

YOUTH TRANSITION TO WORK IN UKRAINE

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PREFACE

The European Training Foundation (ETF) has been providing the European Commission with regular input for the framework of the European Union (EU) Neighbourhood Policy, which aims to promote the stabilisation of the region in political, economic and security-related terms. In particular, the ETF has been assisting the European Commission in implementing the Eastern Partnership¹ work programme (2014–17). In November 2017, the Eastern Partnership summit agreed on ‘20 Deliverables for 2020’, including one aimed at strengthening investment in young people’s skills, entrepreneurship and employability. In this context, in 2017 the ETF launched a project aimed at creating a set of comparable analyses on youth policies in six Eastern Partnership countries, to further promote the exchange of experiences throughout the region and foster evidence-based policy making. The focus of this country analysis is on policy measures that support youth transition to work.

National expert Olena Sichkar and ETF specialist Daiga Ermsone drafted this report. The preliminary findings were discussed with stakeholders at a workshop in Kyiv on 5 December 2017. The ETF would like to thank the stakeholders in Ukraine for sharing information and providing valuable inputs.

¹ The Eastern Partnership is a joint policy initiative aimed at deepening and strengthening relations between the EU, its Member States and its six Eastern neighbours: Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine.

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INTRODUCTION

Youth employment is a complex issue, particularly as it is linked to external factors that countries have little say about, such as the general political and economic situation in their geographical region, as well as global or internal factors, such as changes in the structure of the economy and the labour market, and the demographic profile of the country. Nevertheless, notwithstanding the impact of such major forces on the labour-market situation, there remains scope for governments to improve the circumstances of young people who are already in the labour market or to support their smoother transition into it. It is important that governments have policies in place that accompany young people in their transition into the world of work and help them to realise their full potential.

Youth is a priority within the EU's social vision, and the human and social capital of young people is recognised as one of Europe's greatest assets for the future. Therefore, the EU supports young people's employment, employability and social inclusion. The EU Youth Strategy (2010–18) provides the overarching framework for cooperation amongst EU Member States and sets up two overall objectives: to create more, and more equal, opportunities for all young people both in education and in the labour market; and to promote the active citizenship, social inclusion and solidarity of all young people. In December 2016, the European Commission in its Communication 'Investing in Europe's Youth' proposed a renewed effort to support young people in the form of a package comprising three strands of action: improving access to employment; creating more opportunities through education and training; and establishing better ways for young people to achieve solidarity, learning mobility and participation.

Within the framework of the Eastern Partnership, the EU provides support to its neighbouring countries through financial assistance, as well as via relevant policy dialogues, at both the bilateral and multilateral level. Within this framework, in December 2017 all partners committed to demonstrating and delivering tangible benefits to the daily lives of citizens across the region by focusing on achieving 20 deliverables for 2020² in four key priority areas: the economy, connectivity, governance, and people-to-people contacts. In the fields of youth, education, skills development and culture the countries agreed on a deliverable aimed at strengthening investment in young people's skills, entrepreneurship and employability, with a particular focus on leadership, mobility and the quality of formal and non-formal education.

The economic crisis and the ongoing armed conflict in East Ukraine have hit young people particularly hard. Young people's transition periods from education to employment have become significantly longer and more complex. Unemployment among young people is on average higher than for the overall workforce. Moreover, young people frequently work in low-quality, temporary jobs and are poorly paid. Within this context, in recent years a great deal of political attention has been given to young people's issues, and the Ukrainian government has adopted a range of legislative and policy measures aimed at supporting young people.

This report is a part of the ETF project on mapping youth transitions in Eastern Partnership countries. It provides analyses on the youth situation in Ukraine and, in particular, on the youth policy measures

² https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/eap_20_deliverables_for_2020.pdf

currently being implemented in the country. While youth policy, in general, is addressing a range of aspects of young peoples' lives, such as participation in society, health and cultural development, this report will focus only on those related to youth education and skills development, and employment. The purpose of the analysis is to support the national stakeholders in understanding the main challenges faced by young people during their transition to work and in developing innovative approaches to effectively address them by implementing new policies, measures and services. The analysis is based on the available statistical data and scientific publications and studies, as well as the administrative records of the Ministry of Education and Science (MoES), the Ministry of Social Policy, the Ministry of Youth and Sports (MoYS) and other state and non-state actors.

The report is structured in four chapters. The first chapter presents an overview of the youth labour market, providing a description of the demographic and economic context and a brief analysis of the main labour market trends and challenges. The second chapter describes the youth policy framework and the main stakeholders involved. The third chapter examines policy measures implemented to support young people's transition to work, while the fourth chapter analyses the main institutional and operational constraints that have a negative impact on the quality and efficiency of youth policy measures and proposes actions that could help in improving their implementation.

1. YOUTH SITUATION IN THE LABOUR MARKET

1.1 Overview of the youth situation

1.1.1 Definition of youth in the country

After gaining independence, a new law on the Promotion of Social Formation and Development of Youth in Ukraine was adopted in 1993. This law defined young people as persons aged 14 to 35 years, significantly expanding the upper age limit from 28 to 35 years of age. This definition of youth is wider than that found in both international and EU standards. For this reason, it has been criticised for having negative implications in terms of targeting resources and setting priorities.

In 2015, an attempt was made to lower the upper age limit back to 28 years of age, and the relevant amendments were submitted to the Verkhovna Rada (the Parliament of Ukraine). However, the Profile Committee of the Verkhovna Rada, the Ministry of Finance and the Ministry of Social Policy opposed these amendments and they were not adopted. The new State Target Social Programme 'Youth of Ukraine' for 2016–20 continues to define young people as those aged 14–35.

The State Statistics Service of Ukraine (Ukrstat) has been applying ILO methodology to the labour market statistics since 1995, and accordingly disaggregates data in five-year age cohorts, i.e., 15–19, 20–24, 25–29, 30–34, etc. For the purposes of this report, the analysis will focus primarily on young people aged 15–29 years. The data will be disaggregated where possible into the subgroups of 15–19, 20–24 and 25–29 years of age.

1.1.2 Demographic profile and migration

In 2017 the population of Ukraine³ was estimated at 42 584 542 people⁴. Over the last 25 years, the population of the country has significantly declined, by almost 10 million (about 20%). This fall is mainly affected by three factors – negative trends in natural reproduction; a high incidence of mortality among working male adults (for health reasons); and migration for economic reasons.

Despite the positive trend in the number of births since the period 2002–05, the natural growth rate remains negative due to the country's high mortality rate, which exceeds the birth rate. According to current forecasts, if the birth, life expectancy and migration rates remain unchanged, in 2050 the population will be 32 million people and the proportion of people over 60 will increase by 50% (IOM, 2016a).

The number of young people, according to the official definition (those between 14 and 35), represents around 27% of the total population, while the share of young people aged 15–29 amounts to approximately 18%. The distribution of the youth population per subgroup reflects the overall demographic situation in the country. Thus, the proportion of young people aged 25–29 is almost twice as high in the youth population than the share of those aged 15–19 (42.50% versus 24.87% respectively) (see Table 1.1).

³ Excluding the Autonomous Republic of Crimea and the city of Sevastopol, annexed by the Russian Federation in March 2014.

⁴ https://ukrstat.org/en/druk/publicat/kat_e/publnasel_e.htm

TABLE 1.1 YOUTH IN NUMBERS IN TOTAL POPULATION, LATEST YEAR: 2016

Age cohorts	Population	% in total population
0–14	6 494 293	15.25
15–19	1 974 078	4.63
20–24	2 589 921	6.08
25–29	3 374 686	7.92
30–64	21 389 039	50.22
65+	6 768 862	15.90

Source: Ukrstat

Before 2014, internal labour migration was not high and was characterised by the outflow of mainly young people from rural areas and small towns to industrially developed cities. The Russian annexation of Crimea and the outbreak of the ongoing military conflict in Eastern Ukraine have changed the nature and the dynamics of the internal migration of Ukrainians, which is now characterised by a rapid rise in the level of mobility of residents of Eastern Ukraine, who previously had lived relatively settled lives. As of July 2016, there were over 1.7 million internally displaced persons (IDPs)⁵. The majority of these migrants – around 80% – have moved to the Donetsk and Luhansk oblasts, or to neighbouring regions or Kyiv⁶.

Ukraine is primarily a country of emigration. It is estimated that there are somewhere between 8.2 million (according to the censuses of foreign countries) and 20 million (according to various estimates) people of Ukrainian origin living abroad. In contrast, the number of immigrants is low and comprises slightly more than 0.5% of the population. As a result of the military conflict, the numbers of immigrants have been decreasing. Citizens of post-Soviet states make up the largest share of immigrants (80%). At the same time, Ukraine is also a destination and transit country for people who have international protection needs, as well as economic migrants seeking to enter the EU. Afghan and Syrian nationals are the most frequent asylum applicants. However, in general, the number of refugees remains low.

Due to the deterioration of the economic situation, triggered by the military conflict, and the devaluation of Ukrainians' incomes in real terms, there has been an increase in the scale of labour migration in the population. According to a study conducted as part of a project initiated by the International Migration Organisation (2014–15), about 700 000 Ukrainian citizens were working abroad at that time. Increased labour migration has been accompanied by a growing reorientation of flows from the east (to Russia) to the west (to the EU). According to the same survey, the share of potential migrant workers from Ukraine seeking work in Russia decreased from 18% in 2011 to 12% in 2015. At the same time, the attractiveness of Poland increased, seeing a rise in migration from 7% in 2006 to 30% in 2015 (IOM, 2016b).

⁵ www.msp.gov.ua/news/13260.html

⁶ <https://ru.slovovidilo.ua/2017/10/19/infografika/obshchestvo/kakix-oblastyax-ukrainy-prozhivayut-pereselency-okkupirovannyx-territoriy>

In the EU, Poland has been the main destination country. According to Polish authorities, over 1 million Ukrainians are working there, filling the gaps left by the emigration of local workers. The main reasons behind this situation are the Polish economy's long-term growth and the simplified procedures of access to the job market granted to citizens of Eastern Partnership states, as well as a relatively large demand for workers in agriculture and in private households. Other popular destination countries include the USA, Canada, the Czech Republic, Italy, Russia and Belarus, covering about 80% of total migration flows from the country. Ukrainian migrant workers' remittance value to Ukraine is about USD 3 billion per year, which constituted over 3% of the national GDP in 2016 (IOM, 2016b). Since 2016, within the framework of the intergovernmental bilateral agreement between the Cabinet of Ministers of Ukraine and the Government of the State of Israel, opportunities for the temporary employment of skilled workers in certain sectors in Israel have been offered to Ukrainians.

Patterns and trends in Ukrainian migration are pointing to a significant increase in the number of young people (18–29 years old) participating in international migration. The number of Ukrainians studying in foreign universities in the 2014/15 academic year amounted to around 59 600, while the period from 2009 to 2015 witnessed a growth rate of 129% in Ukrainians studying abroad. In the last two years, the increase was 29%, and two thirds of this increase was made up of Ukrainians pursuing courses at Polish universities. This group showed the most rapid growth – from 15 000 to 22 800 people, that is 50% of all foreign students in Poland (Rodchenko et al., 2017).

A characteristic feature of Ukrainian labour migration is that migrant workers tend to be more mature in age (with an average age of 34). The majority of both short- (64%) and long-term (71%) migrant workers are between 18 and 44 years of age. A defining characteristic of Ukrainian migrant workers is their high level of education and professional experience, with 37% having completed university-level education, and 41% having graduated from high school or professional/vocational education (IOM, 2016b). The sectors employing Ukrainian migrant workers are primarily construction (men) and domestic care (women), as well as the service sector and agriculture. Thus, in terms of an existing mismatch between migrants' skills and occupied positions, Ukrainian international labour migration can be characterised as 'brain waste'.

Whereas 60% of long-term migrant workers have a clear intention to return, the number of migrant workers who have decided not to come back permanently is almost double among those within the 18–29 age group compared to the 45–65 age group, and almost one out of two potential migrant workers is in the 18–29 age group (IOM, 2016b).

1.1.3 Educational attainment

The educational attainment level of the population is high. Adult and youth literacy rates are 99.97%. The country has achieved near universal primary education (a key UN Millennium Development Goal), with a primary net enrolment rate of 98%. Gross enrolment rates in secondary education are almost universal, at 99.2%⁷, which is above the OECD average. According to the World Economic Forum's Global Competitiveness Report 2015–2016, Ukraine ranks 33 out of 140 countries in primary school enrolment, 39th in terms of secondary education, and 14th for tertiary education⁸.

Ukraine also performs well in international student assessments such as the Trends in International Mathematics and Science Study (TIMSS), ranking in the same group as high-income countries such

⁷ <https://en.unesco.org/countries/ukraine>

⁸ <http://reports.weforum.org/global-competitiveness-report-2015-2016/>

as Italy, Norway and Sweden. In the 2018/19 academic year, the country will take part in PISA testing for the first time. This will allow the evaluation of the schooling and education system in general, but will also highlight the differences between the regions as well as between the cities and rural areas.

Most adults complete at least upper-secondary school, and almost half have tertiary diplomas. In 2016, only 2% of Ukrainians aged over 15 had only completed primary education or lower; 45.5% had secondary education; and 52.6% had completed or were engaged in tertiary education. Women are more highly educated in comparison to men. Among women, the proportion of those who have completed higher education is 49.8% compared to 38.3% of men. A more pronounced difference in educational attainment is observed between urban and rural residents. Among urban residents, 51.9% have completed higher education, whereas among rural residents this figure is only 26.4%.

The structure of the education system includes pre-school education, complete general secondary education, out-of-school education, specialised education, vocational education and training (VET), pre-tertiary vocational education, higher education and adult education, including postgraduate education. The complete secondary education is compulsory for everybody. In 2016/17 the number of students in primary and secondary schools reached 3 846 000, in vocational schools 285 800 and in higher education institution 1 586 700 students⁹. Among the key gender differences, it should be noted that there is a larger share of young women in higher education compared to young men, but, in contrast to women, men are more numerous among those in vocational education (see Table 1.2). The proportion of young people who fail to complete their education is low, comprising a mere 2% in 2016–17.

TABLE 1.2 YOUNG PEOPLE BY HIGHEST EDUCATION LEVEL ATTAINED, 2015 (%)

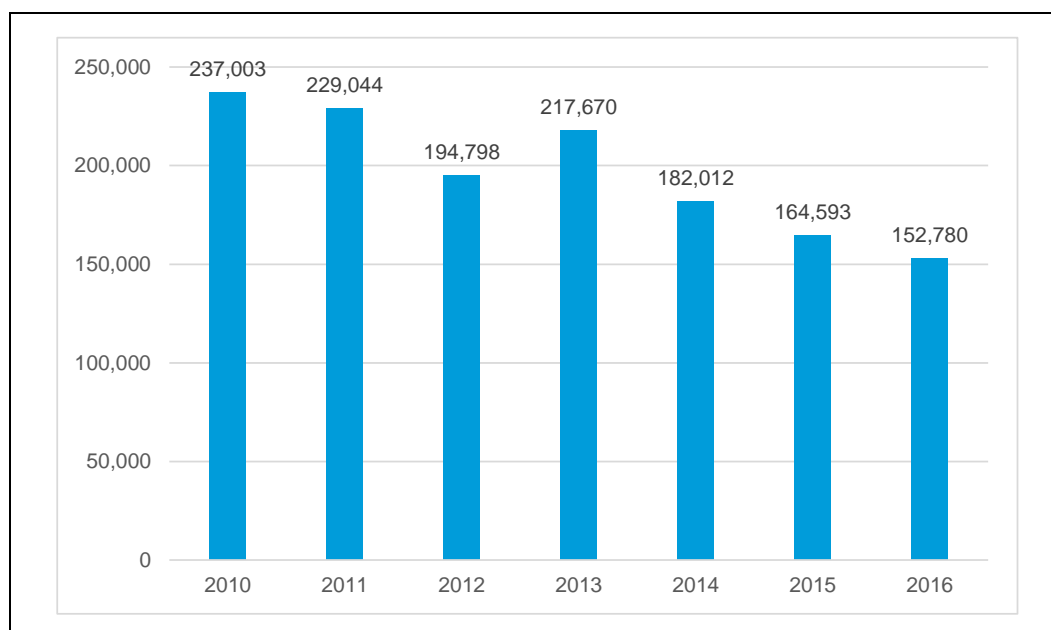
Education level	15–19	20–24	25–29	Female	Male
Elementary education	0.0	0.2	0.0	0.1	0.1
Basic secondary education	7.9	1.3	1.5	1.1	2.1
Complete secondary education	30.9	13.9	6.2	8.8	10.4
Vocational education	50.0	34.7	26.4	23.8	35.8
Higher education	11.3	49.9	65.9	66.1	51.7
Total	100	100	100	100	100

Source: 2015 SWTS (Libanova et al., 2016)

In recent years, higher education has gained considerable importance in the education system. The 20 years following the break-up of the Soviet Union saw a huge explosion in the number of universities and the establishment of many local institutions. Abuses of the system became widespread. More students meant more money, thus student numbers tripled and many unqualified students obtained degrees. Now Ukraine has one of the highest higher education participation rates in the world – with 70% of 18-year-olds enrolling in higher education (1.7 million students in a country of fewer than 43 million people) (British Council, 2015). At the same time, the demand for vocational education is low and the number of VET graduates is continuously declining (see Figure 1.1).

⁹ www.export.gov/article?id=Ukraine-Education

FIGURE 1.1 NUMBER OF VOCATIONAL SCHOOL GRADUATES PER YEAR



Source: Ukrstat

For about two thirds of Ukrainian university students, higher education is not only a precondition for further successful career development; it is also a question of prestige. The results of ILO school-to-work transition surveys (SWTS) conducted in 2013 and 2015 revealed that among young people who intend to complete a higher education degree, 73.2% cent would not follow the vocational education pathway, even if it meant higher wages and greater employment stability. The main reasons cited for the unwillingness to choose vocational education are its low social status (25.2%) and families' disapproval of this form of education (14.7%) (Libanova et al., 2016).

Also, there are considerable differences in terms of the fields of study offered in vocational schools and higher education institutions. Thus, among young people who attended vocational training schools, the most popular fields are transport services, personal services and security services, as well as engineering, manufacturing and construction. At the same time, young people who complete higher education prefer the subject areas of social sciences, business, administration, law and education.

1.2 Youth labour market situation

1.2.1 Overall macroeconomic situation (focus on labour demand)

Ukraine has experienced many political and economic changes since gaining independence in 1991, following the collapse of the Soviet Union. The 'Revolution of dignity' that came to an end in February 2014 increased instability in the national economy due to the further annexation of Crimea and armed conflict in East Ukraine, which resulted in the loss of the industrial regions of Donbas and in the breaking of traditional economic ties with Russia.

The worsening of the economic situation in the country in late 2014–15 translated into a number of effects, including the stagnation of domestic industry (particularly metallurgy as one of the revenue-generating sectors of the economy); the deterioration of economic relations between domestic producers; and the destruction of the industrial, transport and social infrastructure in the Donetsk and

Luhansk regions. To stabilise the economy, achieve economic recovery and promote stable growth, a range of reforms have been undertaken, such as significant fiscal consolidation, moving to a flexible exchange rate, reforming energy tariffs and social assistance, making public procurement more transparent, simplifying business regulations, stabilising and restructuring the banking sector, and adopting a health reform package.

In 2017, the economy continued its slow recovery. It grew modestly at a rate of 2.4% in the first half of 2017, following a growth rate of 2.3% in 2016. While the resumption of growth is a positive development, recovery remains weak since it follows a cumulative 16% contraction in 2014 and 2015. According to World Bank estimates, the projected growth rate for 2017 remains modest at 2%. The outlook for growth is affected by two key factors. First, Ukraine faces continued headwinds from the conflict in the Donbas region, as evidenced in the coal and trade blockade of the uncontrolled areas. Second, although the authorities have been working on an ambitious package of reforms to address structural bottlenecks and advance growth prospects, progress remains slow in the implementation of these initiatives (World Bank, 2017a).

