

# NATIONAL CAREER DEVELOPMENT SUPPORT SYSTEM REVIEW – UKRAINE

2022

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## ACKNOWLEDGMENT

ETF would like to thank the national expert, Ms Hanna Voronina, for her valuable commitment to leading the consultation and validation process, and for drafting this report.

Our special gratitude for making this review successful goes to all the institutions and individuals involved in the consultation and validation process: the Ministry of Education and Science, Institute of Education Content Modernization, Directorate of Youth Policy of the Ministry of Youth and Sports, Directorate of Employment and Labour Migration of the Ministry of Economy, Department of Vocational Training and Career Guidance and Department of Public Service of the State Employment Service, EU4Skills, Centre for CSR Development Ukraine, Career Hub Ukraine, Institute of Professional Qualifications, Institute of Problems on Education of the National Academy of Educational Sciences of Ukraine, Institute of Vocational Education and Training of the National Academy of Educational Sciences of Ukraine, National Qualifications Agency, National Association of Career Guidance and Educational Advising. This publication would not have been possible without the personal enthusiasm and dedication of Iryna Shumik, the Director General of the Directorate of Vocational Education of the Ministry of Education and Science, and all the CG experts involved in the interviews and consultations.

Special thanks also go to the external peer reviewer Raimo Vuorinen, Project manager at the Finnish Institute for Educational Research (FIER) at the University of Jyväskylä and Chair of the Board of the International Centre for Career Development and Public Policies (ICCDPP); and to the ETF internal peer reviewers Cristina Mereuta, Franca Crestani, Iwona Ganko, and Outi Kärkkäinen.

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# 1. CONTEXT AND SYSTEM OVERVIEW

## Background

Education, training and labour market systems are increasingly challenged by global developments such as digital transformation, globalization, demographic change, climate change and global disruptions such as the COVID-19 pandemic. All these have a profound impact on the lives of individuals and on society. The development of technology, especially information and communication technology (ICT), has boosted economic globalization and opened new opportunities for people, but also new risks.

Amidst these developments with uncertain outcomes, some things are for sure: firstly, a fast-evolving world and a changing labour market require individuals to become real lifelong learners, to acquire new competences to cope with change and to adapt and further develop existing competences. And, secondly, there is a growing demand for valid information on the changing labour markets and future prospects. This goes along with a growing need for supporting people to manage their more frequent and complex transitions within and between education and work. In this context, there is a greater need than ever for career development support. At the same time, career development support – that is lifelong career guidance, and in particular career education, and career development support for workers – itself faces challenges in adapting to the new circumstances.

Against this background, ETF engaged in reviewing the state of national career development support systems in Armenia, Azerbaijan, Georgia and Ukraine. The objective of the reviews is to describe existing capacities and development potentials of career development support systems, not just services or policies, to inform policy and practice enhancement in a system approach, to support the selection of country priorities for further system development and future planning, and to inform ongoing and future EU and ETF activities, like the EU4Youth. For more information about the conceptual approach to the reviews, please refer to the ETF-ILO publication “Developing National Career Development Systems”.

The review process was led by local experts under the coordination of ETF and included (a) desk research and individual consultation interviews, (b) a national consultation meeting that involved all relevant stakeholders to clarify open questions from desk research, to add details and triangulate desk research findings by listening to different points of views from Ministries of education, labour and youth, social partner representatives, youth organizations, practitioners, employer organizations, sector representatives, researchers, (c) review report finalization, translation and distribution, (d) discussion of findings with national authorities to identify priority areas for further system development, (e) a wide validation event to discuss the review findings and how to move forward in priority areas identified, and (f) last revision of the report that is being published in both English and national language.

### 1.1 Context

Ukraine<sup>1</sup> is the second-largest country in Europe with a population of about 41.3 million which represents a rapid fall from 50 million in 1999. Its neighbours are Poland, Slovakia, Hungary, Romania, Moldova, Russia and Belarus<sup>2</sup>. Ukrainians make up the majority of population (77.5%), with Russians (17.2%), Romanians (0.8%), Belarusians (0.6%), Crimean Tatars (0.5%), Bulgarians (0.4%), Hungarians (0.3%), Polish (0.3%), Jewish (0.2%), and Armenians (0.2%) being the largest ethnic groups<sup>3</sup>. 69% of the population of Ukraine lives in urban areas, including 2.9 million in the capital of Kyiv. Currently, the share of young people (aged 15-24) is 13.2% of the working age

<sup>1</sup> all data exclude the temporarily occupied territory of the Autonomous Republic of Crimea, the city of Sevastopol and a part of temporarily occupied territories in the Donetsk and Luhansk regions

<sup>2</sup> <http://www.ukrstat.gov.ua/>

<sup>3</sup> <https://www.worldatlas.com/>

population that is steadily decreasing from 16.7% in 2013 and 14.1 in 2019. At the same time, the percentage of the population aged 60+ set at 23% in 2018 is expected to grow to 25% by 2025<sup>4</sup>.

Ukraine is a lower middle-income country<sup>5</sup> with a slow growing gross domestic product (GDP) per capita from USD 2 186 in 2016 to USD 3 725 in 2020<sup>6</sup>. In the past 10 years Ukraine's GDP growth has been fluctuating, with a considerable fall to -9.8% in 2015 to a moderate rise to +3.5% in 2018 and a Covid-related fall to -4% in 2020. The main contributors to the GDP in 2021 were services (42.3%), industry (27%), trade (17.7%), transport (6.8%) and agriculture (3.3%)<sup>7</sup>. The population income has fluctuated in recent years, with a moderate rise in real disposable income of 5.6% and increase in consumer prices of 8.5% in 2021<sup>8</sup>. The key factor to the economic growth has been the increase in household consumption, at the same time, socio-economic development is affected by external debt payments, a low level of labour productivity and social standards, and a high level of poverty<sup>9</sup>.

Today, Ukraine's labour market faces multiple challenges including an aging labour force, low labour mobility, a high level of informal employment and growing labour migration. The last 3 years showed a steady decrease in the employment rate from 57.1 in 2018 to 56.2 in 2020, against a moderate increase in the unemployment rate from 8.8 to 9.5 respectively (see Table 1). The World Bank's Doing Business assessment of 2020 ranked Ukraine 64<sup>th</sup> out of 190 countries<sup>10</sup>. The majority of jobs in Ukraine are in services (67.8%), industry (26.5%) and the agricultural sector (5.8%). The share of population (15+ age group) in the informal sector has fallen from 21% in 2019 to 20.5% in 2020 and affects the following sectors: agriculture (44.6%), trade and the construction sectors (15.9%), and industry (5.5%)<sup>11</sup>. The mass dismissal of employees has reached 301 000 employees in 2020 compared to 198 000 in 2019 mostly in Lviv, Kyiv and Kharkiv regions in civil governance, health sector and recycling<sup>12</sup>.

The situation in the Ukrainian labour market is quite difficult for people with disabilities: 73.8% of them are unemployed. In addition, there is significant gender inequality in the labour market with consequences for financial and mental wellbeing, and stereotypes about male and female jobs persist in society. Young people encounter multiple difficulties in the labour market and the level of youth unemployment in recent years remains high due to limited hard and soft skills and lack of work experience. The share of young Ukrainians not in employment, education or training (NEET, aged 15-24) decreased from 17.8% in 2016 to 15.5 on 2020. In 2021 young people aged 30-34 (83.3%) were the most economically active, followed by young people aged 25-29 (79.6%). Ukrainian youth aged 15-24 show a lower level of economic activity (33.7%). Such a low rate in the youngest age group among young people is mainly due to the high level of involvement in the education process (84.1%), which delays their entry into the labour market. It is difficult for young people in Ukraine to make choices in education and careers, as they often do not have access to information on successful or promising industries and relevant employment opportunities. In addition, they are usually guided by irrelevant stereotypes about professions and the often outdated ideas of their parents.

<sup>4</sup> Policies for Human Capital Development Ukraine, 2020. ETF

<sup>5</sup> <https://data.worldbank.org/>

<sup>6</sup> <https://index.mfin.com.ua/ua/economy/gdp/>

<sup>7</sup> <http://www.ukrstat.gov.ua/>

<sup>8</sup> <http://www.ukrstat.gov.ua/>

<sup>9</sup> Policies for Human Capital Development Ukraine, 2020. ETF

<sup>10</sup> <https://www.doingbusiness.org/en/reports/global-reports/doing-business-2020>

<sup>11</sup> [www.dcz.gov.ua](http://www.dcz.gov.ua)

<sup>12</sup> [www.dcz.gov.ua](http://www.dcz.gov.ua)

**TABLE 1. MAJOR EMPLOYMENT indicators<sup>13</sup>**

Years		2016	2017	2018	2019	2020
Youth unemployment rate (% aged 15-24)		23.0	18.9	17.9	15.4	19.3
	female	21.5	17.0	19.3	15.3	18.5
Employment rate: total, female, VET graduates* (% aged 15+)		56.3	56.1	57.1	58.2	56.2
	female	51.6	51.4	52.5	52.9	51.2
	VET graduates	62.9	61.6	62.5	59.7	Missing
Unemployment rate: total, female, VET graduates* (% aged 15+)		9.3	9.5	8.8	8.2	9.5
	female	7.7	7.7	7.4	7.9	9.1
	VET graduates	10.6	11.1	9.9	9.2	Missing
Young people not in employment / education / training - NEETS (% aged 15-24)		17.8	15.9	14.5	15.6	15.5
	female	20.8	19.0	17.8	19.9	18.4
Young people not in employment / education / training by labour status - NEETS (% aged 15-29)		23.0	22.1	20.2	20.2	Missing
	Inactive	14.5	14.6	13.5	14.1	Missing
	unemployed	8.5	7.5	6.8	6.1	Missing

(\*) VET graduates: ISCED levels 3-4 combined

In 2021, the number of registered unemployed Ukrainians (up to age 35) reached 30%, 29% were aged 35-44, and 41% aged 45+. Half of the registered unemployed individuals have higher education (49%), 34% have vocational education, and 17% have general secondary education<sup>14</sup>. According to research of MoYS 'Youth of Ukraine 2019'<sup>15</sup>, 61.2% of young Ukrainians work in their speciality while 57.2% would like to change their profession: 7.8% of young people work in services, 5% are freelancers and only 4.1% are officially employed. 46.2% of young people find their first job with the help of parents, relatives, friends. Only 6.3% of young Ukrainians are self-employed and run their business. 36.8% of young Ukrainians plan to move from their living place, half of them would like to move abroad to study or work. Faced with the constant mismatch between job expectations and economic reality, many young people find the solution for building a more stable and secured future by emigrating to other countries.

To improve the national statistics and employment situation in Ukraine and to ensure sustainable development of the human capital of Ukraine, it is crucially important to build an effective and reliable national career development system. Currently, the system is in the revival stage and the increased social and institutional interest is mainly from career guidance services and partly from having to meet modern requirements and labour market needs. The legislative framework is to be updated so that relevant responsibilities are clearly divided between the providers of career development support for all age groups, so that it is well-coordinated and regularly monitored. The standard curricula do not provide career development support in the educational process, although certain steps for introducing it as an elective component at schools have been made recently. The overall crisis in the economy

<sup>13</sup> ETF Key indicators on education, skills and employment 2021: [https://www.etf.europa.eu/sites/default/files/2021-11/kiese\\_2021.pdf](https://www.etf.europa.eu/sites/default/files/2021-11/kiese_2021.pdf)

<sup>14</sup> [www.dcz.dov.ua](http://www.dcz.dov.ua)

<sup>15</sup> <https://mms.gov.ua/>

and low prestige of vocational occupations lead to the fact that school graduates choose mostly more prestigious professions (lawyer, economist, tourism specialist, manager, psychologist, etc.) without considering the labour market needs.

In Ukraine, the Concept of the state system for public career guidance (September 17, 2008 # 842) that is the key legislation on the national system of career development defines the term 'career guidance' as a scientifically based system of interrelated economic, social, medical, psychological and pedagogical measures. Its aim is to activate the process of professional self-determination and the realisation of an individual's ability to work, and to identify abilities, interests, opportunities and other factors influencing career choices or changes in labour activity. The term 'professional self-determination' is frequently used to describe (1) a series of expectations that society poses on individuals (sociological approach); (2) a step-by-step decision-making process for making choices about a future profession, that helps individuals to gain an understanding of professional requirements and balances this with personal preferences and interests (socio-psychological approach); (3) a process for forming an individual lifestyle, part of which is a professional activity (differentiated psychological approach). Professional self-determination leads to the choice of a future profession or field of professional activity. Thus, career guidance represents the objective side of the interaction between individuals and society while professional self-determination represents the subjective side of this interaction, in other words career guidance is a specially organized external process and professional self-determination is an internal process.

