

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

## *A Cross-country analysis*

Stylianos Karagiannis, ETF  
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)

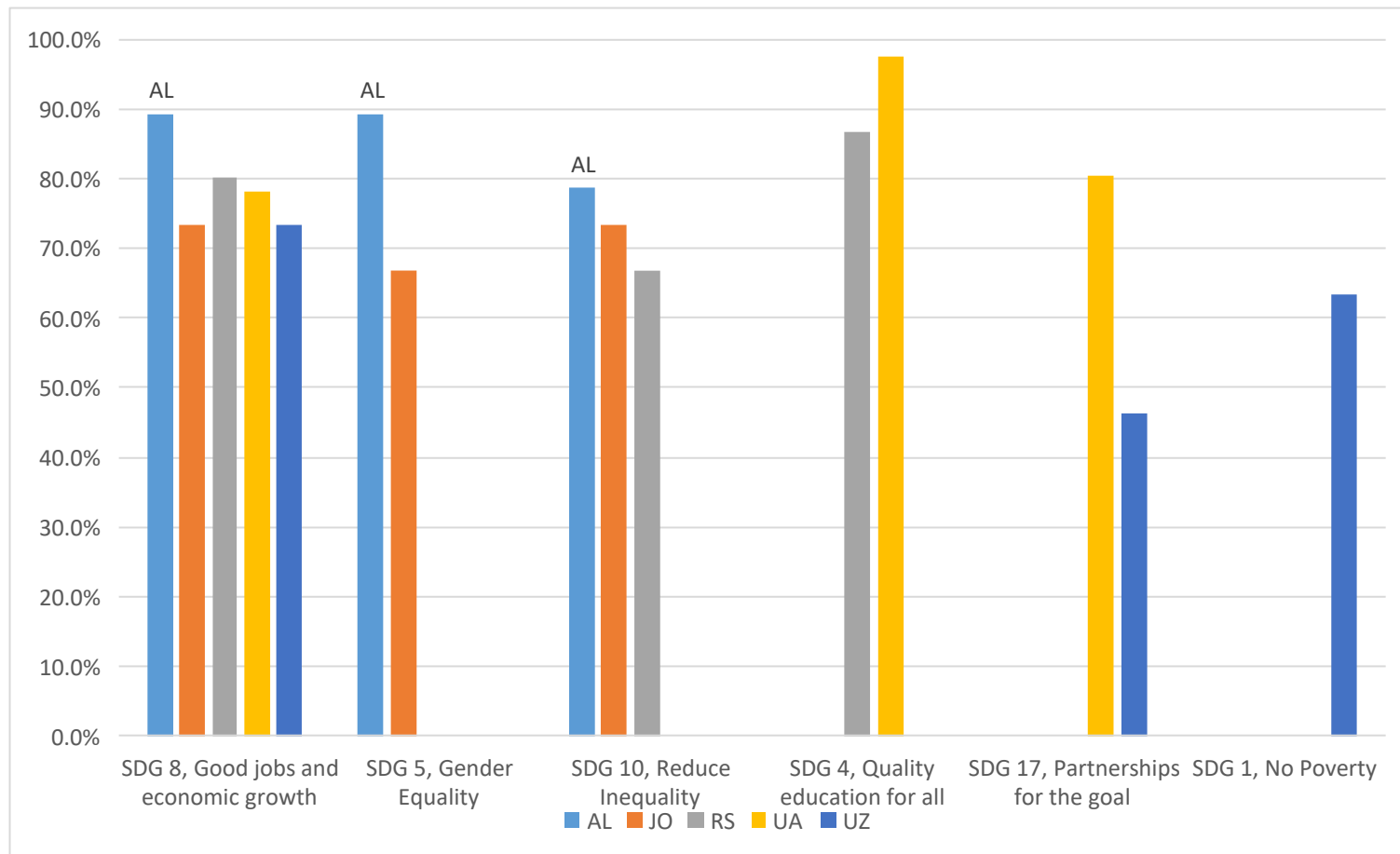
- **Qualitative approach** - more than 30 questions organized on:
  - I. Beneficiaries, activities, content, learning environment
  - II. COVID 19 pandemic effects
  - III. Stakeholder & policy dialogue
  - IV. Potential in the HCD sector
- **Today:** present a selective set of findings on **Albania vs rest of the countries**