The economy is dominated by the service sector, which in 2016 constituted 59.2% of the country's GDP, followed by industry (27.1%) and agriculture (13.7%). According to national data, in 2016, the largest proportion (21.6%) of the workforce was employed in the wholesale and retail trade or in the repair of motor vehicles and motorcycles. Another significant share (17.6%) worked in agriculture, hunting, forestry and fisheries, while industry absorbed 15.3% of those in employment.

While industry remains one of the most important sectors of the Ukrainian economy, it has seen a reduction in the number of available jobs of 1.5% over the last five years, mainly, due to the loss of highly industrialised territories and plants in East Ukraine, as well as the weakening of traditional economic ties with Russia and the Commonwealth of Independent States (CIS) countries. Significant adjustments in employment have also taken place through reduced hours, unpaid administrative leaves and wage arrears, which more than tripled between 2014 and 2015 (Del Carpio et al., 2017).

The slow pace of reform adversely affects productivity, which in turn limits economic prosperity. The country's labour productivity level (the value added per input) is among the lowest of all transition economies. Low productivity reduces the country's competitiveness, making it difficult to attract investments and develop economic opportunities. The country's low level of labour productivity is reflected in the distribution of its working population. More than half (54%) of the private sector workforce is employed in low-productivity sectors, such as agriculture, trade and construction, while a third is employed in industry. In contrast, less than 10% of the population work in higher-productivity sectors, such as financial and businesses services or information and communications technology (Del Carpio et al., 2017).

1.2.2 Key labour market indicators

Ukraine has one of the most rapidly ageing populations in Europe. This trend exacerbates employment challenges by reducing the number of people in the labour force. Together with the recent growth in external labour migration, a third of which is represented by young Ukrainians under 35 years old, these factors could affect national security in the medium term. This diminishing pool of working-age people puts pressure on economic development and makes it difficult to maintain economic growth.

The country's labour market, in general, is characterised by a low activity rate, which fell to 62.2% in 2016 (69.1% for males and 55.9% for females). Women's activity rates are traditionally lower than those of men. This is due to the greater overall duration of women's education and the fact that they frequently assume household and childcare burdens, while insufficient support is provided to working mothers.

The employment rate is also relatively low and has been decreasing in recent years. It dropped from 59.2% in 2011 to 56.3% in 2016 (61.6% for males and 51.6% for females). In 2016, the overall unemployment rate rose to 9.3%, with a greater increase among men (10.8%) (see Table 1.3).

TABLE 1.3 LABOUR MARKET BY GENDER (15–70 AGE GROUP)

	2010			2013			2016*		
	Women	Men	Total	Women	Men	Total	Women	Men	Total
Labour force (in thousands)	10 694.8	11 356.8	22 051.6	10 500.9	11 479.7	21 980.6	8 479.4	9 475.7	17 955.1
Activity rate (%)	58.4	69.6	63.7	58.9	71.6	65.0	55.9	69.1	62.2
Employment rate (%)	54.4	63.1	58.5	55.3	65.9	60.3	51.6	61.6	56.3
Unemployment rate (%)	6.8	9.3	8.1	6.2	8.0	7.2	7.7	10.3	9.3

Note: *Not including the temporarily occupied territories of the Autonomous Republic of Crimea, Sevastopol city and part of the zone conducting anti-terrorist operations.

Source: Ukrstat

Among those in work, the highest employment rates have been observed for people who have completed higher education or who have attained vocational education. Moreover, for men this indicator is on average 10% higher than for women (see Table 1.4). This high rate is to some extent ensured by the existing policies of employers, who often require candidates with higher education for positions that do not need it.

TABLE 1.4 POPULATION EMPLOYMENT RATES BY EDUCATION LEVEL AND GENDER (15–70 AGE GROUP) (%)

Education level	2010			2013			2016		
	Women	Men	Total	Women	Men	Total	Women	Men	Total
Low educated	15.7	17.0	16.2	13.0	10.6	12.0	4.7	5.1	4.9
Medium educated: general education	32.1	40.5	36.2	28.5	35.7	32.0	15.0	21.8	18.3
Medium educated: VET	no data	no data	no data	no data	no data	no data	54.6	68.3	62.9
Highly educated: complete higher education	70.8	77.3	73.7	68.9	78.8	73.3	66.6	76.2	70.8

Source: Ukrstat

Young people are an important part of the Ukrainian labour market. According to the Ukrstat, in 2016, the age group of 15–24-year-olds constituted 8.26% of the labour force, while those between 25 and 29 made up 13.56% of the working population (see Table 1.5).

TABLE 1.5 YOUTH LABOUR MARKET ACTIVITY

	2010			2013			2016*		
	15–24	25–29	15–70	15–24	25–29	15–70	15–24	25–29	15–70
Labour force (in thousands)	2 648.7	2 973.7	22 051.6	2 216.8	3 124.7	21980.6	1 484.3	2 433.5	17 955.1
Activity rate (%)	40.5	79.9	63.7	39.3	80.8	65.0	35.1	79.0	62.2
Employment rate (%)	33.5	72.0	58.5	32.5	73.8	60.3	27.0	69.8	56.3
Unemployment rate (%)	17.4	9.9	8.1	17.4	8.7	7.2	23.0	11.7	9.3

Note: *Not including the temporarily occupied territories of the Autonomous Republic of Crimea, Sevastopol city and part of the zone conducting anti-terrorist operations.

Source: Ukrstat

Young males aged 25–29 represent the most successful cohort of youth in the labour market, with the highest activity (89.9%) and employment (82.2%) rates. At the same time, the lowest activity and employment rates can be observed for young females in the 15–24-year age group (31.0% and 24.4% respectively) (see Table 1.6).

TABLE 1.6 YOUTH LABOUR MARKET ACTIVITY BY GENDER, 2016 (%)

	15–24			25–29			15–70		
	Total	Women	Men	Total	Women	Men	Total	Women	Men
Activity rate	35.1	31.0	38.9	79.0	67.7	89.9	62.2	55.9	69.1
Employment rate	27.0	24.4	29.6	69.8	65.0	82.2	56.3	51.6	61.6
Unemployment rate	23.0	21.5	24.0	11.7	10.2	12.8	9.3	7.7	10.8

Source: Ukrstat

Youth unemployment remains a significant problem, although it is not excessively high compared to other countries in Europe. The youth unemployment rate differs significantly between age groups. It is almost twice as high for young people in the 15–24 bracket compared to those aged 25–29 (23.0% and 11.7% respectively). In recent years the unemployment rate has been increasing in both age groups: in the 15–24 group from 17.4% in 2010 to 23.0% in 2016, and in the 25–29 group from 9.9% in 2010 to 11.7% in 2016. In general, the unemployment rate is higher for woman than for men in both age groups.

The SWTS (2015) indicates that the level of educational attainment among unemployed youth is high (Libanova et al., 2016). In total, 82.6% of unemployed people have completed either higher education (45.1%) or vocational training (37.5%), while only 17.4% have just completed secondary education or lower. However, a large proportion of unemployed young people with high levels of education does not prove that higher education is not worthwhile. In fact, when the unemployment rate is viewed in terms of level of education, the advantage that higher education brings to young people is clear. Thus, while the unemployment rates among young people with elementary and secondary general education are 19.4% and 20.7% respectively, for those with higher education the rate is low, at 8.4%, and slightly higher for vocational education at 13.5%. This may be partly explained by the fact that the greater numbers of young people with higher qualifications coming into the labour market are 'crowding out' those with lower qualifications, as many graduates are forced to take a job that is below their level of

qualification just to survive until a better job comes along. This situation is **exacerbated** by the willingness of employers to recruit higher education graduates, even for jobs that do not require higher-level qualifications.

Some 84.9% of young workers are in paid employment (see Table 1.7). The proportion of young people in self-employment is therefore very small, with 2.5% appearing in the data as employers, 8% as own-account workers and 3% contributing (unpaid) family workers. Young men are more likely to be own-account workers and employers than young women, while young women are more often engaged in family businesses.

TABLE 1.7 EMPLOYED YOUTH STATUS IN EMPLOYMENT BY AGE AND GENDER 2015 (%)

	15–19	20–24	25–29	Female	Male	Total
Employees	59.1	85.8	87.2	86.2	84.0	84.9
Employers	0.4	1.7	3.3	1.5	3.3	2.5
Own-account workers	14.9	8.3	7.4	5.7	10.0	8.0
Contributing family workers	22.8	2.3	1.2	4.5	1.9	0.2
Other	2.8	1.9	0.9	2.1	0.9	1.4

Source: 2015 SWTS (Libanova et al., 2016)

The pattern of youth employment in the country has shifted from production activities to services – a trend that was less evident among previous generations of workers. The majority of young people work in the service sector (67.1%), especially young women (81.6%). While this is also the primary sector among young male workers (57.2%), 31.2% of young men still work in the industrial sector and 8.3% in agriculture (see Table 1.8). Over recent years, the attractiveness of the growing IT sector, with its relatively high level of wages, has been increasing among young people, and IT has become a sector where young people are predominating. The demand for military personnel has been also growing due to the armed conflict in Eastern Ukraine and the need to strengthen the national defence sector.

TABLE 1.8 YOUTH EMPLOYMENT BY BROAD AGGREGATE SECTOR AND GENDER, 2015 (%)

	Female	Male	Total
Services	81.6	57.2	67.1
Industry	11.1	31.2	23.0
Agriculture	5.7	8.3	7.2
Not classifiable by sector	1.6	3.4	2.7

Source: 2015 SWTS (Libanova et al., 2016)

Young female workers are mainly concentrated in four main sectors: state and social services (32.7%); wholesale and retail trade (19.7%); commercial sector services (17.4%); and industry (10%). The profile of employment among young males is different, with concentrations in industry (20%); wholesale and retail trade (19.4%); state and social services (13.2%); and construction (11.1%) (see Table 1.9).

TABLE 1.9 YOUTH EMPLOYMENT BY ECONOMIC SECTOR AND GENDER, 2015 (%)

Economic sector	15–19	20–24	25–29	Female	Male
Agriculture, forestry and fishing	27.0	8.5	4.4	5.7	8.3
Industry	6.3	13.4	18.4	10	20
Construction	7.0	6.1	7.6	1.0	11.1
Wholesale and retail trade; repair of motor vehicles and motorcycles	23.2	18.6	19.6	19.7	19.4
Transportation and storage	4.0	7.1	6.1	2.8	8.7
Commercial sector services*	14.6	16.9	12.7	17.4	12.0
Public and social services**	4.7	19.0	24.1	32.7	13.2
Arts, entertainment and recreation	2.9	2.9	1.6	3.4	1.3
Other types of economic activity	6.0	4.4	3.3	5.6	2.6
Total	100	100	100	100	100

Notes:

*Including accommodation and food service activities; information and communication; financial and insurance activities; real estate activities; professional, scientific and technical activities; and administrative and support service activities.

**Including public administration and defence; compulsory social security; education; and human health and social work activities.

Source: 2015 SWTS (Libanova et al., 2016)

Most young people work in occupations that are mid- to high-skilled, such as service and sales work, and experts and skilled work using specific tools (see Table 1.10). Nevertheless, the share of young people working in elementary occupations is quite significant, in particular for the age group 15–24. There are significant differences between the sexes in terms of the distribution of young workers by occupation. The occupations that are most common among females are professionals, service and sales workers, and experts, while young men are more likely to be engaged in technical positions, i.e. skilled workers using specific tools, craft and related trades workers, plant and machine operators and assemblers, and elementary occupations.

TABLE 1.10 YOUTH EMPLOYMENT BY OCCUPATION AND GENDER, 2015 (%)

Occupation	15–24	25–29	Female	Male
Legislators, senior officials and managers	4.06	6.67	5.68	5.80
Professionals	13.14	21.43	24.08	14.28
Experts	11.81	12.74	16.41	9.38
Clerical support workers	3.80	4.24	7.16	1.76
Services and sales workers	20.41	17.66	26.17	12.95
Skilled agriculture, forestry, fishery and fish farm workers	1.48	0.7	0.53	1.31
Skilled workers using specific tools	14.44	12.57	3.31	20.72
Plant and machine operators, and assemblers	9.11	9.06	2.87	13.75
Elementary occupations	21.75	14.93	13.79	20.05
Total	100	100	100	100

Source: Ukrstat, authors' calculations

Data from the public job vacancy portal indicate that the largest number of vacancies are found in agriculture (26%), manufacturing (17%), wholesale and retail trade and the repair of motor vehicles and motorcycles (11%), public administration and defence and compulsory social security (10%), transportation and storage (7%) and human health and social work activities (6%). The majority of vacancies are in the low- and medium-skilled occupation categories. More than 40% of vacancies required vocational secondary education, while 28% did not require education or training beyond a general secondary or vocational school diploma and around 27% called for higher education (World Bank, 2017b).

The State Employment Service (SES) has developed a list of the occupations that are forecast to be in demand over the next five years, namely: public health specialists including middle-level health staff, engineers, IT-specialists, agronomists, and skilled workers using specific tools (tractor drivers, cooks, garment industry workers, drivers and builders).

1.3 Characteristics of youth transition to work

1.3.1 Length of transitions

The results of the SWTS (2015) showed that, in general, young people in Ukraine do not have to wait long to find work – the length of time considered satisfactory to make the transition from school to first job is an average of 4.9 months. It takes longer for young women than for young men to make this transition (6.6 months for females versus 3.6 months for males). The transition length also depends on educational attainment and, for example, is twice as long for those who leave school with elementary level education only, compared to those who hold a higher level degree (7.8 months and 4.5 months, respectively) (see Table 1.11) (Libanova et al., 2016).

TABLE 1.11 AVERAGE LENGTHS OF LABOUR MARKET TRANSITIONS BY LEVEL OF COMPLETED EDUCATION AND GENDER (MONTHS)

Education level	Female	Male	Total
Elementary education		10.5	7.8
Secondary (general and vocational) education	8.8	4.0	5.5
Higher education	5.9	3.2	4.5

Source: 2015 SWTS (Libanova et al., 2016)

The SWTS (2015) further showed that, on completing their studies, more than one half (54.1%) of young people moved directly into jobs, which complies with the basic criteria for stable and satisfactory employment, while another third (33.3%) experienced a spell of unemployment prior to gaining employment. For unemployed youth too, the time taken to find a job is not long. Three quarters (76.5%) of unemployed young people actively sought work for less than one year and 51.7% for less than six months, while those persons who were actively looking for work for over two years amounted to 14.9% of the total of unemployed youth. However, these trends do not apply to all subgroups of the unemployed (Libanova et al., 2016).

1.3.2 Methods of searching for and finding the first job

Many different channels are available for seeking employment. First, young jobseekers may register at the SES as unemployed and apply for assistance. However, only a relatively small percentage registers. According to the report 'Youth of Ukraine 2015', 78% of active jobseekers were not registered with the state employment centres at the time of the research. Among the main reasons mentioned by the respondents as to why they were not registered with an employment centre were the following: a disbelief in the centre's ability to help (35%); no perceived need to register with an employment centre (32%); the respondent had been referred to a centre in the past, but it had failed to help them find a job (21%) (MoYS, 2015).

Second, young people may use the services of private employment agencies. In 2017, 1 164 private employment agencies were included in the official list of the SES. The legal framework for mediation services in employment is mainly defined by the law on Employment of Population (2012). The law requires that private employment agencies collaborate with regional offices of the SES, particularly, in the sharing of vacancy databases. However, private employment agencies cannot be compelled to share any materials and no punishments are imposed for failing to collaborate with the SES. The only compulsory requirements are related to licensing (as agencies aiming to provide mediation services for finding employment abroad must obtain a licence) and reporting (private agencies are required to submit annual reports to the SES on the numbers who have been employed with their assistance).

Private employment agencies provide different services, such as assisting individuals in their job searches and selecting employees on behalf of employers, as well as offering information and advisory services regarding employment opportunities, working conditions and wages. In general, private employment agencies are more proactive in their services than the SES. They use different methods when looking for a specific profile, such as advertisements, the agency's network of personal contacts and recommendations, as well as collaboration with other private agencies or educational institutions. Private employment agencies are prohibited from charging individuals fees for their services and may receive payment for their services only from employers.

Third, jobseekers may use different non-institutional methods, such as searching internet resources, looking for job advertisements in the press, attending job fairs or contacting employers directly. A number of online job platforms are available in the country, such as www.work.ua/, [https://rabota.ua/](http://rabota.ua/), or [https://hh.ua/](http://hh.ua/).

Fourth, many job openings are never advertised and are filled through personal contacts with friends, relatives and colleagues. According to the SWTS (2015), asking around among family, friends and acquaintances remains the most frequently used method of looking for work by young people (69.7%) (Libanova et al., 2016). This situation partially reflects the traditional paradigm of trust and security in Ukrainian society, as people rely on their family and friends rather than on the state or private institutions.

Every third young person looking for job demonstrates a proactive approach by placing an advertisement regarding their job search on the internet or inquiring directly at a workplace (37% and 33.1%, respectively). In addition, at least 30% of Ukrainian youth use IT and the internet for job seeking (see Table 1.12).

TABLE 1.12 UNEMPLOYED YOUTH BY JOB SEARCH METHOD, 2015 (%)

Job search method	Female	Male	Total
Asked friends, relatives, acquaintances	67.3	71.4	69.7
Applied in job search to SES	19.8	11.5	15
Applied in job search to private agents	10.9	8.5	9.5
Placed an advertisement about their job search on the internet	37.9	36.3	37
Placed an advertisement about their job search in print media	9.4	12.9	17
Placed an advertisement about their job search in a street announcement	2.3	4.5	3.6
Answered an advertisement on the internet	29.5	24.7	26.7
Answered an advertisement in print media	18.9	15.6	11.4
Answered an advertisement in a street announcement	18.5	14.7	16.3
Inquired directly at factories, farms, markets, shops or other workplaces	29.0	36.1	33.1
Waited on the street to be recruited for casual work	2.7	4.1	3.5
Sought financial assistance to look for work or start a business	0.5	1.3	1.0
Looked for land, buildings, equipment or machinery to start own business or farm	0.0	0.8	0.5

Source: 2015 SWTS (Libanova et al., 2016)

Young people report that the main factors that impede their ability to find a good job are the lack of available jobs (27.5%) – particularly in rural areas (33.8%) and for young female employees (35.2%) – insufficient work experience (23.1%), low wages (19.4%) – especially for young male employees (27.5%) – and insufficient levels of education and skills (7%) (Libanova et al., 2016).

1.3.3 Working Conditions

The main areas of concern regarding the working conditions facing young workers relate to non-compliance with employment regulations, high levels of informal employment, low wages and violations regarding work safety. Despite some signs of precarious employment among young people, there is still a strong tendency for young workers to express satisfaction with their job. In 2015, 17.8% of young workers said they were highly satisfied with their job and 67.2% were mostly satisfied (Libanova et al., 2016).

According to SWTS (2015), 84.9% of young workers are in paid employment. More than a half (50.7%) of waged and salaried young workers are employed in private enterprises, while 39.7% work in the public sector. The majority of young people in employment have a written contract (81.2%), with young female workers more likely to have a written contract than young men (84.3% versus 79.0%). The share of those having a written contract increases with age (85.7% among young employees aged 25–29). Young people aged 15–19 are more at risk of working without contracts or agreements, and the proportion of this age group with written contracts is quite low, at 43.3% (Libanova et al., 2016).

Temporary contracts and part-time employment – which are considered insecure forms of employment – are not particularly common in the country, and there is no evidence that insecure employment is seen among the young disproportionately more than among older workers. Almost all young employees (94%) have labour agreements of unlimited duration. The contracts with limited duration and terms of less than 12 months are most often concluded with young people aged 15–19 (86.2%) for a period of on-the-job training or internship (Libanova et al., 2016).

While a quarter of young people (25.4%) are still working fewer hours than the statutory working week (40 hours), another quarter (23%) work more than 50 hours per week, with many stating that this is by choice. That these extra hours are often not remunerated is a matter of concern. In general, the average national wage is low, currently standing at about EUR 270 per month, while the minimum wage in 2017 was EUR 100 per month, which makes Ukraine one of the lowest wage countries in Europe. Moreover, the average monthly wage for young employees constitutes only 69.2% of the national average wage. Young males usually earn more than young females. The highest wages go to young medium-educated (general secondary) workers (73.5% of the national average) followed by medium-educated VET youth (Libanova et al., 2016). The low level of wages has a negative impact on employees' motivation and hinders any potential increase in labour performance and progressive structural changes in employment. It also extends the length of time it takes the unemployed to find work, aggravates poverty and the problems associated with low incomes, and facilitates the spread of illegal practices and a range of anti-social phenomena among young people (UNFPA, 2010).

