for learning. Learning at home is considered to be the least effective, followed by learning at workplace. Overall, it seems that the surveyed CSOs prefer an environment where learners have personal contact with mentor and class, to the limited environments such as a home. Nowadays, it is difficult to imagine learning at home without using online resources or social media, so even at home learning people try connecting others and exchanging experience but not to close in self

Interestingly enough, online learning, which often happens at home or at the workplace, is generally supported by the CSOs with 61% of them calling it effective or very effective.

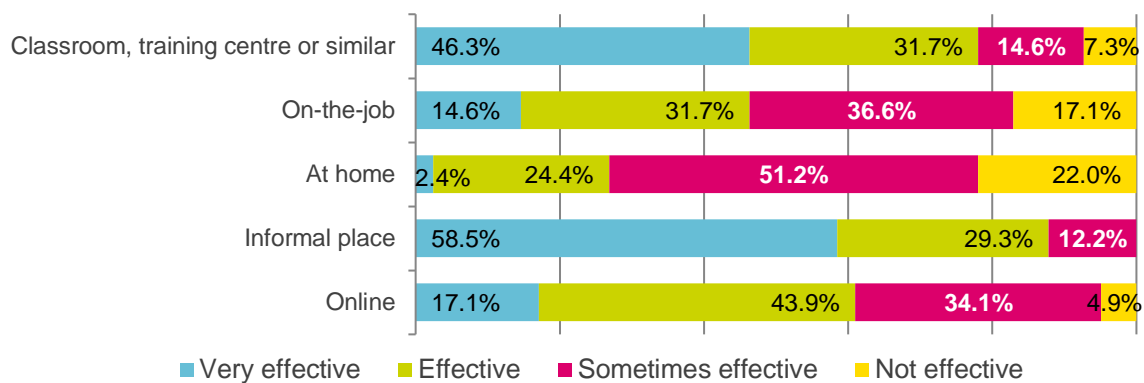|	Very effective	Effective	Sometimes effective	Not effective
Classroom, training centre or similar	46.3%	31.7%	14.6%	7.3%
On-the-job	14.6%	31.7%	36.6%	17.1%
At home	2.4%	24.4%	51.2%	22.0%
Informal place	58.5%	29.3%	12.2%	
Online	17.1%	43.9%	34.1%	4.9%

Figure 13. Effective learning environments

CHAPTER 2. RESPONSE TO THE COVID19 PANDEMIC

The global pandemic of COVID-19 had a distinct impact on the HCD CSOs in Ukraine. This chapter describes the changes the CSOs made to their beneficiaries and activities and reasons behind these changes. It also discusses what short-term and long-term lessons the CSOs learned from implementing HCD activities in the crisis and what digital learning tools they embraced.

Changing beneficiary groups due to COVID-19

12 out of 41 surveyed CSOs said they had changed beneficiary groups for the activities of human capital development in 2020 due to the COVID-19 pandemic. They make up 29.3% of the sample.
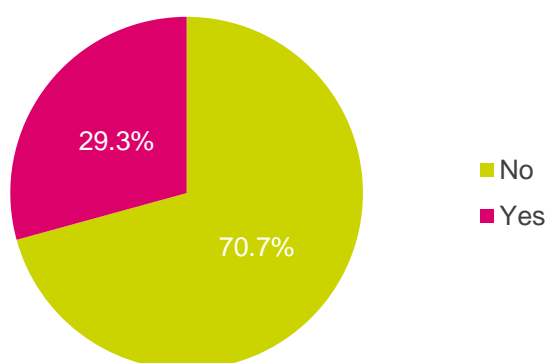

Figure 14. Changing beneficiary groups during the COVID-19 pandemic in 2020

When speaking about what groups of beneficiaries benefited more from these changes, the CSOs that reported changing beneficiary groups most often mention young people, adult people, and women (41.7% named each of these categories).

In contrast, men, vulnerable youth, and disabled youth are the categories of beneficiaries that most often benefited less from the CSOs' changes caused by COVID-19 pandemic, while disabled adults mostly experienced no changes in the CSOs' activities, according to the respondents.
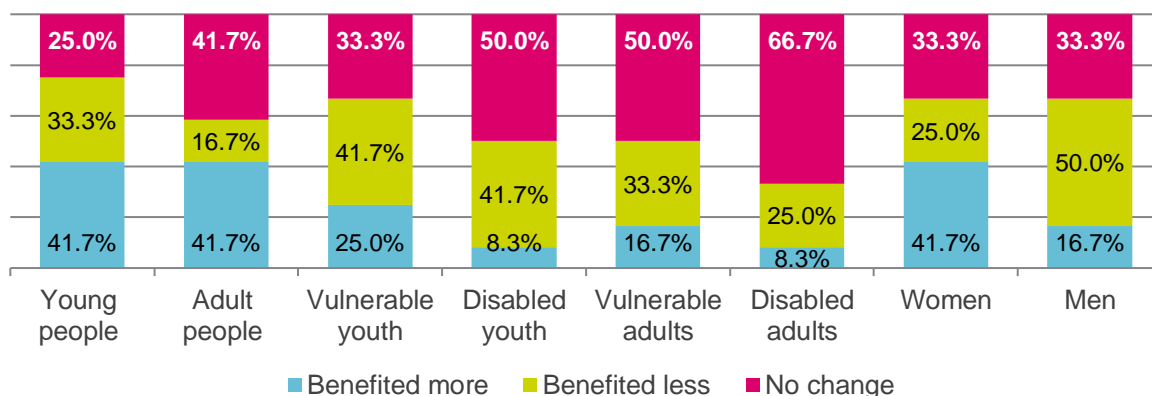

Figure 15. Beneficiaries who benefited more and less due to changed priorities of CSOs

CSOs that introduced changes to the groups of beneficiaries predominantly say that these changes were the response to beneficiary groups' own needs and demand (over 80%) as well as the result of CSOs' own assessment and initiative (75%).

Decisions to make changes in the beneficiaries groups and CSOs activities due to the COVID-19 pandemic mainly caused by own priorities and assessment or beneficiary's groups needs and demands. These causes also are the most significant for CSO who did not make any changes. More than three-fourth of CSOs named these two reasons. Up to 50% of CSOs implemented these changes to align with priorities of intermediary bodies or to follow government guidance..

Changing priorities in activities

4 CSOs reported changing priorities regarding their activities for human capital development during the COVID-19 pandemic and 16 CSOs reported changing them to some extent. These CSOs comprise 9.8% and 39% of all the surveyed organisations respectively.
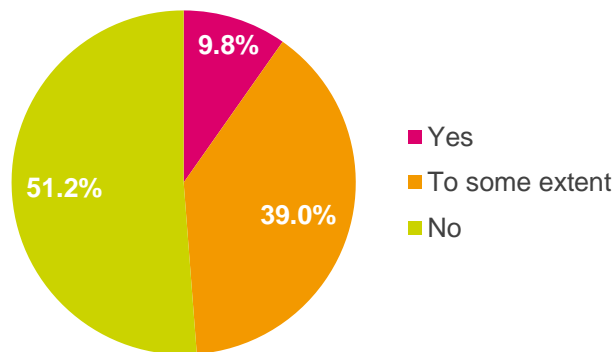

Figure 16. Changing activities during the COVID-19 pandemic in 2020

The CSOs that implemented certain changes to their activities when faced with the COVID-19 pandemic, named the activities where such changes were made. Enhancing self-employment is the activity that the CSOs most often started in 2020: 30% of CSOs said it was their new activity.