## Part A: Organisation profile

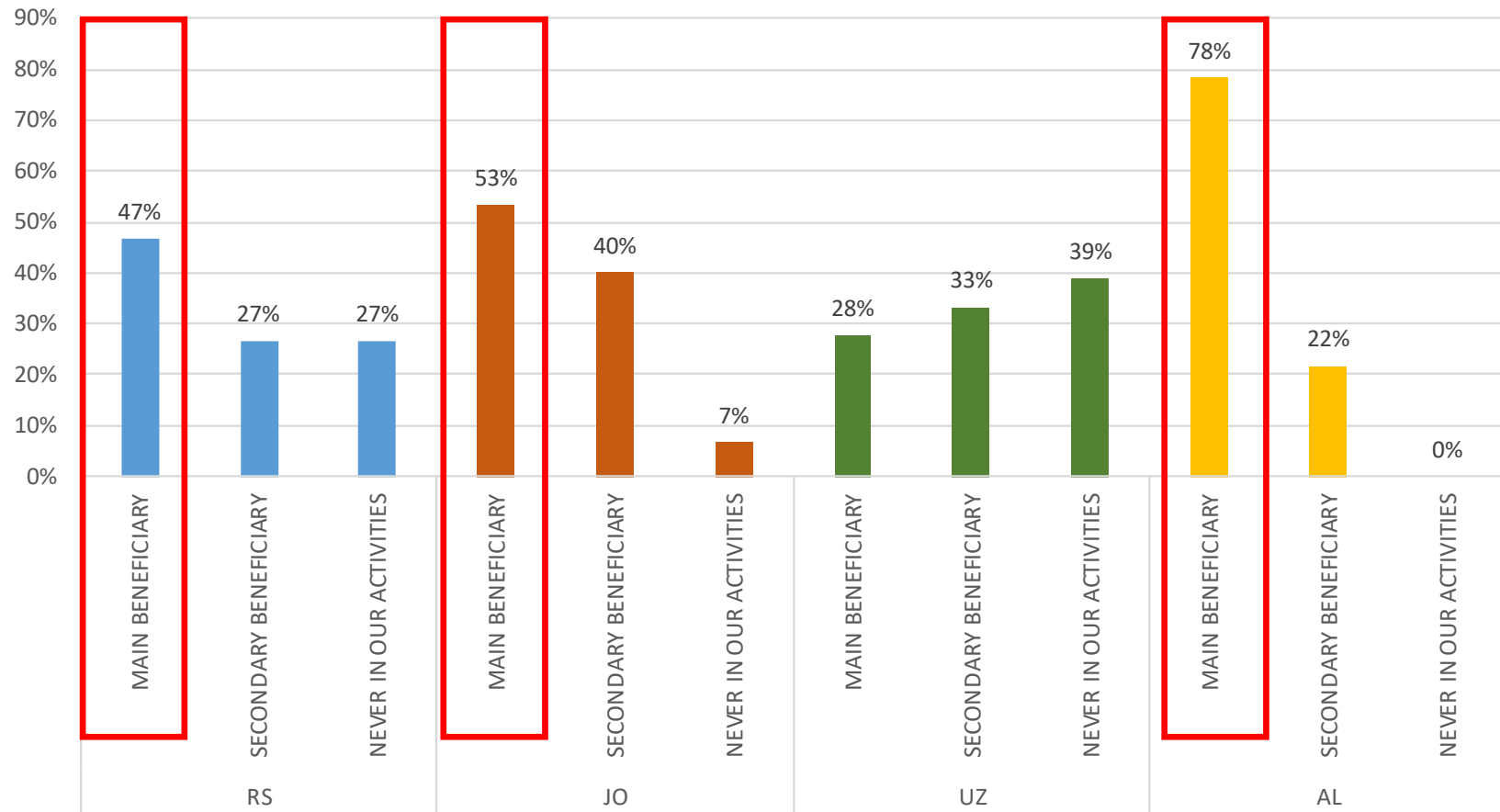
*“main characteristics and activities of your organisation.”*