Informal employment for young people remains an area of high concern. SWTS (2015) revealed the percentage of young people in informal employment as 58.3%. Young workers aged 15–19 (87.1%), young men (58.9%) and those living in rural areas (60.9%) are most likely to be in informal employment (see Table 1.13). Four out of five (79.5%) youth in informal employment are in an informal job in the formal sector (rather than an informal job in the informal sector). This confirms a certain degree of non-compliance among employers in the provision of social security and benefits to all employees (Libanova et al., 2016).

TABLE 1.13 YOUTH IN INFORMAL EMPLOYMENT BY AGE AND GENDER, 2015 (%)

	15–19	20–24	25–29	Female	Male	Rural area	Total
Youth in informal employment	87.1	59.8	54.4	57.3	58.9	60.9	58.3

Source: 2015 SWTS (Libanova et al., 2016)

Widespread informal employment contributes to the violation of core worker rights in such areas as job security, timely and reasonable remuneration for work done, access to fringe benefits, age and gender equality, initial employment for young people, and employment of individuals according to their skills and qualifications. In addition, even in the formal sector, many employers are involved in illegal practices and the violation of basic rights. Bribery and other forms of corruption are widespread in the Ukrainian labour market; in order to secure a lucrative job in the public sector one must pay a sizeable bribe or trade in favours (Kupets et al., 2013).

1.3.4 Factors impacting youth transitions to work

There are various factors influencing youth transition to work. They include external factors, such as the state of the country's economy, structural factors, such as skills mismatch with the labour market, and personal factors, such as disability and health problems, alcohol and substance abuse and crime, alongside other issues that can disadvantage young people.

Shortage of decent jobs

Ukraine continues to face challenges in the areas of employment creation and working conditions for those who are currently employed. These challenges have been exacerbated by the ongoing military conflict in East Ukraine. The decline in production and the slowdown in economic restructuring have triggered a lack of good quality jobs with decent conditions and wages, especially for young people. Job creation occurs predominantly in the informal and low-productivity sectors (the less knowledge-intensive services and medium- or low-technology sectors with pollution externalities). The structure of the available jobs for waged employees in the formal sector has changed from high-technology manufacturing and knowledge-intensive services towards less knowledge-intensive services (such as retail trade) and basic manufacturing jobs. Being predominantly 'survival jobs', they can hardly contribute to long-term development, rather they have a potentially detrimental effect on the future quality of the labour force (Kupets et al., 2013).

Skills mismatch

The mismatch between skills demand and supply remains substantial. First, the labour market is facing a sizable qualifications mismatch, characterised by an oversupply of higher education graduates in relation to the number of graduate-level jobs, forcing many to work in roles for which they are highly over-qualified. Based on the SWTS (2015), 37.2% of young workers were assessed as working in mismatched occupations, with the majority in positions for which they are overeducated (31.7%) rather than undereducated (5.5%). While the majority of young workers (85%) are satisfied with their jobs, one in three would like to change them. Out of those who want to change their job, 15% named the desire to make better use of their qualifications/skills as the underlying reason, clearly indicating their sense of a skills mismatch (Libanova et al., 2016).

Second, the structure of youth education, in terms of the fields of study, remains unbalanced with regard to both current and anticipated needs in the labour market. There is a growing disparity between the proportion of young students focusing their studies on the social sciences, business and

law and those opting to study the natural and technical sciences (Libanova et al., 2016). Many graduates who follow the former fields of study have to accept jobs below their level of qualification.

Third, there are shortages in the labour market, as there is a persistent need for skilled workers such as drivers, cooks, garment industry workers and construction workers.

Fourth, the mismatch between skills supply and the requirements of modern jobs is widening. According to a World Bank report, the higher education and training system in the country does not produce enough graduates with skills relevant for today's labour market. Some 40% of firms in four key sectors (agriculture, food processing, information technology and renewable energy) report a significant gap between the type of skills their employees have and those they need to achieve their business objectives. They claim that the education system produces too few people with practical skills, the right kind or level of skills, up-to-date knowledge, a good attitude and self-discipline (Del Carpio et al., 2017). The results of the 2014 Ukraine STEP (Skills Toward Employment and Productivity) Employer Survey and a data set of 2015 job vacancies also confirmed that advanced cognitive skills that allow workers to analyse and solve problems, manage their time, acquire new knowledge, learn new methods and communicate effectively are highly sought after in the country (IBRD, 2015).

Geographic location

Young people in rural areas face a greater risk of vulnerability, as youth unemployment rates are higher among those living in rural areas than urban areas (14.2% in rural areas compared to 9.6% in regional centres). Also, young employees in rural areas receive significantly lower wages than those in urban areas, with 70.2% of rural employees being paid below-average wages compared to 52.8% of urban employees. The underlying reasons for this are not only that the job offers are more limited in rural areas in comparison to towns and cities, but can also be explained by the seasonal nature of some work in rural areas. Additionally, in rural areas a greater number of people work in household production activities, and are therefore difficult to capture in the statistics since they tend to fall outside the standard boundaries of economic activity. Rural areas are also the location of a larger proportion of unemployed young people who hope to start their own businesses, reflecting the greater dependence on non-salaried work in these areas.

Gender

There are significant gender differences in the employment characteristics of young people. Young women are more attracted by secure employment, such as that offered by state-owned enterprises; while self-employment and paid employment in the private sector are more common among young men. Moreover, young women are more often employed as unpaid family workers. There is also an inequality in the wage levels within the cohort of young employees, with 73.6% of young female employees receiving wages below the national average.

Level of education

The SWTS (2015) confirmed that the lower the level of educational attainment, the higher the chance of falling into the category of either unemployed or inactive. It also showed that completing higher education protects young people, to a certain degree, from unemployment (Libanova et al., 2016). In 2015, the proportion of young people with higher education among the unemployed was lower than among the employed (45% and 62.3%, respectively).

Vulnerability

Various aspects affect young people and increase the risks of their finding themselves in difficult life situations. The following vulnerable groups of young people can be distinguished:

- *Youth in poverty*: The relative poverty rate was estimated at 30% in 2015. The most at risk are families with children, the unemployed and people in old age. It is difficult to assess the number of poor young people in the country without a targeted study, as this group is heterogeneous. For example, in the age group of 25–29 years, women are at higher risk of poverty as a significant number of them are on child-care leave.
- *Youth not in employment, education or training (NEETs)*: In 2016, the NEETs rate was 18.3% (15.4% for men and 21.3% for women), with the overall number of NEETs estimated at 772 800 persons. Specific reasons for not looking for work among this group of discouraged youth include: being too young to find work (30.6%); an inability to find work matching one's skills (16.9%); a lack of available jobs in one's area (26.1%); previous attempts to look for work having proved unsuccessful (18.5%); and not knowing how or where to seek work (7.9%) (Libanova et al., 2016).
- *Internally displaced youth and young people living in conflict areas*: Sudden poverty, as a result of the ongoing armed conflict in East Ukraine, constitutes a new source of vulnerability. The unemployment rate among IDPs is estimated at 34.1% of all economically active IDPs, and this figure peaks at a record high of 51.7% among recent IDPs (ILO, 2016). Of all IDPs, almost 61% are females, and over 70% of all unemployed IDPs are women.
- *Youth with disabilities*: As of the beginning of 2016, based on Ukrstat data, there were 2 614 061 people with disabilities in the country (including 153 547 children), which equates to 6.11% of the total population; young people with disabilities (aged 16 to 35) constituted 24%. These figures are constantly increasing due to the consequences of the Chernobyl disaster, bad nutrition, poor medical treatment and the military conflict in Eastern Ukraine (over 15 000 people have been wounded to date). In 2016 almost 80% of the disabled population were of the working age, but only a quarter of them were employed; the proportion of unemployed people with disabilities in relation to the total number of officially registered unemployed in the country amounts to 4%.
- *Youth in institutions and care-leavers*: With no family or state support or the necessary life skills, as well as insufficient levels of education and a lack of housing, these young people are at great risk of falling into poverty, becoming unemployed, or suffering from alcohol or drug addiction. They are also more likely to become involved in crime, commit suicide, fall prey to human trafficking or become marginalised as homeless.
- *Youth in conflict with the law*: The overall number of people imprisoned for crimes in the country is about 44 000. According to some studies, out of the total prison population, around half are under 30 years old (Denisov, 2010).
- *Alcohol/drug-addicted and HIV positive youth*: The number of alcohol- and drug-addicted people in the country, according to various sources, may be assessed at 1–1.5 million. According to a Unicef survey¹⁰, 83.4% of Ukrainian adolescents have had an experience of using alcohol. Every year over 40 000 Ukrainians die as the result of alcohol abuse. For the last 30 years, Ukraine has had one of the highest rates of HIV infection in Europe. According to a UNAIDS assessment there were 240 000 people living with HIV in 2016. The majority of cases are being registered among those 15–29 age group¹¹.

¹⁰ www.unicef.org/ukraine/media_29740.html

¹¹ www.unaids.org/en/regionscountries/countries/ukraine

- *Roma youth:* There is a lack of official, comprehensive and accurate data available on the number of Roma in the country and their socio-economic situation. In general, the status of Roma remains problematic. The main challenges facing Roma include a lack of personal documents, difficulties accessing quality education and employment, inadequate housing conditions and misconduct in the behaviour of the police towards them. Negative attitudes towards Roma persist within society, while there is limited recognition of the discrimination they face in many areas of life (OSCE, 2014).

1.3.5 Vulnerable youth transition to work

Since 2014, Ukraine has been witnessing an increasing burden on social expenditure due to the growing number of vulnerable persons (the number of social welfare recipients) in a context of generally shrinking budget resources. Moreover, the ongoing military conflict in East Ukraine has created a new disadvantaged group – the IDPs and participants in the anti-terrorist operations.

In general, the VET system has a strong social orientation and plays an important role in the protection of vulnerable population groups. Legally the VET system is entrusted with the social care of vulnerable youth. Disadvantaged students have a preferential right to enrol in VET institutions, and are provided with full or partial funding for vocational training, with a social allowance (stipend) and free accommodation in the dormitories. Forms and methods of vocational training are selected based on the conclusions of the medical and social expert commission, taking into account individuals' medical conditions and any contraindications against specific labour activities. In the 2015/16 academic year, the share of such students in state-owned VET institutions reached levels of between 30% and 50% of the total enrolments (ETF, 2017). At the same time, young people with special needs have significantly fewer opportunities to access higher education.

There is a network of centres of Social Services for Family, Children and Youth that functions under the supervision of the Ministry of Social Policy. These centres are open to all young persons in need of help and offer various social and support services. There are also regional and local social service institutions: social hostels for orphans and children deprived of parental care; social and psychological assistance centres; mother and child centres; centres for HIV-positive children and young people; and centres for the social and psychological rehabilitation of children and young people with functional disabilities.

The SES provides various employment services for vulnerable people, in particular, assistance in jobseeking and the provision of information, consultation and career guidance services, as well as vocational training, the opportunity to participate in public works, and vouchers for professional training and development, among other benefits.

Since 2014, the government has been paying particular attention to the support of the IDPs and participants in the anti-terrorist operations. The state programme 'Youth of Ukraine' for 2016–20 introduced as a strategic priority area 'partnership support of young people in temporarily occupied territories and young internally displaced persons'. This includes actions aimed at the psychological rehabilitation of children and young people, raising public sensitivity to counter harmful regional stereotypes, and the provision of social assistance for internally displaced young people (in the fields of education, employment, social and political life, and leisure).

Roma people still form one of the most vulnerable social groups, requiring special support. For more than 15 years, the Roma Programme has been implemented with the support of the International

Renaissance Foundation. The foundation provides scholarships for studying at Ukrainian universities and opportunities for young people to obtain their first work experience by organising internships in local public administrations in six regions of the country. It also conducts a series of workshops for Roma youth on jobseeking, business communication, project management, and communication skills development. Some of the programme's alumni have founded their own non-governmental organisations (NGOs) to support Roma children and young people.

2. YOUTH POLICY FRAMEWORK

2.1 Legal framework

With increasing urgency in the aftermath of the various crises in the region, a great deal of political attention has been given to young people's issues in Ukraine. The government has adopted a range of legislative and policy measures aimed at supporting young people. In 2016, the Youth Development Index¹² ranked Ukraine as a medium-level country (115 out of 183 countries) with a score of 0.58. In a breakdown of this result, the country scored highly on education (0.76) and employment (0.62), average on health and well-being (0.47) and political participation (0.55), and poorly on civic participation (0.35)¹³. While youth policy is addressing a range of aspects of young persons' lives, this chapter will focus only on those related to young people's transition to work and employment.

2.1.1 Strategies

There is no comprehensive national youth strategy. The main strategical issues are covered by four documents: the Declaration of Verkhovna Rada on the Overall Background of the State Youth Policy in Ukraine (1992); the Strategy for the Development of a National Youth Policy for 2013–2020, adopted by decree of the Ukrainian president; the Roadmap for Reform: Youth Policy in Ukraine; and the Concept of the State Target Social Programme 'Youth of Ukraine' 2016–2020 (state programme YoU 2016–20).

The Declaration sets up the fundamental goals, directions and principles of the state youth policy. The Strategy further defines youth policy. Its aim is to ensure the implementation of comprehensive, consistent and coordinated activities by state authorities, local self-government bodies and civil society actors representing the interests of young people, in order to achieve the elaboration of state youth policy, including the creation of socio-economic, political, organisational and legal frameworks together with the conditions for promoting education, employment, initiatives, creativity and youth innovation. The Strategy sets out six priorities for youth policy: access to education; a healthy lifestyle; youth employment; housing; participation; and European integration. However, the document does not contain a monitoring plan nor clear indicators for measuring the progress of implementation.

In response to the changing national and international challenges affecting young people, in 2014, the MoYS, in collaboration with a wide range of stakeholders, including youth NGOs, developed the Roadmap for Reform. This document sets out the main areas for reforms and implementation tools. Reform is focused on the development of an active youth sector and increasing youth participation and engagement in line with the European standards by taking into account the recommendations of international organisations. The Roadmap envisages the development of a new law regarding young people (Direction 1 of the Roadmap). The process began in 2015 and the draft law was elaborated with the involvement of civic activists and experts. Nevertheless, the process of submitting this draft

¹² The Youth Development Index is a composite index of 18 indicators that collectively measure multi-dimensional progress on youth development in 183 countries. It has five domains measuring levels of education, health and well-being, employment and opportunity, political participation and civic participation for young people. It is guided by the Commonwealth definition of youth as people between the ages of 15 and 29, while recognising that some countries and international institutions define youth differently.

¹³ <http://cmydiprod.uksouth.cloudapp.azure.com/sites/default/files/2016-10/2016%20Global%20Youth%20Development%20Index%20and%20Report.pdf>

to Parliament has been delayed both by political and technical circumstances. The proposed reform involves changing approaches to budgeting and requires many amendments to other laws, as well as the development of appropriate cross-sectoral cooperation.

The Roadmap serves as a background for further development of the state programme YoU 2016–20, which indicates the main priorities, measures, tools and expected outputs. The programme has nine priorities, with two of them directly supporting youth transition to work: priority 3 – the development of an informal education system for young people that aims to help them acquire knowledge, skills and competencies beyond the system of formal education (in particular through volunteering); and priority 4 – youth employment, directed at creating the relevant conditions and implementing measures to facilitate young people's transition into work (providing primary and secondary employment and self-employment for young people). During the first year of the programme's implementation, the MoYS issued nine Decrees to support activities under priority 4 and provided overall financing of UAH 1 313 616¹⁴.

Education system reforms are high on the policy agenda. The country has made progress in developing new strategic documents, including the National Qualifications Framework (NQF – approved in 2011), the National Strategy for Development of Education in Ukraine for 2012–21, and the State Targeted Programme for VET Development for 2011–15. Nevertheless, the implementation of new strategies has been constrained by the underfinancing of programmes and initiatives, as well as the limited technical capacity of the stakeholders involved.

The Medium-Term Priority Action Plan of the Government Until 2020, which was approved in April 2017, foresees an important focus on human capital development. The government's medium-term objectives in the education sphere include improving the quality of secondary education in general, overcoming territorial differences in education quality, transforming educational content using a competence-based approach, and modernising vocational education. The government also identifies increasing young people's potential and their role in the country's social and political life as one of its priority actions.

2.1.2 Main legal acts

The key legal act in the youth policy area is the law on Promotion of Social Development of Youth in Ukraine (1993). This law outlines the main parameters for the implementation of the youth policy. Regarding youth employability, the law provides state support for young people in finding their first job, offering professional guidance, vocational training and skills development, as well as the establishment of youth labour centres and a public organisation acting in the field of youth employment. The law also provides for the support of youth entrepreneurial initiatives, with initiatives such as the establishment of youth business centres and youth business incubators.

The period from 2014 has been characterised by a complex programme of modernisation of the educational and scientific legal framework. Laws on Higher Education (2014) and on Science and Scientific and Technology Activities (2015), as well as the framework law on Education (2017) have been adopted. The new law on Higher Education significantly changed the structure of post-secondary qualifications. Therefore, there is an urgent need to introduce a new law on Vocational Education to bring the system into line with these changes.

¹⁴ Open sources of the MoYS, author's calculations.

The new framework law on Education endorses the concept of a 'New Ukrainian School' with four main components: the development of new modern education standards in secondary education using a competence-based approach; a revision of the national curriculum according to new education standards; the introduction of a teachers' certification procedure and new certified programmes for the enhancement of professional qualifications; and a systemic de-bureaucratisation of the management of the education system, alongside the introduction of transparent and effective governance procedures. The law also establishes new principles for the functioning of VET, including a new system of governance based on giving greater responsibilities to the regions, and highlighting the importance of sector-specific qualifications frameworks, competence-based professional standards, and public-private partnerships in education.

The Labour Code is the main legal act that governs the employment relationships of all workers in the country. The code is outdated and overly rigid by international standards (Del Carpio et al., 2017). Since 2013, work has been carried out on a new Labour Code. It is envisaged that the new Code will reform the whole system of labour relations in the country. The drafting process has given rise to rather contentious discussions among different groups in society. The draft Code was thoroughly revised by the International Labour Organisation (ILO), which, in April 2016, provided its detailed technical comments to the dedicated Committee of the Parliament.

The law on Employment of the Population (2012) establishes the legal, economic and organisational grounds for implementing the state employment policy. The law aims at increasing young people's competitiveness in the labour market, in particular through internships and vocational guidance and by encouraging employers to create new jobs. The law introduced a number of significant changes to Ukrainian employment legislation, such as a new mandatory employment quota.

2.2 Institutions and stakeholders

Youth issues are multi-sectoral and cut across many different areas and levels of governance.

2.2.1 State institutions

The Verkhovna Rada is the supreme legislative body that initiates and develops the national policy on youth through its Committee on Youth Policy, Sport and Culture. The Cabinet of Ministers is a supreme executive body that has the right to propose legislation. It ensures the implementation of the national youth policy through the work of the Ministries and by the adoption of relevant programmes and decrees. In 2016, the Cabinet of Ministers approved the state programme YoU 2016–20 that determines the institutions involved in its implementation, namely: the Ministry of Youth and Sports, the Ministry of Education and Science, the Ministry of Internal Affairs, the Ministry of Defence, the Ministry of Economic Development and Trade, the Ministry of Social Policy, the Ministry of Culture, the Ministry of Regional Development, the State Service of Emergency, the National Academy of Sciences, the National Pedagogic Academy, the National Medical Academy, and oblast and Kyiv city administrations.