The activities that were most often implemented more by the CSOs compared to the previous years are creation and/or use of intelligent information on skills development and/or on employment, delivering non-formal learning to adult people, and delivering non-formal learning to young people. However, creating or using intelligence on skills development and/or on employment was also one of the activities that were cancelled most often in 2020. 30% of CSOs said they stopped creating or using this information due to the COVID-19 pandemic.

An equal share of the respondents (30%) said they stopped their activities in employment facilitation in 2020. Additional 25% said they implemented this activity less compared to previous years. So, while unemployment and changing demand for skills have become important issues in the context of the coronavirus pandemic, activities aimed at facilitating employment decreased quite significantly among the surveyed CSOs.

Both the CSOs that changed their activities due to the COVID-19 pandemic and those who did not gave their reasons why. As with the factors cited as reasons for changing beneficiaries, CSOs most often name their own assessment and initiative (95%) and the new demand for activities coming from beneficiaries (75%) as the reasons behind their changed activities. Demand for new activities from Ukrainian government was listed as a factor by 40% of the respondents, and new demanded activities from intermediary bodies, by 50%.
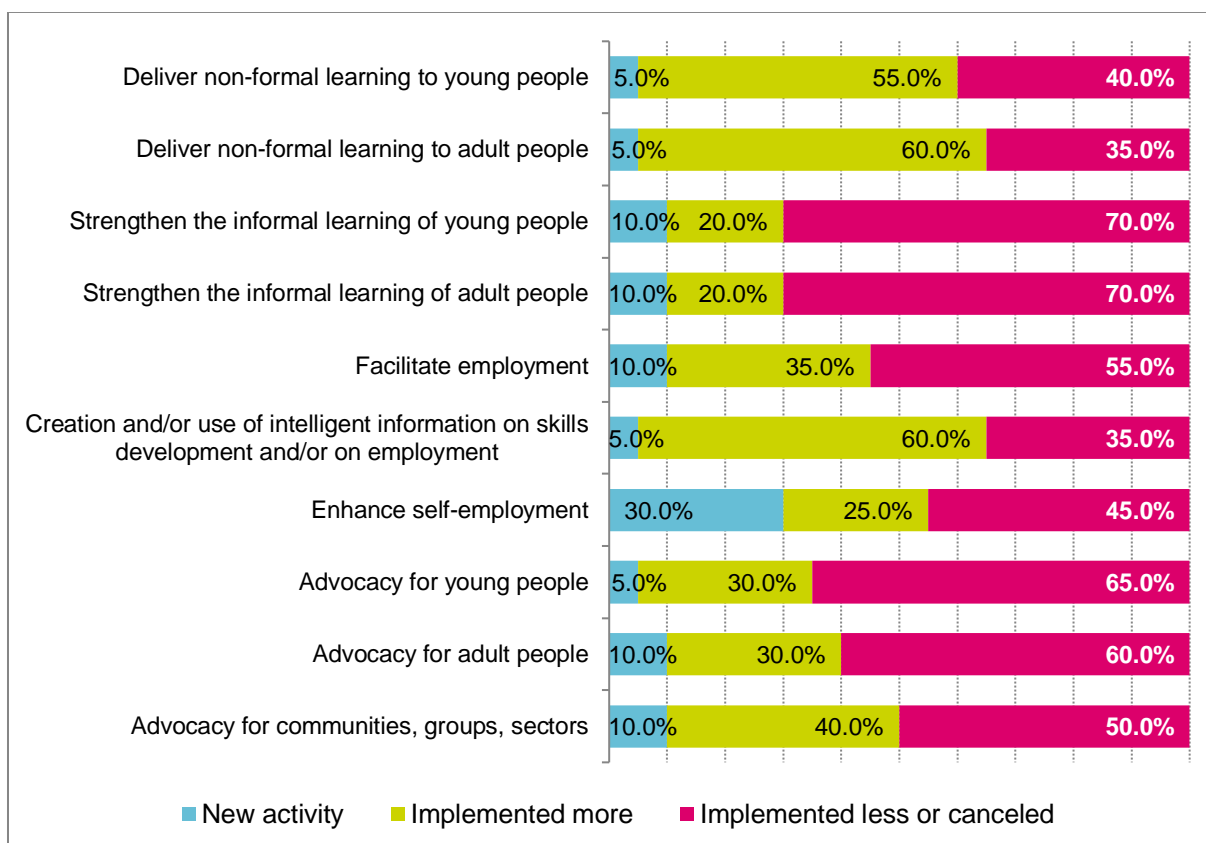
Figure 17. Changes to activities made during the COVID-19 pandemic in 2020 compared to previous years

All the CSOs that did not make any changes to their activities because of the COVID-19, said that their priorities confirmed to be valid. Among other reasons, no new demands from beneficiaries were cited most often – by more than 50% of the respondents. Slightly fewer CSOs said they did not change activities because there were no new demands from intermediary bodies (almost 43%). Lack of government demand for changes in activities was an important factor for keeping current activities in place for 33.3% of the CSOs.

These answers correspond to the reasons given by the CSOs that did implement changes in activities: both groups of respondents mainly attribute the presence or absence of such changes to their own assessments and the demand from beneficiaries or lack thereof.

Using digital learning tools

Moving learning online due to the face-to-face meetings restrictions has prompted CSOs to increase their usage of digital learning tools, such as video calls software and documents sharing platforms. Only 3 CSOs, which make up 7.3% of the sample, said that they used digital learning tools at the same level in 2020 as before. The majority of the respondents said they used these tools more than before.

Synchronous video-communication tools, such as Zoom, Skype, WhatsApp, and Facebook live, are the most common digital learning tools adopted by CSOs (97.4%). Equal shares of CSOs (76.3%) reported using document sharing platforms, such as cloud services, and social media for learning. Moodle and other virtual classroom programs and learning management systems are utilised less by Ukrainian CSOs, which suggests that they lack information about these tools of capacity to use them.
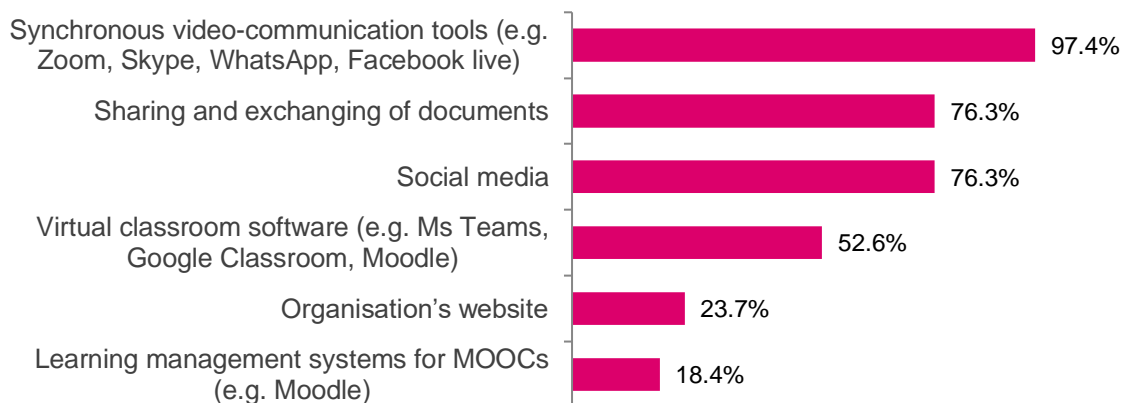
Figure 18. Digital learning tools used by the CSOs that used digital tools more in 2020 compared to previous years