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



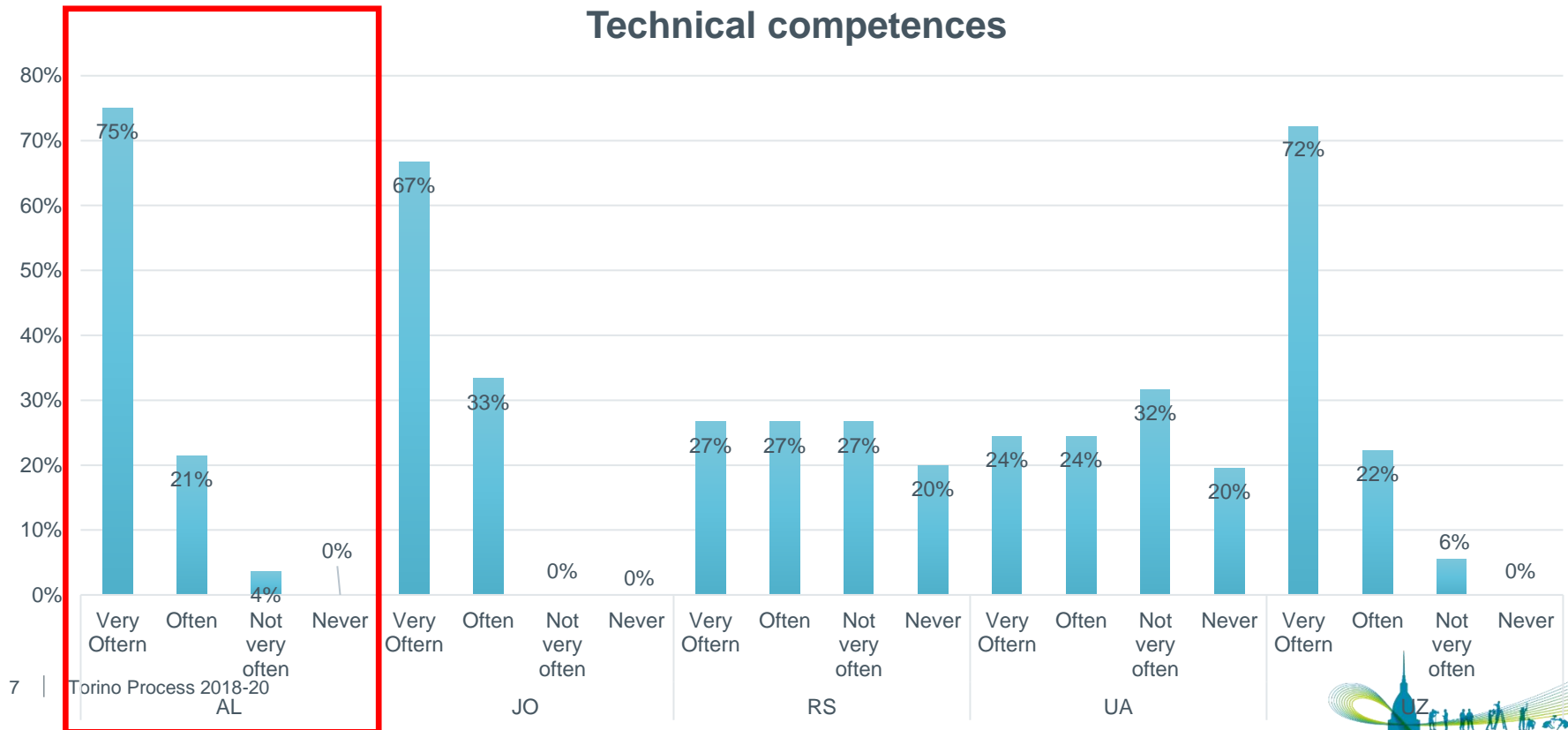
# Q11. THE BENEFICIARIES OF YOUR ORGANISATION'S ACTIVITIES RELATED TO SKILLS DEVELOPMENT THROUGH NON-FORMAL LEARNING AND INFORMAL LEARNING, SERVICES TO EMPLOYMENT ARE: **Vulnerable Youth**

