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**STUDY on ASSESSING WORKFORCE NEEDS, TRAINING
REQUIREMENTS, and COLLABORATION
OPPORTUNITIES with EXPERTS**

Ukraine, Zakarpattia region, Uzhhorod district

*Transcarpathian Entrepreneurship Support Fund "TPP
Fund"*

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1. GENERAL INFORMATION

2. **Country:** Ukraine
3. **District/region:** Zakarpattia/Uzhhorod
4. **Partner organization:** Transcarpathian Entrepreneurship Support Fund "TPP Fund"
5. **Research date:** 17.04.2025

6. OBJECTIVES OF THE STUDY

This study aims to assess workforce needs, training requirements, and collaboration opportunities with experts (teachers, mentors, craftsmen, and specialists) to align workforce training with employer demands and employee qualification needs at the level of (Insert County/Region). The results will support the development of the Laboro.ro platform, facilitating job mediation and professional training. Specific objectives refer to:

- Identifying potential trainers (teachers, older skilled workers, industry experts).
- Understanding the demand for professional training in various industries.
- Assessing challenges faced by employers in terms of workforce qualifications.
- Exploring collaboration between companies and vocational schools.
- Gathering perspectives on future workforce needs and employment opportunities.

[Develop the chapter according to the local context.]

7. METHODOLOGY USED

- **Data collection methods:**
 - Online questionnaires (Google Forms)
 - Emails
 - Phone interviews
 - Face-to-face interviews
- **Targeted stakeholders:**
 - Companies (small, medium, and large)
 - Vocational schools
 - NGOs involved in education and workforce development
 - Industry associations (e.g., Rotary Club, German-Romanian Economic Association, etc.)

- **Number of participants targeted:** 70
- **Timeframe of data collection:** March-April 2025

8. EMPLOYERS' PERSPECTIVE

4.1. Workforce Needs and Recruitment Trends

Instructions:

- Indicate how often companies recruited new employees in 2023-2024.
Hiring frequency (2023-2024): The most characteristic hiring frequency was **about once every six months**, although a three-month interval was also quite common.
- Assess their recruitment needs for 2025.
Recruitment needs (2025): It is most likely that **the number of employees in most companies will remain stable**, although there is a marked upward trend in the need for some of them.
- Indicate the types of workers who are most often sought after (e.g. skilled workers, unskilled workers, technicians, specialists).
Types of workers sought: Skilled workers are the most sought-after type of personnel, followed **by unskilled workers**.
- Determine if they prefer to hire already trained employees or are willing to provide training.
Priority when hiring: Companies **mostly prefer to hire already trained employees**, but also consider training new ones.
- Indicate whether recent graduates are hired.
Hiring alumni: Most companies are willing to hire recent graduates.
- Describe any non-traditional employment models they use (remote work, part-time, job sharing, student internships, etc.).
Non-traditional employment models: The most commonly used models are **job sharing and remote work**.
- Highlight the three main challenges they face when recruiting.
Main problems in recruitment: The main difficulties are **the lack of experience and education of candidates**, as well as problems with **the transport provision** of employees.
- Indicate whether they are open to hiring foreign workers (e.g. from Ukraine, Hungary or Asian countries) and under what conditions.
Hiring foreign workers: Most companies do not show openness to hiring foreign workers. Those who consider such a possibility put forward conditions **for official legalization and minimal knowledge of the language**.

4.2. Recruitment Methods and Support Needs

Instructions:

- List the recruitment channels companies have used in the past year (e.g., online job postings, recruitment agencies, employee referrals, social media, job fairs, collaborations with schools/universities).

Priorities among channels:

1. Advertising on the Internet, including on the company's website
2. Employee recommendations
3. Social Media
4. Recruitment agencies

Description of priorities:

1. **Advertising on the Internet, including on the company's website** : This channel is a leader, as it provides a wide coverage of potential candidates, allows you to accurately target ads to the desired audience according to various criteria (geography, skills, experience) and promptly receive feedback. Your own vacancy page on the company's website increases the trust of candidates and demonstrates corporate culture.
2. **Employee recommendations:** This channel is distinguished by the high quality of attracted candidates. Employees, recommending their acquaintances, are usually confident in their compliance with the corporate culture and basic requirements for the position, which significantly reduces the time for onboarding and increases the level of satisfaction of new employees.
3. **Social media:** Social media is becoming an increasingly powerful recruiting tool, especially for attracting younger generations and professionals in certain fields. They allow you to communicate informally with potential candidates, demonstrate the benefits of working for the company, and respond promptly to their questions.
4. **Recruitment agencies:** Although this channel can be more expensive, it is effective for finding rare or highly qualified specialists, as well as in cases where the company does not have enough internal resources to conduct a full-fledged recruiting process.