Short-term lessons from COVID-19

Almost 83% of the CSOs say the emergency or pressures of implementing human capital development activities in response to the COVID-19 pandemic have taught them some short-term lessons. The main short-term lesson is adaptation: 85.3% of the respondents that learned short-term lessons say they learned to adapt their activities or methods of implementation.

Figure 19. Short-term lessons of implementation of HCD activities in response to COVID-19

About two thirds of the CSOs say that assessing new needs and mobilising new resources have become their important short-term lessons of 2020. In addition, more than half of the CSOs that took short-term lessons from the pa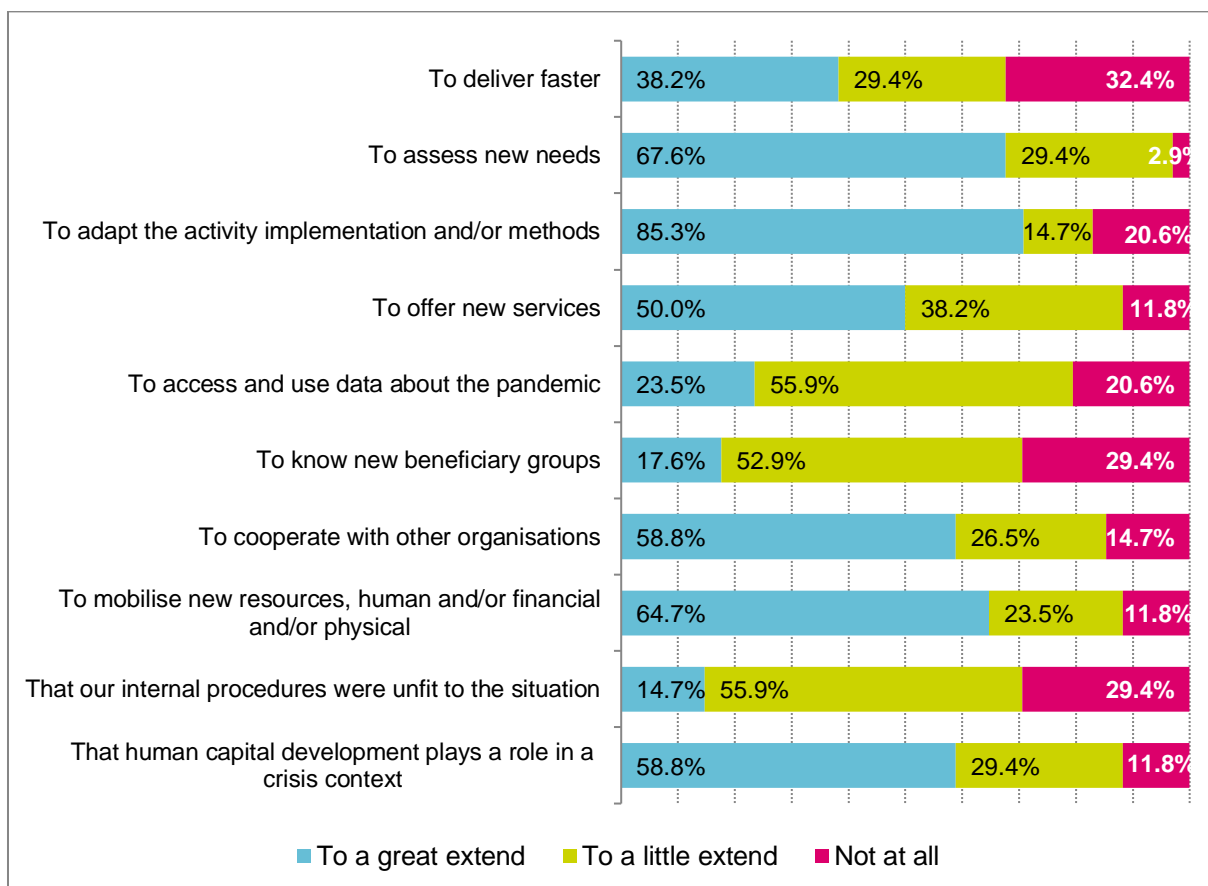ndemic say that learned to cooperate with other organizations and discovered that human capital development plays a role in a crisis context. So, in the short term, Ukrainian HCD CSOs primarily learned to modify their activities based on the new needs and to mobilise their resources in response to the COVID-19 pandemic.

Long-term lessons from COVID-19

85.4% of CSOs say they learned long-term lessons from working during the COVID-19 pandemic in 2020, which is slightly more than the percentage of CSOs that learned short-term lessons from the global health crisis. The most important long-term lessons for the CSOs are to innovate their existing services, to motivate staff members and/or volunteers, and to increase their expertise. 60% and over of CSOs said that they learned these lessons to a great extent.