Working together  
learning for life  
Foundation



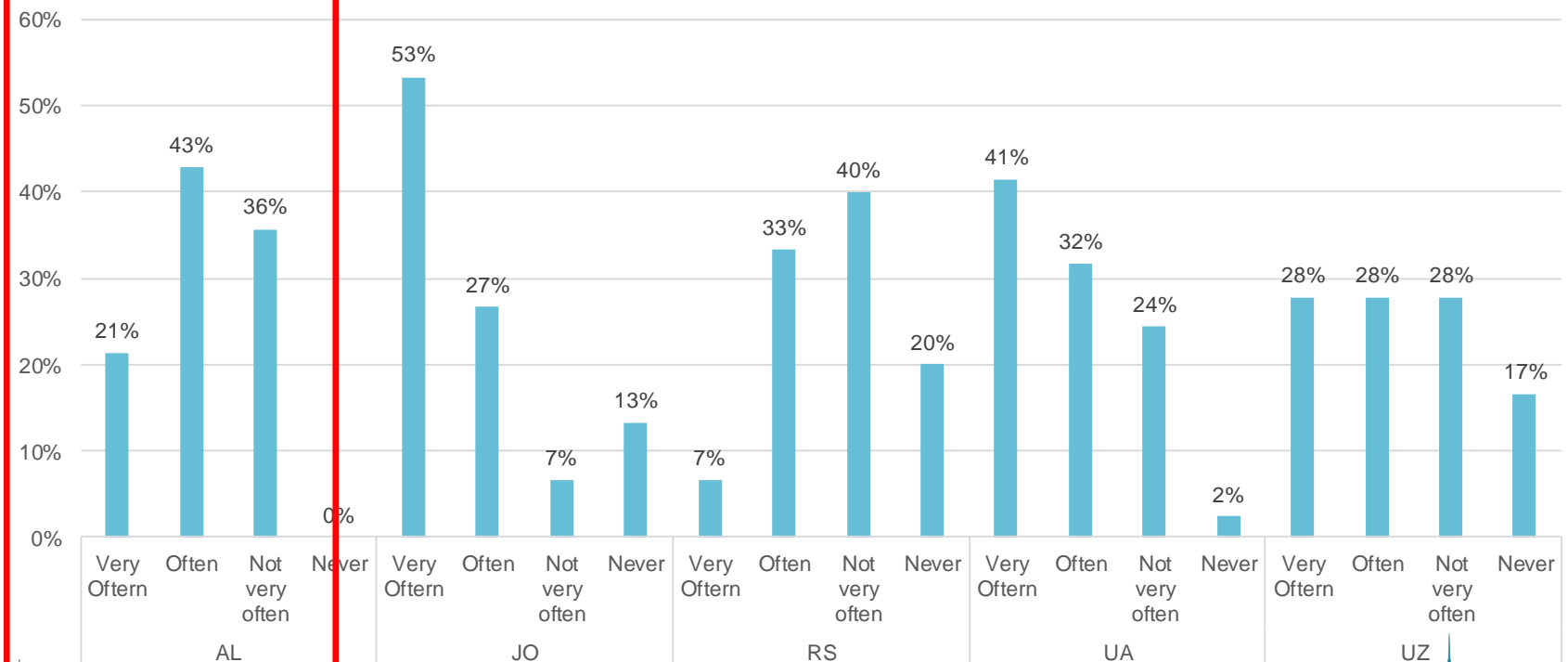
# A13: THE CONTENT OF YOUR ORGANISATION'S ACTIVITIES RELATED TO SKILLS DEVELOPMENT THROUGH NON-FORMAL LEARNING AND INFORMAL LEARNING, AND SERVICES TO EMPLOYMENT