



League of Professional Women Thematic Report on SDG4- Education 2030. Input to 2019 HLPF: Ukraine

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Summary

Achieving SDG 4-Education 2030 global and national goals would be impossible without progress in lifelong learning, which offers opportunities for all throughout the entire life from childhood education to youth to adult education and learning. This study focuses on thematic sub-areas of the SDG#4 (on adult learning as part of lifelong learning). Aging population emerges in almost all countries on Earth. According United Nations (UN) estimates, the global number of elderly people (aged 60 and over) will increase by 56% in the next 15 years: from 901 million people in 2015 to more than 1.4 billion by 2030. If these forecasts are correct, for the first time in history older people will exceed the number of children (0-9 years) before 2030 and the number of teenagers and young people (at the age of 10-24) by 2050.

Consequently, adults will be forced to work longer than previous generations. For them, it will be vital to search and find opportunities to improve their skills and

reorienting their professions through technological change and globalization. They will also look for new learning opportunities to continue their professional and personal development. Currently, one of the key challenges for Ukraine is the lack of human resources with the required level of competence that meets modern requirements of the labour market.

The LPW Thematic Report is based on key findings of the analytical and advocacy activities taking place in 2018-2019 within the informal “Partnership on Adult Learning” (Partnership) in Ukraine. The Partnership was initiated by leaders of the two Ukrainian NGOs – League of Professional Women (LPW) and Institute of Professional Qualifications (IPQ) in 2018, and lead by LPW.

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Introduction

The expected modernization of the social, economic and cultural sectors in Ukraine is subject to the establishment and progression of the lifelong learning

policy mixing adult education and adult learning. The success of this approach relies on combining these two ways of acquiring knowledges engaging individuals in formal, non-formal and informal learning.

More broadly and paying attention to equal opportunities between men and women in terms of access to all forms of adult learning, most Ukrainian adult learning experts consider the development of a national policy focused on gender equality promotion in Ukraine as *important and necessary*.

These experts also recommend to implement interim special measures (ie quotas, fixed ratios etc. for the less represented sex)¹ during the both implementation and development phases of the adult learning policy.

The adult education and learning policy in Ukraine should have primary beneficiaries such as: (a) young people, middle-aged and aged people having learning needs; (b) employers; (c) public authorities interested in highlighting their pool of human resources, boost talent ship and potential performance outcomes and with adults who are able to work, ensuring their inclusion in the community's social and economic life (consolidated territorial communities, local self-government bodies).

Why we focus on Adult Learning in SDG4-Education 2030 for Ukraine?

To achieve the SDG 4-Education 2030 and thus Ukrainian national goals attention should be paid to develop lifelong learning, which makes possible progress for all; this lifelong learning rests on a continuous process starting with childhood education to youth and adult education and carried out simultaneously to learning. According the 2018 UNESCO Brussels Declaration “Adult education and access to lifelong learning opportunities will become even more important than technologies changes and skill demands shift”.

The limited focus on lifelong learning of the localization targets of national SDG4-Education goal provided by the Sustainable Development Goals: Ukraine. 2017 National Baseline Report has led to the “falling out” of the problem of adult learning from these Ukrainian targets and indicators.

Actually, adult learning and education is today taken into account strictly throughout the national target 4.5 “Increase the prevalence of knowledge and

¹ See: Olena Lazorenko, Rodion Kolisko. Policy Research Report "What Should Be the Adult Learning Policy in Ukraine?" Kyiv: “Sinergy Project”, 2018 (in Ukrainian); Olena Lazorenko, Rodion Kolishko. Brief Policy Research Report "What Should Be the Adult Learning Policy in Ukraine?" (in English), 2019. – Available from <https://www.civic-synergy.org.ua/en/analytics/what-adult-learning-policy-should-be-in-ukraine/>

skills required for decent jobs and entrepreneurship among the population” and set of associated indicators.

Why adult learning policy and activities are important?