More than 50% of the CSOs discovered the importance of cooperating with other organisations, offering new services, attracting additional funds, improving their organisational skills as well as internal processes, and understanding the needs of new beneficiary groups. At the same time, there was little need to re-train staff members or volunteers and to attract new ones, according to the CSOs. So, innovation, motivation, and building up expertise became the key long-term takeaways for the surveyed organisations.
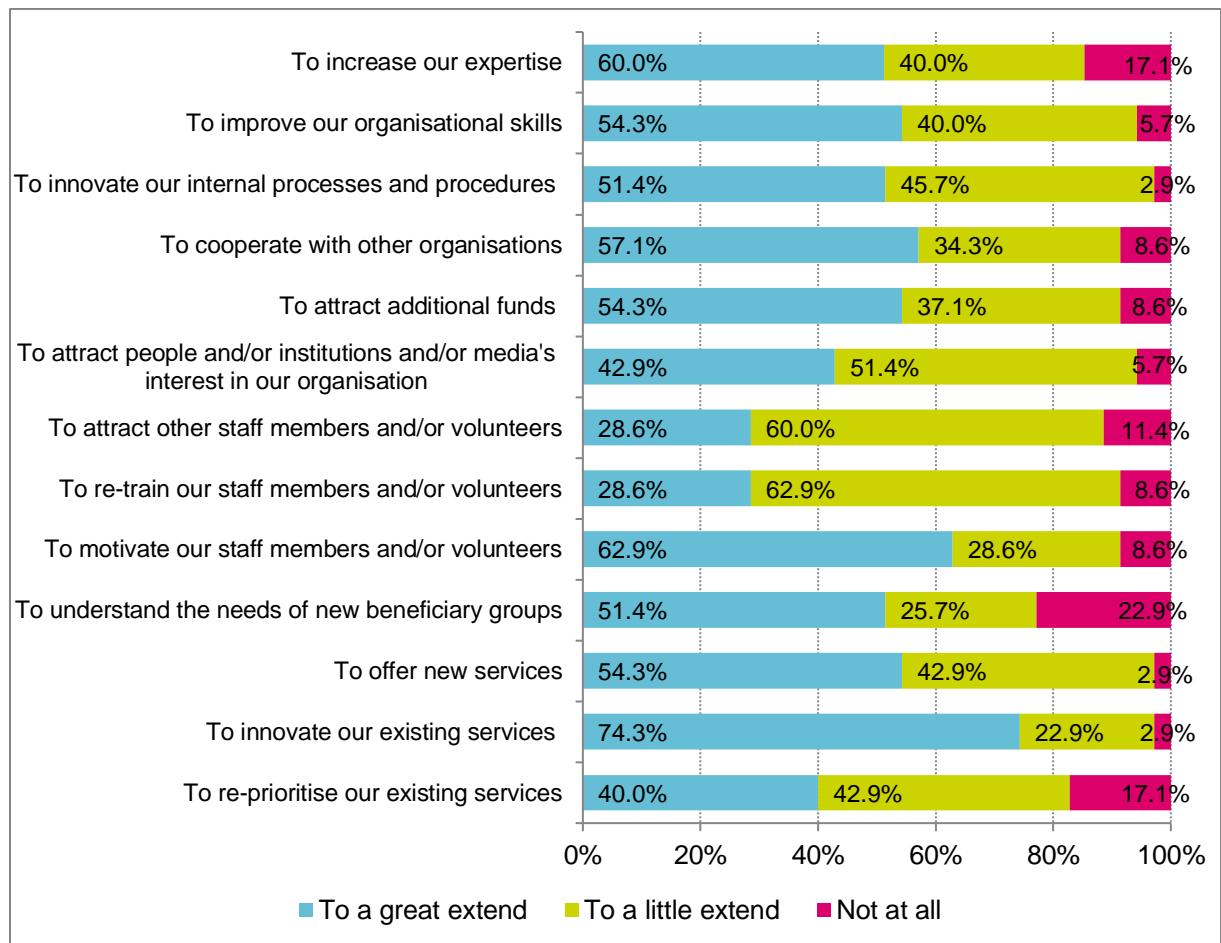

Figure 20. Long-term lessons of implementation of HCD activities in response to COVID-19

CHAPTER 3. STAKEHOLDERS AND POLICY DIALOGUE

Ukrainian HCD CSOs are involved in policy dialogue with the government and other stakeholders. They provide reporting to their stakeholders, such as monitoring reports and the results of their research and analysis. This chapter presents the results of the survey regarding stakeholders and policy dialogue.

Involvement in policy dialogue

Most surveyed CSOs are involved in the policy dialogue in Ukraine regarding non-formal learning, informal learning and employment, including more than half of the CSOs involved in this dialogue on a regular basis. This shows that policy dialogue is important for HCD CSOs in Ukraine.

Only a few surveyed CSOs said they either do not participate in the policy dialogue. Still, they would like to, or that they are not interested in participating in this dialogue.
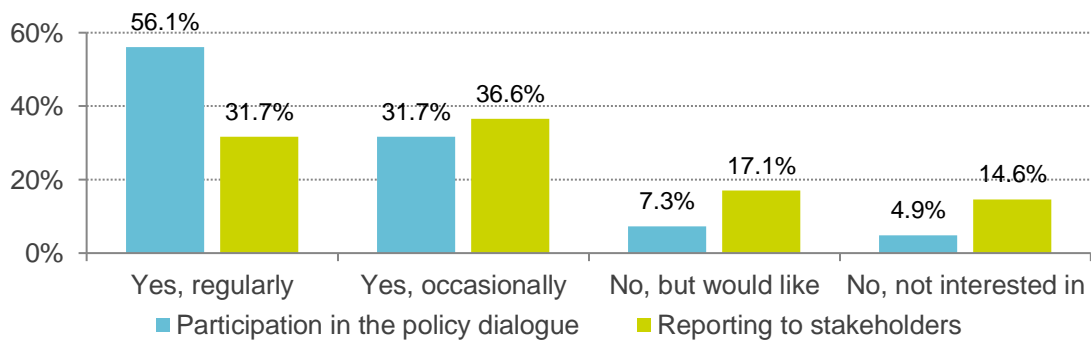

Figure 21. Participation in policy dialogue and reporting to stakeholders by CSOs
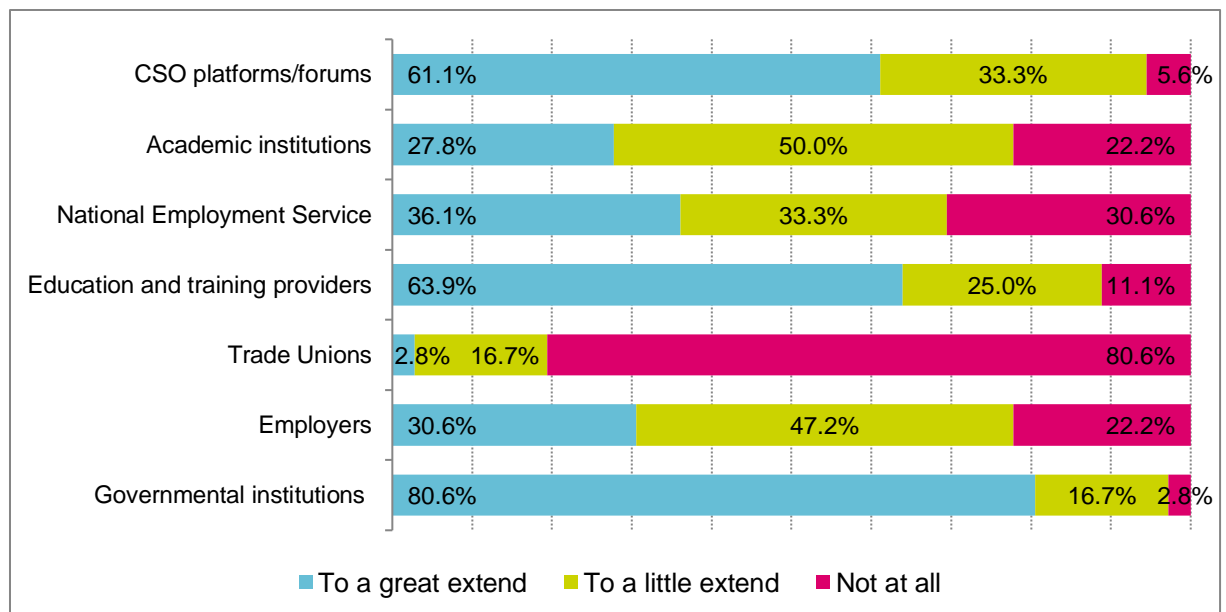
Stakeholders

Figure 22. Stakeholders of CSOs

Speaking about their stakeholders, the CSOs that are engaged in policy dialogue most often mention governmental institutions. These institutions are major stakeholders for more than 80% of the CSOs. In addition, more than 60% of the CSOs involved in policy dialogue name education training providers, such as vocational schools and training centres, and platforms or forums of CSOs as their stakeholders.