Career guidance covers career information, career counselling, career choice and career adaptation and it integrates the broad principles of other fields, such as economics, employment, social development, and education and training. The main tasks of career guidance are: 1) promoting the career development and employment of a person by providing conditions for professional self-determination, choosing, or changing the type of employment, profession, qualifications, work, type and form of training and skills development; 2) promoting increased social and professional mobility of persons, encouraging legal employment in Ukraine, facilitating the realization of individual lifelong potential.

National basic career guidance providers are public employment centres, youth centres, non-governmental organisations, career centres at VET schools and higher educational institutions, postgraduate and further education institutions, private providers, enterprises, health care institutions, rehabilitation institutions, medical and social expert commissions, military commissariats and penitentiary institutions.

## 1.2 System overview

Due to a number of political, socioeconomic, demographic, institutional and cultural issues, there was a certain decline in attention to the national career development system until 2008. The content of career development support did not meet modern requirements and the lack of cooperation and coordination of the main stakeholders resulted in low effective career guidance. The economic crisis led to a significant reduction in the need for workers. In response, school graduates aimed at continuing to higher education, which provides better job opportunities even when the field of study does not match the occupational area of the job. Out-of-school institutions where children could pass specialized tests and acquire a primary profession (driver, cook, hairdresser) were closed. The state did not provide special hours for career guidance in educational institutions, or finance these. The lack of remuneration did not motivate teachers to carry out career guidance activities that were mainly provided by subject teachers in the context of teaching certain disciplines, such as in maths, physics, biology, foreign languages, etc.

Since 2008, with the approval of a number of legal documents that define the role and place of career development support in society, certain positive changes have been observed. Due to the implementation of the Concept of the State System for Public Career Guidance (September 17, 2008 # 842) (the Concept), the following two directions for career guidance were identified at the national, regional and basic levels: state (through coordination of career guidance activities between ministries

and central executive bodies) and non-governmental (associations of employers, public organisations and agencies, including commercial ones). In order to coordinate all relevant activities, the Council of Public Career Guidance was formed. The scientific and methodological support was entrusted to the Research Centres of the National Academy of Sciences; psychological and pedagogical aspects of career guidance became the responsibility of the Research Institutes of the National Academy of Educational Sciences; and the medical aspects were entrusted to the National Academy of Medical Sciences. During this period there was an active development of psychological services at schools, and one of the areas of activity was the support of professional self-determination and professional development of school students.

Currently, the Concept determines the levels of organisational structure of the state career guidance system (national, regional and local). According to this legislation, central executive bodies are responsible for the system management at national level: the Ministry of Economy provides career guidance for all social groups of the unemployed and employed able-bodied population; the Ministry of Social Policy provides career guidance for all those who need social protection; the Ministry of Education and Science provides career guidance for preschool and school age, vocational and higher education students; the Ministry of Youth and Sports provides career guidance for youth; the Ministry of Health provides career guidance for people with persistent physical disorders; the Ministry of Defence, Ministry of Internal Affairs provide career guidance for conscripts, servicemen and people discharged from military service; the Ministry of Justice provides career guidance for prisoners in penitentiary institutions; the Ministry of Veterans provides career guidance for war veterans and victims of the Revolution of Dignity, and their family members. The regional level system is managed by regional executive bodies and self-governing bodies. At local level, career guidance is mostly delivered by public employment centres, and the Institute of Personnel Training of the State Employment Service provides regular training and professional development for experts in this service. Youth centres, educational institutions, non-governmental organisations and agencies, employers' associations and business companies are also active players in the career guidance system development and implementation.

The purpose of the Concept is to ensure the development of the state public career guidance system in accordance with the priorities of the state economic and social policy, international developments and competitiveness of the national labour market. Funding for the development of the state public career guidance system guaranteed by the obligatory state social insurance is provided by national and local budgets and other legal sources. Necessary logistical and personnel support for the development of public career guidance is carried out through the relevant sectoral programmes, and action plans for implementing the Concept.

In 2018, the Order of the Cabinet of Ministers of Ukraine 'On Approval of the action plan for the implementation of the Concept of the state public career guidance system' (July 4, 2018 # 469-r) was adopted to provide updates to the system of public career guidance, introducing innovative services and terms of provision taking into account the principle of gender equality, creating conditions for intensifying career guidance, including retraining and upskilling.

## 2. POLICY FRAMEWORK

The Law of Ukraine 'On Employment' defines the state policy in the field of employment and guarantees free career guidance services for all citizens. It defines 'employment', 'unemployment', 'labour market', 'vacancy', and other terms; it declares the provisions of state employment policy and the management structure of this policy, active labour market policies, employment services, rights and responsibilities of the registered unemployed, etc.

The Law of Ukraine 'On Compulsory social insurance in case of unemployment' defines the basics of social insurance in case of unemployment, employment insurance policy management structure, the right of citizens to financial support in case of job loss, list and sources of funding for employment services and active employment promotion programmes, etc. Other laws of Ukraine provide the State Employment Service with the right to promote the inclusive employment for specific categories of the population, such as persons with disabilities.

The Decree of the CMU 'On approval of the Concept of the state public career guidance system' (September 17, 2008 # 842) includes an analysis of career guidance problems, suggested solutions and the stakeholders' priorities and expectations for further development. It defines the main provisions of public career guidance, its role, functions, and interaction on the subjects of the national system of career development, etc. The Concept is regularly revised and is the key document for guiding all actors in building a national system for career development support.

The Order of the CMU 'On Approval of the action plan for the implementation of the concept of the state public career guidance system' (July 4, 2018 # 469-r) covers actions for implementing the concept with responsible executive bodies and sets out the terms, cooperation methods and financial resources. Currently, the Ministries, other central executive bodies, regional, and Kyiv city state administrations ensure that the action plan approved by this Order is implemented within the established deadlines and submit to the Ministry of Economy by 15 January of each year information on the status of implementation of the action plan for its generalization and submission to the Cabinet of Ministers of Ukraine by 15 February.

The following information is set out in the Action plan for the implementation of the Concept of the state public career guidance system' (Action plan):

- the main responsibilities for the development of legal acts related to building a national system for career development support are assigned to the Ministry of Economy (MoE), the Ministry of Social Policy (MoSP), the Ministry of Education and Science (MoES), the Ministry of Youth and Sports (MoYS), the Ministry of Health (MoH), the Ministry of Internal Affairs (MoIA), the Ministry of Defence (MoD), Ministry of Agrarian Policy (MoAP), and the National Academy of Educational Sciences (MAES);
- the regional and Kyiv city state administrations, local authorities (by agreement)<sup>16</sup>, employers' organizations and their associations (by agreement), trade unions and their associations (by agreement) are responsible for: 1) involvement in career guidance activities to ensure career development support for all clients, 2) development and constant updating of electronic databases on career guidance for different categories of the population;
- the MoSP, MoH, MoES, MoYS, other relevant central executive bodies, regional bodies, Kyiv city state administrations, local authorities, employers' organizations and their associations, trade unions and their associations (by agreement) are responsible for providing targeted career guidance services to children with disabilities;

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<sup>16</sup> Preliminary agreement at the Concept development and approval stage to cooperate with the institutions that are not subordinate to the Cabinet of Ministers of Ukraine

- the MoES, MoH, MoAP, MoIA, MoD, MAES, other central executive bodies, the management of *inter alia* educational institutions, are responsible for the development and implementation of career guidance courses in educational institutions;
- the MoES, NAES (by agreement), employers' organizations and their associations (by agreement) are responsible for cooperation and assistance in career guidance for general secondary and higher education students and the development of professional competencies based on the existing and future needs of the labour market;
- the MoES, MoYS, MoAP, MoSP and other central executive bodies, regional bodies, Kyiv city self-government bodies (by agreement), employers' organizations and their associations (by agreement), trade unions and their associations are responsible for providing career guidance for vulnerable groups including internally displaced people;
- the MoYS, MoES, MoSP and other interested central executive bodies, NAES (by agreement), regional, local and Kyiv city state administrations (by agreement) are responsible for promoting the establishment of career centres in educational institutions to provide professional career counselling to young people;
- the MES, MoAP, MoIA, MoD, MoH, other central executive bodies, NAES (by agreement), regional and Kyiv city state administrations are responsible for the development of programmes and training courses for teachers on career guidance in educational institutions.

The Action plan includes 30 listed activities, including the development of methodological support for building the career management support system, promotion of vocational education and career guidance activities, organisation of skill competitions, increasing social mobility and accessibility of innovative CG services through implementing ICT, and integration of successful international experience for the development of an effective state public career guidance system, etc.

The Decree of the CMU 'On approval of the Procedure for registration, re-registration of the unemployed and keeping records of job seekers' (September 19, 2018 # 792) determines the procedure for registration, re-registration in the employment service; functions of a career counsellor of the employment centre, which provides services to jobseekers and employment promotion<sup>17</sup>.

The Order of the Ministry of Economic Development, Trade and Agriculture of Ukraine 'On approval of the Procedure for providing unemployment benefits, including one-time payment for the organization of unemployed business activities' (April 6, 2020 # 624) determines the procedure for the appointment and payment of financial support for the registered unemployed<sup>18</sup>.

The Order of the Ministry of Economic Development, Trade and Agriculture of Ukraine 'On approval of the Procedure for providing public career guidance services' (October 30, 2020 #2203) defines the principles and procedures of service provision of public career guidance<sup>19</sup>. It describes the organizational and legal basis for the provision of career guidance services by the employment centre. In particular, this document stipulates that career guidance services are provided to all social and age groups of people who have applied to employment centres, as well as groups of people in need of career guidance.

The Regulation on the State Employment Service (approved by the order of the Ministry of Economic Development, Trade and Agriculture of Ukraine (December 16, 2020 # 2663)) defines the state policy in the field of employment and labour migration, social protection against unemployment and outlines the main tasks of the State Employment Service<sup>20</sup>. Orders and instructions of the State Employment Centre concerning the implementation of regulations that provide instructions on the practical application of these provisions provide clarifications on certain issues of practical activities, provide guidelines for the organization of work and provision of technological service procedures.

<sup>17</sup> <https://zakon.rada.gov.ua/laws/show/792-2018-%D0%BF#Text>

<sup>18</sup> <https://zakon.rada.gov.ua/laws/show/z0537-20#Text>

<sup>19</sup> <https://zakon.rada.gov.ua/laws/show/z1129-20#Text>

<sup>20</sup> <https://zakon.rada.gov.ua/laws/show/z1305-20#Text>

The Decree of the CMU (October 28, 2021 #1121) approves the Procedure of implementation of a new model for providing customer-oriented services by employment centres to deepen cooperation between the SES and employers or other market participants, promoting legal employment and integration of registered unemployed and jobseekers into the labour market, establishing contact and intensifying contact with the economically inactive population, improving the culture of customer service and public confidence in the SES. The pilot project is planned to be fulfilled in four stages by the end of 2022 and coordinated by the MoE. 42 impact factors of the project (such as the average duration of a person who is unemployed after registration in the SES, the level of employment for the unemployed after registration, the provision of the registered unemployed with career guidance services from the SES, etc.,) will be analysed for further successful implementation.

The strategic plan of the Ministry of Education and Science of Ukraine 2024 focuses on modernising the school educational content to introduce a competence-based approach and life skills development and career guidance at school to support conscious career choice decisions. The document also deals with the modernisation of vocational and educational training (VET) and quality improvement of higher education and development of adult education in a lifelong learning context.

The state-targeted social programme Youth of Ukraine 2016–2020 proved its effectiveness by developing youth centres throughout the country, establishing programmes for self-development of young people and for sustainable development, and in cooperating with international partners, among other achievements. The Concept of the state targeted social programme Youth of Ukraine 2021–2025 is based on an analysis of the state and problems of youth development in Ukraine, and the results of previous programmes. It considers the programme requirements and prospects set by the Sustainable Development Goals of Ukraine until 2030. The Concept focuses on career learning and development for young people, adaptation to constant labour market changes, improving work readiness and increasing mobility and integration into the world youth community.

The legislative documents that regulate national career development support give a general understanding of key stakeholders' responsibilities and focus on main functions and tasks. Covering most of the system they partly give effective mechanisms to its development and implementation. The holistic analysis of the country and challenges for the national career development support system set out in this report should support constructing a well-coordinated and coherent policy framework with transparent roles and well-coordinated players. The frequent national reorganisations slow down reforms that leads to a lack of interest in building an effective system for lifelong career development support. The updating of relevant laws and orders in line with the European standards and successful models is an important factor to make the system operational and effective. A more evidence-based policy-making approach and a focus on the final beneficiaries of career guidance services needs to be considered. Effective system functioning becomes possible if legislation is regularly reviewed to reflect the basic needs of different user groups in line with the national realities of the labour market.

### 3. COORDINATION AND COOPERATION

#### 3.1 Promoting coordination, cooperation and good governance

According to the Decree of the Cabinet of the Ministries of Ukraine (January 21, 2009 # 28)<sup>21</sup>, an advisory body to the Cabinet of Ministers of Ukraine, the Council of Public Career Guidance, coordinates all relevant activities in the national system on career development. The Council Chairman is the Minister of Economy, other members are deputies of the Minister of Economy, the Minister of Education and Science, the Minister of Youth and Sports, the Director of the State Employment Centre, the academic secretary of the National Academy of Educational Sciences, and public sector representatives (trade unions and their associations, employers' associations and non-governmental associations and organisations). The Ministry of Economy provides organisational and technical support for Council activities with the assistance of the State Employment Service.