- Evaluate the effectiveness of each recruitment channel.

Efficiency of the channels used (briefly):

Recruitment agencies: **High quality, but high cost.**

Advertising on the Internet, including on the company's website: **wide coverage, efficiency, average cost.**

Social networks: **Involvement of young people and specialists, efficiency, low cost.**

Employee recommendations: **High quality, high loyalty, low cost.**

Recruitment activities (job fairs, seminars): **Attracting a large number of candidates, the possibility of personal contact, high time costs.**

Educational institutions (partnership with universities, higher schools): **Attracting young specialists, forming a talent pool for the future, long-term perspective.**

Internal recruitment (employee incentives): **Increased motivation, low cost, limited pool of candidates.**

Employee Recommendations / Personal Relationships: **Similar to "Employee Recommendations", high quality.**

Laboro.ro / Other ONLINE Labor Mediation Platforms: **Specific regional coverage, effectiveness depends on the popularity of the platform.**

Others: **Performance depends on the specifics of the channel.**

- Identify what type of recruitment support would be most helpful for them (e.g., HR training, subsidies, more job fairs, local job websites).

Support priorities:

1. Training activities for HR staff
2. Local Recruiting Websites

Description of priorities:

1. **Training activities for HR personnel:** Investment in the training and development of employees responsible for recruiting personnel is extremely important. Professionally trained recruiters are proficient in modern methods for searching, selecting and evaluating candidates, which can significantly improve the quality of hiring, reduce the time to fill vacancies and reduce costs associated with staff turnover. Training can cover such aspects as the effective use of various recruiting channels, conducting structured interviews, assessing competencies, attracting and retaining talent.
2. **Local Recruiting Websites:** Creating or maintaining effective local recruiting websites can make it much easier to find candidates within a region. Such platforms can be more focused on the local job market, take into account the specifics of the region, and have better visibility for locals looking for work. This can help companies attract talent who already reside in the region and do not need additional support with relocation, as well as contribute to the development of the local labor market.

4.3. Training Needs and Professional Development

Instructions:

- Indicate how often companies provide employee training.
Frequency of employee training: The most common frequency of training is **about once every six months**, although a three-month interval is quite common.
- Specify the desired training formats (e.g., accredited training, external training without certification, internal practical training).
Most often, preference is given **to internal practical training**. In second place in popularity is training with **accredited providers with an appropriate diploma**.
- If internal training is expected, list the professions for which it is most often organized.
Professions for internal training: Internal training is most often organized for professions such as **cook, confectioner, representatives of construction specialties (painter, plasterer)**, as well as for **seamstresses**.
- Identify professions in which additional training is needed.
Occupations requiring additional training: The greatest need for additional training is observed for professions such as **accountant, computer typing operator, secretary and designer**.
- Highlight the most common skill gaps among new hires (e.g., technical skills, digital literacy, communication, teamwork, adaptability, responsibility, ethics, discipline).

The most common skills gaps for new employees: Among new employees, gaps in the following skills are most often observed:

1. **Digital skills**
 2. **Communication skills**
 3. **Technical Skills**
 4. **Discipline**
- Assess the main obstacles to employee training (e.g. lack of time, high costs, lack of qualified trainers, low relevance of courses).
Main obstacles to employee training: The main obstacles that complicate the process of employee training are:
 1. **Lack of free time**
 2. **High Tuition Costs**
 3. **Lack of qualified teachers**
 4. **Low relevance of training courses**

4.4. Collaboration with Educational Institutions and Training Experts

Instructions:

- State whether companies collaborate with vocational schools or training institutions.
Cooperation with vocational schools or educational institutions: The vast majority of companies cooperate with vocational schools or other educational institutions
- If applicable, describe the type of collaboration (e.g., dual education partnerships, student internships, summer work programs, career events).
Type of cooperation: The most common type of cooperation is the organization **of summer work programs for students**. In second place in terms of frequency is the organization **of internships for students**.
- Indicate whether companies are open to enrolling employees in a pilot professional training program.
Readiness for a pilot vocational training program: Most companies are open to enrolling their employees in a pilot vocational training program.
- Express their willingness to meet with the CONCORD project team to learn about training groups consisting of experienced teachers, craftsmen, and specialists.
Willingness to meet with the CONCORD project team: Most companies are willing to meet with the CONCORD project team for information about training groups consisting of experienced teachers, craftsmen, and specialists.
- State whether companies would be open to collaborating with other businesses to organize joint employee training.

Openness to collaborating with other businesses for collaborative learning: Most companies show openness to collaborating with other businesses in order to organize collaborative training for their employees.

- Mention the list of experts and, annexed, provide names and contact details of experts (teachers, mentors, specialists) who may be willing to participate in professional training activities.

List of experts for professional training: There is an agreement that a **list of experts (teachers, mentors, specialists) with contact details will be provided in the annex to the report.**

4.5. Conclusion and Recommendations

Instructions:

- Summarize the key challenges faced in recruitment and employee training.

Generalization of key problems of personnel selection and employee training:

Staff selection:

The main difficulties are the **lack of experience and education of candidates**, as well as problems with **transportation** to the place of work.

While most companies prefer to hire **employees who are already trained**, they are also willing to consider training.

There is **limited openness to hiring foreign workers**, with the main conditions in case of consent - official legalization and knowledge of the language.

The most effective recruitment channels are **online advertising, employee recommendations, and social networks.**

Employee training:

Most often, training is carried out **every six months** in the format of **internal practical classes.**

There is a need for additional training for professions such as **accountant, computer typing operator, secretary, designer.**

The most common skill gaps for new hires are **digital, communication, and technical skills**, as well as **discipline issues.**

The main barriers to learning are **lack of time, high costs, and a lack of qualified teachers.**

- Suggest strategic actions to bridge workforce gaps and improve skills development.

Strategic actions to bridge the workforce gap and improve skills development:

1. **Investing in Learning and Development:**

Expand **internal practical training programs** for key occupations.

Collaborate with **accredited training centers** to provide quality training with the issuance of certificates.

Encourage and support **informal learning and mentoring** in the workplace.

Develop and implement programs to **improve the digital and communication literacy of new and existing employees.**

2. **Improvement of the recruitment process:**

More actively use **online platforms and social networks** to attract a wider range of candidates.

Encourage **employee referral programs** .

Consider the possibility **of cooperation with vocational schools and educational institutions** to attract graduates and organize internships.

Explore the possibility **of attracting foreign workers** by providing proper legalization and support in adaptation.

3. Targeted support for employers:

Organize **training events for HR managers** on modern methods of personnel selection and development.

Consider the possibility of providing **subsidies** for the training of employees, especially in scarce specialties.

Promote **the creation and development of local recruiting websites** to facilitate the search for local talent.

Support the organization of **job fairs and seminars** for direct contact between employers and potential employees.

- Provide recommendations for optimizing the Laboro.ro platform to better support employers in workforce mediation and training.

Expansion of functionality for training:

Integrate a section with information about available **training programs and courses** in the Transcarpathia region.

Provide an opportunity for employers **to post information about their own training and internship programs**.

Create a forum or section for **the exchange of experience and best practices** between employers in the field of personnel training.

Improvement of recruitment tools:

Optimize candidate **search filters**, taking into account not only professional skills, but also readiness for training and transport accessibility.

Provide convenient **integration with other platforms** for posting vacancies and finding candidates.

Develop tools to **assess candidates' skills gaps** and offer appropriate training programs.

Promoting cooperation between employers and educational institutions:

To create a section for **establishing contacts between employers and vocational schools/universities** in order to organize internships, dual education and other forms of cooperation.

Inform employers about opportunities to participate in **pilot vocational training programs** and establish their interaction with training groups.

Promote the organization **of joint training initiatives** between different companies to optimize costs and exchange experiences.