CSOs do not work very actively with the stakeholders related to employment: employers and the National Employment Service are major stakeholders for approximately one third of the CSOs. Trade Unions normally are not viewed as stakeholders by the CSOs. Therefore, Ukrainian CSOs are mostly focused on the government in their policy dialogue, but also communicate with CSO networks and training providers.

Connection and reporting to stakeholders

Both the CSOs that are engaged in policy dialogue and those who are not were asked whether they are connected to stakeholders such as government institutions, employers, Trade Unions, and others, or are reporting to them. The majority of the CSOs report to these stakeholders regularly or occasionally. Almost 32% of CSOs said they are not connected to stakeholders or reporting to them. More than half would like to be connected or to report to stakeholders.

The content of reporting

The surveyed CSOs that report to their stakeholders do it with different types of content. Most often, by preparing monitoring reports and disseminating the results of analysis and research: more than 78% of CSOs that report to stakeholders use these types of reporting content. Reporting on the use of budget resources is also quite widespread with almost 43% of CSOs calling it a very important content of their reports. At the same time, more than 35% of CSOs never report on the use of budget resources.

Unlike monitoring reports, preparing evaluation reports is less common for the surveyed CSOs: more than 35% of the CSOs that report to their stakeholders do not provide evaluation reports.
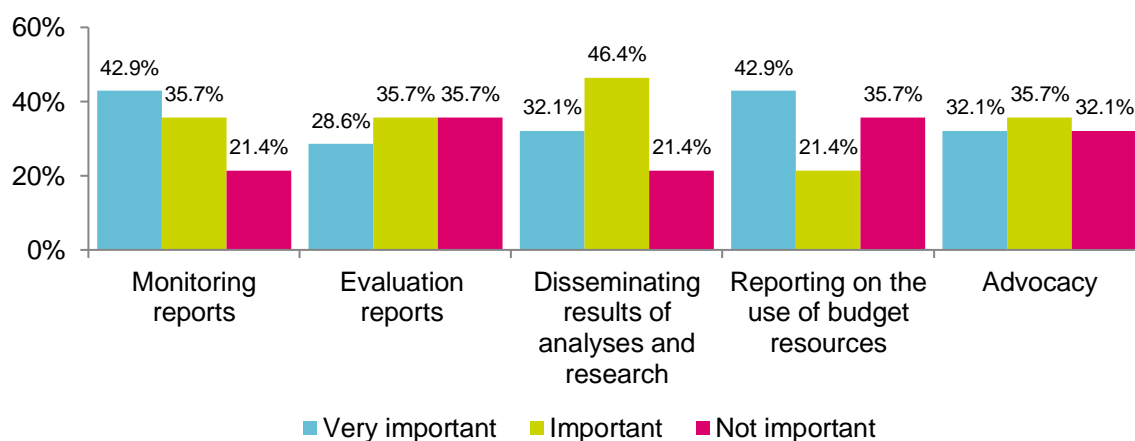
Figure 23. The content of reporting

Organisation role vs. the government role

The surveyed CSOs mostly view their role in human capital development as complementary or collaborative to Ukrainian government. Over 68% of the respondents say the complementary role, which means they take up the work the government does not cover, is a major role for their

organisation. More than 63% say the same about the collaborative role, meaning that they join forces with the government.

Fewer CSOs see their role as advisory – being consulted on government policies, programmes, and other decisions in the human capital development – and alternative one, which means they are an alternative source of assistance the beneficiaries who do not address the government.

Finally, very few CSOs consider their role indifferent or dis-aligned to the government. They do not contact the government and to some extent oppose themselves to it.
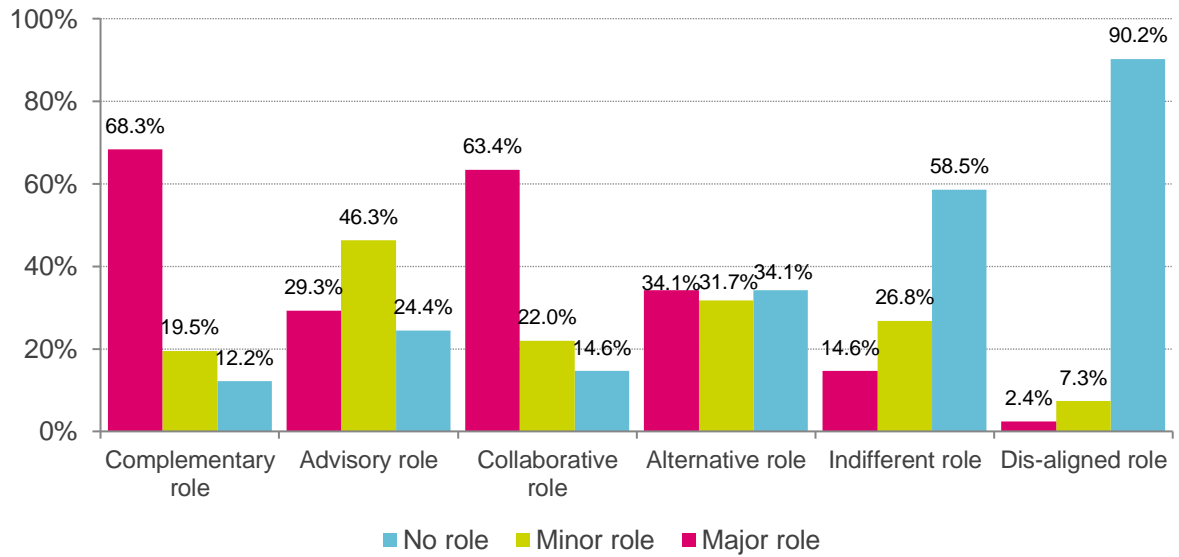
Figure 24. CSO's role compared to the government role with regards to HCD

CHAPTER 4. POTENTIAL IN THE HCD SECTOR

The CSOs that took part in this survey are aware of their strong suits: increasing education effectiveness, advising on HCD policies, and others. They plan to strengthen their contribution to HCD in the future. This chapter covers comparative advantages of CSOs and their plans regarding HCD.