It is now obvious that Ukraine faces an important challenge in its development with the noted lack of skilled and educated workforce meeting requirements of a modern labour market. In this area, five key issues explain in terms of quality and quantity the lack of human resources : a) endemic ageing of the population caused by a demographic crisis; b) external labour migration; c) imbalance of the labour market’s distribution with a high ratio of university-educated employees and lack of workers; d) inadequate level of modern competences for people aged 45+ impacting their successful employment and active engagement in social life; e) lack of a state adult learning policy in Ukraine during the whole period of its independence.

What is adult learning policy?

An active lifelong learning policy should include both adult learning and education, would improve the situation, reducing the negative impact of the said problems. Adult learning should be understood as using all modality of knowledge’s acquisition combining formal education and learning (formal, non-formal and informal) at all levels. Such an approach allows adults with completed formal education to acquire new competences or to improve their expertise and skills.

Background of SDGs process in Ukraine (2016- May 2019)

LPW experts took part in 2016 process of localization SDGs in Ukraine, took note of this gap directly during national consultation process with Ministry of Economic Development and Trade of Ukraine (MEDT) and later on made this gap public thanks to LPW’s public comments.

Key advocacy activities with Ministry of Education and Science of Ukraine in 2018-2019 consisted in achieve change of the Ukrainian legislation on adult learning policy.

Initiate “**Partnership on Adult Learning**” from the NGOs under auspices Ukrainian side of the EU-Ukraine Civil Society Platform (hereinafter - Partnership). This is an informal structure set up in April 2018 in Kyiv, Ukraine and initiated by the leaders of the two Ukrainian NGOs – League of Professional Women (LPW) and Institute of Professional Qualifications (IPQ); leadership is insured by LPW.

During 2018-2019, different actions were carried by this **Partnership** focusing on the development of the adult learning policy in Ukraine as supported by the

EU & the International Renaissance Foundation within the framework of the Civic Synergy Project and British Council Ukraine.

This **Partnership`s** leaders joined the expert`s working group within the Ministry of Education and Science of Ukraine in charge of drafting Law on Adult Education (AE) in the summer 2018. Expertise was given through oral and written consultations as well as negotiation with state actors involved in drafting Law of Ukraine on Adult Education (incl. Policy paper "Advising Assist on drafting Law on Adult Education in Ukraine" (in Ukrainian) in December 14, 2018 & update in April 2019; technical assistance provided by these experts also included reviewing the text of drafting Law on AE in Ukraine in January 2019, in March 14, 2019).

In addition, in the summer 2018, LPW experts jointed to the UN Major Groups and other relevant Stakeholders (MGoS), particularly to the Women`s Major Group (WMG). In this year, LPW provided voluntary inputs to the 2019 WMG HLPF position paper, 2019 UN SDGs Action Call and submitted case study to 2019 Regional Forum on Sustainable Development for the UNECE region (see: Reference).

For four years, Ukraine was still not able to join the Voluntary National Review (VNR) process which main attributes are the voluntary and **state-led aspects supported** by a platform including **multi-stakeholder partnerships**. It should not be forgotten that VNR, undertaken by both developed and developing countries, provides inputs to the UN High-Level Political Forum (HLPF).

As noted, national consultations for localisation SDGs 2030 were organised by the Ministry of Economic Development and Trade (MEDT) of Ukraine and the United Nations Development Programme (UNDP) in June - September 2016 and LPW public experts actively took part in this process. In 2017 Ukraine provided Sustainable Development Goals: Ukraine. 2017 National Baseline Report.

Although the Baseline National Report was approved by the **High Level Inter-Ministerial Working Group (coordinated by MEDT)** for the implementation of SDGs in Ukraine, at this time *no collaborative national state-led multi-stakeholder initiative (or platform)* had been established towards SDGs implementation in Ukraine, even to talk about funding insuring the participation of Ukrainian women`s civil society organizations (CSOs) in review processes of the 2030 Agenda at the global, national or local levels.