The Council's main tasks are to:

- comprehensively study problematic issues and the development of proposals for public career guidance based on the results of the analysis of the activities of ministries and other central executive bodies, national trade unions, their associations, national public organizations, and national employers' associations;
- promote the coordination of central and local authorities' executive powers and their interaction with local authorities' self-government and parties in social dialogue;
- develop proposals and recommendations for raising the level of professional orientation of the population, its legal, financial, logistical, personnel, scientific, methodological and information support;
- participate in determining the priorities of fundamental and applied research on public career guidance;
- ensure a systematic analysis of legislation on public career guidance, determine the main directions for its improvement and to draft legislation on these issues;
- promote the study, generalization and dissemination of relevant national and international experience;
- develop proposals for international development cooperation aimed at improving the state public career guidance system.

The Council has the right to:

- receive information in the prescribed manner from the central and local executive authorities, enterprises, institutions and organizations information necessary to perform the tasks assigned to it;
- form permanent and temporary working groups, committees involving central and local executive bodies, local authorities, enterprises, institutions and organizations, trade unions, their associations, public organizations and associations, employers' organizations and their associations, research institutions as well as independent experts;
- submit to the Cabinet of Ministers of Ukraine proposals developed on the results of their work to address current issues related to the functioning of the state public career guidance system;
- organize and hold conferences, symposiums, seminars, meetings on issues within its competence.

<sup>21</sup> <https://zakon.rada.gov.ua/laws/show/28-2009-%D0%BF#Text>

Due to a number of recent reforms and institutional transformations the Council (elected for three years) is currently not operational. It is supposed to regularly meet at least twice a year to develop proposals and recommendations to improve the career development system.

To introduce effective cooperation mechanisms in the field of youth career guidance, the Ministry of Youth and Sports, the Ministry of Education and Science, the Ministry of Social Policy and the State Employment Service (central office) signed a Memorandum of Cooperation on 3 June 2019. A number of joint activities in cooperation with the public sector have been held to activate the national career development system for all age groups. These include Skills Lab - a free comprehensive training programme for young people to address the skills gap; Skills for a Successful Career - a comprehensive course to improve the career management skills of VET graduates; Regional Forums 'Business–Youth: the WOW effect of cooperation'; and National forums 'Career talks: skills for success', among others. Ukraine's Pact for youth 2020 introduces the largest partnership between the public and private sectors to solve the problem of youth employment. It was initiated by the NGO Centre for Corporate Social Responsibility Development and the Ministry of Youth and Sports in 2016. The pact involves 700 partnerships between the business and education sectors; 100 forums, round tables and training sessions for over 3 000 young people, educators and employers; a number of publications, practical tools and educational programmes; and 45 000 places for internships and first jobs. It was signed by 148 companies and about 5 000 young people received mentoring support from leading companies. Ukraine's Pact for youth 2025 was signed in September 2020 to upgrade and update Ukraine's Pact for youth 2020 and it includes new approaches. Its goals are to promote the creation of 20 000 internships and jobs for youth in Ukraine; to facilitate the establishment of 1 000 partnerships between business and the education sector; to provide 1 500 young people with mentoring support from employers.

Stakeholders' priorities for career guidance development are stated in a number of strategic documents to highlight interministerial cooperation and joint work on the achievement of common objectives (The Action plan for the implementation of the Concept of the state public career guidance system', the Career guidance programme 2017–2020, and Youth of Ukraine 2021–2025). They include: 1) career guidance provision in line with the needs, interests and capabilities of all age groups, and considering the new trends and challenges of the modern world; 2) digitalisation of career guidance services; 3) implementation of international youth cooperation, promotion of youth integration into the world and the European youth community, 4) career guidance information and education campaigns; 5) coordination and cooperation of the state, education and business sectors in career guidance provision.

The MoES actively cooperates with the research institutes of the NAES in efforts to open new opportunities in scientific, methodological and informational support for modern education, to solve effectively current problems of the national education system in the context of European integration and globalization. The Joint Activity Programme 2021-2023 has been developed to implement legislation in the field of education and science (Decree of the President of Ukraine 'On Sustainable Development of Ukraine until 2030' (September 30, 2019 # 722/2019), to strengthen ties between education and science nationally and internationally according to the Association Agreement between Ukraine and the European Union. A number of priorities in this Programme focus on the advancement of the national career development support system, such as:

- providing scientific guidance for educational experiments on new approaches to building readiness of future skilled workers for entrepreneurial activity, developing public-private partnerships in the field of vocational education with the use of strategic management technologies and organizing professional training of future skilled workers in the dual form of education,
- developing scientific and methodological support for professional self-determination of students;
- developing content, software and methodological support for preschool education of children with special needs, aimed at the development of primary social experience and positive personal qualities of each child;

- developing methodological support for the activities of practical psychologists, social educators and methodologists in educational institutions responsible for psychological support and interaction of education process participants;
- developing a new system of adult education based on the integration of formal, non-formal and informal learning with extensive use of digital technologies;
- improving scientific support for the development of personnel of educational organizations, the professional and personal development of future teachers and educational practitioners;
- developing scientific and methodological support for the diagnosis of cognitive and personal factors of self-determination regarding the future career choices of gifted students.

A number of memorandums and agreements for cooperation are regularly signed between public and private sectors to strengthen coordination of relevant activities for building a sustainable national career development system.

## 3.2 Key civil society stakeholders

Key civil society stakeholders include non-governmental organisations, employers' and business associations, trade unions, etc.

National associations of employers' organisations, national trade unions and non-governmental organisations promote the professional adaptation of employees (adaptation of persons to new working conditions, requirements, processes, etc.) in enterprises, institutions and organisations and contribute to their professional development. These organisations also participate in the preparation of draft legislation on issues relating to career guidance and VET.

Non-governmental organisations fruitfully cooperate with the SES, business sector and educational institutions providing career guidance services through educational and mentoring programmes, personal and professional training, workshops and courses, international programmes and educational grants. Ukraine's Pact for Youth-2025 continues the best traditions of consolidating efforts for solving the problem of youth employment after its successful introduction in Ukraine's Pact for Youth-2020.

The non-governmental organisation Centre for Corporate Social Responsibility Development (CSR Ukraine) is a leading civil society provider of career services in Ukraine. This organization's e-platform Career Hub presents a wide range of career options and opportunities for young people. It also provides extensive information about future jobs and inspires young people to start building their careers at school age. With the support of the United Nations Population Fund, the site has developed a unique catalogue of career opportunities for young people ([work.careerhub.in.ua](http://work.careerhub.in.ua)). Here young people can find relevant internship programmes, vacancies for inexperienced people, and educational and volunteer programmes run by leading employers. Career Hub organises a vast range of educational projects and career guidance competitions and develops methodologies for career counselling for young people in secondary education, VET schools and universities. The platform communicates with young people, teachers, scientists and career counsellors, in line with the latest national programmes and policies. Career Hub encourages its users to participate in polls and discussions to build national strategies and action plans for youth.

The Federation of Employers of Ukraine actively cooperates with government and trade unions on improving business environments and supporting social initiatives in career development support<sup>22</sup>. Uniting more than 140 organisations of employers from the most important sectors of the national economy, the Federation regularly participates in social dialogue on decision-making in building effective lifelong career development support for employers and employees. In its important role as a key civil society stakeholder in the system, the Federation also takes responsibility for establishing the best business practices and providing a favourable climate for the labour market in Ukraine.

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<sup>22</sup> <https://fru.ua/>

The Institute of Professional Qualifications is an expert public organization aimed at building a system of professional qualifications in Ukraine. Since 2014, the Institute in close cooperation with the Confederation of Employers of Ukraine presents a business perspective on the processes of reforming education, improving its quality and convergence of learning outcomes with the real requirements of the labour market<sup>23</sup>.

The national Youth Centre and its affiliates across the country closely cooperate with NGOs and the business sector in organising career guidance activities to facilitate youth self-determination and social adaptation, supporting youth employment and volunteering, increasing youth social and academic mobility and introducing innovative practices in career guidance for young people.

To enhance the provision of career guidance services for schoolchildren, undergraduates and graduates of vocational higher education institutions and adults, the Ukrainian Association for Career Guidance and Educational Advising was established in 2010. It is a non-governmental organization that aims to create a collaborative environment for experts in career learning and counselling, to strengthen international cooperation in researching scientific and practical approaches to career guidance, and to further develop the career guidance system in Ukraine. The Ukrainian Association for Career Guidance and Educational Advising specializes in the following activities:

- monitoring and registering activities and specialists in career guidance<sup>24</sup>;
- researching scientific approaches to career guidance and compiling a career guidance glossary;
- creating and developing the community 'Career Guidance Group in Ukraine'<sup>25</sup>;
- the development of Career Management Skills testing<sup>26</sup>.

The Association cooperates with non-governmental and business organizations to create a unified national career development support system.

The EU project 'EU4Skills: Best skills for modern Ukraine' (2019–2023) supports the reform of vocational education and training in Ukraine. The goals of this EU-funded project are to modernise vocational education and training institutions, purchase equipment, and establish centres of excellence, career centres, training school managers and teachers in seven pilot regions: Chernivtsi, Lviv, Mykolaiv, Poltava, Rivne, Vinnytsia and Zaporizhia. Afterwards, the experience of the focus regions will be replicated in the entire country<sup>27</sup>. The EU4Skills project is being implemented with a special focus on embedding career guidance into school curriculum according to the NUS concept. Apart from the other goals, it is aimed at developing a systematic and integrated approach to ensure sustainable development of the society, taking into account the demands of participants in the educational process, community needs, the labour market, based on stakeholder involvement and meeting the principles of educational activities.

The international non-profit association, WorldSkills International, initiated national vocational skills competitions in Ukraine. Since 2016, the WorldSkills Ukraine Professional Skills Competition has been held once every two years together with the social partners. WorldSkills Ukraine partners are employers and organizations that support the development of vocational education in Ukraine. The official organizers of the competition are the Ministry of Education and Science of Ukraine, the Institute for Modernization of Educational Content, the Federation of Employers of Ukraine with the support of the Federation of Metallurgists of Ukraine and business association, Ukrmetalurgprom. Annually, the organizing committee of WorldSkills Ukraine is approved by Order of the Ministry of Education and Science of Ukraine. The committee consists mainly of business representatives. The organizing committee together with educators determine the competencies for the competition, taking account of the real needs of the country for skilled workers, and the dynamics of professions that are lacking in

<sup>23</sup> <https://www.ipq.org.ua/ua/institute/about>

<sup>24</sup> <http://www.potok.org.ua>

<sup>25</sup> <https://www.facebook.com/groups/career.guidance.platform>

<sup>26</sup> <http://www.potok.org.ua/pdmq>

<sup>27</sup> EU Programme "EU4Skills" Supports Ukraine in Reforming System of Vocational Education and Training | Ministry of Education and Science of Ukraine ([mon.gov.ua](http://mon.gov.ua))

the labour market. As part of the second and final stage of the competition, WorldSkills Ukraine in 2020, social partners held a career guidance webinar for students of eighth to ninth grades of secondary schools in Dnipro, Donetsk and Zaporizhian regions called 'Wow guide to the professional world'. The 'Best practices of vocational education' section on the website publishes the results of successful activities in vocational education institutions, and this section is systematically updated with new information<sup>28</sup>.