The *Ministry of Youth and Sports* is the principal body in charge of youth policy development and implementation. Its youth-specific tasks include the development of measures to promote healthy lifestyles, youth employment and the conditions in which the intellectual and creative self-development of young people can take place. It is also responsible for the social development of children and young people, and instilling humanistic values and patriotism among young people, as well as providing support to youth and children's associations, and promoting volunteering. The

ministry coordinates and supervises the work of regional (oblast-level) departments of Education, Science, Youth and Sports within Oblast State Administrations that are in charge of the national youth policy implementation at the regional level. Inter-sectoral and multilevel cooperation is ensured by the ministry through the ministerial collegiums, with the participation of representatives from other Ministries, relevant regional departments, NGOs and other experts. The *State Institute of Family and Youth Policy*, under the MoYS, provides organisational and methodological support in youth policy development and implementation through situation and legislation analysis and the development of analytical and training materials, in addition to overseeing the capacity building of specialists working with young people. The institute has its own network of 24 research groups that supervise the work of more than 100 interviewers in all regions of the country. It is in charge of the development of annual state reports on the situation of youth to the president of Ukraine, the Verkhovna Rada of Ukraine and the Cabinet of Ministers. In 2017, the institute conducted three pieces of social research on youth issues.

The *Ministry of Social Policy* is a key body responsible for the development and implementation of state policy in the field of labour and social policy, as well as employment and labour migration. The ministry has important responsibilities in terms of the policies on adult learning and vocational training, as well as the policies regarding vulnerable young people, including those with disabilities, IDPs and orphans. The ministry is in charge of regulatory and methodological guidance with respect to the work of almost 2 000 centres of Social Services for Family, Children and Youth that are supervised by the departments of Education, Science, Youth and Sports within the Oblast State Administrations.

The *Ministry of Education and Science* is a key body responsible for education policy development and implementation. It is responsible for all levels of formal education (pre-school, primary school, secondary school and tertiary education) as well as vocational and out-of-school education. However, the ministry is not included in the list of executing agencies responsible for the implementation of objective 4 on youth employment as part of the state programme YoU 2016–20. This has led to a lack of collaboration between the education system and the labour market, which should be one of the priorities of the national education agenda.

The *Ministry of Economic Development and Trade* is in charge of the economic and social development of the country. Its top-priority reforms are the creation of favourable conditions for business; the reform of state-owned enterprises and state procurement; and fighting corruption. The ministry is indirectly involved in the implementation of youth policy through the Act on the All-Ukrainian Contest of Youth Business Plans.

The *State Employment Service* plays an important role in youth employment promotion. It is directed and coordinated by the Ministry of Social Policy. The service consists of the State Employment Service (central office), regional (oblast) employment centres, and local (rayon and city) employment centres ('basic employment centres'). Currently it has 637 employment centres and 15 490 employees. The structure of the SES also includes the Personnel Training Institute and 11 vocational training centres in the Dnipropetrovsk, Donetsk, Ivano-Frankivsk, Luhansk, Lvov, Odesa, Poltava, Rivne, Sumy, Kharkov and Kherson oblasts, as well as other education and training institutions, enterprises, agencies and organisations established by the SES. In recent years, the services provided by the SES have been upgraded and the number of employees increased. In 2003, the SES became a member of the World Association of Public Employment Services.

The *State Fund for the Promotion of Youth Housing Construction* was established to provide support for young families to acquire housing, with the overall aim of contributing to the improvement of the demographic situation in the country. The fund operates preferential mortgage loans and support for young families with limited living conditions. The fund operates under the State Programme on the Provision of Youth Housing for 2013–2017 (extended until 2020). In 2017, the government increased financing of the state programme by UAH 28 million.

2.2.2 Regional and local institutions

The structure of the public administration system consists of regional (oblast) and local (rayon and city/town) administrations. At the regional level, the Departments of Education, Science, Youth and Sports within the Oblast State Administrations are in charge of national and regional youth policy implementation, thus having a dual reporting role to both the appropriate ministries dealing with youth issues and to the heads of Oblast Administrations. At the local level, the departments for Education, Youth and Sports in the structure of local state administrations are responsible for regional youth policy and the implementation of local programmes, also reporting to both Oblast State Administrations and to the heads of local state administrations. It should be noted that Ukraine is undergoing a reform process of decentralisation, and the structures of youth policy decision-making are subject to change.

The regional and local employment centres ('basic employment centres') within the network of the SES facilitate the employment of the young jobseekers. They provide both support to individuals and services to employers.

The oblast youth centres are also involved in providing employment services to young people. So far 16 oblast youth centres and one Kyiv city youth centre¹⁵ have been created. Most of them have been founded by the oblast administrations and financed from the oblast budgets. These centres have collaborative links with oblast and local authorities, youth departments, VET institutions, health and culture institutions, regional and local employment centres, companies, and youth NGOs. An overview of their websites leaves an impression of variations in standards and quality of their activities, and on some sites the information has not been updated for years. The MoYS is aware of this situation and is working on capacity building and the improvement of the services provided by these centres.

2.2.3 Advisory bodies

According to the Decree of the Cabinet of Ministers No. 996 of November 3, 2010 on Ensuring Public Participation in Devising and Implementing State Policy, public councils have to be created under all central and regional governmental bodies to provide the public with expertise and ensure civil society participation in policy development and implementation. At the end of 2017, there were 78 public councils acting under the central and oblast governmental bodies, including 15 councils reporting to different Ministries. Under the MoYS, the institutional body responsible for civil society participation in the formulation and implementation of youth policy is the Public Council. Members of the Public Council are representatives of civil society institutions (currently 35 NGOs).

There are several advisory bodies established directly under the Cabinet of Ministers. For example, the Council of Employers has been in operation since 2008. It unites the representatives of regional

¹⁵ Recently the youth labour centres were renamed youth centres.

councils of entrepreneurs, regional federations of employers, NGOs and other organisations, and associations of small and medium-sized enterprises (SMEs). The Council on Issues of Professional Orientation of the Population was established in 2009 with an aim of overseeing the implementation of the Concept of the State System of Professional Orientation of the Population. However, in practice it is not functioning.

2.2.4 Youth NGOs

Youth organisations are subject to the special law on Children and Youth Organisations (1999), which defines youth organisations as public bodies encompassing people aged 14–35, and the general law on Public Associations (2012). According to Ukrstat, overall there were 69 175 NGOs and 15 097 charitable organisations (5 450 youth NGOs) registered in the country at the end of 2015¹⁶.

Nevertheless, in 2016, only 23 237 organisations reported to the offices of Ukrstat on their activities. The National Council of Youth Organisations of Ukraine unites regional and local NGOs for young people and children. Its primary objective is the consolidation of these NGOs in order to realise and protect their legal, social, economic, creative, cultural, sporting and other common interests, and also to coordinate their activities with a view to achieving integration with European and international youth structures.

Support for youth and children's organisations amounts to around 20% of the total budget of the state programme YoU 2016–20. The main tools for funding are open calls for proposals by projects (programmes, measures). The MoYS holds annual funding contests for projects developed by youth and children's NGOs. Similar contests are also organised by regional and local government administrations for regional and local projects. In 2017, the MoYS supported 42 socially important projects of youth and children's NGOs. About 604 000 young people were involved in the projects' activities¹⁷. The most popular areas of NGO activity are children and young people (43%), human rights (28%), civic education (23%) and solving various social problems (25%)¹⁸.

A number of donor-financed initiatives support the development of civil society. In order to establish a constructive dialogue and cooperation between civil servants who work with young people and civil society, the United Nations Development Programme (UNDP) Ukraine, in cooperation with the MoYS, launched an innovative educational 'Youth Worker' programme. The programme is aimed at ensuring an appropriate level of knowledge concerning the priorities, trends and challenges of youth policy and youth work, while also building the capacity of youth workers. The target groups of the programme are public servants who work with young people and leaders of youth NGOs. Training is organised in the form of joint learning, which aims to facilitate dialogue and cooperation between state actors and civil society¹⁹.

The British Council, in partnership with 68 local partner NGOs and youth organisations around the country, implements the Active Citizens programme (2014–18), which aims to facilitate social change by deploying 2 000 trained individuals who are influential within their communities. The programme works with young people throughout the country, including those affected by the conflict in East Ukraine, to develop behaviours and skills that promote intercultural dialogue and conflict resolution.

¹⁶ www.ukrstat.gov.ua/druk/publicat/kat_u/publpolit_u.htm

¹⁷ <http://rada.gov.ua/ru/news/Novosty/ru/news/Novosty/Soobshchenyya/151624.html>

¹⁸ ccc-tck.org.ua/download/library/1/

¹⁹ <http://youth-worker.org.ua/about/us/>

2.2.5 Employers' organisations

The law on Employers' Organisations, their Associations, and the Rights and Guarantees of their Activities (2012) provides legal, economic and organisational principles for the creation and operation of employer organisations, as well as outlining the main principles for their cooperation with governmental bodies and trade unions, as well as other public associations, enterprises, institutions and organisations. The law aims to increase the role of employer organisations in social and economic policy development and implementation, as well as in social dialogue. The main tasks of employers' organisations include the provision of assistance to **create new workplaces**, **participation in the improvement of professional development systems**, and contributing to the development and implementation of the national education, employment and professional orientation policy.

Liaison and communication between the education system and employers revolve around such issues as NQF development, the elaboration of national VET standards, the recognition of non-formal learning outcomes, and work-based learning. However, despite the existence of some successful examples of cooperation, employers are not ready yet for systematic financial involvement, which can be explained by the lack of a relevant legislative framework and the overall weak capacity of employers' organisations.

2.2.6 International cooperation

In contrast to the other Eastern Partnership countries, until now Ukraine has not benefited from any substantial EU, international or bilateral projects associated with its reforms in the field of youth policy. The country is a priority partner for the EU. An Association Agreement, including a Deep and Comprehensive Free Trade Area (DCFTA) between the EU and Ukraine was signed in 2017. The Association Agreement is the main tool for bringing Ukraine and the EU closer together: it promotes deeper political ties, stronger economic links and a respect for common values. The EU supports the integration of Ukraine into the European Higher Education Area and major reforms in the country to restructure and modernise the education system. In 2014, the country joined EU Erasmus+ programme as a partner country. In autumn 2014, a network for the Erasmus+ Ukraine programme was established in Kyiv and regions of the country, providing the necessary advisory support for Ukrainian citizens to participate in competitions within the framework of the programme. Under the 2015–16 Erasmus+ programme, Ukraine obtained EUR 16 108 000 for student exchanges and staff mobility projects. EU4Youth 2017–2020, a new programme for the Eastern Partnership region, will provide new opportunities for Ukrainian young people by developing youth leadership and entrepreneurship through a variety of actions and opportunities, including the provision of education and training to improve employability, giving support to creative young entrepreneurs and focusing on disadvantaged youth.

The ETF has been supporting the development and implementation of the NQF since its conception, with particular attention to stakeholder involvement, the development of standards and curricula and quality assurance. Since 2016, it has focused its resources on a new NQF implementation plan and the development of a fresh approach to educational standards and curricula for vocational education. Also, since 2014, the ETF has been providing support for the development of a medium-term skills forecasting model, based on modern international methodological approaches. At the end of 2017, the work was completed with the creation of a workable tool (model) for forecasting demand and supply in the labour force, from a medium-term perspective, and identifying any imbalances, taking into account occupational and qualification developments, but also using different scenarios of economic growth. It is important to incorporate this model in the structure of the skills intelligence system of the country.

The UNDP has been active in providing support in the field of employment policy, particularly in terms of assisting vulnerable groups to integrate into the labour market. Together with the ILO, it implemented the three-year project 'Social Inclusion of People with Disabilities through Access to Employment'. The project aimed to strengthen the institutional capacity of the SES in the provision of employment promotion services to people with disabilities through implementing a new methodology and providing capacity building for employment service personnel. Working on a joint programme – 'Promoting Mainstream Policies and Services for People with Disabilities in Ukraine' – alongside the ILO, Unicef and WHO, the UNDP facilitated the development of the model to provide job support and coaching services for people with disabilities.

In 2014, the UNDP signed a Memorandum of Understanding with the SES to cooperate in the areas of employment, migration, retraining for citizens over 45 years old, and support for youth employment and entrepreneurship. In particular, the Memorandum provided for the introduction of innovative evidence-based youth employment models that can be further replicated throughout the country, notably in the areas of early career guidance, support for youth entrepreneurship, and reducing the gap between education providers and employers, as well as other initiatives to facilitate young people finding their first job. Jointly with the ILO, the UNDP is now supporting the SES in a variety of ways, such as the development of a coordination mechanism for decentralised responses at the local level; the design and roll-out of a new performance management system; the diversification of active labour market programmes; improving its outreach capabilities and strengthening individual case management; and putting in place effective partnerships with social protection services.

In view of the complex labour market situation, the new ILO programme (2017–21), funded by Denmark, will support inclusive job creation in the country. It will have an integrated approach based on three pillars. Firstly, the programme will modernise the services of the Ukrainian public employment services enabling them to offer active labour market policies that are more effective and inclusive. Secondly, a strong skills component aims to close the skills mismatch by better aligning the skills of new labour market entrants with the demands of the private sector. Finally, the programme will support social dialogue mechanisms at the local and central level concerning critical issues such as informal employment, wages, or gender discrimination.

A number of international organisations and donors have been supporting education reforms. The British Council's ongoing project 'Quality and Excellence in Higher Education in Ukraine' aims to contribute to the development of an effective and efficient tertiary education system in the country through policy dialogue, knowledge sharing and awareness raising. USAID contributes to the sector through its Alliance USETI and Step-by-Step Inclusive Education Programme, while the World Bank is rolling out its own project, 'Strengthening Evidence-Based Policy Making with Education Statistics and Analysis'.

Several donor organisations are running projects that indirectly affect young people, for instance by supporting administrative reforms (USAID DOBRE project), or through enhancing the initiatives of civil society organisations aimed at assisting and monitoring the implementation of reforms, both at the central and local levels (the MATRA programme of the Government of the Netherlands). Young people are also beneficiaries of efforts to strengthen humanitarian actions addressed to those who have been displaced as a result of the hostilities in Eastern Ukraine. For example, the UNDP mobilised funding from the Government of Japan for two projects: 'Rapid Response to Social and Economic Issues of Internally Displaced People' (USD 6.3 million) and 'Economic Recovery of the Donbas Region' (USD 5 million). Both projects include activities aimed at co-financing the establishment of workplaces (both temporary and permanent) and awarding small grants to start,

re-establish or expand SMEs, together with providing training, legal, and consulting services. The International Organisation for Migration, with financial support from the Government of the UK, supports IDPs' self-employment and professional development, providing them with training and personal grants²⁰.

²⁰ www.iom.org.ua/en/mom-rozpochinaie-dodatkoviy-nabir-do-proektu-pidtrimki-vnutrishno-peremishchenih-osib-ta-naselennya

3. POLICY MEASURES SUPPORTING YOUTH TRANSITION TO WORK

Policy measures supporting youth transition to work concern the interface between education and the labour market, and include aspects of education, social and employment policies. This chapter examines the policy measures implemented in Ukraine. These are grouped into four sections: skills development, career guidance, first work experience, and active labour market policies. Further, the annex includes a list of the main programmes and projects implemented at the national, regional and local levels over the past three years, which are targeted at young people or specific youth groups, as well as general programmes that apply to young people.

3.1 Skills development

3.1.1 Modernisation of the education system

Successful economic reforms and innovation-led growth cannot be achieved without solving the major issues confronting the Ukrainian education sector, which is the main supplier of skills for the national economy. The government recognises education as a fundamental right and is committed to providing every citizen with access to lifelong learning opportunities and improving their quality. It aims to change the education and training system from one based on knowledge acquisition and accumulation to one that can equip young people with the necessary skills and competences to help them to be more successful in life.

Under the concept of the New Ukrainian School, a new 12-year education system has been introduced, comprising a basic 9-year secondary education, followed by a profiled three-year specialisation, bringing Ukrainian education closer to common practices in other industrialised countries. The first phase of general education will be focused on developing basic skills, and should normally last six years, depending on the learning outcomes that are achieved. During the next phase, the focus should be more on developing key competences. In order to deliver this, extensive work is currently ongoing to redevelop the secondary education curriculum. The last three years of secondary education is proposed to take place in academic lyceums (specialising in arts and humanities, mathematics and sciences or other academic fields) and professional lyceums, or in professional colleges or technicums that can provide a qualified worker or junior specialist diploma.

Vocational education plays an important role in the development of the national economy by producing a skilled workforce. The VET system had already been undergoing a considerable transformation since independence, for example with the transition to the degree system and the informatisation of the educational process; the optimisation of the vocational school network; the introduction of new organisational and teaching forms and learning technologies; and the upgrading of vocational education content. In May 2018, the MoES approved a draft conceptual framework for the reform of vocational education, 'Contemporary Professional Education', which defines a set of consolidated goals, development paths and key components of modern vocational education.

Transformations in the country's social and political life have brought a reform of the decentralisation of power, initiated in 2014. The State Strategy for Regional Development for the Period till 2020 envisages the recovery of regions' competitiveness by means of efficient regional economies' development. VET decentralisation is also realised under this new regime, which allows regions to control the financing of VET institutions from regional (oblasts, or cities of oblast significance)

budgets, and thus define trends in regional VET development based on the local demand for skills training. However, the first steps within VET decentralisation that started in 2016 were accompanied by serious challenges resulting from the lack of a relevant legislative and regulatory framework and the shortage of financial resources in the regions. This required the government's intervention. The 2017 State Budget closed the gaps within VET financing that had emerged in 2016. A guaranteed subsidy from the state budget (UAH 2 billion) for secondary education students, and a subsidy (UAH 119.6 million) for students who are training in occupations of national significance were introduced.

To ensure a better link between education outcomes and labour market demand, it is important to develop a new NQF, as the current qualification system, which was built on the tariff qualification system inherited from the Soviet Union and developed for the command economy, is unable to keep up with the changing needs of the labour market. The new NQF was approved in 2011. However, its development process has been lengthy and complicated. An important achievement has been the adoption of a new Action Plan for Implementing the NQF 2016–20. The plan is the result of constructive cooperation between stakeholders from the world of work and from vocational and higher education under the leadership of the MoES, with an active role played by the Ministry of Social Policy, the Federation of Employers and the Federation of Trade Unions.

The NQF and the new professional standards require essential changes in the content and delivery of professional education. Work has started on the creation and development of an appropriate education environment, including the services, methodologies, facilities and materials needed to support the strategic approach as well as to improve the capacities and qualifications of teachers in vocational schools and higher education institutions. In May 2017, the Cabinet of Ministers adopted a procedure for the development of occupational standards and work on a consolidated methodology in this area has started.

The Cabinet of Ministers has recently supplemented the list of 19 professions of national significance that was initially approved in 2016 with new six professions, and has allocated funding for the provision of training. Also, the MoES has launched a pilot project on the modernisation of the material and technical base of VET institutions to provide training in the professions most urgently demanded by the labour market. The pilot project initially identified three professions of national importance for which state funding was allocated in 2016 and 2017. In 2018, the government added three new professions and doubled financial support for training in these fields.

After recognising non-formal learning as a part of the education system, Ukraine has begun the development of a legal base for the validation of non-formal and formal learning. In May 2013, the Cabinet of Ministers adopted Resolution No. 340 on the Procedure for Validation of Blue-collar Occupations' Non-formal and Informal Learning Outcomes. This was followed in December 2013 by Ministry of Social Policy order 875/1776, which set criteria for (private) assessment centres and ministerial order 886, which outlined a list of occupations for assessment. The validation process based on occupational standards has been initiated for guards, cooks and welders. The Odessa and Rivne training centres of the SES and the Higher Commercial College of the National Trade and Economic University in Kyiv have acquired the status of assessment centres. The pilots showed that legislation alone is not enough to kick start a system for validation, and there are still many aspects related to the preparation of candidates, assessors, the availability of standards and the appropriate certification processes that need additional work.

3.1.2 Anticipation of changing skills needs

The importance of good labour market intelligence for tackling skills mismatch problems has been recognised at the highest political levels. Over the past few years, several normative documents, which define measures for the development of a system for anticipating demand and supply in the labour force, have been adopted. The law 'On the formation and placement of a state order for specialists, academic staff and skilled workers training, further training and retraining' (2012) provides for medium-term forecasting. The aim is to establish a system that will ensure the development of labour market projections from a medium-term perspective, carried out according to the methodology approved by the Ministry of Economic Development and Trade.