Advantages of CSOs compared to others

The surveyed CSOs most often consider supporting effectiveness of education, training and other learning processes to be their advantage compared to other public, private or non-governmental organisations. Almost 93% of the CSOs name it among their advantages, of which more than 70% consider it their major advantage.
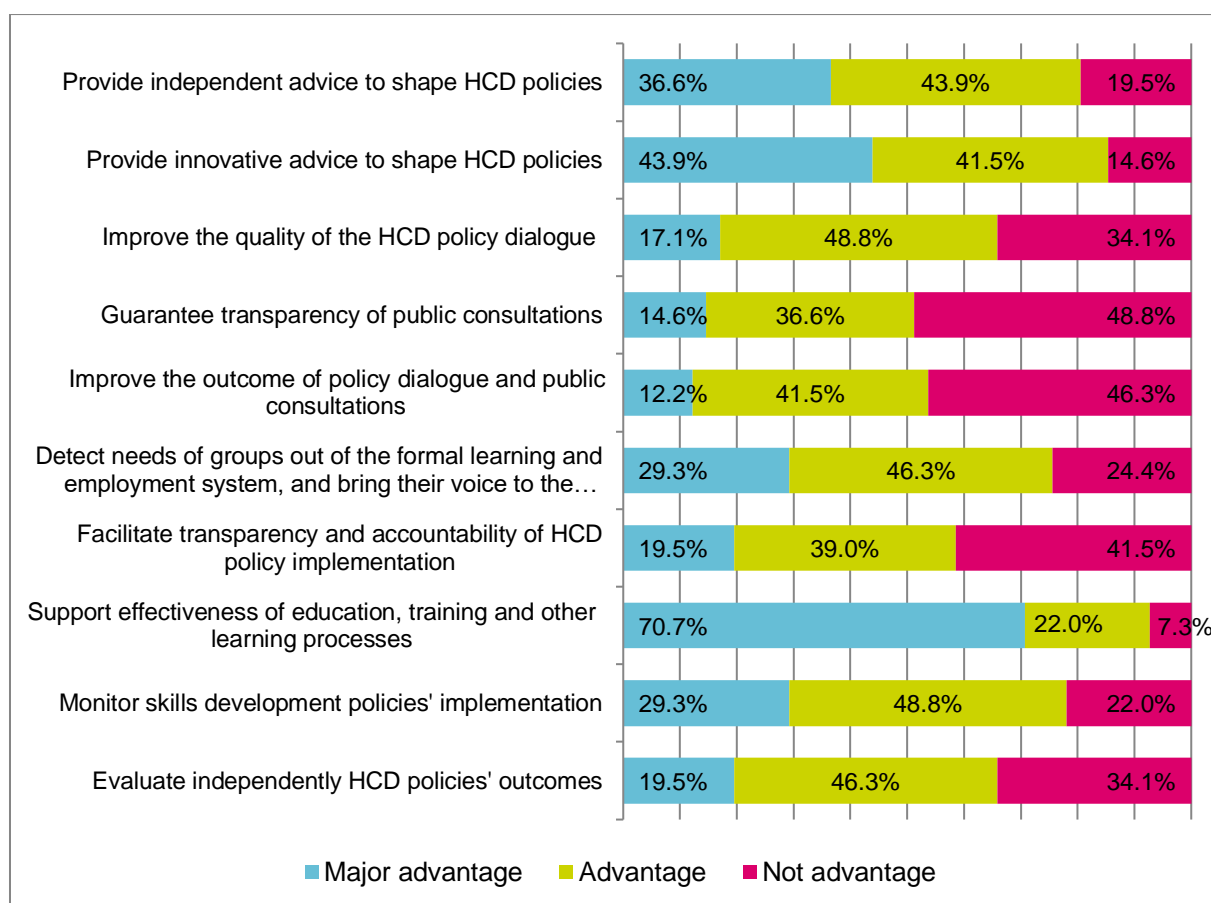
Figure 25. The advantages of the CSOs compared to others

Providing independent advice and innovative advice are other two fields where the CSOs see their advantages the most. On the contrary, guaranteeing transparency of public consultations, improving the outcome of these consultations, and facilitating transparency and accountability of HCD policy implementation were mentioned as advantages least of all. In addition, monitoring the implementation of the skills development policy has been mentioned as an advantage or a major advantage by somewhat bigger share of the CSOs (78%) than evaluating the outcomes of HCD policies (almost 66%).

Therefore, the surveyed CSO seem to predominantly have expertise and capacity to improve the efficiency of education and training and provide advice. At the same time, the process of public dialogue and its transparency lie beyond the focus of the majority of the CSOs.

Plans to strengthen CSOs' contribution to HCD

More than 97% of the CSOs that took part in this surveyed expressed their intention to strengthen their contribution to HCD. Only one CSO said that it is not making such plans because of unfavourable conditions. This suggests that the surveyed CSOs are optimistic and proactive in their work and are likely to expand their scope of operation.

Domains to strengthen CSOs' contribution to HCD

The CSOs that plan to increase their contribution to HCD mostly intend to do it in the field of accessibility of formal, non-formal, and informal learning. Over 95% of the CSOs say they are likely to do it.

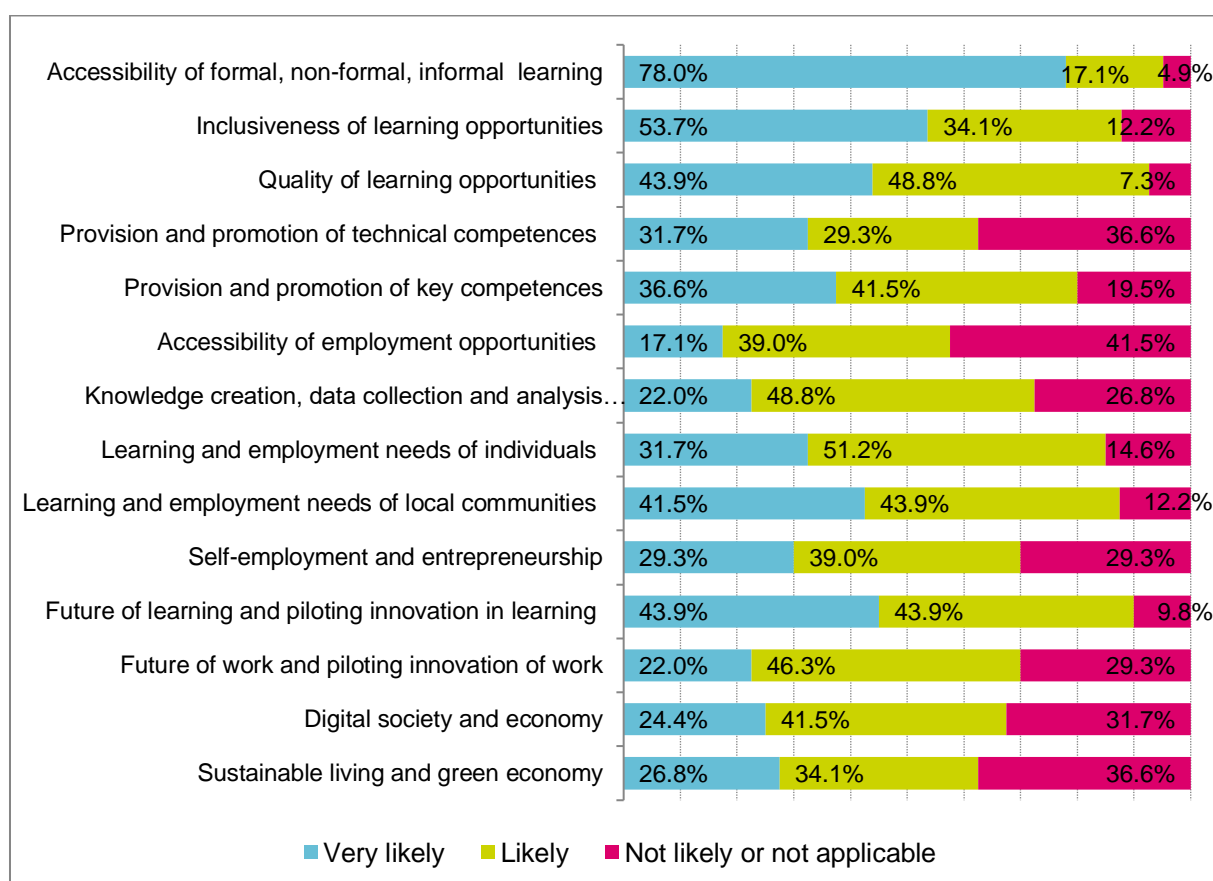|	Very likely	Likely	Not likely or not applicable
Accessibility of formal, non-formal, informal learning	78.0%	17.1%	4.9%
Inclusiveness of learning opportunities	53.7%	34.1%	12.2%
Quality of learning opportunities	43.9%	48.8%	7.3%
Provision and promotion of technical competences	31.7%	29.3%	36.6%
Provision and promotion of key competences	36.6%	41.5%	19.5%
Accessibility of employment opportunities	17.1%	39.0%	41.5%
Knowledge creation, data collection and analysis…	22.0%	48.8%	26.8%
Learning and employment needs of individuals	31.7%	51.2%	14.6%
Learning and employment needs of local communities	41.5%	43.9%	12.2%
Self-employment and entrepreneurship	29.3%	39.0%	29.3%
Future of learning and piloting innovation in learning	43.9%	43.9%	9.8%
Future of work and piloting innovation of work	22.0%	46.3%	29.3%
Digital society and economy	24.4%	41.5%	31.7%
Sustainable living and green economy	26.8%	34.1%	36.6%