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<sup>28</sup> <http://www.worldskillsukraine.org/>

## 4. MAIN SERVICES AND ACTIVITIES

A number of legal documents regulate basic state services and activities within the national career development system, as mentioned above, and outline in detail the key services and activities of providers. These include the:

- Order of the CMU (July 4, 2018 # 469-r) which lists all the basic activities and services available for the effective implementation of the Concept of the state public career guidance system;
- Decree of the CMU (September 19, 2018 # 792) which regulates the activities of career advisors of the employment centre providing services to jobseekers and employment promotion within the procedure for registration, re-registration of the unemployed. According to this document career advisors assist the registered unemployed in jobseeking by providing employment advice, information on vacancies, self-employment opportunities, starting a business; advising on opportunities for professional training, retraining, developing professional skills and competencies that are in demand in the labour market, including the choosing / changing profession (type of professional activity) and / or opportunities for starting and running a business; career guidance and psychometric diagnostics; information on business entities that provide employment mediation services, about the employment of foreigners and stateless persons in Ukraine. Career advisors also keep records of registration and re-registration of the unemployed in the Unified informative and analytical system of the SES.
- Order of the MoE (October 30, 2020 #2203) which defines the principles and procedures for the provision of public career guidance. According to this Order, employment centres provide career information, career advice and information on career selection. Career guidance services are provided for individuals or groups offline or online. Career guidance services can be provided, if necessary, repeatedly on personal request or on the recommendation of an expert of the employment centre so as to implement individual employment plans. Career guidance services and the persons to whom they are provided are registered in the Unified information and analytical system of the SES. Representatives of executive bodies, local self-government bodies, educational institutions, health care institutions, scientific institutions, other enterprises, organizations and institutions regardless of the form of ownership, employers' organizations, public organizations, trade unions may be involved in the provision of career guidance services by employment centres, in particular on contractual terms. Scientific and methodological, financial and technical, psychodiagnostic and information support is provided through the purchase of goods, works and services in this area in accordance with the current legislation.
- Order of MoE (December 16, 2020 # 2663) which outlines the main tasks of employment centres. According to this Order, the main tasks of the SES are: (1) implementation of state policy in the field of employment and labour migration, social protection against unemployment; (2) analysis of the labour market; (3) assistance to citizens in selecting suitable work; (4) providing employers with recruitment services; (5) participation in the organization of public and other temporary works; (6) assistance to citizens in the organization of entrepreneurial activity, in particular by providing individual and group consultations; (7) participation in the implementation of measures aimed at preventing mass layoffs, promoting labour mobility and employment in regions with the highest unemployment rates, monofunctional cities and towns dependent on city-forming enterprises; (8) organization of training and retraining of the unemployed taking into account the current and future needs of the labour market, and the results of informal vocational training; (9) conducting public career guidance; (10) additional assistance for the employment of certain categories of citizens who are not competitive in the labour market; (11) making proposals to the Ministry of Economy on drafting state policy in the field of employment; (12) controlling the use of funding by employers and the unemployed.
- Decree of the CMU (October 28, 2021 #1121) which introduces the implementation of a new model of customer-oriented services by employment centres that involves the use of new technologies

and methods aimed at accelerating the employment of jobseekers, as well as ensuring effective and efficient cooperation with employers. In particular, the new model provides services to the clients of employment centres during the first visit; it ensures the exchange of data with the authorities in order to minimize the list of documents to be submitted by clients; it introduces the functions of career advisor and specialized career advisor and increase enhances the targeting of employment services; it increases the interaction with the unemployed population, taking into account their individual characteristics; it introduces the functions of employer-consultant and provides a package of personal services, which enables the individual selection of candidates for vacancies submitted by employers; it digitalizes services provided by employment centres (introduction of electronic services (for reporting, vacancy notices, resumes, etc. in electronic form), thus harmonising the employers' online platform with that of the unemployed in real time, and it offers related additional online services through the employment centres).

The SES provides a wide range of career development services and activities. Jobseekers are involved in training, workshops and webinars on job searching techniques. If necessary, support is provided for creating a resume / video resume, providing advice on its preparation and use in employment, and on participating in online interviews. Information seminars are held for people to explain the legislation and provide labour market information, to talk about possible involvement in vocational training, including in vocational schools of the state employment service, to clarify opportunities arising from non-formal and informal training for vocational occupations, and to explain how to obtain vouchers for maintaining competitiveness in the labour market (see section 5.3 below) according to the Decree of the Cabinet of Ministers of Ukraine 'On approval of the Procedure for issuing vouchers to maintain the competitiveness of persons in the labour market' (March 20, 2015 # 207)<sup>29</sup>. A voucher is a standard document that guarantees a person one-time training or retraining in another specialty, training at the next level of education, specialization, training in educational institutions or through the employer. The training voucher is issued by employment centres to persons who are not registered in employment centres as unemployed and belong to one of these groups:

- persons over 45 years old with 15 years of official work experience
- persons discharged from military service (except compulsory military service)
- persons discharged from military service after participating in an anti-terrorist operation
- internally displaced persons.

Voucher training is carried out in the institutions of vocational and higher education, enterprises, and organizations that have a license for educational activities. The person makes the choice of profession or specialties according to the list of 70 professions and specialties approved by the Order of the Ministry of Economy (September 7, 2020 # 1716)<sup>30</sup> and decides on the form and place of study. Financing of voucher training to promote employment is covered by the Fund of Compulsory State Social Insurance in the case of Unemployment and the Fund for Social Protection of the Disabled.

The basic methods of career guidance delivery in the national career development support system include forums, career days, career talks, career camps, quests, exhibitions, round tables, workshops, training courses and psychological courses; meetings with employers for career guidance practitioners, youngsters and their parents; career guidance videos, posters, photos and video tours; career guidance toolkits, booklets and information leaflets, such as booklets on career guidance and career planning for students and young people or for specialists who help young people with career choices; information and communication technology tools for career guidance including e-platforms for soft skills development, diagnostic tests, etc.; national and local training courses for youth workers; and national seminar training sessions for career trainers and counsellors.

<sup>29</sup> <https://zakon.rada.gov.ua/laws/show/207-2013-%D0%BF#Text>

<sup>30</sup> <https://zakon.rada.gov.ua/laws/show/z0946-20#n8>

## 4.1 Education, training and work-based learning for youth

The leaders of the state sector in building the career development support system in education and training for youth are the MoES (according to the latest legislation mainly through the Institute of Education Content Modernization), the MoE (through the public employment centres) and the MoYS (Directorate of Youth Policy). Civil society is represented by the Centre for CSR Development Ukraine and its expert platform, Career Hub, employers' associations and other non-governmental organizations. A number of career development initiatives for youth are provided in close state-public cooperation.

In April 2021, the Institute for Modernization of Educational Content of the Ministry of Education and Science in cooperation with the Association of Innovative and Digital Education, Kyiv Educational Hub and the expert company HRYou, started the implementation of the national project on career guidance and career building called 'Choose the profession of your dreams'. The project is provided under the Order of the Ministry of Education and Science of Ukraine (April 21, 2021 # 446) and the Operational Plan of the Ministry of Education and Science of Ukraine 2021 (paragraphs 2.5.1.3 and 2.5.1.4) approved by the Order of the Ministry of Education and Science of Ukraine (January 6, 2021 # 30), and is planned to be a permanent e-platform for career guidance. This educational initiative is funded by the national budget within the implementation of national measures in the field of education approved by the Decree of the Cabinet of the Ministries of Ukraine (February 19, 2020 # 131) and the Action Plan of the Government of Ukraine 2022–2024. The ambitious plan for this Project is to build in the shortest possible time an effective career guidance system that connects education with the reality of the labour market in line with the best world practices. The mission of this initiative is to run an innovative social mobility project through the highly effective career guidance system based on artificial intelligence, which accompanies a person throughout life and helps students (aged 12-22) and young adults (aged 22+) to fulfil their potential due to individual knowledge, skills and abilities. Special attention in the project is focused on providing online career guidance for schoolchildren with special needs, and those from large and low-income families or orphans.

The project 'Choose the profession of your dreams' free for all users includes 5 steps for student success: Step 1. Career guidance testing. Step 2: Career counselling based on using inverted call centre technology. Step 3. Video lessons on current labour market trends and practical advice on how to write a resume, prepare for an interview, etc., with the help of multimedia courses in the international format SCORM. Step 4. Online tours to leading enterprises in Ukraine. Step 5. Multimedia courses on 100 top professions: general information about the profession, salary, future prospects, number of vacancies, necessary skills, which educational institutions prepare students for the professions. The launch of the project information campaign was combined with 50 video lessons, 30 online tours to top Ukrainian companies, 70 multimedia courses on modern professions (together with international and Ukrainian employers and specialized universities and vocational schools). In just 3 months of the Project, more than 8 000 career tests and 2 000 career consultations have been conducted, and more than 1 million high school students, their parents and teachers visited the project platform. Further development of the project until 2023, in addition to schoolchildren, will extend the coverage to 10 million Ukrainians gradually to include students of vocational schools and higher education institutions, students and adults (aged 22+) who want to find the profession of their dreams. In the project, the first national lesson on career guidance was held on 12 October 2021 and attracted more than 500 000 viewers from 15 000 schools, breaking the national record for the largest lesson<sup>31</sup>. During this online career lesson, famous Ukrainians shared their stories of success and proved how a career contributes to building a happy life in the future.

Through the project platform, it is planned to provide all registered users from 9<sup>th</sup> grade with a 'Passport of Abilities'. It is a personal online account that contains information about all a student's career and test results (personality type, type of intelligence, recommended professions), individual learning achievements, school performance, soft skills, certificates and diplomas for participation in school clubs and extra-curricular activities, volunteering and non-formal learning, and interactive CVs.

<sup>31</sup> <https://www.youtube.com/watch?v=vM6pu3pbMqA&t=746s>

According to the project creators, all these records are supervised by the CG practitioner and are accepted by educational institutions or potential employers which help school-leavers to make informed choices about future learning paths (college / university) and/or career paths.

The project platform also provides a special course for parents<sup>32</sup>. It consists of 3 video lectures that help parents better understand 1) the physiological characteristics and capabilities of children at different ages, 2) how to help children choose a field or profession of their dreams, 3) what the job opportunities are in the chosen field.

To create a community of CG practitioners, the project platform also provides a training course called 'School of Career Counsellors' for teachers and school psychologists to engage in blended learning. The course contains 5 multimedia lessons, webinars and practical tasks. To obtain a certificate of course completion, a learner has to: (1) take all course lessons on the project website, (2) take part in a course webinar<sup>33</sup>, and (3) complete homework (develop and conduct a career guidance lesson online or offline). The learners are mentored by the leading career counsellor in the project. By the end of the course, learners are able to: - analyse types of personalities (in particular, according to the method of John Holland), identify types of intelligence (according to the method of Howard Gardner), identify student goals and values; - and learn the main stages, methods, rules and principles of career guidance work; - learn to analyse student's strengths, talents and to support them in building a career strategy; - learn about different types of careers and methods of their construction, the main professional areas and the main ways of career development within them; - master labour market analysis and knowledge of market development prospects; - are able to provide career guidance service to achieve student goals and support them (in particular with the use of methods of group classes, training courses, individual consultations, etc. Since October 2021, 4 298 teachers, school psychologists and other users have attended webinars of the School of Career Counsellors, 485 participants completed the course and 240 of them have obtained the certificates of course completion.

Since the start of the promotion campaign, the total coverage (number of unique users) in terms of information materials of the project 'Choose the profession of your dreams' has reached 352 592 people, including 338 105 users of video content, 9 893 views of publications on social networks, 3 804 people have gone through career guidance testing and 790 people have received career guidance individual counselling. During the entire period of the communication campaign, the total reach of project information materials amounted to 670 876 users.

The EU project "EU4Skills: better skills for modern Ukraine" (from 2019 to 2023) is a joint program of the EU and its member states Germany, Finland, Poland and Estonia to support the reform of vocational education in Ukraine. EU4Skills supports the reform of vocational education in Ukraine in order to make training in line with labor market requirements and to help young people and adults realize their potential. In terms of career guidance, the program aims to develop a systematic and integrated approach that will ensure sustainable development of processes within all the general secondary schools and VET schools levels, takes into account the demands of participants in the educational process, community needs, labor market, based on stakeholder involvement and meets the principles of educational activities.

The Concept of implementation of the state policy in general secondary education reform "New Ukrainian School" until 2029, approved by the Cabinet of Ministers of Ukraine (December 14, 2016 # 988-r), aims to ensure radical and systematic reform of general secondary education by, among other elements, adoption of new competency-based state standards of general secondary education, large-scale in-service training of teachers and large investments in educational environment. EU4Skills experts perform an important role in integrating the professional orientation and career guidance into the new state educational standards of the New Ukrainian School, as well as in preparing educational model programs and developing of tailored educational materials to use in schools to promote the professional orientation.

<sup>32</sup> <https://hryoutest.in.ua/modules/proforientaciyny-kurs-dlya-batkiv>

<sup>33</sup> <https://youtu.be/l8KPx0cHbo>

In 2020 EU4Skills experts contributed to integration of distinctive learning outcomes, related to the professional orientation, into the new State educational standard for basic school (grades 5-9). Following the approval of the State standard by the Government of Ukraine, the EU4Skills experts contributed to development of a new educational model program for 5-6 grades subject "Health, security and wellbeing", as well as respective textbook later on, which contain numerous parts pertaining to professional orientation in basic school.

The Eu4Skills approach is based on an attempt to implement the professional orientation elements systemically in all levels of schooling – largely by enriching the content of education and by training the teachers to work with the professional orientation instruments. The overarching proposed approach to professional orientation in the New Ukrainian School is comprehensively presented in the Concept on Professional Orientation in the New Ukrainian School that was developed by the EU4Skills experts and that underwent extensive public hearing on the platform of the MoES Ukrainian Institute for Education Development.

In order to pilot the mentioned Concept and following the MoES order № 901 as of 10 August 2021, EU4Skills launched a tailored educational experiment in 44 general secondary schools in 8 regions of Ukraine. The total number of students covered by the experiment as of September 2021 is 3 458 primary school students and 412 basic school students (mostly - 5th and 6th grades). The total number of teachers participating in the experiment is 339.