Currently the SES undertakes the collection, processing, presentation and dissemination of administrative data on the demand and supply of workers in the labour market. It analyses the indicators of demand and supply, submits proposals to the Ministry of Social Policy on the predicted development of the labour market and takes part in setting the main directions for the implementation of state policy in the field of employment for the medium term.

To support the VET decentralisation process, the MoES has developed a set of Guidelines for Shaping the Regional Order for the Training of Workers and Specialists, and a draft law that will regulate the regional training system for skilled workers and junior specialists in VET institutions has been submitted to the Verkhovna Rada. An important trend in the context of VET decentralisation is the establishment of regional skills councils comprised of local executive authorities, employers, professional associations, trade unions, educational institutions and VET providers. Skills councils have been assigned the important function of organising skills training for regional labour markets. However, the conclusions of skills councils are only recommendations, and there is no common practice regarding their participation in decision-making, which undermines their efficiency.

3.1.3 Out-of-school education

Out-of-school education is aimed at developing the capabilities of children and young people in the areas of education, science, culture, physical culture and sports, technical skills and other types of creativity, giving them initial professional knowledge and the skills necessary for socialisation, thus leading to further self-fulfilment and/or professional activity. It is provided by institutions of out-of-school education of different types and under various forms of ownership, including non-governmental associations, enterprises and other legal entities. There are around 1 400 state, municipal and private out-of-school education institutions, including 544 youth sports schools, which attract more than 1.2 million children (33.3% of school-age children). Children and school pupils attend clubs and associations of various kinds devoted to the creative arts (32 500), science (14 300), the environment and nature (7 100), scouting and local history (6 100), as well as 540 centres of military-patriotic education.

The main form of state control over out-of-school activities is the state certification of out-of-school educational institutions, which is held at least once every 10 years. The educational process in these institutions is carried out according to standard curricula and programmes, which are approved by the MoES.

However, the development of out-of-school education is hampered by a number of objective and subjective factors and unresolved problems, such as the gradual reduction in the number of out-of-school education institutions and falling enrolment levels; poor financial and technological support for

out-of-school secondary education at the local level (especially at the regional and rural levels); and insufficient scientific and methodological training of future teachers in the field of out-of-school education in higher education institutions.

There have been recent developments in the country to include non-formal education as a priority in youth policy, and to provide a legislative basis for the provision and recognition of non-formal education. The state programme YoU 2016–20 includes ‘development of non-formal education’ as one of its six priority areas for youth policy. It aims to encourage young people’s civic activism and support their ‘acquisition of knowledge, skills and competencies beyond the system of education, including through participation in voluntary activities, and the recognition of such experience as valuable’.

3.1.4 Adult education

The law on Education defines adult education as a component of life-long learning aimed at exercising a right to continuous education based on personal needs, social development priorities and the requirements of the economy. Adult education includes postgraduate education, professional training for workers, retraining and professional development courses and continuous professional development. Formal adult education is provided by the secondary (evening school), vocational, higher education and in-service training institutions. Non-formal adult education that addresses the specific educational and cultural needs of different social, professional, demographic and other population groups, and is directed at the development of additional skills in different categories of adults, is currently growing and is provided by different institutions, both public and private.

3.1.5 Professional development of employees

The law on the Professional Development of Employees establishes the legal, organisational and financial principles of the system of professional development for employees and defines the professional training of employees as the process of purposeful formation of special knowledge, which then builds the necessary skills and abilities to increase productivity and enhance the performance of professional functions.

The law distinguishes two types of professional training: formal and informal. Formal training may be conducted directly by the employer or organised under contractual terms in vocational schools or other training institutions that have a special licence for the provision of formal training services. Formal professional training is compulsory for employees in certain professions defined by the legislation (e.g., teachers and doctors). Employers may refer employees to an educational institution for professional training, retraining and skills upgrading by concluding an agreement with the institution. The implementation of informal training is not regulated. In most cases, it is provided in the form of informational and consulting services, as well as periodic participation in different seminars and training courses. As there are rather limited incentives for employers to invest in the professional development of their employees, on average, only 0.2% of total labour costs are spent on this purpose (ETF, 2017).

3.1.6 Vocational training for unemployed people

The SES provides registered jobseekers with the opportunity to access vocational training, retraining and/or professional skills development. In 2017, the SES provided vocational training in 177 of the most sought after occupations in the labour market to 163 000 unemployed people, of whom 53 300 were young people under the age of 35. Of those who completed vocational training, 95.6% were able

to find a job. Vocational training is provided in the VET centres of the SES and educational institutions, as well as other organisations and enterprises. In 2017, the SES signed contracts for vocational training with 28 800 educational institutions.

3.2 Career guidance

3.2.1 Professional orientation

Professional orientation is defined as a complex of interrelated economic, social, medical, psychological and pedagogical measures aimed at intensifying the process of professional self-determination and the realisation of the ability to work by identifying a person's abilities, interests, opportunities and other factors influencing their choice of profession and type of work activity. It is carried out by educational institutions, health care institutions, rehabilitation institutions, medical and social expert commissions, the SES, centres of professional orientation of the population, youth centres, NGOs, army commissions, penitentiary institutions and companies. The system of professional orientation is regulated by a range of normative acts such as the law On Employment of the Population, the Concept of the State System of Professional Orientation of the Population approved by the Cabinet of Ministers, and the Plan of Measures for the Implementation of the Concept of the State System of Professional Orientation of the Population approved by the Cabinet of Ministers.

The MoES is responsible for the provision of career guidance to young people in education. Since 2008, several elective courses of career guidance for grades 8–11 have been developed and approved by the MoES. Even though the development of these new courses represents an improvement, they have had a relatively limited impact on the career literacy of Ukrainian schoolchildren, as the courses do not cover all young children and are an elective element of the school curriculum. Also, the MoES has been organising various events to increase the attractiveness of VET provision. For example, in 2015 the ministry held five national-level skills competitions among VET students. In 2016, an All-Ukrainian competition of professional skills, WorldSkills Ukraine, was held with the aim of promoting vocational education and blue-collar occupations among young people.

The SES plays an important role in the professional orientation of youth. It aims to increase the awareness of young people regarding opportunities for employment, career development and the acquisition of additional skills that are demanded by employers. In order to improve its services the SES has developed the Professional Orientation Programme for 2017–2020, which introduces innovative forms of work and strengthens cooperation with social partners in the field of vocational guidance. The SES has further developed animated video clips on 20 professions, a vocational guidance lesson, 'Professions of the Future', and a reference book *Professions of the future for Ukraine*. In the 2016/17 academic year, employment centres conducted a 'vocational guidance lesson' in almost half of all general education institutions. The SES has also developed a free online platform for 'Career guidance and career development' (<http://profi.dcz.gov.ua/>). In 2017, the SES conducted 27 400 information and counselling guidance activities involving young people.

A great emphasis is placed on providing career guidance to young people with special needs. A range of methods are applied in offering career guidance to these students, such as: meetings between senior school and representatives of agricultural occupations; excursions to processing enterprises; arrangement of practical training and social support for those students who live away

from their families and work at production-and-training facilities; and continuing individual counselling for students on issues around learning, personal development, human relations and employment.

In 2015, to overcome a lack of modern online career guidance resources and tools, the UNDP, in partnership with the MoYS, the MoES and the SES, developed a guidance and career-building website for the youth portal 'My Career' (www.mycareer.org.ua). The portal provides information about the labour market and various professions, opportunities for development and the correct way to construct a career. In addition, it can offer young people the opportunity to take an internationally licensed test to determine their interests, skills and the future direction of their studies, and to obtain professional consultation on the results.

NGOs are also gradually becoming involved in different career guidance initiatives. In 2015, several NGOs, together with employers, established an alliance called the Ukraine Career Guidance Development Group, which aims to transform the career guidance system in the country. Along with the traditional roles of informing and consulting, they have introduced new approaches, such as simulation platforms, laboratories where children and young people can get to know an occupation not only by listening or observing but also by doing practical work in real companies. For example, the IT Ukraine Association, which unites companies in the software development field, organised a series of career guidance meetings with students. During these meetings, representatives of international IT companies and practitioners talked to students about job opportunities in the IT sector, the specifics of the industry and differences among key IT professions.

3.2.2 Career guidance services provided by the SES

The SES places special emphasis on motivating individuals for work and selecting the most efficient ways to ensure employment, with a particular focus on directing individuals to choose labour-market relevant occupations and assisting them in professional self-determination. The SES provides the following career guidance services to unemployed young people:

- provision of information on employment opportunities in the labour market, including the content and development prospects of modern occupations and employers' requirements, the forms of and conditions for learning related to the professions, and the possibilities for obtaining vocational qualifications;
- professional counselling aimed at optimising the professional self-determination of individuals on the basis of identifying their individual psychological characteristics, particular life situations, professional interests, inclinations and health requirements;
- professional selection to establish the compliance of a person with the requirements for specific types of professional activities and positions.

In 2017, the SES provided 7.2 million career guidance services to more than three million people, including 1.1 million who were unemployed. Professional orientation (career guidance) services were provided to over 410 000 unemployed young people under the age of 35 and to about 1.1 million students.

3.3 First work experience

3.3.1 Work-based learning in vocational education

An established legal framework for work-based learning sets out the general procedures for learners and students of vocational schools to undertake industrial training and practical work in real

workplaces. Although the current law on Vocational Education does not define work-based learning, it provides for certain forms of practical training, namely: industrial training sessions in schools; industrial training sessions at the manufacturing company or service provider; and practical training in the workplace and pre-final industrial practice at the manufacturing company or service provider. The law does not offer any special incentives for employers to implement practical training for students.

Due to the outdated technical equipment in the majority of vocational schools, the only opportunity for students to gain practical work experience is through workplace learning, industrial training or internships, especially in areas where technical equipment traditionally plays an important role (for example, mechanical engineering, agricultural production or the processing industries). There is a need to create new training laboratories or centres of excellence that are based on advanced technologies and modern industrial processes and where education and professional skills development could be provided for students in close collaboration with business.

In recent years, a number of initiatives have been aimed at developing elements of a dual system in VET provision. The system of dual education, or some its elements, has been introduced into the vocational schools of the oblasts of Kyrovogradska, Zaporizka, Volynska, Odeska, Zakarpatska, Vinnytska and Dnipropetrovska, as well as a number of other regions.

To increase the attractiveness of VET, the social partners have launched an initiative to create sector-specific practical training centres (in the format of structural units – workshops or production facilities) at state-owned VET institutions. This initiative is aimed at improving the quality of skills training, enhancing graduate competitiveness, and boosting jobseekers' professional mobility in the labour market by introducing modern technology, tools and materials into the training process. At present, there are about 90 such centres throughout the country. In 2017, the government allocated an additional UAH 50 million to continue the expansion of such centres, with the aim of having at least one in each region.

An example from the Odessa oblast represents an interesting approach towards public-private partnership in vocational training. In order to resolve the financial problems of vocational schools, which had become acute after the decision to stop financing them from the national budget and to put the financial burden on local budgets instead, it was decided to form vocational school clusters closely connecting them to businesses and employers in their respective areas. The North VET Centre was the first cluster to be created. It comprised schools from the Balta, Kodyma and Savran rayons. The education curriculum and training facilities of the Centre have been modernised and its financing system improved by attracting resources from companies. Knauf was one of the companies that joined the VET reform initiative in the Odessa oblast. The company contributed to the creation of national professional standards and the professional qualification of gypsum plasterboard installer, as well as providing teacher training and assistance in developing a new curriculum and teaching materials.

Another example of business involvement in curriculum development is an initiative that was implemented with the financial and technical support of the Swiss government (through the Swiss Cooperation Office in Ukraine, with a budget of CHF 400 000). A new three-year training curriculum for plumbers was developed jointly with the Geberit company, and a pilot was introduced in six vocational schools around the country.

In addition, several projects have been started that aim to foster a closer collaboration and partnerships between higher education institutions and business. The project 'University-Enterprises Cooperation in the Game Industry in Ukraine, 2015–2018', which is being implemented with technical

support from Erasmus+, aims at ensuring the employability and self-sustainability of graduates, unemployed engineers and anti-terrorist operations veterans by equipping them with the knowledge and skills demanded by the digital game industry. Within the framework of the project, a new curriculum and teaching resources are being developed with the involvement of various IT companies. The National Education Framework for Enhancing IT Students' Innovation and Entrepreneurship Project is aimed at developing and establishing the optimal framework for university-company cooperation – a model that can support contacts between students, universities and companies, as well as ensuring the transfer of knowledge between all actors.

3.3.2 Student internships

The law on Employment of Population provides that students from higher educational and VET institutions who have acquired a professional (qualification) degree at the level of 'skilled worker', 'junior specialist', 'bachelor' or 'specialist', and are continuing their education at the next educational and qualification level, have the right to undertake an internship in their profession (specialty) in companies. The purpose of an internship is to gain experience in carrying out professional tasks and obligations, as well as acquiring professional knowledge, skills and abilities, learning and mastering new technologies and equipment, and gaining additional competences. Internships are carried out according to an individual programme under the direction of an assigned employee who has at least three years' work experience in the corresponding profession. Higher and vocational education establishments, together with employers, are responsible for facilitating students' access to information about the possibility of internships.

In 2016, a new initiative for education-business partnerships – the Ukrainian Pact for Youth 2020 – was created. The goal of this programme is to unite the efforts of the companies, government and education institutions to contribute to the employment of young people, in particular by creating new good quality apprenticeship, traineeships or entry-level jobs. This initiative is implemented jointly by the MoYS, the Centre for Corporate Social Responsibility Development and the United Nations Population Fund. In 2016–17, 275 partnerships between education and business sectors were established and 11 414 apprenticeships, traineeships or entry-level jobs for young people were created. Although the initiative has been rolled out nationwide, only eight regions (the Vinnytska, Ivano-Frankivska, Lvivska, Odeska, Sumska, Dnipropetrovska, Cherkaska and Kyivska oblasts) out of 25²¹ have joined and 67 companies have signed the Pact²².

'The Best University-Business Partnership' award is granted within the framework of the Ukrainian Pact for Youth 2020. In 2017, the winner was Ukrtelecom, which developed two projects. 'The best are with Ukrtelecom' is a project about the realities of the modern telecommunications business. Some 85 students and graduates from five cities were involved in the project and the 11 best participants were offered their first job in the company. 'Technogen' is a complex education project involving internships for university lecturers within the technical subdivisions of Ukrtelecom and three months' student internships in a special programme with an opportunity of employment for the best participants. In 2015–16, 555 students were involved in gaining practical experience in the company, with 70 undertaking internships.

²¹ Excluding the AR of Crimea and Sevastopol city.

²² <http://csr-ukraine.org/wp-content/uploads/2017/02/Pact-Report-Ukraine.pdf>

A further important initiative is the internship programme of German business for Ukraine (2014–18), financed by the Government of Germany. The primary aim of the project is to provide practical knowledge and skills through internships lasting three to five months at German companies. The internships take place at German companies operating in sectors that play a key role in the country's economic development, including agriculture, mechanical and plant engineering, heavy industries, IT, and the energy and mining sectors.

In addition, many big companies, such as Coca-Cola Beverages Ukraine, Auchan Retail Ukraine and Nestlé Ukraine have their own programmes for supporting young peoples' first work experience through internships, coaching, mentoring and additional skills development initiatives.

3.3.3 Youth volunteering

One of the priorities of the state programme YoU 2016–20 is the development of an informal education system for young people, in particular through volunteering. The objective is to create a National Volunteer Service as a vehicle to engage young people in activities that are meaningful and significant for society, while in the process delivering non-formal education and encouraging young people to gain their first work experience. The law on Volunteering (2015) defines the scope of volunteering activities and the terms 'volunteering' and 'volunteer'. It also removes restrictions for volunteering organisations and institutions, clarifies the rights and responsibilities of volunteers, and introduces other provisions that contribute to the development of volunteering activities.

Volunteering is encouraged at the state level, but so far has no widespread following or support within society. This might be explained by the inheritance of the Soviet Union where volunteering did not exist. For young people, there are both structural barriers, such as the lack of support for volunteering, and individual barriers, such as inadequate information, an absence of free time, and the need to invest one's time in paid activities. However, there is great potential for the development of volunteering. The war in East Ukraine has boosted the volunteer movement in the country, and many Ukrainians, including young people, are now involved in collecting needed provisions for the army or taking care of the wounded in hospitals.

Various initiatives already support volunteering, such as the Orphanage Volunteer Programme in Ukraine, United Nations Volunteers and Volunteers for Peace. For example, a non-government initiative, GoGlobal, aims at improving Ukrainians' English language skills and ensuring that by 2020 all children aged 10–15 will speak English. GoCamp organises a series of residential camps where volunteers from all over the world come to Ukraine to teach children how to speak English. In the summer of 2017, GoGlobal was planning to bring 1 000 foreign volunteers to more than 600 schools, to teach 100 000 pupils all over the country.

3.3.4 Youth labour detachments

The youth labour detachment (student work team) entails the formation of temporary placements organised to provide employment opportunities for young people in their free time. Participation in the work of youth labour detachments gives young people an opportunity to develop skills and gain their first work experience. Traditional activities of youth labour detachments include working in agriculture, construction and environmental improvement, as well as the restoration of historical monuments and cultural heritage sites. Students of secondary and vocational schools as well as higher education institutions could be the members of these detachments. Although the structure and functions of these placements, which were inherited from the Soviet past, seem quite rudimentary in the market

economy, according to the MoYS, during the first half of 2014 there were 873 youth labour detachments organised all over the country and 17 397 young Ukrainians were temporary employed within these organisations²³.

3.3.5 Support for youth entrepreneurship initiatives

The law on Promotion of Social Development of Youth provides that the state supports and promotes the development of entrepreneurship initiatives and activities for young people. In particular, the state encourages the creation of youth business centres and incubators that provide information and advisory services, as well as developing and implementing a system of measures to support entrepreneurship among young people. The new Education law acknowledges entrepreneurship and financial literacy as key competences necessary for the successful functioning of a modern individual. In this context, the MoES will have an important role in developing a comprehensive approach to entrepreneurship across all levels of formal education.

In reality, the culture in Ukraine has not historically been supportive of entrepreneurship, and there have been relatively few entrepreneurial success stories to date, leading to a lack of role models to make entrepreneurship attractive. Only 5% of Ukrainian young people are entrepreneurs while 6% intend to become one in the future. Moreover, 41% would like to be entrepreneurs but point to obstacles such as the lack of start-up support (primary finance) or the difficult socio-economic situation and high tax rates (UNFPA, 2010). This indicates that with the right policies of support there is a significant potential for entrepreneurship to flourish.

However, the support network currently available to young entrepreneurs is very limited. There are not enough accelerators and incubators, and there is a lack of local mentors and few potential sources of investment. SMEs' willingness to innovate appears especially weak. There is little effective collaboration between universities and business, as higher education is still focused mostly on theory rather than practical applications. In addition, research institutions and universities do not effectively support innovation in Ukrainian companies. Both are structured to service the old, pre-independence economy and are in need of major reform to adapt to the new private sector realities.

Access to finance is rated by entrepreneurs as a major barrier to growth, as debt financing is limited and interest rates are high. To support economic growth, the European Investment Bank recently announced that it would provide a Ukraine-based bank with EUR 12 million in guarantees to support loans to SMEs. A business angels' community – UAngel (a member of the European Business Angel Network) – has been created to bring together entrepreneurs and investors, both domestic and foreign. The community aims to seek out interesting projects that a number of investors may combine to put money into, in order to reduce the risks. Youth Business Ukraine offers young people who wish to start up their own businesses not only loans without a collateral or guarantors, but also help in business planning and the regular support of mentors, who are volunteers from successful and well-known areas of the business community, at all stages of business start-up and development.

Recently, there have been some positive developments in the creation of a support infrastructure for youth entrepreneurship. Some local administrations, universities, NGOs and private investors have launched different acceleration projects. For example, the National Technical University of Ukraine has established a successful school for start-ups, which provides two months of free business

²³ <http://dsmsu.gov.ua/index/ua/category/331>

education focused on technology transfers and innovative entrepreneurship. It also runs a 'pre-incubator' to help aspiring entrepreneurs validate their business ideas. Moreover, the university has created three venture capital funds and is engaged as a partner in seven more.