2019 High-Level Political Forum for Sustainable Development (HLPF) under the auspices of the Economic and Social Council (ECOSOC), including ministerial segment, in July and the SDG Summit in the level of Heads of State and Government under the auspices of the United Nations General Assembly in September, will provide global review of progress and achievements regarding SDG4-Education 2030.

LPW hopes that 2019 HLPF & SDG Summit outcomes shall engage the necessary legal reform to support lifelong learning in Ukraine, develop accountability of the lifelong learning providers and will attract in this area fundings from the government, donors and private actors at a global level generally speaking and in Ukraine , in particular.

Ukrainian policy overview and recommendations for decision makers

The proposed global version of the Sustainable Development Goal 4 (SDG 4) mentions, "*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*" and includes a set of associated targets.

Global target cover **4.3**: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university. Its indicator **4.3.1**: Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex.

Global target **4.4**: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship. Indicator **4.4.1**: Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill.

As noted in Sustainable Development Goals: Ukraine. 2017 National Baseline Report, Ukrainian national SDG 4 “Quality Education” has local target **4.5** “Increase the prevalence of knowledge and skills required for decent jobs and entrepreneurship among the population” with indicators **4.5.1**. Enrolment rate of adults and youth in formal and informal forms of education and professional training in the last 4 weeks, % of population aged 15–70. Expected data in Ukraine are following: 2015 – 9.2 %, in 2020 – 10.0 %, in 2025 – 12.0 %, in 2030 – 14.0%.

What are recommendations to public authorities in Ukraine?

Based on the conducted analysis, we do recommend Ukrainian public authorities, duly engaged in developing, assessing and monitoring the national adult learning policy to take targeted actions.

Such recommendations match the **SDG 4**, Global Target 4.3.,4.4 and National Target 4.5, “Increase the prevalence of knowledge and skills required for decent jobs and entrepreneurships among the population”, national Indicator 4.5.1, “Enrolment rate of adults in formal and non-formal, informal adult learning and professional training in Ukraine”.

Recipients of the strategic orientations include: Parliament of Ukraine, Cabinet of Ministers of Ukraine, Ministry of Education and Science of Ukraine, Ministry of Social Policy of Ukraine, Ministry of Economic Development and Trade of Ukraine & Ministry of Culture and Tourism of Ukraine.

The Verkhovna Rada of Ukraine (Parliament of Ukraine) and respective committees

- Initiate drafting of the Law of Ukraine on Adult Education and Learning.
- Initiate parliamentary hearings on adult learning and education in Ukraine.
- Facilitate accelerated drafting of the Law before the first and second readings.
- Assign drafting of the Law on Adult Education and Learning to the Verkhovna Rada Committee on Science and Education.

Cabinet of Ministers of Ukraine

-Involve different stakeholders in public consultations on adult learning and education. Based on the experience of the League of Professional Women in localizations SDGs 2030 for Ukraine, it is extremely important to join efforts of government agencies, academic institutions, NGOs, private business initiatives and citizen proposals during public consultation.

-Implement the currently worldwide policy making principles and tools: Government authorities should organize public interactions introducing consequently deliberative democracy principles.

In addition, we support the concept of public consultations that would be open to all stakeholders in this matter: It would very valuable to conduct expert roundtable discussions and workshops to ensure in-depth analysis of questions and create an open space for public debate.

-Establish a governance body, in charge through coordination of developing, implementing, evaluating and monitoring the state adult learning policy in

Ukraine. At present, adult learning issues are related to or are included in various nationwide target programs. For example, “Issuing vouchers for maintaining the competitiveness in the labor market”, 2013 (Ministry of Social Policy and the State Employment Service); The State Social Programme on Equal Rights and Opportunities of Women and Men for the period up to 2021 (according Section 2, the regional state administrations, Kyiv city state administrations, the Ministry of Social Policy, etc. are responsible for training component).