Since the experiment's start in summer 2021, EU4Skills experts have developed a number of textbooks for professional orientation purposes in primary schools, as well as conducted several training session for the participating teachers. In the coming years, the EU4Skills plans to roll out the professional orientation elements into the next school levels, including piloting elective courses on career guidance in grades 8 and 10. Teachers will continue being trained on professional orientation instruments application in various school grades. EU4Skills will also involve extensively the regional in-service teacher training institutes to institutionalize and make sustainable the professional orientation trainings for educators. In order to make the experiment's activities visible, EU4Skills launched a dedicated web-platform: <https://www.kariera.in.ua/>.

EU4Skills promotes modern forms of teaching and learning, it supports the further development of the National Qualifications Framework (NQF) and the development of a total of 100 new qualifications based on occupational standards, including curriculum development. The development of new teaching, learning and training materials for teachers and trainers will improve the quality of vocational education and training. Currently EU4Skills provides technical support and capacity development at:

- national level to the Ministry of Education and Science of Ukraine, National Qualifications Agency, State Employment Service;
- regional level to Education and Science Departments in regional administration,
- local level to educational service providers and companies.

Since 2019, the four-year EU4Skills Programme has already supported the Ministry of Education and Science of Ukraine in conducting a series of online trainings on the installation and use of Office 365 and its tools for representatives of 25 regional educational and methodological centres. During 2021, the training centres will help all 732 vocational schools with the use of Office 365, which includes the implementation of online lessons, homework exercises and testing 0 which is also relevant for career education and guidance. Currently, 21 pilot vocational schools have received modern websites that will make the communication of institutions more effective, as well as improve their image. The next step is to provide modern standardised websites for all vocational schools in the country. In addition, the EU4Skills Programme has conducted a digital competence training for around 1,000 teachers and VET school managers and online courses that can be used by all VET teachers. EU4Skills also provided 100 laptops and sets of printers, projectors and servers to five pilot VET schools in Poltava

and Zaporizhzhia oblasts, with a total value of about €100 000. More than 3 000 students and 300 teachers will be able to use the new equipment during the training<sup>34</sup>.

CSR Ukraine and the United Nations Population Fund with the support of the Ministry of Education and Science of Ukraine, developed a comprehensive course called 'Skills for a successful career' in 2020 to improve the career management skills of VET graduates. The purpose of the course is to prepare people for personal and professional growth and develop competences for a successful start in business. The course programme consists of 30 classes and five modules entitled 'My successful career is in my hands', 'I can find the job of my dreams', 'I am successfully employed', 'I develop professionally' and 'I know how to start my own business'. In 2020, the course was piloted in VET schools of the Vinnytsia, Ternopil, Khmelnytsky and Chernihiv regions. The course will be integrated into the curricula of all vocational education institutions throughout the country. To facilitate the course implementation during the pandemic, a special online training course was developed for teachers, psychologists, and social educators of VET schools. More than 70 teachers from 40 VET schools took part in the first online training course for trainers on 15–22 September 2020. Between 27 September to 10 October 2021, the subsequent group of trainers received the tools for implementing the course 'Skills for a successful career' in VET schools and in the career centres. The tools included the course materials, recommendations and interactive tools to help develop the soft skills of vocational education students. After completing the training, all the participants obtain certificates.

In 2021, the Ministry of Education and Science drew up Recommendations on career centres in vocational education institutions in order to coordinate the work of these centres, to promote the employment potential of job applicants and guarantee jobs for graduates, to provide opportunities for improving professional skills or obtaining additional qualifications, and to promote vocational education. The main functions of career centres are the following:

- organizing counselling for applicants and graduates of vocational educational institutions for career learning and development;
- assisting in building career plans by matching the personal characteristics of applicants with the labour market conditions and standards;
- informing and explaining the labour legislation to applicants, including the main trends in the labour market, and the expectations of employers regarding jobseekers;
- developing the entrepreneurial initiative of job applicants;
- contributing to creating an active society and civic awareness;
- assistance in acquiring additional professional knowledge, skills and abilities through training, workshops, professional competitions, certified programmes, and on social support projects;
- monitoring the employment of applicants and graduates;
- promoting career centre activities in particular on the official website of vocational educational institutions;
- interacting with central and local executive bodies, local authorities, state institutions that perform tasks and functions in the field of employment, labour migration and social protection against unemployment; interactions with enterprises, institutions, organizations, including those providing professional and practical training and employment to graduates;
- cooperating with enterprises, institutions and organizations to obtain objective assessments on the quality of training for graduates taking into account the needs of the labour market,

<sup>34</sup> <https://www.euneighbours.eu/en/east/stay-informed/news/eu4skills-introduce-digital-technologies-and-tools-vocational-education>

- studying the dynamics of demand for relevant professions in the labour market, making proposals to the management of vocational education institutions on drafting state and regional orders for training workers;
- organizing career guidance work among children, youth, adults;
- carrying out activities to promote vocational occupations, etc.

Currently, 142 career centres operate in vocational education institutions.

The Ministry of Education and Science, together with the Volyn Resource Centre (a methodological centre of vocational education in Volyn region), has launched the Business Education for Vocational Education Project under the USAID Agricultural and Rural Development Programme (AGRO), which runs from May 2021 to April 2022. The project is aimed at increasing self-employment opportunities for young people in Dnipropetrovsk, Zaporizhia, Mykolaiv, Odesa, Poltava, Kharkiv, Kherson, Cherkasy regions through entrepreneurship training in vocational education institutions.

The research institutes of the National Academy of Educational Sciences (Institute of Vocational Education and Training, Institute of Problems on Education, Institute of Gifted Child, Ivan Ziaziun Institute for Pedagogical and Adult Education, etc.) take an active part in providing scientific and methodological support for modernizing the Ukrainian education system, promoting lifelong learning, developing innovative forms and methods of education, and researching successful international experience in career guidance. The leading experts of these organizations are involved in policy-making and reforming processes, bringing significant improvements related to the national education system and to the career development system in particular.

Within the framework of the project 'EU Support to Eastern Ukraine - Reconstruction, Peacebuilding and Governance' of the UN Programme for Peacebuilding and Reconstruction, with the financial support of the European Union, the textbook 'Fundamentals of Entrepreneurship' was developed. This manual was approved by the 'Institute of Education Content Modernization' for use in vocational education institutions (according to the Letter of Institute of Education Content Modernization (November 23.11.2020 #221/12-G-1020) and posted on the website of the Ministry of Education and Science of Ukraine<sup>35</sup>.

In cooperation with CSR Ukraine (the Centre for Corporate Social Responsibility Development in Ukraine) and the United Nations Population Fund, the Ministry of Education and Science of Ukraine has developed the 'Skills Lab: Skills for Successful Career'. A part of this programme, a special training course 'Skills for Successful Career' was intended for VET students. This course consists of five modules, 6 lessons each, aimed at increasing the career potential of young people in vocational education institutions, developing their life and soft skills, and improving young people's ability to work. The course focuses on motivation and career planning for the chosen profession, career options, searching for vacancies, employment, professional growth in the first job, developing one's own business and being self-employed. The textbook 'Skills for a successful career' was approved by the Institute of Education Content Modernization for use in vocational education and posted on the website of the Ministry of Education and Science of Ukraine<sup>36</sup>. After piloting the e-course 'Skills for Successful Career', it is now recommended for use in VET career centres in different regions of Ukraine.

The SES team of career counsellors regularly hold different career events for high school students in public employment centres. Collaboration with institutions of secondary education is carried out on the basis of state agreements and common action plans. These agreements and plans are also taken into account in the integrated territorial communities, through the implementation of the process of decentralization. The SES provides comprehensive career guidance for high school students, starting from the 8th grade:

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<sup>36</sup> <https://mon.gov.ua/ua/osvita/profesijno-tehnichna-osvita/online-resursi-dlya-studentiv-proftehiv>

- for the 8th grade - lessons on careers and the labour market, possible education or career paths, and common mistakes in choosing a career;
- for 9th grade - psychodiagnostic testing for career self-determination;
- for 10-11th grades - career guidance lessons with interactive exercises, motivational and competitive training, intellectual games, workshops and others, in particular on the development of soft skills.

The SES actively cooperates with the career centres of educational institutions by taking part in Career days, Career Talks, Job fairs, webinars and workshops, visiting schools and providing labour market information to students, school teachers and parents. Career guidance activities by specialists of the State Employment Service for high school students and their parents are held both in employment centres and in schools. In order to prevent youth unemployment, the SES specialists organise career guidance activities for high school, vocational and higher education students at least once a year, on demand. In January-October 2021, the SES provided the following career guidance services for students:

- career information in group consultations for youth (1 441 for 38 800 people)
- career information events for parents of students (473 for 5 993 people)
- career guidance lessons for student youth (2 453 for 55 733 people)
- excursions to enterprises (557 for 7 804 people).

## 4.2 Unemployed support and support for NEETs

The State Employment Service (SES) brings together 25 regional employment centres, 95 city centres and 429 affiliates in regional employment centres across the country. It provides free career guidance services for all clients. In accordance with the Resolution on the state of the reform of the SES No. 181 of 21 December 2018, the Institute of Career Counselling was established to modernise the service. The first career counsellors started to provide their services to jobseekers and unemployed people in state employment centres in 2019.

Currently, the State Employment Service provides career guidance services to various categories of the population in accordance with the current legislation and within the framework of memoranda of cooperation with the Ministry of Social Policy, the Ministry of Justice, the State Migration Service, stabilization support services, employers, and education and non-governmental organizations. All social groups and age categories of persons applying to the state employment service are entitled to free social services for career guidance in order to choose or change profession (specialty), type of work, place of work, mode of work. Individuals are guaranteed equal opportunities in receiving career guidance services regardless of their place of residence (registration), work, education, age, sex, race, ethnic and social origin, political, religious and other beliefs, property status, among others.

Information is provided, along with scientific-methodological, technical, and psychodiagnostic support for work and employment. In order to promote employment, the clients are provided with a wide range of career guidance services (including psychodiagnostics and support to select a profession), from career choice decision-making to retraining relevant to the labour market, and support for entrepreneurship, to skills development.

During 2017-2020, the State Employment Service implemented a programme on career guidance for the public. The programme involved modernizing and developing the system of career guidance in the State Employment Service by strengthening the systematic career guidance of young people, as a support for NEET, by taking account of the needs of the labour market of Ukraine and introducing innovative forms of career guidance, in particular digitalized forms.

In order to choose / change occupations, as well as select a profession before being sent to vocational training and to certain vacant positions (at the request of the employer), career guidance specialists of

the State Employment Service perform professional diagnostic testing with the consent of the persons concerned. Such testing is conducted both in employment centres during counselling, as well as remotely on the SES platforms 'Career Guidance and Career Development' and 'My Profession: Counselling Network' (with national licences). Based on the results of testing, career guidance specialists provide detailed advice on building / developing careers. The State Employment Service gives preference to adults who have lost their jobs or want to change jobs. Unemployed persons who plan to change their occupation in the future are registered in the SES system and have the opportunity to choose an educational institution or an employer to master a new occupation, or improve their skills, or acquire new competencies through internships.

The employment centres have various clubs for unemployed women, and hold special thematic seminars, training and meetings, which involve specialists in employment law, finance and taxation, pensions, as well as employers, and successful women, among others. In order to ensure effective employment, successful adaptation and integration in a new job, the State Employment Service provides individual support after employment for certain categories of registered unemployed, including people with disabilities, anti-terrorist operation (ATO) members, and other vulnerable groups. To develop additional skills such as job searching techniques, vocational skills, entrepreneurship skills, women - especially after a long employment gap – take part in various information, counselling and career guidance activities. They also actively take part in projects to raise awareness of gender equality and combating human-trafficking.

According to the current legislation, the State Employment Service provides free social services for career guidance in order to choose or change a profession (specialty), type of work, place of work, mode of work for all groups and age categories of applicants. For persons who do not have a profession or those who have expressed a wish to find a new profession, improve their skills or do an internship with the assistance of the state employment service, seminars on vocational training, and individual career counselling services are offered.

The priority areas in career guidance work for the unemployed population in 2020-2021 included the orientation of the unemployed through career counselling, the acquisition of additional competencies and skills, the reorientation to professions in demand in the labour market and development of digital skills, and the maximum coverage of the population with remote career guidance services (online vocational diagnostics, etc.). Career guidance services for January-October 2021 covered 867 700 people, the number of professional information services amounted to a total of 204 350 services, and there were 126 400 career consulting services, and 439 000 professional selection services.

### 4.3 Workers/Employed persons

The priorities of stakeholders in the field of career development support for workers/employed persons (based on a number of strategic documents, such as the Decree 'On approval of the action plan for the implementation of the Concept of the state public career guidance system', etc.) include:

- providing professional orientation in accordance with the needs, interests and abilities of people of all ages and taking into account the new trends and challenges of the modern world;
- the digitalization of career guidance services;
- information and educational campaigns on career guidance;
- coordination and cooperation with the public, and educational and business sectors on issues of professional orientation;
- directing career guidance work in social categories of the population in the united territorial communities addressing the needs and development of the communities;
- strengthening work on professional selection to order and in accordance with the requirements (job / vacancy profile) of employers.