Several donor-funded projects are supporting the development of youth entrepreneurship. For example, the Erasmus+ project 'Development of a network infrastructure for youth innovation entrepreneurship support on *fablab* platforms (2015–18)' is being implemented in Belarus and Ukraine. The aim of the project is to develop an environment that stimulates engineering creativity and entrepreneurial activities and fosters youth employability via university-business-industry networking on *fablab* platforms. Five university fabrication laboratories with innovative equipment will be created at universities in Belarus and Ukraine for the implementation of students' engineering projects and will serve as university-enterprise 'meeting points', opening networking opportunities in both directions.

Another example is the business-educational programme 'Young Entrepreneurs', which aims to bring together ambitious business-minded young Norwegians and Ukrainians to foster investment and trade between Norway and Ukraine. During two intensive weeks, one in Norway and one in Ukraine, the participants visit numerous Norwegian and Ukrainian businesses and meet with authorities and NGOs focusing on business ethics, good corporate governance and anti-corruption measures. Moreover, the candidates work with concrete business cases that should translate into real business. A further initiative supported by Norway is iHub²⁴. This provides start-ups with the necessary education and skills, mentorship support, and help in securing investments and high-quality infrastructure. Its aim is to develop an ecosystem of innovative start-ups in Ukraine and raise the quality of young innovators' skills in order to strengthen the social and economic potential of the country.

Social entrepreneurship is a very new trend in the country, which counts only about 50–100 social entrepreneurs. Although there have been a number of projects supported by foreign donors to promote the development of social entrepreneurship, organisations that work in this field are still very new and inexperienced. For example, the European Bank for Reconstruction and Development, in partnership with a local civil society organisation, ICF Community Wellbeing, which focuses on improving the rural economy and livelihoods in Ukraine, supported the social enterprise Cooperative Learning Farm 'Molocharske', which functions as a regular farm and as a training centre at the same time. It provides an opportunity for young trainees who wish to become junior vets to gain practical experience in the farm.

3.4 Active labour market policies

3.4.1 SES capacity building

The SES plays an important role in providing support to unemployed young people; however, its services are rather limited. Although there are a comparatively high number of specialists working within the SES system in relation to the number of clients served, and while it is based on a model of service provision very similar to that of EU countries, the Ukrainian employment system is severely underfunded and lacking in reliable ongoing analysis and efficiency indicators (UNDP and ILO, 2015). The country spends about 0.4% of its GDP on labour market policy, while in the majority of the EU countries this figure is typically 1–2%. According to Ukrainian legislation, the only source of funding for

²⁴ <http://ihub.world/en/>

the SES is the Ukrainian Obligatory State Social Insurance Fund for Unemployment Cases. Most of the Fund's resources go to paying the unemployment allowance (77.7%), while 14.6% is spent on administrative costs and only 4.5% is allocated to active labour market programmes.

In 2017, the SES provided services to almost 1.1 million persons, including 431 000 young people, 410 000 vulnerable people, 42 000 people with disabilities, 15 000 displaced persons and 44 000 veterans of anti-terrorist operations in East Ukraine. The number of people who found work that year with the help of the employment services was 783 000 (5% more than in 2016), including 297 000 young people. As of the end of 2017, 354 000 people were officially registered with the SES as unemployed, that is 9% less than a year previously. The number of employers who collaborated with employment centres increased by 11%, amounting to 183 000 people, and the number of vacancies in the SES database increased by 10% to 1 million²⁵.

In 2017, the employment services' reorganisation process started with the aim of simplifying access to the services by introducing new working methods, such as electronic services to facilitate job searches, online job interviews with unemployed people, and opening a hotline to the SES. The SES tested a number of new approaches for integrating women and people from vulnerable groups into the labour market, according to a methodology developed by the UNDP, at seven pilot employment centres. In 2018, the SES will start profiling the registered unemployed and will introduce the case-management approach to working with vulnerable groups.

3.4.2 Vacancy database and intermediation services

The SES operates a unified information and analytical system that includes a database of vacancies. All companies in Ukraine are required to register job vacancies with the SES and use the vacancy database during recruitment. However, many firms do not do so, preferring other recruitment methods, including private-sector services. In practice, the SES has access to only around 30–35% of labour market vacancies, and these are mainly low-paid jobs. Many firms do not hire workers registered as unemployed in the SES or use SES training services. The numbers and types of job vacancies posted on the website (www.dcz.gov.ua/) are therefore not representative.

The local (basic) employment centres register the unemployed and keep records of the services provided to them. These services include opportunities to use the internet for jobseeking, making video-CVs or having online interviews. According to the law, individuals registered with the SES as jobseekers have an obligation to actively search for jobs and to participate in events organised by the SES, such as seminars, career days and open days, as well as regularly visiting the employment centre.

3.4.3 Support for the employment of socially-protected employees

The following categories of young people are included in the list of socially-protected employees and are entitled, therefore, to special support in finding employment:

- orphans and children deprived of parental care;
- young people who have graduated from or terminated their studies in general educational institutions, vocational schools and higher education institutions;

²⁵ <https://zhy.dcz.gov.ua/analitichna-ta-statystichna-informaciya/sytuaciya-na-rynku-praci-ta-rezultaty-diyalnosti-derzhavnoyi>

- young people who have completed their mandatory military service or alternative (non-military) service (within six months after the completion or termination of such service);
- young people seeking employment for the first time;
- young people who have reached the age of 15 and who, with the consent of one of their parents, want to be employed.

Young people may also fall into a number of other categories of people who are considered to be socially-protected employees, as follows:

- a parent raising children under six years old or a single parent raising a child under 14 or a child with a disability;
- individuals released from prison or forced medical treatment;
- persons with disabilities;
- participants in and veterans of military operations.

The new law on Employment of Population (2012) changed the order of quota determination for the socially protected employees. Before quota was determined by the local state administrations, since 2013 the obligation of quota determination is assigned to the employer. If an enterprise employs more than 20 employees, the amount of quota is 5% of an average number of employees in the preceding calendar year. The law provides that the employers may ask the SES for assistance. However, they are responsible for calculation of the quota and are obliged to employ persons with additional employment guarantees. Employers who fail within one year to meet the established quota may be imposed with a penalty for each unsubstantiated refusal to grant employment within the established quota.

3.4.4 Promoting the employment of persons with disabilities

The law On the Basis of Social Protection of Persons with Disabilities (1991) forbids any discrimination against a person with a disability and provides that the refusal to hire such a person or the termination of someone's employment contract on the grounds of disability, are not allowed (unless the health condition does not allow the employee to meet their professional duties). To promote the employment of people with disabilities, a quota has been set at 4% of an average annual number of employees. If an enterprise employs between eight and 25 employees the quota is one working place. Enterprises that have fewer than eight employees are exempt from the quota. If an employer does not meet the requirements of the law concerning the employment of persons with a disability, relatively high financial sanctions can be imposed. Some employers choose to pay these penalties to avoid employing people with a disability. Thus, the effectiveness of quota-levy system is quite dubious. In practice, employers frequently do not meet the required quota, as out of more than 2 million working-age persons with disabilities who are meant to be covered by the established quota system, only one third are officially employed.

3.4.5 Promoting the employment of IDPs

The military conflict in East Ukraine has created a new vulnerable category in the labour market – the internally displaced persons (IDPs). Employment is one of the key issues for IDPs. Although the proportion of IDPs in employment has slightly increased from 35% in March 2016, to around 42% in April 2017, it is still quite low compared to the employment levels before displacement: approximately

one third of IDPs who had a job before the conflict cannot find a new one²⁶. Two main problems are linked to the employment of IDPs: first, there is a lack of jobs offering a decent salary; and second many IDPs do not have a complete set of documents, as in some cases it is difficult to obtain personnel files from their previous employers.

In 2017, a new measure aimed at supporting IDPs to enter/re-enter the labour market was introduced. It includes recompensing the unemployed IDP for transport expenses incurred in moving to another administrative territory for employment. The employer who gives a job to an IDP is entitled to receive an amount of compensation that covers their wage expenses for a six-month period, not exceeding the average monthly wage in that respective region. When an IDP is employed for retraining and professional development purposes, the compensation covers the costs of training up to an amount not exceeding ten times the state subsistence minimum.

3.4.6 Financial incentives for the creation of new jobs

In 2013, the mechanism of offering financial incentives to employers for hiring young people was significantly changed by replacing wage subsidies with a social tax rebate for the creation of new jobs. The current financial incentives are as follows:

- compensation in the amount of a single social contribution to SMEs for every unemployed person hired by the company and employed for more than two years in priority economic sectors approved by the government, such as agriculture, food processing, energy, water supply, the automotive industry and telecommunications;
- compensation in the amount of a single social contribution to employers who create new workplace vacancies for socially-protected employees, including young people, and employ them for a minimum of two years;
- compensation in the amount of 50% of a single social contribution to employers who create new workplace vacancies for the unemployed.

3.4.7 Facilitating the labour mobility of young people

In order to facilitate employment in certain professions (specialties) in rural areas, young employees that conclude an employment agreement for a minimum of three years with companies established in small towns and villages, are entitled to free accommodation for the period of employment and a one-off payment of ten times the minimum wage, funded by the state. Those employees who have worked for at least 10 years may be granted ownership of their accommodation.

3.4.8 Support for self-employment and entrepreneurship

The SES provides information and consultation services to the unemployed with an aim of guiding them towards entrepreneurship and self-employment. The information is provided in the form of individual consultations and group seminars. The SES also provides a non-recurrent unemployment allowance for starting one's own enterprise in the amount of one year's unemployment benefit. To qualify for the allowance a person must be registered as unemployed and must have been waiting for a suitable job for more than one month. The SES decides whether to grant the allowance on the basis of the results of a professional diagnosis of the potential recipients, taking into account their

²⁶ https://reliefweb.int/sites/reliefweb.int/files/resources/nms_report_march_2017_eng_new_0.pdf

knowledge and an analysis of their business plan. In 2017, the SES conducted almost 40 9000 individual and group consultation activities aimed at promoting entrepreneurship.

3.4.9 Paid public works

One of the priority directions for SES activities is the provision of temporary employment. Paid public works are organised to provide job opportunities for those who have no other sources of income and to preserve jobseekers' motivation to work. The duration of these works may not exceed 180 calendar days. In 2017, 220 000 persons, including 61 000 young people, took part in paid public works. Among the different types of work involved, the most common are assisting families of veterans of anti-terrorist operations, escorting people with visual impairments, providing social assistance services, landscaping, restoring historical monuments, and working with archived documents.

4. CHALLENGES AND PERSPECTIVES

Ukraine has undertaken a number of important steps in the establishment of legal and institutional frameworks that promote young people's transition to work. However, the large number of strategies, decrees and laws adopted in recent years have not created a uniform normative system enabling the effective employment of young people. Moreover, while legislative progress is evident, the implementation of legislation and the development of appropriate policy measures are lagging behind. Thus, a key challenge in the country is the gap between the stated policy goals and the actual implementation of policy measures. Official declarations regarding the need for better policies fostering youth employment are often not supported by carefully tailored measures, programmes and framework conditions. Also, underfinancing, ad hoc coordination of stakeholders and limited technical capacities constrain the implementation of reforms that have been approved.

The SWTS (2015) confirmed that both the education system and the labour market still face challenges in ensuring productive employment, namely: limited access to quality jobs; mismatches between educational and vocational training and labour market demand; the relative inefficiency of vocational orientation efforts; and difficulties in facilitating the adaptation of young workers to new jobs (Libanova et al., 2016). Moreover, some new barriers were identified in terms of school-to-work transition pathways: poor efficiency within the system for the identification of young people's skills and labour abilities; high informal employment rates; an extremely low level of awareness among young people about their employment conditions; a lack of efficiency in public employment services; the ongoing inactivity of trade unions and other NGOs; and employers' lack of focus on youth problems.

Overcoming these challenges and increasing youth employability requires political commitment from governments and the significant involvement of various stakeholders at different levels. In the current deep economic and demographic crisis and a rapidly changing labour market, a clear national standpoint is required on the pressing necessity of increasing economic activity and raising the employment rate, as well as fostering a smooth transition of young people into the labour market. This should include, firstly, reforms ranging from business and labour regulation that promote labour market flexibility to economic diversification and industrial and trade policies. Secondly, the development of comprehensive educational policies covering the full educational cycle is required – starting from early childhood interventions and covering the entire period of compulsory schooling to continuous vocational training in the life-long learning perspective. Thirdly, well designed and targeted active labour market programmes should be devised aimed at reducing labour market segmentation and enhancing youth employability.

In this context, this chapter will analyse the main institutional and operational constraints that have a negative impact on the quality and efficiency of youth policy measures, and will propose a number of necessary actions that could help to overcome such constraints and move the country closer to meeting the government's goal of ensuring youth employment.

4.1 Enhancing the coordination of stakeholders

The MoYS is the principal body in charge of youth policy development and implementation. As youth issues are multi-sectoral and cut across many different areas of governance, other ministries and institutions working in non-youth-specific sectors also have a significant role in youth policy implementation according to their mandate. However, there is a lack of understanding as to how the various ministerial mandates and activities link up with national youth policy priority areas and

activities. In addition, different ministries do not appear to work in any sustained, coordinated way to ensure that youth issues are mainstreamed across the government. There is no formalised and institutionalised mechanism for cross-sectoral cooperation to facilitate the involvement of different ministries in the implementation of a youth policy that is mainly based on ad hoc inter-ministerial working groups and/or meetings, which leads to a lack of cohesion or strategic vision on youth policy. Moreover, policy dialogue is sporadic and deals mainly with sector-specific and technical issues rather than strategic priorities.

There is a need for stronger strategic leadership to follow up on the youth policy agenda and ensure the coordination of stakeholders. The government could establish a high-level leadership committee on youth matters that would shape the development of a vision for youth policy and align it with the country's socio-economic goals, enhance national dialogue, and encourage the participation of stakeholders.

4.2 Increasing the effectiveness of skills needs intelligence

The skills mismatch in the labour market is caused partly by poor efficiency in the system for identifying skills needs in the workforce. The current system may have had merit in the context of a centrally planned economy, but it is now considered out of date and ill adapted to the needs of a market-oriented entrepreneurial and innovative economy. Also, in the context of decentralisation, the role of regional authorities in the process of skills demand forecasting (at the regional level) has significantly changed that requires improved system for determining short- and medium-term labour market demand at the regional level. Although good progress has been made in the creation of regional development plans and in the elaboration of the first regional orders for VET, there is a need to approve and finalise the legal framework that will determine these.

An effective way to improve the quality of data on skills demand is to strengthen cooperation between the public and private sectors in terms of data collection and the formation of an integrated database on labour market developments, using different sources of information, such as administrative data, labour force surveys, macroeconomic projections, sectoral surveys and regional surveys. It is important to enhance the capacity of different stakeholders in skills needs identification. To ensure effective incorporation of the results of skills needs analysis in the decision-making process it is necessary to provide transparent and accessible interpretation of the results and to inform the main stakeholders about major labour market trends.

4.3 Improving the attractiveness of vocational education

The public perception of secondary professional education is generally negative, with such training seen as a last resort for the weakest students. Although there have been concentrated efforts to motivate students to pursue more vocational training (for example, numerous publications with information on different occupations), young people in general still prefer white-collar jobs. On the one hand, young people are not willing to take blue-collar jobs because of low wages and poor working conditions. On the other hand, they lack the experience and skills to work in the managerial positions they desire. Therefore, changing the mindset of the population on the subject of vocational education will be no easy matter and, with low shares of young people continuing to emerge from the vocational system, there will be an insufficient number of technical workers to meet future demand in the economy (Libanova et al., 2016).

In order to build trust in vocational education it is necessary to better align education and training curricula with sector employment needs and the required industry credentials. Misalignments between skills needs and supply should be tackled through a set of government actions on multiple fronts. Measures should include: modernising and improving training facilities and workshops for professional training in VET institutions with the support and participation of local businesses; further diversifying learning pathways; improving programme quality and relevance; updating curricula using industry input; creating skills standards that are aligned with local needs and international standards; facilitating workplace learning; advancing cooperation at all levels of the education system; building regional skills alliances; disseminating good results from high performing schools; and promoting blue-colour jobs for young people and their parents/families by presenting success stories and graduates' labour market outcomes through various means.

4.4 Strengthening links between education and business

A number of positive, albeit modest, steps have been taken to improve cooperation between education and business. Employers are participating in the NQF, national VET standards and curriculum development, as well as providing internships and industrial training. For example, the Federation of Employers has taken the lead in setting up the Institute of Professional Qualifications to promote the establishment of sectoral skills councils for the development of occupational standards. This initiative provides an opportunity for public-private partnerships that can increase the institutionalisation of the role of employers. However, industry and employers still receive limited support from the government for skills upgrading, and few mechanisms are in place for employers to provide regular feedback. Although some initiatives are demand-driven, policy making remains a top-down process, and the private sector's engagement with broader skills development remains limited.

The government needs to establish policies and procedures to encourage businesses to become involved in the development, approval and implementation of new curricula and education materials, as well as encouraging business representatives to take part in public councils and structures under the MoES or educational public institutions. There is also a need to increase understanding about the importance of education-business partnerships by conducting awareness raising campaigns for education providers, employers, young people and the broader public, presenting success stories and highlighting the advantages that all the parties could gain from this partnership.

4.5 Improving career guidance

Although many initiatives and actors are involved in the provision of career guidance, their efficiency is questionable in view of the essential imbalance between labour market demand and supply and the high level of youth unemployment (particularly in the 15–24 age group), as well as the relatively small influence of the career guidance system on the professional choices of young people.

The main challenges in this area include a lack of in-house career guidance specialists in education institutions in many regions; insufficient career guidance training of the teaching staff; the poor quality of material, technical, information and methodology provision; and a lack of clear coordination between different career guidance actors (ETF, 2017). In general, career guidance for children and young people focuses mostly on psychological assessments, using inefficient instruments and approaches. Instead of providing opportunities for young people to develop an interest in particular professional areas (and this should not be restricted to supplying information, but should mainly focus on practical activities), as a driving force for career development over a lifetime, the system often issues judgments that could be mistaken and could instead limit individuals' career opportunities

There is a need to strengthen the career guidance system by developing a national career guidance framework that includes up-to-date education/information materials; training for career guidance specialists; improved coordination and partnerships between different service providers and stakeholders; the establishment of municipal centres offering career guidance to children and young people; and awareness-raising campaigns for young people and their parents on a range of career choices. Students, their families, and individual jobseekers should all have access to reliable information on labour market prospects, job requirements and wages across all sectors of economy.

4.6 Fostering opportunities for young people to gain their first work experience

An important challenge affecting youth transition to work remains the limited opportunities for young people to gain their first work experience. Internships, apprenticeships or an appropriate work placement can provide a great boost to a young person's chances of employment by helping them to develop the skills needed in the workplace and by strengthening relationships with potential employers. There is a limited interest among employers to support additional skills development for young people. In addition, there is a lack of initiatives for raising the awareness, interest and motivation of young people in pursuing work experience while studying.

To encourage employers to provide work placement opportunities for young people, the government could provide financial incentives to companies, linking them to performance criteria and fund-matching mechanisms to prevent abuse, as well as promoting public acknowledgment for employers who actively provide these opportunities (through annual contests and prizes, state and public awards, public ratings, etc.). It is important to establish a robust framework for internships to assure that interns receive training in their profession and gain appropriate skills. There is also a need to ensure that traineeships are accessible to young people from disadvantaged backgrounds, for example, by establishing a support scheme for these candidates.

4.7 Strengthening active labour market policies

Youth employment policy is based on a guaranteed right for young people to obtain their first job. Accordingly, the state is strongly engaged in the assurance of employment for young people and continues to take initiatives to fulfil this promise. This approach is based on the assumption that after finishing education, young people will seamlessly enter the labour market and remain within it. In the current economic reality, with unstable contracts, employment uncertainty and changing needs for qualifications, this vision of a stable working life has become unrealistic, requiring new tools and approaches to foster youth employment.