9. NON-GOVERNMENTAL ORGANISATIONS' PERSPECTIVE

5.1. Organizations Profile and Target Beneficiaries

Instructions:

- Indicate the sector in which the questioned organizations operate.
The surveyed organizations work in **the social and humanitarian aid sector**.
- Describe the main groups or individuals the questioned organizations serve (e.g., unemployed persons, youth, disadvantaged communities, migrants, persons with disabilities).
The main groups or persons assisted by the surveyed organizations are **the unemployed, socially vulnerable groups of the population, migrants and persons with disabilities**.

5.2. Barriers to Employment

Instructions:

- Identify the top three challenges preventing NGOs beneficiaries from securing employment (e.g., lack of qualifications, insufficient job opportunities, discrimination, lack of access to career guidance).
The three main problems preventing beneficiaries from getting a job are:
 1. **Insufficient level of education.**
 2. **Lack of practical experience.**
 3. **The problem with caring for young children**, which is especially important for single mothers.
- Provide insights into the specific difficulties faced by different beneficiary groups.
Single mothers face **the lack of the opportunity to leave their children under supervision**, many beneficiaries have **problems with insufficient education and lack of practical skills**. Also a significant obstacle is **the underdeveloped transport infrastructure or the lack of their own transport**.

5.3. Support Services for Employment Integration

Instructions:

- Outline the services the questioned organizations provide to help beneficiaries access and integrate into the labor market (e.g., career counseling, vocational training, job placement assistance, mentoring programs, legal support).

Services provided to help beneficiaries access and integrate into the labor market: Most often, organizations conduct **trainings and lectures** with the involvement of external specialists. Lectures aimed at **starting their own business**, as well as information sessions from representatives of **the employment center**, are popular.

- Highlight any successful strategies or programs that have positively impacted employment outcomes for beneficiaries.

Successful strategies or programs: Lectures from the employment center on **retraining opportunities** have proven effective because some beneficiaries have taken advantage of the job center's offers to obtain a new profession.

5.4. Identification of Skilled Professionals and Mentors

Instructions:

- Did the NGOs recommend professionals (masters, craftsmen, specialists), whether active or retired, who possess both strong technical knowledge and valuable practical skills in their respective fields?

NGOs **do not have a significant amount** of information about such professionals in their databases. For the most part, they **turn to the employment center and vocational schools** to attract teachers and craftsmen.

- Did they provide names, professions, and contact details of potential mentors who could contribute to training programs. If yes, annex the list.

Persons who were engaged by NGOs as **experts to conduct lectures and trainings** will be **additionally included in the list of potential trainers** in the report.

5.5. Collaboration with Educational Institutions

Instructions:

- Indicate the questioned organizations currently support educational programs in collaboration with local schools.

Thus, the surveyed organizations cooperate **with vocational schools**, involving their teachers in their events.

- If applicable, describe the nature of their involvement (e.g., hosting workshops, providing internships, offering mentorship programs).

Forms of cooperation include **seminars and internships** for beneficiaries.

- State whether the questioned organizations would be interested in developing or expanding such collaborations.

The vast majority of organizations have shown interest in further developing and expanding cooperation with educational institutions.

5.6. Participation in Training and Employment Programs

Instructions:

- Specify whether questioned organization are currently involved in projects with schools or local companies that focus on training beneficiaries.

Participation in ongoing projects with schools or local companies: At present, the organizations surveyed do not participate in joint projects with schools or local companies aimed at training beneficiaries.

- If applicable, provide details on existing initiatives and their impact.

Detailed information on existing initiatives and their impact: There is no information on current initiatives.

- Express interest in participating in future joint programs aimed at enhancing beneficiaries' employment prospects.

The surveyed organizations expressed **deep interest in joining future joint programs**, emphasizing the importance of joining forces with educational institutions and businesses to create **effective and systematic mechanisms** that will contribute to the sustainable employment of their beneficiaries and open up new horizons of professional development for them.

5.7. Potential Collaboration with CONCORD Partners

Instructions:

- Mention if questioned organizations expressed their willingness to collaborate with [CONCORD Partner organization] to facilitate the labor market integration of their beneficiaries.

The vast majority of the surveyed organizations expressed their willingness to cooperate with the partner organization CONCORD to facilitate the integration of their beneficiaries into the labor market.