Training vouchers for maintaining competitiveness in the labour market according to the Decree of the Cabinet of Ministers of Ukraine 'On approval of the Procedure for issuing vouchers to maintain the competitiveness of persons in the labour market' (March 20, 2015 # 207)<sup>37</sup> are a standard documents that guarantee a person one-time training or retraining in another specialty, training at the next level of education, specialization, training in educational institutions or through an employer. Training vouchers are issued by employment centres to persons who are not registered in employment centres as unemployed and belong to one of these groups:

- persons over 45 years old, with 15 years of official work experience;
- persons discharged from military service (except compulsory military service);
- persons discharged from military service after participating in an anti-terrorist operation;
- internally displaced persons.

Voucher training is provided in the institutions of vocational and higher education, enterprises, and organizations that are licensed for educational activities. The person chooses a profession or specialty from the list of 70 professions and specialties approved by the Order of the Ministry of Economy (September 7, 2020 # 1716)<sup>38</sup> and decides on the form and place of study. The financing of voucher training to promote employment is covered by the Fund of Compulsory State Social Insurance in the case of Unemployment and the Fund for Social Protection of the Disabled.

Vacancy fairs are one of the forms for employers to communicate vacancies to jobseekers and for job applicants to meet employers. This form is actively used by public employment centres and is one of the most effective activities in the selection of employees. It includes the opportunity to organize interviews with applicants directly at the employment centre at the request of employers. In January-October 2021, there were 647 vacancy fairs with 22 930 participants and 270 career days for 22 281 participants.

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<sup>37</sup> <https://zakon.rada.gov.ua/laws/show/207-2013-%D0%BF#Text>

<sup>38</sup> <https://zakon.rada.gov.ua/laws/show/z0946-20#n8>

## 5. FUNDING

The national system of career development obtains funding from the national and local budgets as well as from the other legal sources. Career guidance in the State Employment Service is financed by the Fund of Compulsory State Social Insurance of Ukraine in the case of Unemployment and the Fund for Social Protection of the Disabled. Partner organizations may also be involved in funding.

With extremely limited funding within the educational system, career guidance is actively supported by international donors such as the EU project 'EU4Skills: better skills for modern Ukraine' (from 2019 to 2023), mentioned above in section 5.1. As part of the EU4Skills project, the PL Solidarity Fund is implementing a Polish package of CG activities. The package includes creating and developing information systems in the labour market; creating regional action plans for vocational education; creating and implementing career guidance in Ukraine; creating an optimized multichannel VET-financing mechanism; promoting multi-year budget planning for VET; facilitation and a systems programming budget<sup>39</sup>.

USAID 'Mriyemo ta diyemo' (Dream and Act) is a 5-year programme to support young people in Ukraine by creating a favourable environment to fulfil their dreams, ideas and visions of the country's development<sup>40</sup>. Based on a youth-oriented approach (not for young people, but with young people), the programme promotes youth innovation, entrepreneurship, community participation in decision-making and problem-solving at national level, and strengthens the potential of Ukrainian youth to become a driving force of pluralism and respect for diversity. The programme involves young people in the development and implementation of projects and initiatives, and it supports research to shape youth policies and move towards effective and sustainable change. The programme is funded by the United States Agency for International Development (USAID) and implemented by IREX in partnership with Building Ukraine Together (BUR), the Centre for Corporate Social Responsibility (CSR Ukraine), Making Cents International (MCI), the International Republican Institute (IRI) and the Zinc Network.

<sup>39</sup> <https://solidarityfund.pl/co-robimy/edukacja/program-eu4skills/>

<sup>40</sup> <https://www.mriyemotadiemorazom.org/>

## 6. ACCESS

The official websites of the relevant ministries provide full information on the national career development support system: the legislation framework, cooperation initiatives for key stakeholders, and a range of services and activities available in the public sector. They are user-friendly and well-organized for easy navigation and a quick online searches.

The SES provides career guidance services for all social groups with a special focus on people with disabilities (a special training course is available for the SES experts as part of the inclusive labour market for employment). Their capacity to work with quality labour market information is also ensured by SmartJob. This is an integrated e-resource on the SES website for effective job searches. It provides free career guidance through motivating video courses, webinars, video counselling and a video on CV building. This innovative e-tool helps individuals to obtain qualified career advice and counselling online based on the current needs of local, regional and national labour market information. The SES experts aim to be impartial in presenting training and retraining options by focusing guidance on the individual. To support individuals' career and life decisions, the SES offers an e-platform 'Career Guidance and Career<sup>41</sup> for free individual self-assessment of soft skills, career learning and development. The SES also provides actual information on:

- current job vacancies regularly submitted by employers<sup>42</sup>;
- current trends in the labour market, and its regional and local features<sup>43</sup>;
- the organization and offer of vocational training for the registered unemployed<sup>44</sup>;
- the validation of results of non-formal learning in vocational occupations<sup>45</sup>;
- training and upskilling opportunities in the Centres of Vocation Education of the SES<sup>46</sup>;
- options for career choices and future career paths<sup>47</sup>.

In accordance with client needs, different clubs have been set up in each employment centre: for young people, women, orphans and children without parental care, teachers, on topics such as job search technique, entrepreneurship development, etc. The SES experts acknowledge that parents have a great influence on their children in career choice decision-making. That is why parents are regularly invited to the special meetings on the discussion of current trends in the labour market and the competitiveness of new jobs which parents may be unfamiliar with. Special attention is focused in the meetings on the importance of their children's independence in deciding their careers regardless of the parents' preferences.

All the data available on the SES website are regularly updated and are free for all users. To motivate young people to learn more about jobs that are in demand, the SES regularly initiates online CG projects or challenges. In summer 2020, a career guidance video challenge called #WANTCANDOIT was launched to provide information on traditional and innovative careers in the local labour market. The video content was created by specialists from regional and local employment centres throughout the country. Since the start of the initiative, 239 videos have been recorded on 121 current professions and posted on the YouTube channel. In 2020, the Mykolaiv regional employment centre presented the CG project, 'the Pearls of Professions', where 32 videos highlighted interesting and little-known facts about common professions<sup>48</sup>. In 2021, the Donetsk regional employment centre launched a career guidance video marathon called 'Destroying Stereotypes'. It consisted of 21 videos focused on

<sup>41</sup> <http://profi.dcz.gov.ua/>

<sup>42</sup> <https://www.dcz.gov.ua/userSearch/vacancy>

<sup>43</sup> <https://www.dcz.gov.ua/Analytics/view>

<sup>44</sup> <https://www.dcz.gov.ua/storinka/navchannya-za-napravlennym-dsz>

<sup>45</sup> <https://www.dcz.gov.ua/storinka/pidtverdzennya-neformalnogo-navchannya>

<sup>46</sup> <https://www.dcz.gov.ua/map/mapa-cpto-ds>

<sup>47</sup> <https://www.dcz.gov.ua/storinka/vybir-profesiyi>

<sup>48</sup> [https://www.youtube.com/watch?v=LztX6ZYKprw&list=PLiGICJDdsOeGLzhA9fqKkORo--zYk5\\_oI&index=1](https://www.youtube.com/watch?v=LztX6ZYKprw&list=PLiGICJDdsOeGLzhA9fqKkORo--zYk5_oI&index=1)

communicating that in today's world there are no 'female' or 'male' jobs and everyone can be engaged in a professional activity regardless of gender prejudices and attitudes<sup>49</sup>.

For clients who are at the stage of choosing a further study or a career path and want to learn more about personal abilities, character type, self-esteem, features of attention, memory, perception, thinking and other characteristics, the development of which will contribute to a successful career, the SES website offers free computerized psychodiagnostic techniques.

The online course 'With students about education and career' was developed by the non-governmental organisation Educational Era, (an online education studio that creates online courses and related materials) in the framework of the EducationUSA network in 2020. The course trains high school teachers, school psychologists, youth workers, parents and related specialists to obtain career counselling skills. Training is conducted remotely and free of charge. The course is eight hours long with four modules on counselling in self-determination, educational and career choice, and non-formal educational opportunities. There are 18 video lectures, 4 interactive tests, 3 lesson plans, presentations, additional materials and a final exam. Based on the results of this advanced training, a certificate on successful completion of the online course is issued. The course is hosted on the ed-era e-platform<sup>50</sup>.

During the pandemic restrictions, VET schools intensified their career guidance work in the media (press, radio, internet, outdoor advertising and television) providing information about educational institutions, careers and admission conditions, Facebook, the Instagram accounts of institutions' employees and advertising billboards. They also showed promotional videos on local TV channels; created pages for online applications by entrants; and made career guidance videos, posters, photos and video tours.

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<sup>49</sup> <https://www.youtube.com/watch?v=5eT0jZZ5pr4&list=PLDvU9FqxDqG3UZX4Y5hyp3svGqbKba398>

<sup>50</sup> <https://courses.ed-era.com/courses/>

## 7. USE OF TECHNOLOGY

In recent years during the pandemic at institutional level, there has been a shift in the guidelines on the planning and development strategy of career guidance towards digitalisation and implementation of innovative practices. At organisational level, many career focused activities have successfully been moved online. At individual level, career guidance has been transformed into digital format through e-platforms, smart phone apps, webinars, online training, workshops, etc.

In order to ensure social mobility and maximise accessibility to services by the public and employers through employment centres, information and communication technologies are widely used.

Jobseekers and unemployed persons can register online through the platform 'DIYA' for 'Electronic Queue'. In 2020, the State Employment Service together with the Ministry of Digital Transformation of Ukraine developed a system for the registration of citizens in the employment service through the public services portal 'DIYA'. The Decree of the Cabinet of Ministers of Ukraine 'On the implementation of a pilot project on registration, re-registration in electronic form' (April 24, 2020 # 307 approved the procedure for registration, re-registration of the unemployed and the appointment of unemployment benefits in electronic form. Since the introduction of this electronic registration, between April 2020 to December 2021, more than 100 000 applications for unemployment status and unemployment benefits have been submitted to 'DIYA'.

During the pandemic most employment centre services moved online. By the end of October 2020, almost 180 000 people had participated in over 221 000 webinars on general employment, job searches, resume writing, interviews with employers and distance skills development using digital technologies. In online format, employment centres provided over 374 000 information services on career guidance and employment, and about 240 000 individual career consultations on choosing or changing career paths<sup>51</sup>. Online services allow all users to receive up-to-date information on job searching and recruitment, how to write a resume in a modern format and prepare for an interview with an employer, how to attend educational courses and webinars, in particular those conducted by the Centres for Vocational Education of the State Employment Service. Online career counselling, e-training on the 'Educational portal of the SES', psychodiagnostics on the platforms 'Career Guidance and Career Development' are regularly offered to all public employment centres service users, and updated information is provided on official websites, Facebook pages, YouTube channels, other messaging media of regional employment centres to reach out to people in remote areas.

The SES e-platform on 'Career Guidance and Career Development' was created to provide career guidance services remotely and give registered users an opportunity to receive free services online without visiting the employment centre. These include accessing career guidance if they wish to make a career choice or shift, or choosing future professional training, self-development support, or soft skills assessment. Additional advice from the SES experts is also available. Since the start of the e-platform, 98 887 registered users have received free career guidance services online.

The educational portal<sup>52</sup> is a new product of the SES designed to provide users with information about the labour market, employers' requirements for job applicants, rules and regulations for modern documents accompanying job searches, such as resumes and cover letters. It also offers training on knowledge and skills that will be useful in a new job: sociability, stress resistance, creativity, ability to work in a team, skills of a confident user of various programmes and applications, and other interesting and useful information. It provides the following 17 free e-courses:

- for the SES experts (4): 'Online Career Counselling' (3 284 participants), 'Materials for practical work' (5 281 participants), 'Mastery of communication with different clients' (6 069 participants), 'Career Advisor' (2 770 participants);

<sup>51</sup> <https://www.dcz.gov.ua>

<sup>52</sup> <https://skills.dcz.gov.ua/>

- for employers (3): 'Step-by-step instructions for head-hunting' (1 167 participants), 'Training of professional staff at the request of employers' (4 778 participants), 'Employment for non-nationals and stateless persons' (1 013 participants);
- for the public (10): 'Competences of the Future' (3 784 participants); 'Start a Business Challenge' (4 735 participants); 'Designing CVs on-site' (13 887 participants); 'General Employment Issues' (9 497 participants); 'Test your IT competences' (10 629 participants); 'Successful employment: what you need to know?' (6 881 participants); 'Generate a business idea. Start your business' (6 724 participants), 'Vocational training at the Vocational Training Centres of SES' (2 038 participants); 'Searching for a job abroad' (2 269 participants); 'How to start a business: bee-keeping' (968 participants)<sup>53</sup>.