There is need to assess whether the first-job guarantee for young people that is provided by law is functioning in practice, and whether there is a need for support mechanisms, such as added incentives for employers. To facilitate the job-search process, the government could consider enhancing labour management information to ensure that it contains up-to-date data on vacancies, as well as on wages, by sector, occupation and location, along with current and future labour market prospects and other relevant information. The SES needs to make efforts to reach those young unemployed who are not registered in the system to ensure their rapid integration into the formal labour market, as well as to improve the services offered to socially disadvantaged groups. Young people, particularly the most disadvantaged, need to be provided not only with skills for the labour market but also, more importantly, with life skills and support mechanisms. As interaction with young people requires a high level of professionalism on the part of the public employment service

specialists, there is a need to strengthen the SES so that a more efficient service delivery is ensured. This would require capacity development and regular staff training. To aid in this process, it would be useful to study examples of progressive international experience.

4.8 Enhancing youth entrepreneurship

The overall environment in Ukraine is not supportive when it comes to start-ups and small business development. There is a lack of support mechanisms for the development of youth entrepreneurship, particularly in terms of financial support for young entrepreneurs. The current government's loan policy for young people is imbalanced and aims at promoting consumption (e.g. house buying through the 'Youth housing programme') with no support for income generation (in particular through start-up grants or micro credit to encourage youth self-employment or business development). Therefore, there is a need for state-supported alternative mechanisms and institutions (e.g., a public-private fund) that could provide young entrepreneurs with the capital (loans, start-up grants, micro credit, etc.) for starting their own businesses.

There is also a need to further expand entrepreneurship support programmes targeting the investment readiness of start-ups, such as training courses, seed funds, incubators and accelerators, business plan competitions and mentoring. This could be done by building on the successful initiatives established in universities, such as the Science Park and the entrepreneurship programmes at the Kyiv Polytechnic Institute, as well as by opening municipal business centres for young people that could provide young entrepreneurs with office space and equipment, information, consulting, contacts, etc. Although, the SES provides training and advice for the development of business plans there is a need to provide further advice and mentoring during the start-up period of a business.

It is also important to stimulate the entrepreneurial spirit of young people by including entrepreneurial learning within education curricula. This should be reinforced through careers guidance, which should provide advice on self-employment and better business start-up information.

4.9 Strengthening evaluation and monitoring

Monitoring and evaluation is a weak point in the system. The main strategic documents in the field of youth policy do not contain any monitoring and evaluation provisions, besides a general statement that the MoYS is responsible for evaluation. There is currently no official data on evaluation and/or revision of the Roadmap, the YoU programme or the Strategy itself, nor any approach for their evaluation. Therefore, there is a need to establish a results-based monitoring system that would provide data on programme outcomes and evaluate the impact of new and existing measures. Evaluation and monitoring system may be used as a tool to verify both whether the measures are implemented correctly and whether these are the right programmes to be implemented.

ANNEX: PROGRAMMES AND PROJETS SUPPORTING YOUTH TRANSITIONS TO WORK IN UKRAINE

Title of programme / project		Target group(s)	Implementing institutions	Level (national, regional, local)	Funding (source, estimate size)	Number of beneficiaries (per year if a regular activity)	Main activities / services
Skills development							
1	NQF and National Professional Standards Development	Education system of Ukraine, education authorities, policy/decision-makers, educators, experts, employers, others concerned	Inter-ministerial Working Group, Federation of Employers of Ukraine (FEU)	National	National budget, ETF, British Council, FEU		Main activities identified by the National Action Plan for the NQF, available at http://mon.gov.ua/activity/education/naczionalna-ramka-kvalifikaczij/plani-zaprovadzhennya.html
2	National Discussion and Awareness Raising on New Approaches to Education in Ukraine	Policy/decision-makers, educators, experts, employers, others concerned	MoES		ETF, British Council, other sources		Round-table discussions, seminars and training, study visits for policy/decision-makers, educators, experts and employers
3	Improving teacher education for applied learning in the field of vocational education, 2016–18	VET teachers, higher education institutions offering VET teacher training programmes, VET professionals	University of Konstanz, Germany	National	EU through Erasmus+		Analysis of VET teacher training and VET system needs, revision of curriculum, input from EU countries on modern teaching, new forms of practice orientation
4	Developing business education in Ukraine as an element of the state policy for promoting entrepreneurship	Youth aged 13–17, school and university students, school teachers	MoES: Institute of education content modernisation (IESC), Kirovograd City Council	National / regional	Oblast budget (90%), donor support (10%)	6 schools of Kropyvnytsky city, 370 students	Developing and practical implementation of the school programme on entrepreneurship for students of grades 8–11 grades of secondary schools, visits to enterprises

Title of programme / project		Target group(s)	Implementing institutions	Level (national, regional, local)	Funding (source, estimate size)	Number of beneficiaries (per year if a regular activity)	Main activities / services
5	'Professional mobility'	Students of VET schools	VET schools of Dnipropetrovska oblast	Regional	Regional and Local budgets for VET education	Up to 10 000 students	Introducing new educational course into the curriculum of VET schools, providing knowledge and skills for VET students on mobility in the labour market
6	University-Enterprises Cooperation in Game Industry in Ukraine, 2015–18	University teachers and students, unemployed engineers including veterans of anti-terrorist operations, game sector managers	GameHub Consortium	National	EU through Erasmus+ EUR 811 193	Training provided to 180 university teachers, 500 students and 150 unemployed people including veterans of anti-terrorist operations	Developing universities' curricula, plus the knowledge and skills that university students and unemployed people need for working in the digital game sector; professional development of university teachers and specialists in Employment Centres in the digital game industry; helping game sector managers to assimilate university graduates into their companies
7	All-Ukrainian Week of Human Rights: classes on labour rights of minors	School youth	Local Labour Centres	Local	Regional and local budgets	2 582 school students during Nov.–Dec. 2016	Learning about appropriate legal issues, working conditions, levels of payment in employing entities and labour market demand
8	Active Youth on a Labour Market, 2016–17	VET students and teachers of economics of the Volynska, Lvivska and Rivnenska oblasts	West-Ukrainian Regional Training Centre (Lviv) in cooperation with the Malopolska Institute of Local Governance (Krakow)	National	Ministry of Foreign Affairs of Republic of Poland	10 VET schools 20 teachers of economics	Training in entrepreneurship on the basis of VET schools, internship on the basis of labour centres of excellence
9	'Model of Social Partnership of VET School and an Enterprise' (pilot project on dual education on the basis of Zaporizky titanium-magnesium plant)	3 VET schools of Zaporizhya city	Zaporizka Oblast State Administration	Regional	Regional and local budgets		Training qualified workers in line with the demands of the modern labour market

Title of programme / project		Target group(s)	Implementing institutions	Level (national, regional, local)	Funding (source, estimate size)	Number of beneficiaries (per year if a regular activity)	Main activities / services
10	Psychological services for students of VET schools	Students of VET schools of Zaporizka oblast	Methodological VET Centre in Zaporizka oblast	Regional	Regional budget		Proper functioning of psychological support services for students of VET schools
11	All-Ukrainian Professional Contests on Occupations for students of VET schools	Students of VET schools of all oblasts	Methodological VET Centres, other partners	National, regional, local	Regional and local budgets, contributions from employers		Professional competitions for VET students in acquired skills
12	Developing Centres of Excellence on Innovative Production Technologies (by the types of industries)	Students of VET schools of Dnipropetrovska oblast	MoES, Dnipropetrovska Oblast State Administration, local plants and enterprises, VET schools	International, national, regional	International donors, state and regional budgets for VET education	1 500 students of VET schools of Dnipropetrovska oblast	Learning new production technologies in the course of the regular VET curriculum on the basis of successfully operating plants and enterprises
13	Public/Private Partnership to Improved Sanitary Education in Ukraine, 2014–18	Managers, teachers and students of VET schools MoES officials	NGO 'Gurt', Geberit company	National	Government of Switzerland through the Swiss Cooperation Office in Ukraine CHF 400 000	6 selected VET schools, teachers and students of selected VET schools, MoES' officials	New plumber training curriculum (3-year course leading to a degree as plumber installer), a manual and workbook for students, equipment for selected VET schools, training for teachers
14	Providing access to VET for youth with hearing impairments, 2016–18	Young people with hearing impairments Students of VET schools with hearing impairments	VET school in Odesa city, Odesa City State Administration	Local	Local budget	36 young persons with hearing impairments	Providing an appropriate learning environment for students with hearing impairments, including through appropriate soft/applications for smart phones; developing education curriculum and materials for this category of students; training teachers to work with the students with hearing impairments using the developed curriculum and materials

Title of programme / project		Target group(s)	Implementing institutions	Level (national, regional, local)	Funding (source, estimate size)	Number of beneficiaries (per year if a regular activity)	Main activities / services
15	Introducing new courses on job searching and entrepreneurship into the regular curriculum of the VET schools of Khmel'nitska oblast	Students of VET schools of Khmel'nitska oblast	Methodological VET Centre of Khmel'nitska oblast, VET schools of oblast	Regional	National and regional budgets for VET system	In 2015: 7 002 students of VET schools In 2016: 6 316 students In 2017: 6 126 students	Training on jobseeking methods and tools, covering interviews, communication in the workplace, business administration skills development
16	Regional Programme of Ternopil'ska oblast on Training Qualified Specialists for Military and Law Enforcement Sectors, 2016–20	Youth aged 15+, VET college with enhanced physical and military training, Ternopil city	Ternopil'ska Oblast State Administration, Ternopil'ska Oblast Council, VET college	Regional	Regional budget: UAH 43 878 000	200 students	Training qualified professionals for the Ukrainian military forces and for other law enforcement institutions, providing quality vocational education in the military field
17	Ternopil'ska Oblast Programme on VET Improvement and Development (in development for 2018–20)	Students of secondary and VET schools, teachers	Ternopil'ska Oblast State Administration	Regional	Regional budget: UAH 35 000 000 Local budgets: UAH 3 550 000 Community budgets: UAH 420 000 Other sources: UAH 3 403 000	9 000 students	Providing access to and improving the quality of vocational education; training highly qualified workers to be competitive in the labour market; ensuring an appropriate education environment and the capacities of the VET schools; attracting investment
18	Training Youth for Public Service, 2015, Zakarpatska (Transcarpathian) oblast	Students of higher education institutions	Zakarpatska Oblast State Administration, Centre of Capacity Development for Public Servants of Zakarpatska oblast	Regional	Regional budget		Training students of higher education institutions in public service issues

Title of programme / project		Target group(s)	Implementing institutions	Level (national, regional, local)	Funding (source, estimate size)	Number of beneficiaries (per year if a regular activity)	Main activities / services
19	VET Teachers' Capacity Development, Zakarpatska oblast, 2015–17	Teachers of VET schools	Methodological VET Centre of Zakarpatska oblast, LTD 'Snezhka-Ukraine', LTD 'Yadzaki-Ukraine'	Regional	Regional budget	159 teachers of regional VET schools	Short-term capacity development programmes and training for teachers of VET schools in modern engineering technologies
20	Improving capacity development for the needs of Volynska and Rivnenska oblasts	Deputy directors of the VET schools, teachers of economics	Volynska and Rivnenska Oblast State Administrations (Education, Science and Youth departments)	National / regional	In the framework of the project	44 VET schools of Volynska and Rivnenska oblasts, 22 deputy directors, 44 teachers of economics	Setting up and developing 'Career Centres', improving the level of economics education
21	Developing education materials and teaching aids for VET schools, Zakarpatska oblast, 2017	Teachers and students of VET schools	Methodological VET Centre of Zakarpatska oblast, teachers-experts of VET, educators	Regional			14 manuals and workbooks for students developed and recommended for use in the education process
22	National Education Framework for Enhancing IT Students' Innovation and Entrepreneurship End of the project – September 2016	IT students and specialists in Ukraine, IT-business sector in Ukraine	Coordinators: Linnaeus University, Sweden Kharkiv National University of Radioelectronics, Ukraine	National	EU through Erasmus+		Developing an infrastructure for university-company partnerships, developing needed changes to the national standard for IT education, developing and delivering new courses on innovation and entrepreneurship for Ukrainian students (for example, the course 'IT Start-up Creation')
23	Roma Programme Initiative of the International Renaissance Foundation in Ukraine, ongoing since 1998	Roma youth	International Renaissance Foundation (Soros Foundation), Ukraine	National	George Soros's Private Fund, Council of Europe		Ensuring access to education for Roma youth; providing scholarships for Roma young people to study in Ukrainian high schools, internships in public administration, training in communication

Title of programme / project		Target group(s)	Implementing institutions	Level (national, regional, local)	Funding (source, estimate size)	Number of beneficiaries (per year if a regular activity)	Main activities / services
24	Roma Youth Action Plan Implementation	Roma youth	European Youth Centre, Budapest	International, national	Council of Europe	60 young Romany	Training for supporting Roma youth participation, promoting equality of opportunities for participation and countering the effect of discrimination on young Romany
25	Girls STEM 2016–17	Young Ukrainian females aged 13–19	NGO Centre for Corporate Social Responsibility Development	National	Own budget, companies' contributions		Contest for young females, mentoring by 'Top 20 Inspiring Women in STEM'
26	'Youth worker' Programme	Civil servants who work with young people and leaders of youth NGOs	MoYS, UNDP	National	National and regional budgets, UNDP		Training specialists to work with young people and on youth policy issues; providing career guidance for young people and consulting services by trained specialists
27	Regional Festival of VET School Students 'The Best Chef, Confectioner, Fashioner, Shaper' in Sum'ska oblast	Students of VET schools of Sum'ska oblast	Sum'ska Oblast State Administration, Methodological VET Centre of Sum'ska oblast	Regional	Donor contribution: UAH 2 500 for one of the contests in the framework of the festival	68 students of VET schools	Improving the professional qualifications of VET students, demonstration of obtained skills
28	Local contest 'VarenykyShostkaFest', Shostka city	Students of VET schools of Shostka city	VET school in Shostka city, Shostka City Council	Local	Donor contribution: UAH 8 000	1 500 students of secondary and VET schools, students of higher education institutions	Improving the professional qualifications of VET students, the demonstration of obtained skills, career guidance for school students
29	All-Ukrainian Festival of Foreign Languages 'My Profession is the Best'	Students of VET schools	Methodological VET Centre of oblasts of Ukraine, Goethe Institute in Ukraine	National, regional	Regional budget	25 student-finalists of the contest from Sum'ska oblast 3 students-finalists of the contest from Zakarpatska oblast	Promoting foreign language learning among VET school students, improving command of foreign languages in professional areas

Title of programme / project		Target group(s)	Implementing institutions	Level (national, regional, local)	Funding (source, estimate size)	Number of beneficiaries (per year if a regular activity)	Main activities / services
30	STEM: Occupations of the Future, 2016–17	Teams of secondary schools	NGO Centre for Corporate Social Responsibility Development	Local (Kyiv city)	Own budget, contributions from the companies	800 students of the 10th grade of Kyiv secondary schools	Interactive classes on IT, physics, biology and chemistry at the companies, career guidance
31	Inclusive Decisions for Equal and Accountable Society, 2012–16	People with disabilities (including young people), parents of children and youth with disabilities, local authorities and local government	British Council Ukraine, National Assembly of People with Disabilities	National	Co-funded by European Commission and British Council EUR 1 218 000	2 000 persons	Building an inclusive society by strengthening the role and capacity of persons with disabilities, including young people and their organisations, to participate in the policy-making process, aiming for better representation of their interests and the protection of their rights. www.britishcouncil.org.ua/programmes/society/ideas
32	Awareness raising in vulnerable youth on safe migration and employment, 2016–17	Students of VET schools	NGO 'Egida-Zaporizhya'	Regional	Donor contribution		Providing knowledge on the risks of human trafficking, safe migration and employment
33	Providing social housing for graduates of VET schools from vulnerable groups	Students of VET schools from vulnerable groups	Dniprovsk Oblast State Administration	Regional	Regional budget for social purposes	175 graduates of VET schools	Placing vulnerable young people into social housing
34	'Active Citizens' 2014–18	Young people including those with limited opportunities	British Council Ukraine, local partners	National, local	British Council	20 000 persons	Developing behaviour and skills which promote intercultural dialogue and conflict resolution for young people and others affected specifically by the conflict in East Ukraine www.britishcouncil.org.ua/active-citizens
35	Cluster on Labour Force Development	Institute of VET, Zaporizska Oblast State Administration, Federation of Employers of Zaporizska oblast	National Academy of Pedagogical Sciences	National	National budget		Interaction and partnership of cluster members for workforce development in the region

Title of programme / project		Target group(s)	Implementing institutions	Level (national, regional, local)	Funding (source, estimate size)	Number of beneficiaries (per year if a regular activity)	Main activities / services
36	Interactive map of business-university partnership in Ukraine	Universities and their students, employers	NGO Centre for Corporate Social Responsibility Development	National	Contributions from the companies to universities		Mapping public-private partnership for education development and the better preparation of young people for the transition to work
37	Management Trainee Programme, ongoing	Young people in Ukraine	Coca-Cola Beverages, Ukraine	Global, national	Company's resources	In 2016: 12 Ukrainian interns	Training in skills development on leadership and business management, internships at the company, seminars, coaching, personal and team projects
38	School of Corporate Social Responsibility	Companies, universities, NGOs, students	NGO Centre for Corporate Social Responsibility Development	National	Own budget, fees of participants		Training in companies' strategy development, case management, non-financial reporting, monitoring and evaluation of companies' activities

Career guidance

39	First All-Ukrainian Contest on Professional Skills 'WorldSkills Ukraine' 2016	Youth aged 18-22: students of VET schools, of the Universities, young qualified workers and experts	NGO 'WorldSkills Ukraine'	National and regional (oblast)	Donors, state and regional budgets (in the frame of institutional support)		Career guidance for young people, public demonstration of acquired professional skills by young people, sharing best national and international practices
40	Vocational Education High Day (annually)	VET schools	Volynska Oblast State Administration	Regional	Regional budget: UAH 60 000	10 000 young persons from the oblast	Career guidance, skills development in an informal environment
41	Professional orientation services over summer holidays, 2017	Students from grades 9–11 of general secondary schools, parents of children 13–17 years old	NGO 'Volynsky Institute of Civic Initiatives Support and Development'	Regional	Regional budget: UAH 8 004	180 persons	Training courses for young people and their parents, career guidance and consulting
42	Quest 'Your choice'	Students of secondary schools	Employment Centre of Volynska oblast, local employment centres	Local	Local budgets	4 002 school students over March–April 2017	Quests, games, testing, questionnaires, presentation of occupations, career guidance

Title of programme / project		Target group(s)	Implementing institutions	Level (national, regional, local)	Funding (source, estimate size)	Number of beneficiaries (per year if a regular activity)	Main activities / services
43	Professional Career Centres, 2017–18	Students of VET schools	Volynska Oblast State Administration, Volynska oblast employment centre	Regional	UAH 105 000	4 890 students	Support in job searching and self-employment, career planning, developing database of enterprises and employing organisations for student internships and employment
44	Career Centres under the VET schools and Universities, operating regularly since 2012	Students of VET schools and universities	Local employment centres of Volynska oblast	Regional, local	Regional and local budgets	7 586 students over the 2016/17 academic year	Career fairs, workshops, methods of job searching, consulting on job searching, presentations by employers, direct communication with employers, Vacancies Fairs
45	Support to youth employment (2015–17)	Students from grades 9–11 of general secondary schools, university students, unemployed young people	Volynska Oblast Youth Labour Centre	Regional	Volynska Oblast State Administration In 2015: UAH 73 000 In 2016: UAH 57 000 In 2017 (June–Sep.): UAH 8 995	In 2015: 2 683 persons In 2016: 1 840 persons In 2017 (June–Sep.): 225 persons	Consulting on employment, career guidance, workshops, training for additional skills development
46	Career Day (annually: 2015–17)	Students from grades 9–11 of general secondary schools, university students, unemployed young people	NGO ‘Youth Employment Centre’, NGO ‘Volynsky Institute of Civic Initiatives Support and Development’	National	MoYS, donor support In 2016: UAH 5 000 In 2017: UAH 15 000	1 000 persons per year	Training courses, Occupations Fair (available vacancies, exhibitions by employers, consulting on job searching), employers’ presentations
47	All-Ukrainian Social Project ‘City of Occupations’ (starting 2017)	Children and young people aged 2–17	International business magazine ‘Community’	National, regional, local	Regional and local budgets, contributions of employers	650 children and young persons	Career guidance in an environment focused on play and simulation