COMPRISES:

Technical competences



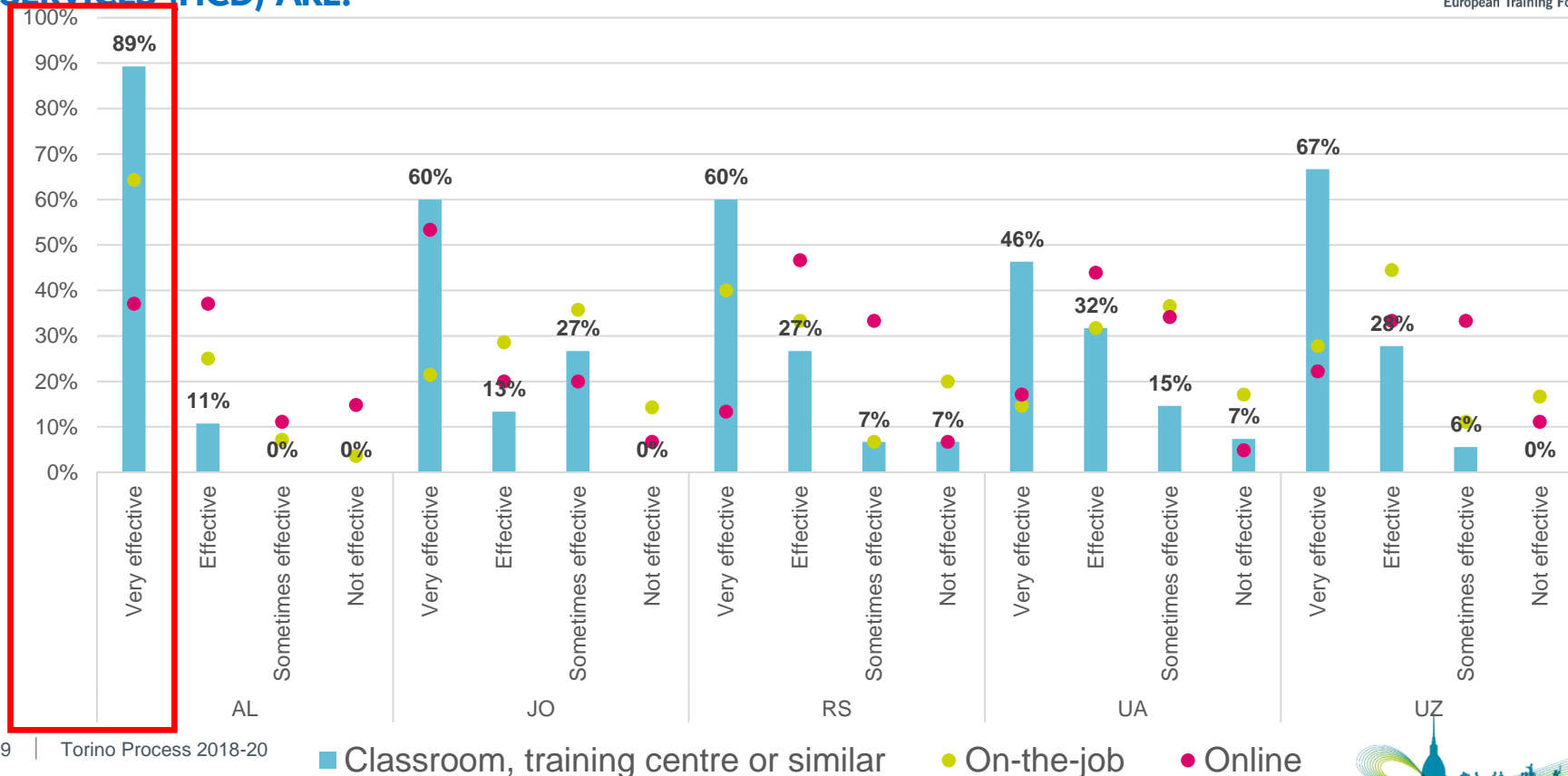
# A13: THE CONTENT OF YOUR ORGANISATION'S ACTIVITIES RELATED TO SKILLS DEVELOPMENT THROUGH NON-FORMAL LEARNING AND INFORMAL LEARNING, AND SERVICES TO EMPLOYMENT COMPRISES:

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:



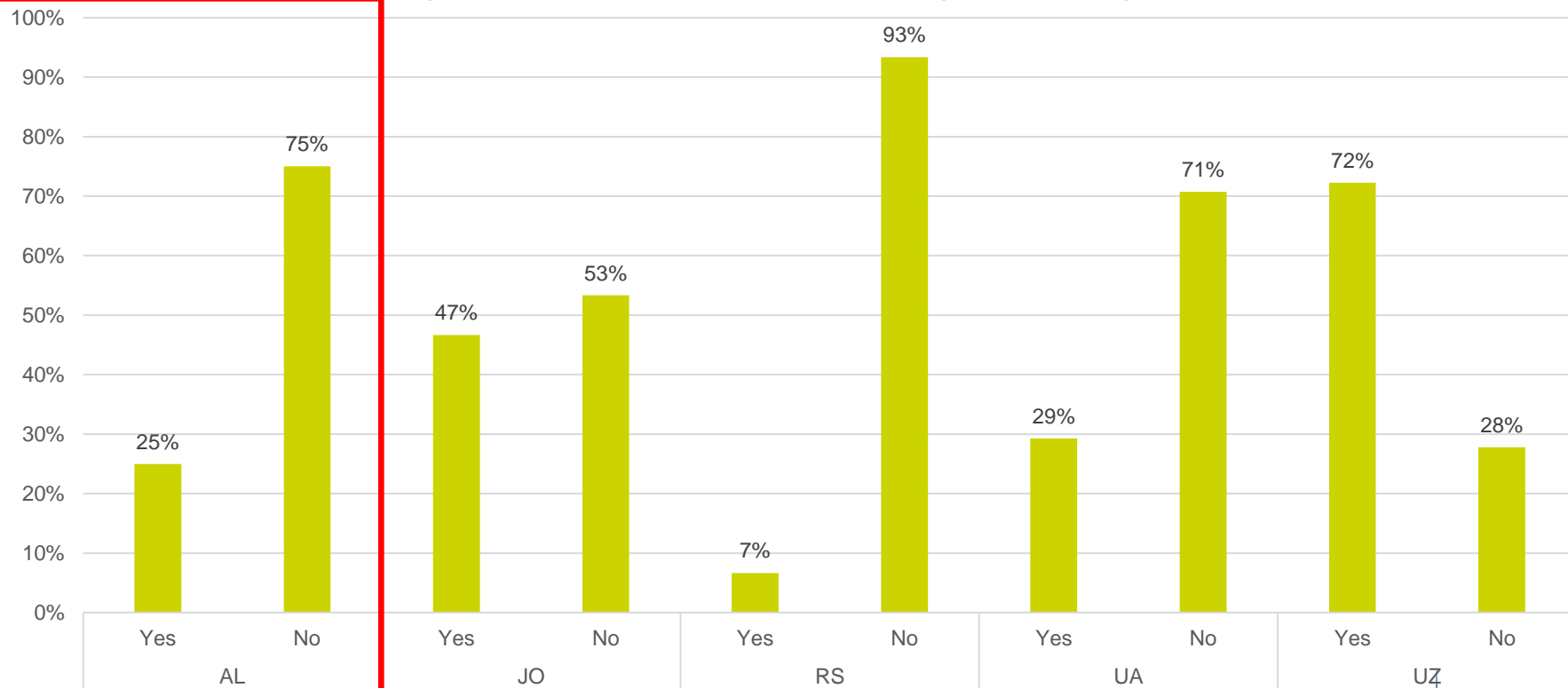
## Part B: COVID19 pandemic effects

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



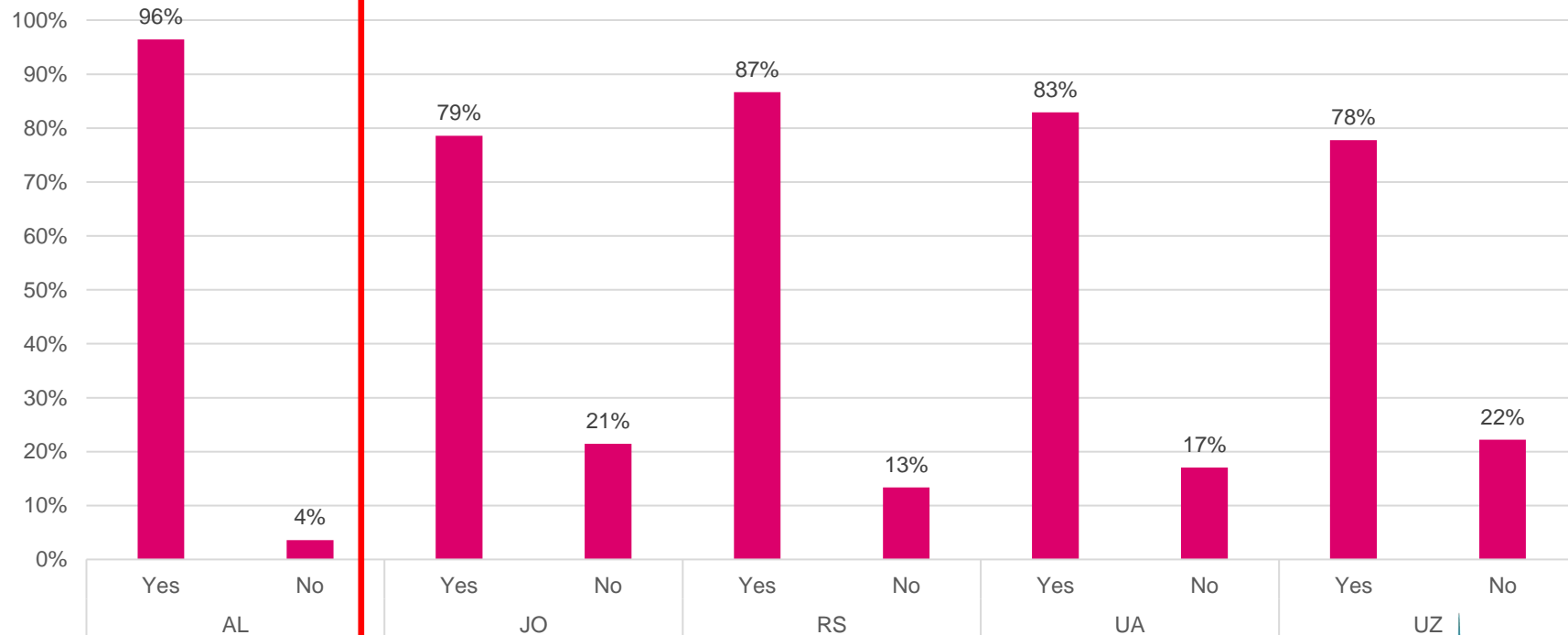
## B1: DURING THE PANDEMIC DID THE BENEFICIARY GROUPS CHANGED?