The number of participants indicates that the courses are very popular among users and are providing a wide range of learning opportunities during the pandemic restrictions.

The SES e-platform SmartJob can be used for free individual self-assessment of soft skills, career learning and development participation in international and national conferences, round tables and forums. The registered person (adult or adolescent) can test their personal intelligence, analytical abilities, logical thinking, stress resistance and adaptability, teamwork skills, emotional intelligence, communication and entrepreneurial skills, etc. The test results can be discussed with experts from the local employment service and used to design career plans. An e-library of private professional courses, seminars and training courses on soft skills is available at the SES platform of career guidance.

'How to choose a career path' is a series of 20 short videos for to motivate teens to think about their careers and they are posted on the YouTube channel of the State Employment Service. These videos are highly recommended for watching at school age, they are light and funny and inform about a list of well-known or innovative jobs, such as: robot technicians, tailors, sociologists, doctors, veterinarians, teachers, farmers, agronomists, engineers, architects, furniture makers, analysts, restauranteurs, social workers, builders, gas welders, car mechanics, railroad workers, programmers and biotechnologists. By watching the videos, teens will be able to learn in detail about a wide range of professions, and the conditions for mastering them. Considering the results of the previous tests, the SES career counsellor can help teens to determine what exactly they wish to do, what their career options are and which working conditions attract them the most.

The Centre for Corporate Social Responsibility Development and the United Nations Population Fund with the support of the Ministry of Youth and Sports created free comprehensive training programmes for young people (Skills Lab) to address the skills gap, in the framework of the Ukrainian Pact for Youth 2020. 'Skills Lab: A Successful Career' is a programme for developing young people's career management skills for successful employment. It is based on the TOP-10 skills outlined by the World Economic Forum 2020. 'Skills Lab: Your own Business' is a programme for developing young people's skills for self-employment and starting a business. Skills Lab is based on modern approaches to creating and promoting business available in different regions<sup>54</sup>. In order to make the training course more accessible and maximize the competitiveness of young people in the labour market, the organizers launched the Skills Lab online. After completing the course, participants receive electronic certificates. The programmes include interactive training for soft skills development, unique tools for career planning, an integrated video course from leading companies and workshops from top HR experts, mock interviews and CV writing. The target audience is students and alumni aged 16-35 years. Since 2018, every year young Ukrainians join Skills Lab to develop employability skills and learn to plan a career, to learn about social projects in the local community, or start a business.

<sup>53</sup> <https://skills.dcz.gov.ua/course-cat/dlya-naseleniya/>

<sup>54</sup> <https://careerhub.in.ua/skills-lab>

## 8. QUALITY OF THE PROVISION OF CAREER DEVELOPMENT SUPPORT SERVICES WITHIN A CULTURE OF CONTINUOUS IMPROVEMENT

### 8.1 Standards

Currently, there is no occupational standard for specialists in career support services although there are certified professionals who deliver career guidance services at different institutions, such as:

- Practical psychologists promote the choice of professions by adolescents considering their value orientations, abilities, life plans and opportunities, and prepare students for life in educational institutions;
- Social pedagogues promote the participation of pupils in scientific, technical, artistic activities, sports, and socially useful activities, identification of talents, discovery of abilities, they monitor professional self-determination opportunities and social adaptation of students in educational institutions;
- Career advisors provide services to assist citizens in selecting suitable work and career planning in public employment centres;
- Specialized career advisors provide individual counselling for special categories of the population or groups with increased vulnerability, in particular for persons with disabilities and those in need of social protection;
- Employer consultants provide a package of personal services facilitating the individual selection of candidates for vacancies submitted by employers;
- Employment consultants (specialist) for digital services in employment centres provides career guidance services remotely, including online testing services.

Appropriate training for career counsellors and social psychologists is available in the institutes of postgraduate pedagogical education. Improving the professional level of teachers in the implementation of a career guidance component in the curriculum of individual subjects, interdisciplinary courses, educational hours, etc., can be carried out in various forms, types, in accordance with the procedure for the professional development of teachers and research and teaching staff. Support for teachers in the implementation of career guidance is provided by centres for the professional development of teachers, whose task, according to the Regulations on the Centre for Professional Development of Teachers, is to promote the professional development of teachers, their psychological support and counselling<sup>55</sup>. Scientific institutions such as the National Academy of Sciences and the National Academy of Educational Sciences research career guidance at the request of central executive bodies. They create a wide range of educational programmes, research papers, handbooks, toolkits and guides, etc. The SES Institute of Personnel Training offers career guidance providers a wide range of training options, professional training courses and webinars annually. Other personnel training institutes include the Berdyansk State Pedagogical University, Zhytomyr Polytechnic State University, Izmail State University for the Humanities, and the Sumy State Pedagogical University named after AS Makarenko.

There are opportunities for career practitioners to increase their professionalism, such as the:

- School of Career Consultant for teachers of educational institutions, psychologists and social pedagogues of the Institute of Education Content Modernization of the Ministry of Education in

<sup>55</sup> [https://nus.org.ua/wp-content/uploads/2021/01/konczepciya-proforiyentaczii-dlya-gromadskogo-obgovorennya-16\\_12\\_20\\_.pdf](https://nus.org.ua/wp-content/uploads/2021/01/konczepciya-proforiyentaczii-dlya-gromadskogo-obgovorennya-16_12_20_.pdf)

cooperation with the Association of Innovative and Digital Education and the company 'HRyou (see 5.1).

- Courses for Career Advisors organised by the State Employment Service.
- Online courses 'From school to career. Career change course', 'With students about education and career', 'Okay, Google, how to become an entrepreneur?' organised by the NGO EdEra.
- Training courses for teachers in educational institutions organised by the Borys Grinchenko Kyiv University that include: 'Social educator in an educational institution', 'Image of a practical psychologist', 'Psychological mechanisms of formation of life competence in children and youth', 'Design as an effective means of self-development', 'Critical thinking is the key to success', and the 'Psychological service of an educational institution'.
- Training course for scientific, scientific-pedagogical and pedagogical workers organised by the Institute of Pedagogical Education and Adult Education named after Ivan Ziaziun NAPS of Ukraine: 'Educational and methodical map of the discipline 'Career guidance and Career choice".

In 2020, the Ukrainian Association of Career Guidance and Educational Advising initiated the development of the occupational standard for CG practitioners across the sectors (education, youth, employment, etc). The application was registered by the NQA<sup>56</sup> and it is planned to develop a draft project for occupational standards before the end of February 2022, by involving key stakeholders in working groups or public discussion.

## 8.2 Staffing

Although there is no specific education or training path for career guidance practitioners, most have a pedagogical or psychological background.

The **SES experts** (2 156 career advisors and 808 specialized career advisors (December 2021)) provide most career guidance services, including informing about the labour market and the world of work, career counselling (assistance in professional self-determination), the development of career management skills (job search and employability skills development, seminars and training courses on soft skills), searching for personnel for employers, and supervising school practitioners (mostly school psychologists). All the SES experts, regardless of their educational background, attend training sessions on a regular basis offered by the SES Institute of Personnel Training. However, the everyday challenges in career guidance are learnt by doing. They constantly improve their information and communication skills to be able to assist and supervise their clients (for example, they may provide video CV recording assistance). The SES experts cooperate with state administrations, employers' and entrepreneurs' organisations, educational and research institutions, business, public and volunteer organisations, and other stakeholders. Their capacity to cater for a diversity of clients' needs is ensured by the availability of various delivery methods.

Career guidance services are characterised by great teamwork within and between central, regional and local employment centres. New approaches to professional self-determination play a role in modernising the attitudes of practitioners. Professionalisation and a quality assurance culture can be seen in the high number of training programmes available for professionals working with youth. These include the Youth Worker programme, online training at the SES Institute of Personnel Training, webinars and online courses for personal and professional development, and international internship or training programmes for experience exchange. The high participation proves a willingness to learn and self-reflect, and a certain readiness for change. In December 2021, 79 494 people received the status of unemployed.

**School practitioners** are usually supported by the SES experts who are invited to educational institutions to provide career guidance services. School practitioners focus on career information and advice on further education and career paths for schoolchildren and their parents. The majority of

<sup>56</sup> <https://register.nqa.gov.ua/register-zayavok-prof>

public schools have one psychologist or social pedagogue responsible for students' CG. Some private schools may offer regular career counselling.

**Specialists at VET schools and university career centres** organise a wide range of career events (such as career days and career excursions), improve cooperation with local businesses for student training and internships, and monitor graduates' employment via voluntary tracer studies.

**Youth workers** provide a career guidance service and organise numerous activities for career management skills development, career information, informal education and volunteering options.

### 8.3 Quality of data and information

The official websites of the key stakeholders provide updated and reliable information to support career development activities that include occupational information, training and skills development opportunities, information about vacancies, skills forecasts and results of tracer studies.

The Ministry of Economy is involved in international cooperation in the areas of economics, labour market development, employment labour migration, public-private partnership, etc. All relevant information is provided on the Ministry website with regular revision and update.

The SES provides regularly updated information on employment and unemployment rates, current job vacancies, career service options for youth and adults including vulnerable groups and persons with special needs.

The Ministry of Youth and Sports regularly provides in-depth analysis on youth policy in Ukraine, on youth employment, and annual reports on the progress in implementing the state targeted social programme Youth of Ukraine 2021–2025.

The Institute of Professional Qualifications being a member of the Council of Public Career Guidance supports procedures for the development of occupational standards. It also gives comprehensive analysis on the labour market and analysis of large infrastructure projects to provide them with professional staff to make proposals for the list of professions of national importance. It gives recommendations on the formation of a regional order for the training of professional staff, it participates in policy-making on regulating regional and state orders for training, the development of vocational and higher education, and career guidance<sup>57</sup>.

### 8.4 Monitoring, evaluation and policy feedback

The MoE annually monitors and assesses the implementation of the Concept of the state public career guidance System' according to the activities and their terms in the Action plan approved by the CMU. The following impact factors are evaluated for further analysis: the number and effectiveness of career guidance activities provided, services provided, and the number of persons covered by such services.

The MoE monitors the effectiveness of the experimental project in implementing a new model of client-oriented services of employment centres through analysing the results of the SES activities and introducing proposals for improving legislation in the field of employment.

The SES assesses the effectiveness of the services provided through regular analysis of the services provided to different target groups with a special focus on inclusiveness, the number of vacancies and number of registered unemployed by occupation, the situation in the labour market and relevant activities of the SES, the demand and supply on the labour market, and the employment rate<sup>58</sup>. Information sources for analytical and statistical information are the administrative data from the SES, the State Statistics Service of Ukraine, HR agencies and information sources on job searching.

<sup>57</sup><https://www.ipq.org.ua/ua/institute/about/goal>

<sup>58</sup><https://www.dcz.gov.ua/analitics/69>

The SES website provides a special map of Ukraine that illustrates the statistics on employment and relevant data in indicated regions of the country<sup>59</sup>. This e-service allows users open access to current information on the number of employed and unemployed, the rates of employment and unemployment, the average salary rate, and the number of vacancies.

According to the Operational plan of the MoES since 2020, the State Scientific Institution 'Institute of Educational Analytics' regularly conducts monitoring studies to assess the effectiveness of career guidance in formal education<sup>60</sup><sup>61</sup>. The studies are aimed at obtaining relevant data on the organization of career guidance in general secondary education for the purpose of modernizing it through the use of ICT and creating favourable conditions to make a conscious career choice at school age.

The Centre for CSR Development Ukraine (CSR Ukraine) is a leading expert organization that implements CSR projects necessary for Ukrainian society and Ukrainian businesses, and it also helps companies develop CSR strategies and prepare non-financial reports. In 2021, as a part of a 5-year Ukrainian youth support programme 'Mriemo ta Diemo' (Dream and Act), CRS Ukraine in support of the U.S. Agency for International Development (USAID) and non-profit organisation IREX conducted research on the following: 'Labour-Market Assessment', 'The Concept of a Modern Youth Centre', 'Future of Work 2030: how to prepare for change in Ukraine', and the 'National Youth Opinion Survey'<sup>62</sup>. Since one of the programme tasks is to analyse data, trends and approaches to shape youth policy, develop programme activities and move towards effective and sustainable change in the society, the research has been conducted to identify the most youth-friendly sectors and value chains for employment and entrepreneurship, pinpointing sectors, regions, and public-private partnerships that will support increasing youth employment.

In 2020-2021, EU4Skills conducted a number of surveys to monitor and evaluate the needs and expectations of school students, their parents, teachers and school heads on the process of career guidance implementation in the framework of NUS.

The public sector plays the leading role in monitoring the quality of the career development support services in the society. There are several active participants, such as the Ukrainian Association of Career Guidance and Educational Advising that regularly collects relevant data on all relevant CG activities for further analysis and the development of recommendations for system improvements.