Title of programme / project		Target group(s)	Implementing institutions	Level (national, regional, local)	Funding (source, estimate size)	Number of beneficiaries (per year if a regular activity)	Main activities / services
48	Occupations Fair and Education Services for the Graduates of Secondary Schools	School youth from the last grades	Volynska Oblast State Administration	Regional, local	Regional and local budgets, contributions of employers	473 school students	Presentations by VET schools
49	Scientific picnics in Ukraine (Lutsk city), since 2014	School and university students	NGO 'Volynsky Institute of Civic Initiatives Support and Development'	National, regional, local	Donor support	Up to 1 000 students per year	Career guidance for students, demonstrations of interesting scientific experiments and discoveries
50	Portal 'My Career'	Students of secondary and VET schools	Oblast State Administrations, Methodological VET centres of oblasts	National	Regional budgets		Career guidance for young people, providing needed information on occupations and demand in the national labour market
51	Vacancies Fair (Dnipropetrovska oblast)	Students of secondary and VET schools, university students	Dnipropetrovska Oblast Administration, Methodological VET centre, associations of employers	Regional, local	Regional budget, donors' contribution	Over 10 000 students	Career guidance, presentations by employers, direct communication with employers
52	Decades of working professions (by types of industries)	Students of secondary and VET schools, university students, unemployed young people	Dnipropetrovska Oblast Administration, Methodological VET centre, Employment centre, associations of employers, enterprises	Regional, local	Regional and local budget, donors' contribution	Over 15 000 students and unemployed young people	Providing information for students on occupations and working conditions in enterprises, plants and industries
53	Professional orientation project, 'Positioning of workers' professions in rural areas'	Teachers and students of secondary and VET schools	Dnipropetrovska Oblast Administration, Methodological VET centre, Employment centre	Regional, local	Regional budget	7 000 students of secondary and VET schools	Professional orientation of students

Title of programme / project		Target group(s)	Implementing institutions	Level (national, regional, local)	Funding (source, estimate size)	Number of beneficiaries (per year if a regular activity)	Main activities / services
54	Skype consulting, 'Occupation near you'	Students of secondary and VET schools	Dnipropetrovska Oblast Administration, Methodological VET centre, Employment centre	Regional, local	Regional budget	15 000 students of VET schools	Professional orientation, counselling, seminars, training
55	Professional orientation project, 'Me-PROFI'	Students of secondary and VET schools	Dnipropetrovska Oblast Administration, Methodological VET centre, Employment centre	Regional, local	Regional budget, contributions of companies	4 000 young people	Career Fairs, study tours, seminars, job searching advice, employer presentations, direct communication with employers, visits of enterprises
56	Quest of the company 'Metinvest Travel'	Students of VET schools	Dnipropetrovska Oblast Administration, Methodological VET centre, Employment centre	Local	Company 'Metinvest Travel'	10 000 students	Quest, games, testing, surveys, job presentations, professional orientation
57	Web portal on career guidance and jobseeking, ongoing since 2015 http://hmptoterminal.at.ua	Students, the unemployed population including young people	Methodological VET centre of Khmel'nitska oblast	Regional	Regional budget	In 2015: 567 students In 2016: 859 students In 2017: 1 160 students	Providing information on the VET schools and higher education institutions of the oblast, as well as on occupations and their profiles; providing job search tools
58	Fairs of Occupations and Vacancies in Khmel'nitska oblast, regular since 2015	Students of secondary and VET schools, the unemployed population including young people	Employment centre of Khmel'nitska oblast	Regional, local	Budgets of regional and local Employment Centres	17 620 persons	Presentation of the services of Employment Centres for young and unemployed people, highlighting occupations in demand in the labour market, the professional orientation of young people, interactive contests, testing

Title of programme / project		Target group(s)	Implementing institutions	Level (national, regional, local)	Funding (source, estimate size)	Number of beneficiaries (per year if a regular activity)	Main activities / services
59	City of Occupations in Khmel'nitska oblast, 2015–17	Students of secondary and VET schools, unemployed population including youth of Khmel'nitska oblast	Publishing House 'Seven', international business magazine 'Community'	Regional	Regional budget	17 620 persons	Presentation of occupations, career guidance for young people, interactive contests, games, quests, testing
60	Fair of Occupations and Vacancies in the framework of the All-Ukrainian initiative 'Career Day' in Sumy and Shostka cities, Sum'ska oblast	Students of secondary and VET schools of Sumy and Shostka cities, the general public	Sum'ska Oblast State Administration, Shostka City Council, Methodological VET centre of Sum'ska oblast	Local	Regional and local budgets	800 students in Shostka 5 000 students at the oblast level	Presentation of occupations, career guidance for young people
61	Department of Uzhgorod National University on support to employment and career guidance for students, since 2014	Secondary and VET schools and university students	Uzhgorod National University (Uzhgorod city, Zakarpatska oblast)	Regional	National and regional budgets		Career guidance for students, support in employment for alumni and internships at enterprises for students
62	Fair of Vacancies and Occupations, Career Day, Career Centre under the Uzhgorod National University, 2016	Secondary and VET schools and university students	Uzhgorod National University (Uzhgorod city, Zakarpatska oblast), Regional Employment Centre, MoYS	Regional	National and regional budgets		Career guidance for students, support in employment and consulting, information on vacancies, presentations by employers, direct communication with employers
63	Fairs of Vacancies, Contests on Professional Skills (Odeska oblast, annually)	Students from the 9th and 11th grades of secondary schools, students of VET schools, university students	Methodological VET Centre, Regional and Local Employment Centres, Associations of Employers	Regional, local	Local budgets	1 500 students from the 9th and 11th grades annually	Career guidance, information on vacancies, working conditions and payment, presentations by employers, direct communication with employers, professional consulting on occupation choices

Title of programme / project		Target group(s)	Implementing institutions	Level (national, regional, local)	Funding (source, estimate size)	Number of beneficiaries (per year if a regular activity)	Main activities / services
64	Youth Club 'How to get success'	Students of secondary and VET schools who are orphans and those deprived of parental care, Odesa city	Charitable Foundation 'Sails of Childhood'	Local	Charitable Foundation 'Sails of Childhood' contribution	80–100 students annually	Career guidance, life skills development, consulting on occupation choices, training on leadership
65	Improving the Efficiency of Student Services	Students of four Ukrainian universities					Creating fully operational modern Career and Employability Centres that provide modern student services for placement, recruitment, career support, soft skills development, and closer cooperation among all stakeholders of the labour and education markets
66	Map of Occupations	School and university students	NGO Centre for Corporate Social Responsibility Development	National	Own budget, companies' contributions		Career education for young people, providing information and education materials as well as training on occupations and career development
67	Professional quest 'Self-made or your way to success'	Students of VET schools	Volynska oblast employment centre	Regional		3 721 students	Visits to enterprises, improving knowledge of chosen occupations
68	Make Your Choice Informed, 2017	Young people aged 10–17 years	NGO 'Va Potok'	Local: quest in Vinnitska oblast		300 participants of the quest 25 participants of the distance course	Quest available at http://blog.potok.org.ua/p/blog-page_26.htm ; and 10-week distance learning course on career guidance for young people available at http://blog.potok.org.ua/p/blog-page.html
69	Civic Initiative 'Ycnix/intern/in/ua'	Students of secondary and VET schools, students of higher education institutions, employers	Ukrainian Federation of Security Industry	National	Own budget		Support to students in communication with future employers and in internships, more information available at http://ufib.com.ua/index.php/osvita/hromadska-initsiatyva-uspikh-intern-in-ua

Title of programme / project		Target group(s)	Implementing institutions	Level (national, regional, local)	Funding (source, estimate size)	Number of beneficiaries (per year if a regular activity)	Main activities / services
First work experience							
70	Regional Education and Training Centre 'KNAUF', Odeska oblast, since 2017	Students of VET schools of Odeska oblast	KNAUF company, MoES	National, regional	KNAUF company	72 students of VET schools	Introducing dual education into the VET system, training qualified workers on the basis of industrial centres of excellence
71	Regional Education and Training Centre 'Henkel Bautechnik Ukraine', Odeska oblast	Students of VET schools of Odeska oblast	Henkel Bautechnik Ukraine, MoES	National, regional	Henkel Bautechnik Ukraine, MoES, German government	350 students of VET schools	Introducing dual education into VET system, training qualified workers on the basis of industrial centres of excellence
72	Training of qualified workers in the frame of dual education	Teachers and students of Zaporizky VET school of engineering	MoES, Institute of Modernisation of the Content of Education, Methodological centre for VET in Zaporizka oblast	National	National and regional budgets		Introduction of dual education in the system of VET schools
73	Training of qualified workers in the framework of dual education	Teachers and students of Kyrovohradsky VET school #4	Kyrovohradka Oblast State Administration, VET school #4, Association of Employers of Kyrovohradka oblast	Local	Regional and local budgets, contributions from private businesses	2 groups of students of the VET school #4	Training VET school students in the framework of the dual education system
74	Regional Education and Training Centre 'Geberit', since 2016	Students of VET schools of Odeska oblast	Geberit company, MoES	National, regional	Geberit company	148 students of VET schools	Introducing dual education into the VET system, training qualified workers on the basis of industrial centres of excellence

Title of programme / project		Target group(s)	Implementing institutions	Level (national, regional, local)	Funding (source, estimate size)	Number of beneficiaries (per year if a regular activity)	Main activities / services
75	'Model of Social Partnership of VET School and an Enterprise' (Ukrainian-German project on dual education on the basis of the Kryvorizky Iron-Ore Plant), 2017–20	Students of Kryvorizky Mining and Technological Professional Lyceum (VET school)	Federation of Employers of Dniprovsk oblast, Education Centre of Economics (Meklenburg, Germany)	International	Ministry for Economic Collaboration and Development (Germany)	1 group of Lyceum students	Introducing dual education in the VET system, training qualified workers in the framework of dual education
76	Creation of the Centre for Development of the Elements of Dual Education	Students of VET schools	Methodological VET centre of Dnipropetrovska oblast, German employers' association Nordmetall	International, regional	Regional budget, other sources	10 000 students	Training qualified workers
77	Internship Programme for Ukraine	Students of Ukrainian universities	Committee on Eastern European Economic Relations at the request of the German Federal Ministry for Economic Cooperation and Development Ministry of Economic Development and Trade of Ukraine	National	EUR 1 000 000 from the German government	To date, 48 participants from 10 regions of Ukraine including 29 young women selected out of 650 nominees	Three- to five-month internships of students of Ukrainian universities at German companies operating in key sectors for the country's economic development: agriculture, mechanical and plant engineering, heavy industries, IT and the energy and mining sectors. Further support in the employment of alumni in local companies
78	Youth Labour Detachments, annually over students' summer holidays	Students of secondary and VET schools, university students	MoYS, local state administrations	National, local	Regional and local budgets		Support for students to gain their first work experience, mostly in agriculture and construction

Title of programme / project		Target group(s)	Implementing institutions	Level (national, regional, local)	Funding (source, estimate size)	Number of beneficiaries (per year if a regular activity)	Main activities / services
79	Ukrainian Pact for Youth 2020, ongoing	Youth of Ukraine	NGO Centre for Corporate Social Responsibility Development, MoYS	National		In 2016: 106 partnerships set up, providing 5 500 openings for youth internships and first jobs	Creating a minimum of 300 public-private partnerships by the year 2020, providing 10 000 openings for internships and first jobs for young people
80	Alliance for Youth	Young people in Ukraine	Nestlé, Ukraine	National	Company's resources	In 2016: 267 internships were provided, 730 young people were employed by the company	Providing opportunities for young people to obtain an internship at the company, developing skills
81	Irpin' City Tournament 'BusinessPROFI'	School students aged 13–17	Irpin' City Council, Irpin' Development Agency, Company of Intellectual Technology (KINT)	Local	Donor support	In 2017: 135 students	Online decision-making on company and business management on the basis of a business simulation programme ViAL+
82	Centres of entrepreneurship development (since 2017)	Unemployed youth, active entrepreneurs	Local Employment Centres of Lutsk city, Novovolynsk city, Kovel city (Volynska oblast)	Local	Local budgets	Since July 2017: 571 persons	Consulting services
83	Chutivsky Business Centre, Poltava oblast (regular since 2002)	Children and young people aged 12–18, entrepreneurs	Chutivsky City Council, Petrivske Village Council	Local	Local budget (85%), donor support (15%)	40–50 students per year	Training in entrepreneurship on the basis of business schools, visits to enterprises
84	Summer School 'Business Poltava'	School students aged 13–15	Chutivsky City Council, Petrivske Village Council, Company of Intellectual Technology (KINT)	Local	Local budget (85%), donor support (15%)	30 students per year	Training in entrepreneurship and leadership, visits to enterprises, advertising contest

Title of programme / project		Target group(s)	Implementing institutions	Level (national, regional, local)	Funding (source, estimate size)	Number of beneficiaries (per year if a regular activity)	Main activities / services
85	P2P, 2016	Students from the law departments of five leading Ukrainian universities	UF Eterna Law company	National	Company's resources	In 2016: 350 students participated in the contest	Holding a contest for students from the law departments of the universities, mentoring and providing internships
86	Youth business plans contest, 2017	University students, unemployed young people, youth NGO representatives	NGO 'Volynsky Institute of Civic Initiatives Support and Development'	Regional	Volynska Oblast State Administration UAH 8 000	About 150 persons	Training, business plan development contest and consulting
87	MicrosoftYouthSpeak	University students and unemployed youth	NGO 'Volynsky perspectives'	Local	Microsoft in Ukraine	270 young persons	Promoting the use of IT in job searches
88	Way Home Project, 2016–17	Unemployed participants in the anti-terrorist operation in East Ukraine, including young people up to 35 years old	NGO 'Volynsky perspectives'	Local	Democracy Foundation (the programme of the US Embassy in Ukraine)	321 participants in the anti-terrorist operations	Psycho-social and legal support, assistance in business start-ups or self-employment
89	Starting your own business (Sep. 2016–Aug. 2017)	Youth, including unemployed young people	NGO 'Volynsky perspectives'	Local	International NGO 'HP International'	45 young persons	Starting up and running a business, business English, working with websites, mobile and social media for business development
90	FutureMerchants, 2016	Graduates of educational institutions	Auchan Retail Ukraine	National	Company's resources	In 2016: 34 young specialists were employed after their internship	Internships, mentoring, additional skills development

Title of programme / project		Target group(s)	Implementing institutions	Level (national, regional, local)	Funding (source, estimate size)	Number of beneficiaries (per year if a regular activity)	Main activities / services
91	Start-up School 'Sikorsky Challenge'	Young people, students of secondary and VET schools and higher education institutions	Start-up School, Centre of Innovative Entrepreneurship under the National Technical University of Ukraine 'Kyiv Polytechnic Institute'	National, international (Ukraine, Azerbaijan, Moldova, Georgia, Poland)	Donors' support	800 students trained, 50 of them successfully run their own businesses	Focus on training, mentoring, youth entrepreneurship, consulting, and databases. For more information, see: www.sikorskychallenge.com/startup
92	Contest: 'Kharkiv is the City of Youth Initiatives'	Students of Kharkiv city universities	Kharkiv City Council	Local	Local budget, donors' contributions		Contest for students' business plans in 4 categories
93	Regular All-Ukrainian Business-Tournament (http://kint.com.ua/ua/)	Young people aged 13–17, school and university students, young entrepreneurs	Company of Intellectual Technology (KINT), MoES: Institute of education content modernisation (IESC), Kyiv National Economic University (KNEU), KPMG, Coca-Cola	National	Coca-Cola, KPMG, KNEU, NGO 'Poruch'	In 2014: 126 students In 2015: 761 students In 2016: 2 565 students In 2017: 2 455 students	Business and company management on the basis of the business simulation programme ViAL+, online and offline decision-making
94	Kropyvnytskyi oblast Business Tournament	Young people aged 13–17	Company of Intellectual Technology, Kirovograd CIC, Kirovograd City Council	Local	Donor support	In 2016: 200 students In 2017: 250 students	Online decision-making in company and business management on the basis of the business simulation programme ViAL+
95	Kropyvnytskyi City School of Business Leadership	School students aged 13–15	Kirovograd City Council, Company of Intellectual Technology (Kirovograd)	Local	Local budget (70%), donor support (30%)	Secondary schools of Kropyvnytskyi city, 120 students	Training in entrepreneurship and leadership, visits to enterprises, advertising contest
96	Development of a network infrastructure for youth innovation	University students	Coordinator: Buckinghamshire New University, UK	National	EU through Erasmus+ EUR 571 271	University students, higher education	Establishing 5 fablab centres in universities, modernising universities' curricula, developing methodology and

Title of programme / project		Target group(s)	Implementing institutions	Level (national, regional, local)	Funding (source, estimate size)	Number of beneficiaries (per year if a regular activity)	Main activities / services
	and entrepreneurship support on fablab platforms		Ukrainian Association of Student Self-Government			institutions, companies	courses, supporting youth innovative entrepreneurship and employment through the network infrastructure: university-business-industry

Active labour market programmes

97	Employment support services in employment centres	Unemployed young people	Local employment centres of Volynska oblast	Local	Fund of the compulsory state social insurance of Ukraine in case of unemployment	17 314 unemployed people; 3 248 participants in the training	Job search guidelines, seminars, training courses (including on business plan development, business idea identification, entrepreneurship), internships
98	Seminars and training courses: 'Youth in the Labour market' and 'Features of youth employment', held regularly	Unemployed young people registered with the State Employment Centres	System of State Employment Centres of different levels throughout the country	National, regional, local	National and regional budgets	Unemployed youth	Training courses and seminars for unemployed young people, providing new knowledge and skills for improving youth employability
99	Distance learning for young people using the free educational portals 'Prometheus' and 'LingvaSkills', held regularly	Unemployed young people	System of State Employment Centres of different levels throughout the country	National, regional, local	National and regional budgets	Unemployed young people	Providing access to free educational resources, ensuring new skills development by unemployed young people
100	Professional education of unemployed young people on the request of employers (after formal education)	Unemployed young people	System of State Employment Centres of different levels throughout the country	National, regional, local	National and regional budgets	In 2017, 53 263 young people under the age of 35 were trained.	Developing/improving professional skills that are in demand by employers after formal education
101	Vocational training for unemployed and workers	Unemployed population including young people, participants in the anti-terrorist	Methodological VET centre of Odeska oblast	Regional	Regional budget, budget of the regional employment centre,	Annually about 100 alumni	Vocational training, skills development, consulting

Title of programme / project		Target group(s)	Implementing institutions	Level (national, regional, local)	Funding (source, estimate size)	Number of beneficiaries (per year if a regular activity)	Main activities / services
		operation and members of their families			contributions by employers		
102	Programme of State Employment Centre in Support of Entrepreneurship, held regularly	Unemployed population including young people registered with employment centres	Employment centres of different levels throughout the country	National	State and regional budgets	In 2017: 944 unemployed young persons	One time subsidy of 1 year's unemployment benefit for entrepreneurial activity
103	Internet resources for job search: www.dcz.gov.ua/ www.dcz.gov.ua/ https://rabota.ua/ www.ukrjob.com/ www.intrud.gov.ua/ (employment of persons with disabilities) http://job.i.ua/ www.jobs.com.ua/ http://jobs.km.ua/	Unemployed persons and those searching for a job, including young people	SES, other recruiting organisations	National	State budget, advertising on the sites, other resources	Unemployed persons and those searching for a job including young people	Providing information on vacancies and other useful information for employment

ACRONYMS

ETF	European Training Foundation
EU	European Union
EUR	Euro (currency)
IDP	Internally displaced person
ILO	International Labour Organisation
IT	Information technology
MoES	Ministry of Education and Science
MoYS	Ministry of Youth and Sports
NGO	Non-governmental organisation
NQF	National Qualifications Framework
SES	State Employment Service
SMEs	Small and medium-sized enterprises
SWTS	School-to-Work Transition Survey
UAH	Ukrainian hryvnya (currency)
Ukrstat	State Statistics Service of Ukraine
UNDP	United Nations Development Programme
USD	United States dollar (currency)
VET	Vocational education and training
YoU	State programme Youth of Ukraine 2016–2020

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