Figure 26. Domains to strengthen CSOs' contribution to HCD

More than 92% of CSOs say they are likely to strengthen their contribution to HCD regarding the quality of learning opportunities, and almost 88%, in the areas of inclusiveness of learning opportunities and future of learning.

At the same time, accessibility of employment opportunities, provision and promotion of technical competences as well as sustainable living and green economy are the domains where the CSOs are least likely to be more active. In addition, fewer CSOs plan to contribute more to provision and promotion of technical competences than to provision and promotion of key competences. So, the

surveyed CSOs will likely focus on quality and accessibility of learning, but not on related labour or economic issues.

CHAPTER 5. FINDINGS OF THE INTERVIEWS WITH BENEFICIARIES

10 beneficiaries of the trainings, consulting or support from the CSOs were asked about the usefulness of the CSO work for HCD. They gave their feedback about the positive aspects of the trainings and the aspects that were lacking, commented on how they plan to use the skills and knowledge they gained, and evaluated the training providers. This chapter presents the findings of these interviews.

Strengths outlined by beneficiaries

All the interviewed beneficiaries of trainings, consulting and support reported overall positive experience and provided positive feedback regarding different aspects of the trainings.

In particular, the respondents very often highlighted the professionalism of training providers and consultants. They said that the instructors were experienced, conveyed information to the training participants well, provided concise and relevant information without redundant diversions, and did it in an interesting and accessible way. One respondent pointed out the personalised approach at a training to increase job market readiness, which included one-on-one consulting sessions with a psychologist and a recruiter.

Another frequently mentioned positive aspect of the trainings is their content. The participants said that the acquired knowledge was valuable for them and that they planned to apply it. Several respondents described specific technical skills they gained at these trainings, such as digital remote learning tools, visualisation in learning, and accounting. One participant said that that the training course helped them to better prepare to the academic year. The respondents who attended trainings on preparation for job interviews and writing resumes said these skills were important and needed on the job market.

The interviewed beneficiaries also recurrently reported satisfaction with the flexible timing and form of trainings. According to the feedback of one of the participants, trainings were available both online and offline. In contrast, another participant said that the times of the trainings was suitable both for the employed and unemployed individuals.

Post-training support was mentioned with appreciation by several beneficiaries. They said trainers provided methodological support after the course was over. Other positive features of the trainings that were mentioned by the beneficiaries include many practical assignments and comfortable learning environment.

Gaps outlined by beneficiaries

The beneficiaries commented on the ways to improve trainings, consulting or support, while some of them named the things there were not satisfied with.

Regarding the content of the trainings, the respondents suggested adding other topics, such as digital literacy, working with "cloud services", and working with text editing software. The respondents also expressed a wish to have more individual consulting sessions with coaches, psychologists, and recruiters.

In regards to the form of the trainings, one respondent said they understood the need for online trainings due to public health concerns but preferred offline trainings as more efficient.

Furthermore, one respondent suggested conducting a pre-training survey of the training participants to determine their familiarity with the subject and to group participants by knowledge levels. Another respondent said it would be good to have video recordings and course materials and presentations after the course is over.

Ideas for new trainings

Six out of ten surveyed beneficiaries said that they had got ideas for new trainings or services that could help them develop skills or give them a chance of employment. These ideas are the following:

- further learning about visualisation instruments;
- video making and editing, working with blogging platforms;
- taxation and tax reporting;
- entrepreneurship;
- advanced sewing techniques and technologies;
- sewing clothing for dogs;
- comprehensive personal development courses and support for job applicants.

Ideas for personal development

Nine out of ten interviewed beneficiaries said that during the training process, they had got new ideas on how they would like to proceed in their personal or professional development or on further learning.

They said they would like to continue their training and to deepen their knowledge. One respondent said that she would like to launch her own non-profit projects. Some respondents had already applied the acquired skills at the time of the survey by teaching their colleagues about online learning tools.

One beneficiary told a personal story on how the provided trainings and consulting helped him re-skill after losing his job due to COVID-19:

"Because I am a person with a disability and have a disease for which I am at risk for COVID, I was unable to commute to my job at the office and I had to resign in the summer of 2020. In the project, I was advised to consider activities that allow working remotely from home. From the offered training programs, I chose courses on promoting business pages on social media. In order to pass the courses, I needed a practical case that I could promote. Project experts recommended me an actual business page, with which I practiced during my studies and the first month after graduation."

Going forward

The beneficiaries told about how they plan to use the acquired skills and knowledge in the future. They said they were going to use their new skills to search for a job, to improve their time management, to use digital learning tools for educating purposes and for meetings, to apply for grants, and to convert their hobby into a career.

One respondent said that she found a new steady job due to the acquired knowledge. So, the obtained skills and information have an important and practical value for the beneficiaries.

Sources of information

Family members were the source of information about the CSOs' trainings, consulting or support for eight out of ten surveyed beneficiaries. The remaining two out of ten beneficiaries learned about this opportunity from online sources.

Nine out of ten respondents said that it was easy for them to find this information, while one respondent pointed out that it was not easy and if she did not know the training providers and their mutual friends, she could never have learned about this learning opportunity. Therefore, the beneficiaries are most often informed about the trainings, consulting or support provided by the CSOs via personal networks.

Four out of ten surveyed beneficiaries said they were choosing between the CSO they obtained trainings or consulting from and other organisations. One of these respondents said that other professional trainings in their city are either not available or available at inconvenient time and expensive.