- Provide relevant sources of funding and human resources to ensure proper performance of the governance body as described above.

- Develop necessary legal framework for local self-government bodies and amalgamated territorial communities in order to promote the necessary implementation of the adult education and learning activities at the mist local level for a person; such action would furthermore respect the subsidiarity principle linked to the general decentralization policy in Ukraine.

Ministry of Education and Science of Ukraine

- Move on drafting the Law of Ukraine on “*Adult Education*” to drafting the *Law of Ukraine on “Adult Education and Learning”* and make it open for public discussion.

- Initiate development of the Green Paper and the White Paper of the state adult education and learning policy.

- Draft the Concept of state adult education and learning policy and make it open for public discussion.

- Introduce and adhere to the principle of equality of formal and non-formal adult learning providers in all state policy documents.

- Make sure the Strategic Action Plan allows the Ministry to delegate to stakeholders the drawing up of adult education and learning guidelines, teaching materials, and in parallel to allocate necessary resources.

Include the andragogy as a practise to be developed by the state order for training specialists, academics, education and research staff, labor force, for advanced training and retraining of personnel.

- Develop (in partnership with stakeholders) guidelines for secondary schools, vocational training schools and higher education institutions interested in providing adult education and learning services.

- Implement the non-formal and informal adult learning outcomes within the National Qualifications Framework.

Ministry of Social Policy of Ukraine

- Develop and introduce amendments to the Law of Ukraine on Employment aiming at expanding employment opportunities for adult population.
- Expand the list of occupations that require confirmation of non-formal vocational training results.
- Ensure development of professional standards, self-assessment questionnaires, lists of measurement tools and non-formal vocational training evaluation criteria that will be used to approve professional certification.
- Develop and introduce amendments to applicable laws referring to requirements that should be taken into account to validate non-formal vocational training results for all occupations; professional standards should be developed and agreed with relevant stakeholders.
- Set up within the Ministry of Social Policy of Ukraine a devoted department responsible of overseeing problems related to the use of adult learning tools in Ukraine and addressing adult employment.
- Ensure that the State Employment Service is duly engaged in adult professional orientation, training and job placement.

Ministry of Economic Development and Trade of Ukraine

- Revise its estimation of human resources potential taking into account a broader involvement of adults in economic scene.
- Revise formal and non-formal employment indicators.
- Consider proposals made by the central executive authorities regarding the State order for adult training of specialists, academics, education and research staff, labor force, for advanced training and retraining of adult personnel.
- Ensure that adult education and learning is coordinated and included into the implementation of the Sustainable Development Goals 2030 (SDG4) and submitted to the United Nations Voluntary National Review (VNR) of Ukraine on SDGs 2030 implementation; all these outputs should be built with all stakeholders involved in this matter.

Ministry of Culture and Tourism of Ukraine

- Ensure that the Action Plans will deal with addressing issues related to the support of adult education and learning in cultural institutions that are subordinated to this Ministry.

-Develop a series of national contests involving the adult population of Ukraine and aiming at promoting the historical and cultural heritage of Ukraine that should be preserved and maintained.

Conclusion

We hereby highlight that the idea of achieving SDG 4-Education 2030 global and national goals without taking over lifelong learning is purposeless as the concept of lifelong learning offers opportunities for all covering the entire life from childhood education to youth and adult education and learning.

Challenges we face in the present digital age make indeed adult education and access to lifelong learning opportunities vital to succeed.

The use of digital technology in different branches of the Ukrainian economy, especially in its traditionally fields such as agriculture becomes a common use and requires new skills and knowledges.

Besides, taking into account, on one hand the considerable lack of human resources with the level of competence that meets modern requirements of the labour market and on the other hand, limited focus on lifelong learning within the localization targets of national SDG4-Education goal provided by the Sustainable Development Goals: Ukraine. 2017 National Baseline Report, lifelong learning should be understood as a principal target and indicator of the modernization process taking place in Ukraine.

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