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



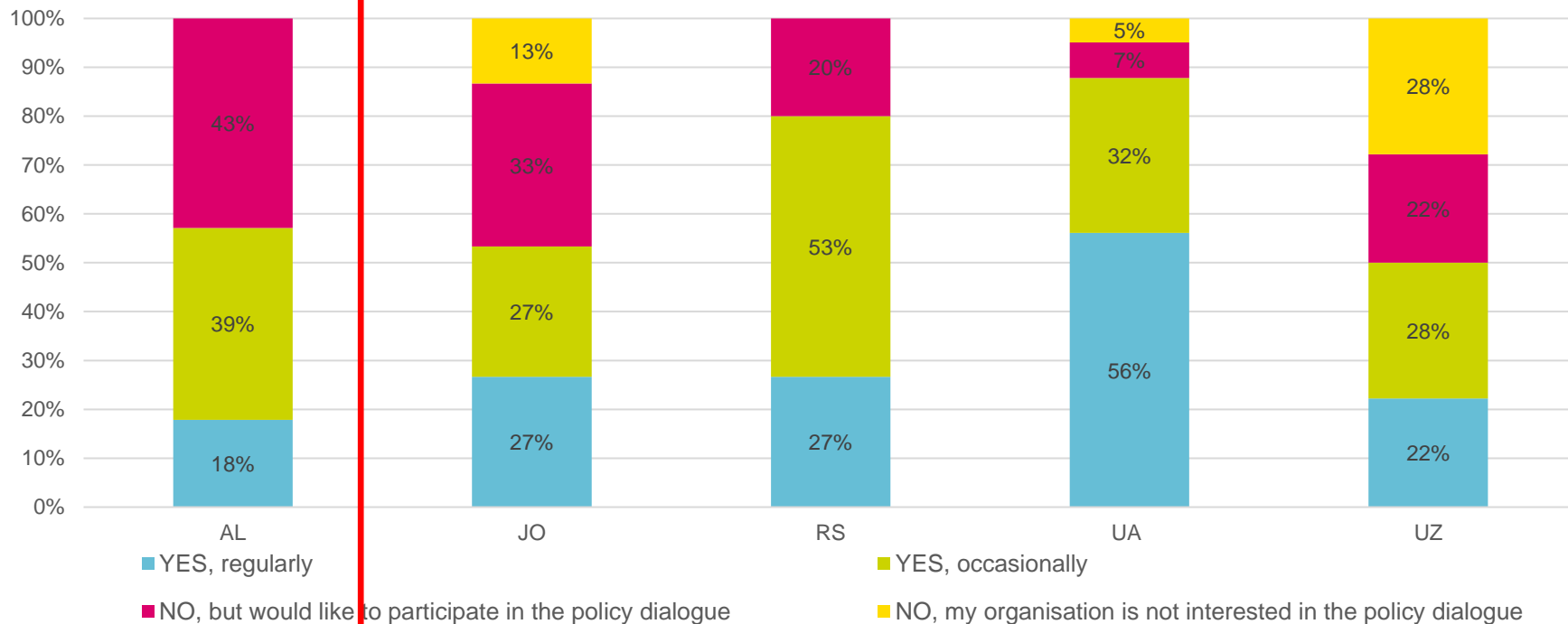
## Part C: Stakeholders & policy dialogue sector

*“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



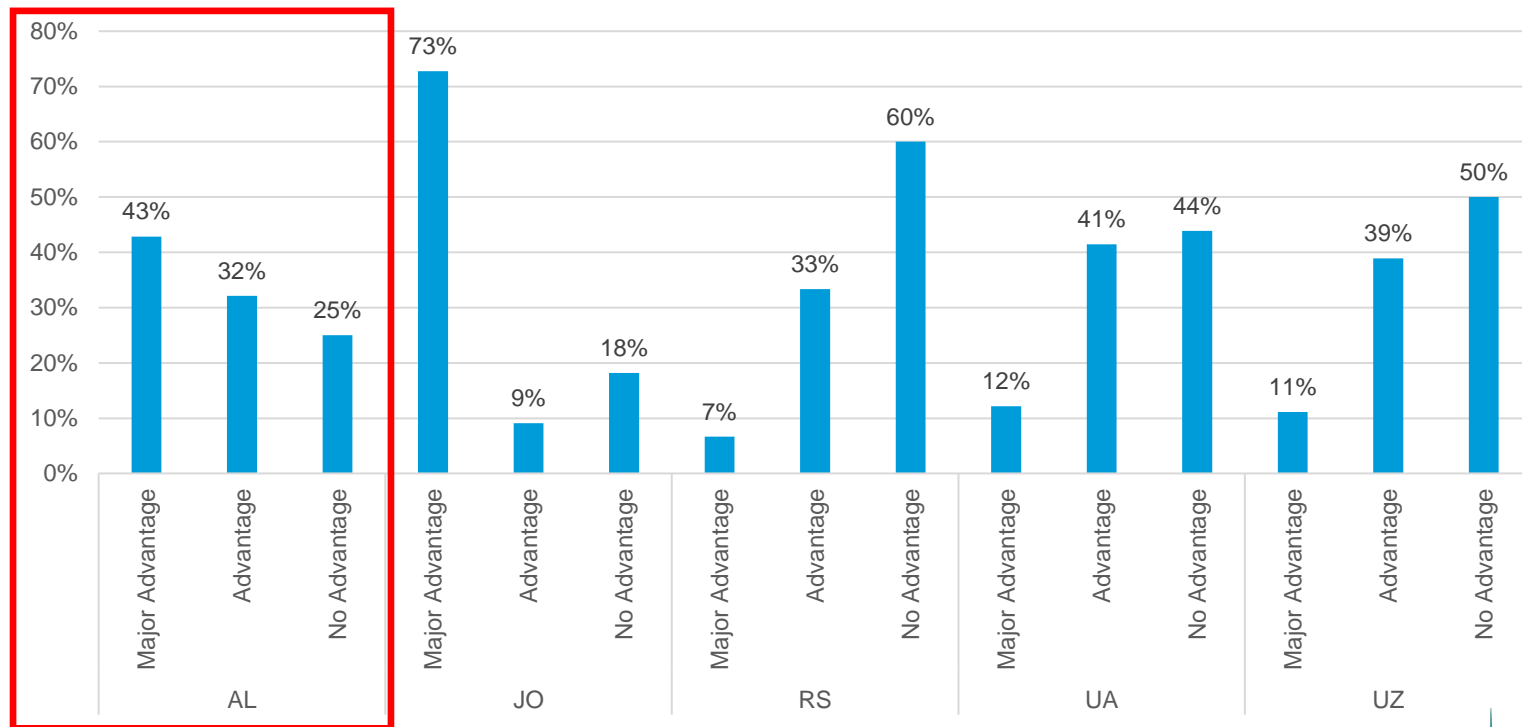
Provide **innovative** advice to shape HCD policies