The Federation of Employers of Ukraine regularly monitors employers' needs for human resource training and retraining to find solutions with other social partners for the effective mechanisms of the career development of employees. The purpose of their latest survey is to determine the needs of employers in Ukraine in relation to staff training<sup>63</sup>. In order to determine the needs of employers in the development of occupational standards and confirmation of qualifications, the Federation initiated a survey to attract the employers' attention to the problems of non-formal training and informal learning in Ukraine.

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<sup>59</sup><https://www.dcz.gov.ua/temperature>

<sup>60</sup>[https://iea.gov.ua/wp-content/uploads/2020/12/Zvit\\_Proforientatsiya\\_2020\\_sajt-1.pdf](https://iea.gov.ua/wp-content/uploads/2020/12/Zvit_Proforientatsiya_2020_sajt-1.pdf)

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<sup>62</sup><https://www.mriemotadiemorazom.org/research>

<sup>63</sup><https://fru.ua/ua/initiatives/poll>

## 9. CONCLUSION AND WAY FORWARD

### Summary of key findings

There is a strong legal basis for career guidance in Ukraine across employment, education and youth sectors. The Concept of the State System for Public Career Guidance (2008) builds the basis for today's system of national career development support by regulating roles and responsibilities at national, regional and local level of all public actors and recognising non-governmental support, while the 2018 action plan for the implementation of the Concept provided important updates. Public career guidance services are targeting all social and age groups including through outreach. A legal basis was also set to implement a new model for providing customer-oriented services by employment centres with targets for 2022. The new Ukrainian school incorporates life skills development and career guidance at school, and the Concept of the state targeted social programme "Youth of Ukraine 2021–2025" focuses on career development for young people, adaptation to constant labour market changes, and improving work readiness.

However, a more evidence-based policy-making approach and a focus on the final beneficiaries of career guidance services needs to be considered, and the Council of Public Career Guidance as a national coordination body should be reactivated. Coordination and cooperation between education, employment and youth stakeholders was seen as priority for national authorities, but the way forward is not clear yet. Drawing a timeline of the life of an individual to map out what services are provided by who on which legal basis can help identify blind spots, duplications, areas for further development, and for coordination need. At practice level, the cooperation and coordination between educational institutions and employers/ employer organisations is needed, which should also be reflected in standards for practitioners. Funding is mainly guaranteed by the obligatory state social insurance through national and local budgets, but is very limited and requires support by international donors.

SES provides a wide range of career development services and activities, including online, with special services for youth, women, and people with disabilities. SES career counsellors regularly hold different career events for high school students based on state agreements and common action plans. In the field of general education and VET, the EU4Skills project has an important role in integrating professional orientation and career guidance into the new state educational standards of the New Ukrainian School, as well as in preparing educational model programs and developing tailored educational materials, teacher training and a web platform. The majority of public schools have one psychologist or social pedagogue responsible for career guidance. Specialists at VET schools and university career centres organise a wide range of career events. Currently, 142 career centres operate in vocational education institutions. However, overall there is a need for diversifying methodologies to go beyond personality traits as the main basis for providing guidance, and to accompany the 'one-off testing and career information provision based on test results at transition points' with the development of career management skills. Finally, special services for NEETs and informally employed people are needed.

National associations of employer organisations, national trade unions and non-governmental organisations promote the professional adaptation of employees in enterprises, institutions and organisations and contribute to their professional development, but more needs to be done for workers and employed. Non-governmental organisations fruitfully cooperate with the SES, business sector and educational institutions providing career guidance services and supporting system development like the Ukrainian Association for Career Guidance and Educational Advising.

In general, many online career guidance services for schoolchildren and parents are offered with particular attention to children with special needs, and those from large and low-income families or orphans. The 'Passport of Abilities', a personal online account that contains information about all a student's career and test results, and the SES e-platform 'Career Guidance and Career development', SmartJob and educational portal are particular achievements to leverage on. With the pandemic, career guidance has been transformed into digital formats through e-platforms, smart phone apps,

webinars, online training, workshops, etc., but the large number of different online platforms and digital services offered by various stakeholders should be reviewed and offered in an integrated, needs-based way to meet the needs of various client groups.

Appropriate training for career counsellors and social psychologists is available in the institutes of postgraduate pedagogical education and many other institutions, but there are no occupational standards for specialists in career support services. The Ukrainian Association of Career Guidance and Educational Advising initiated the development of the occupational standard for CG practitioners across sectors in 2022. But Ukraine should also consider accreditation of training providers and all trainings offered by the various stakeholders to harmonise the various training activities of different stakeholders. A particular strong characteristic of Ukraine is that research institutes of the National Academy of Educational Sciences actively engage in researching successful international experience in career guidance and are involved in policy-making and reforming processes. This role research already plays should be leveraged to help build in monitoring and evaluation as a basis for continuous system and service improvement, and to diversify career guidance methodologies.

Considering the above, three key priority areas for further system enhancement have been identified:

- Cooperation and collaboration across education, employment and youth sectors at policy and practice level
- Professionalisation of CG practitioners (occupational standards for CG practitioners; training and upskilling of new and existing practitioners)
- Integration of career education in curricula (focus on (a) methodologies for career education in schools, for work with parents, PES, employers, including use of ICT for career guidance and (b) developing learning materials)

## Detailed recommendations

These recommendations do not represent the final solutions but are aimed at guiding policy and practice discussions. They follow the key pillars of this report and cover system, provider and practitioner levels:

### Policy framework

Short-term

- Reactivate the Council of Public Career Guidance as a national coordination body bringing together public, private and civil society stakeholders who are active in the field of career development support.
- Discuss within the framework of the Council of Public Career Guidance the outcomes of the review of the national career development support system aimed at:
  1. developing a national theory of change (ToC), as a long-term vision for guiding the development of a national career development support system, and action plan(s) to prioritise certain reform initiatives;
  2. developing a common understanding of the expected outcomes of career guidance for individuals, organisations and society, across the ministries, and in the various sectors involved in the field and at all education levels.

Medium-term to long-term

- continue integrating the professional orientation learning outcomes and concrete instruments into the New Ukrainian School reform, in particular by introducing strong professional orientation component to the upcoming new State standard for upper secondary school (10-12 grades);
- continue training school educators on professional orientation application in the New Ukrainian School;

- continue development of modern textbook and teaching materials and didactics to promote professional orientation in schools.
- Review and update the ‘Concept of the state public career guidance system’ and ‘On approval of the Procedure for providing public career guidance services (October 30, 2020 #2203)’ against the requirements for adapting career guidance services and methodologies in the light of changing labour markets.
- Update the legislative framework so that relevant responsibilities are clearly divided between the providers of career development support for all age groups.
- Adopt legislation on adult education to regulate the life-long learning concept, encourage personal and professional development and provide relevant conditions for adult social mobility and competitiveness through adult education providers.
- Embed career education in school curricula and introduce career guidance in educational institutions as a continuous, permanent, and standard service from primary school onwards.

## Coordination and Cooperation

### Short-term

- Review the mandate of the Council of Public Career Guidance and its tasks to ensure that it operates at technical/working levels to be able to co-design occupational standards for career guidance practitioners, guidelines for the use of ICT in career guidance, etc., as the current level of council members is political rather than technical; hence, sub committees could take that working level role.
- Build on the ‘Passport of Abilities’ to develop a system of seamless lifelong career guidance services for individuals thereby building lifelong career development support around individuals (with a client-centred versus service-centred approach, similar to a student vs teacher-centred approach); the passport consists of a ‘portfolio’ with information that can be used when consulting various service providers over time, which will help avoid duplication of testing, etc.; data protection issues can be resolved by making the holder the owner who can then give access to the passport data.
- Establish an entity to support career service providers in line with the short-term goals listed here.

### Medium-term to long-term

- Make the existing model of cooperation of all key stakeholders operational, strengthen the coordination of relevant activities for building a sustainable national career development support system.

## Services

### Short-term

- Diversify methodologies to go beyond personality traits as the main basis for providing guidance, for two reasons: first, traits are stable and communicate a state that cannot be changed by a person, while skills, values, interests etc. identified through e.g. narrative approaches are malleable and can develop, thereby empowering people to take their future into their hands and develop skills; second, the traditional approach of matching traits and careers does not work anymore in a rapidly changing labour market with changing skills requirements, where the ‘job for a lifetime’ no longer exists and where people have to adapt to changing roles, to upskilling requirements within workplaces, to changing employers, and people have to envisage taking on not only new roles, but also changing jobs and careers throughout their lifetime.
- Build on the outputs of the EU4Skills project to develop similar education standards, practitioner guidelines, and career education programmes for primary and secondary schools and higher

education institutions aimed at developing career management skills – in close synergy with the development of transversal competences such as personal, social and learning how-to-learn competence. Continuous career learning programmes should replace ‘one-off testing and career information provision based on test results at transition points’ in order to prepare young people to handle their first entry into the labour market and their subsequent transitions between phases of learning, working, and potential unemployment; this will help to reduce the level of youth unemployment; in the same spirit, the many other donor project outputs could be developed and built on further.

- Develop special services for NEETs in close cooperation with other stakeholders (youth, social, employment services) within the framework of the new ‘institute of specialized career counsellors’.
- Develop special career development support services for informally employed people to tackle the high level of informal employment.
- Unify career guidance relevant terminology to facilitate that all stakeholders share a common understanding of (the goals of) career guidance and the terms uses, also to simplify international experience exchange. This is linked to developing a common understanding of the expected outcomes of career guidance for individuals, organisations and society across the ministries, stakeholder sectors and education levels.

Medium-term to long-term

- Ensure that micro, small and medium-sized enterprises (MSMEs) receive support in the career development of staff, as they have limited resources for this task. This could be done, *inter alia*, through leveraging the role of social partners who can provide skill needs assessments and forecasting (for sectors), facilitate cooperation with adult learning and vocational education and training (TVET) institutions for continuous professional development, also by tapping into the formalisation of non-formal and informal learning at the workplace and the recognition of prior learning.
- Provide incentives for companies, employer organisations and trade unions to offer career development support services.

## Funding:

Short-term

- Pool the resources of all key stakeholders along the priorities for career development support stated in the strategic documents to increase efficiency and effectiveness of the activities.
- Identify new funding sources to cater for the employed, especially in MSME, who need/want to change professions, sectors, roles, responsibilities, etc., due to green and digital transitions.

Medium-term to long-term

- Develop a simplified system of financial support to encourage teachers and psychologists to participate in training to provide inclusive career guidance at school.
- Use donor projects to provide additional funding for improving career development support.

## Access:

Short-term

- Develop more career guidance services for young people and their parents as an extra-curricular activity.
- Develop a free user-friendly digital platform for students of all age groups providing remote access to career development support services from home or educational institutions, taking into account the users with special needs.

Medium-term to long-term

- Strengthen the sustainable integration of career guidance into curricula to reach all young people.
- Adapt existing online platforms to include CG for all, by moving from services in the same form for all towards services adapted to the needs of particular target groups, such as parents, teachers, the employed/unemployed, etc.
- Increase outreach activities for hard-to-reach groups.

## Use of technology

Short-term

- Review the large number of different online platforms and digital services offered by various stakeholders and identify a pathway to build a one-stop entry point which would bring all services from different stakeholders in different sectors together, and thus strengthen the building of one coherent career development support system; the webpage of the state employment centre looks like a one-stop shop, and other platforms/services could be integrated into it.

Medium-term to long-term

- Introduce a unified digital platform for all career development service users and providers.
- Link e-guidance to wider e-governance strategies.
- Enlarge the use of ICT for the promotion of career development support services to the public.
- Enhance the digital skills of individuals and career guidance practitioners to leverage on the potential of ICT for enhancing career development support.
- Integrate technology into career development support services in line with the overall transformation of the CG services.

## Quality, professionalisation and continuous improvement:

Short term

- As high priority, develop occupational standards for career guidance practitioners across relevant sectors.
- As high priority, accredit training providers and all training offered by the various stakeholders to meet the national standards and harmonise the various training activities of different stakeholders through standards, accreditation, registers of practitioners, etc., for quality assurance.
- Leverage on the role research already plays in the career development support system to help (a) build in monitoring and evaluation as a basis for continuous system and service improvement, (b) diversify career guidance methodologies.

Medium-term to long-term

- Develop and implement tools to facilitate the monitoring of the employment status of school leavers, undergraduates and graduates.
- Make available continuous professional development opportunities for all teachers and career guidance practitioners with training through the institutes of postgraduate pedagogical education, which should be based on national occupational standards. Use appropriate titles, for example the 'School of career counsellors (for teachers)' to mainstream, inform and promote activities at national level.
- Ensure the quality and consistency of the many donor and local (NGO/etc.) activities and create synergies between them.

## ACRONYMS

CMU	Cabinet of Ministers of Ukraine
HE	Higher education
MoE	Ministry of Economy
MoES	Ministry of Education and Science
MoSP	Ministry of Social Policy
MoYS	Ministry of Youth and Sports
NAES	National Academy of Educational Sciences
NEET	Not in education, employment or training
NQA	National Qualification Agency
NUS	New Ukrainian School
SES	State Employment Service
VET	Vocational education and training

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