Among the ways the CSOs could inform them better, the beneficiaries mentioned social media, email newsletters, flyers, and out of home media. Several respondents said that they are already following the CSO that provided the trainings or consulting on social media, and that this channel works well for them.

Evaluation of instructors and consultants

The beneficiaries evaluated how training providers, consultants and advisers met their needs and interests by the following criteria:

  i. understood the beneficiaries' needs;
  ii. took the time to clarify the issue;
  iii. made sure the beneficiary's interests and needs were addressed;
  iv. satisfied beneficiary's needs.

The assessment was done with a 5-point scale, where 1 point signified the lowest score (very badly) and 5 was the highest score (very well). (i) Understanding the beneficiaries' needs was rated at 5 points on average; (ii) taking the time to clarify the issue, at 4.9 points on average; (iii) making sure the beneficiary's interests and needs were addressed, at 4.8 points; and (iv) satisfying beneficiary's needs, at 4.9 points.

So, the training providers, consultants and advisers were highly rated by the respondents in regards to meeting their needs, and high scores were given for all of the listed criteria.

Promoting potential

Finally, the surveyed beneficiaries were asked whether they would recommend their friends, acquaintances or family members to take part in the same trainings, consulting or support. All of the respondents confirmed that they would recommend these trainings, consulting or support to others, while some of them indicated that they had already recommended them to someone.

Among the reasons why they would recommend the trainings, consulting or support from the CSOs to others, the respondents named the following ones:

- high-quality training, which is free of charge;
- the fact that few organisations provide an equally wide range of vocational training courses with individual approach to the job search process;
- the opportunity to find new contacts, to obtain new knowledge, and to receive support;
- to help their friends who lost jobs due to the lockdown and who need to retrain and find new jobs.

So, the interviewed beneficiaries are likely to recommend the trainings, consulting or support that were provided the CSOs. They value both the content and the quality of service of the provided training and demonstrate the ability to identify the need for similar training among their network.

CHAPTER 6. CONCLUSIONS

The survey of Ukrainian HCD CSOs demonstrated their wide range of activities and diverse makeup. In addition, the survey of their beneficiaries showed that CSOs' work is important and impactful. This chapter summarises the conclusions from this research and is structured around the following key issues: CSOs' profile, their work, their resilience during the COVID-19 pandemic, their engagement in policy dialogue, role, and potential for the future.

CSOs' profile

The surveyed HCD CSOs are a diverse group of organisations. They are located in different regions of Ukraine, both in cities and small towns. They vary from those that were launched quite recently to those that date back to the 1990's.

Although community and sub-national levels of operation are more common for the surveyed CSOs, there is a considerable share of those that operate nationally and in the wider region: Central and Eastern Europe and beyond. Similarly, while the majority of the surveyed CSOs employ only a few people, there are also those that have more than 50 employees and contractors.

They maintain relationships with fellow CSOs: they usually are members of networks and consider CSO platforms and forums to be their stakeholders. Some of them manage their own networks.

This shows that HCD CSOs in Ukraine are to a large extent stable and well-established organisations that work amid an extensive ecosystem of peers and CSO platforms, which contributes to their organisational capacity and enables them to conduct their activities on a large-scale level.

CSOs' work in the field of non-formal and informal learning and services to employment

The CSOs actively work in the field of human capital development in Ukraine. Their main activities are delivering non-formal learning to young and adult people as well as conducting research and analysis in the areas of skills development and/or employment. In regards of the content of their activities, developing key competences and maintaining relationships with authorities and the public sector are their most widespread types of content of their activities.

Both youth and adults are the beneficiaries of the surveyed CSOs, although the CSOs are not specifically focused on the disabled and vulnerable youth and adults.

The work of the CSOs makes a tangible impact on their beneficiaries. The beneficiaries who participated in trainings, consulting or support provided by the CSOs gave positive feedback about the content and quality of these services. They report gaining new knowledge and skills and plan to apply them in their personal and professional life. It is especially important considering that Ukrainian economy suffered from the COVID-19 pandemic, which left many people unemployed or underemployed.

The analysis of the CSOs' activities and their content showed some potential areas for growth. One of these areas is employment and entrepreneurship. While the surveyed CSOs are very active and effective in providing learning, they are less engaged in facilitating employment or self-employment of their beneficiaries and in promoting entrepreneurship.

Expanding their focus to include employment and entrepreneurship would help the CSOs better connect the content of their trainings with the demands of job market and to provide more

comprehensive service to their beneficiaries from teaching skills to improving their professional status and income.

Another potential area for growth is providing more training of technical competences, especially skills related to technology and using digital tools. The demand for these skills has been growing recently in Ukraine and increased even more with the lockdown measures to curb the COVID-19 pandemic. Developing technical competences of the beneficiaries would make them more ready to meet the demands of the current job market.

Resilience during COVID-19 pandemic

The pandemic of COVID-19 in 2020 and after disrupted Ukrainian economy and businesses leading to increase of unemployment and changing demand for skills.

The HCD CSOs were compelled to adapt and innovate. About half of the interviewed CSOs made changes to their activities, and one in four CSOs reported changes in beneficiaries. Adapting their activities or methods became the key short-term lesson from the COVID-19 pandemic for the CSOs, while innovations in services and increasing expertise have become the most important lessons for the long-term period.

Half of the surveyed CSOs say that changing demand from intermediary bodies was one of the reasons why they made changes to their beneficiaries or activities in 2020. Considering the fact that donor financing is the most important source of funding for the CSOs, used by two thirds of them, it indicates that donor priorities play an important role in the strategy of the HCD CSOs in Ukraine.

Therefore, it would be to the advantage of HCD CSOs to more actively incorporate their own assessment of the beneficiaries' needs into their decision making, on the one hand, and to diversify donor funding or to raise their funds through self-financing in order to be more financially independent, on the other hand.

In Ukraine, as around the globe, social distancing requirements moved a large part of education and training activities online. Ukrainian HCD CSOs started using digital learning tools in their work. However, CSOs report using video communication software and documents sharing platforms the most, unlike virtual classroom programs and learning management systems, which are used to a much less extent.

The latter tools may be more expensive and may require more advanced technology skills in order to use them. At the same time, they provide additional convenience for learners by enabling them to view course materials, submit assignments, and keep track of their progress. So, it would be beneficial for CSOs to adopt the more advanced learning tools and platforms for their work in delivering learning.

Engagement in policy dialogue, role, and potential for the future

Most surveyed CSOs are involved in policy dialogue, while government institutions are among their key stakeholders along with education and training providers and CSOs platforms and forums. They see their role in regards to the government mostly as those who complement the government in HCD by taking up the work that it does not do or those who jointly collaborate with the government.

Their main advantage, according to the CSOs, is support for effectiveness of education, training and other learning processes, and most of them plan to increase their contribution to HCD in the area of accessibility of formal, non-formal, and informal learning.

While the interviewed CSOs are very active in providing their services and conducting monitoring and analysis, their role in the policy dialogue would be enhanced if they engaged more in evaluating

government policies and by advocating for policy steps. It would bring their message across to policy makers and would let them present their solutions and recommendations to the government.

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