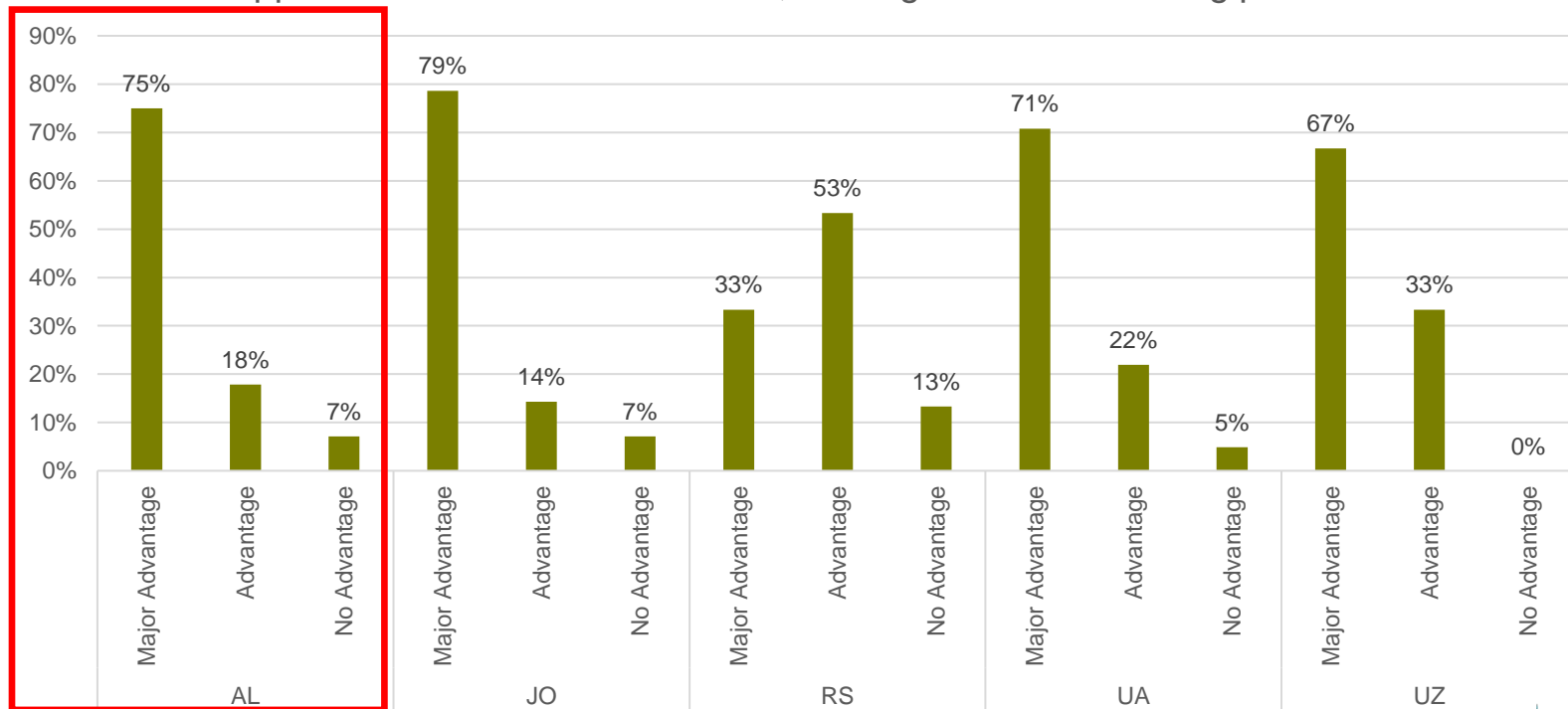
# D1: THE ADVANTAGE OF YOUR ORGANISATION COMPARED TO OTHER (PUBLIC, PRIVATE, NON-GOVERNMENTAL) ORGANISATIONS IS:

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 AL 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