- If interested, specify any conditions or requirements they consider necessary for such a collaboration.

Conditions or requirements for cooperation: The main condition that most organizations consider necessary for such cooperation is the **conclusion of a formal joint action agreement** that will clearly define the areas of cooperation, the responsibilities of the parties and the expected results in the field of training and employment of the beneficiaries.

5.8. Conclusion and Recommendations

Instructions:

- Summarize the main barriers to employment.

Generalization of the main barriers to employment:

Analyzing the responses of the surveyed organizations, the following key barriers can be identified that complicate the employment of their beneficiaries:

1. **Insufficient level of education and qualifications:** Lack of necessary knowledge and skills makes many beneficiaries uncompetitive in the labor market.
2. **Lack of practical experience:** Employers often prefer candidates with work experience, which creates a vicious circle for those who are just looking for their first job or changing fields.
3. **Childcare problems:** This issue is particularly acute for single mothers who do not have the opportunity to leave their children under supervision while working or studying.
4. **Transportation problems:** The lack of proper transportation connections or own transportation limits the ability to find work and access the workplace, especially in remote areas.
5. **Limited openness to hiring foreign workers:** Despite the potential, most employers are reluctant to hire foreigners due to bureaucratic complexities and language barriers.
6. **Key skills gaps:** New hires often lack digital literacy, communication and technical skills, and experience discipline issues.

Practical solutions and recommendations for improving employment integration services:

1. **Strengthening educational and training programs:**
 - Development and implementation of short-term vocational training and retraining courses focused on the needs of the local labor market.
 - Involvement of qualified teachers and master practitioners in conducting trainings.
 - Providing opportunities for practical skills through internships and internships in enterprises.
 - Introduction of programs to improve digital and communication literacy.

2. Promoting employment and overcoming barriers:

- Providing advice on career development and job search.
- Organization of job fairs and meetings with employers.
- Providing information support on employment opportunities.
- Development of support programs for single mothers for childcare (e.g. organization of nursery rooms or cooperation with preschools).
- Improving transport accessibility by cooperating with local authorities or enterprises to organize the transportation of employees.
- Providing informational and legal support to employers interested in hiring foreign workers.

3. Development of skills and competencies:

- Implementing mentoring and mentoring programs to transfer experience and support new employees.
 - Encouraging non-formal learning and knowledge sharing in the workplace.
 - Promoting employee participation in trainings and seminars for professional development.
- Suggest practical solutions and recommendations for improving employment integration services.

Practical solutions and recommendations for improving employment integration services:

4. Strengthening educational and training programs:

- Development and implementation of short-term vocational training and retraining courses focused on the needs of the local labor market.
- Involvement of qualified teachers and master practitioners in conducting trainings.
- Providing opportunities for practical skills through internships and internships in enterprises.
- Introduction of programs to improve digital and communication literacy.

5. Promoting employment and overcoming barriers:

- Providing advice on career development and job search.
- Organization of job fairs and meetings with employers.
- Providing information support on employment opportunities.
- Development of support programs for single mothers for childcare (e.g. organization of nursery rooms or cooperation with preschools).

- Improving transport accessibility by cooperating with local authorities or enterprises to organize the transportation of employees.
- Providing informational and legal support to employers interested in hiring foreign workers.

6. Development of skills and competencies:

- Implementing mentoring and mentoring programs to transfer experience and support new employees.
 - Encouraging non-formal learning and knowledge sharing in the workplace.
 - Promoting employee participation in trainings and seminars for professional development.
- Identify opportunities for collaboration between organizations, training institutions, and professionals to enhance workforce development initiatives.

Identification of opportunities for cooperation between organizations, educational institutions and professionals:

1. Cooperation between public organizations and educational institutions:

- Joint development and implementation of educational programs that meet the needs of the target groups of beneficiaries.
- Involvement of teachers of vocational schools and universities in conducting trainings and seminars for beneficiaries of public organizations.
- Organization of internships and internships for beneficiaries on the basis of enterprises with which educational institutions cooperate.
- Creation of joint information campaigns to promote training and employment opportunities.

2. Involvement of professionals and mentors:

- Creation of a database of qualified specialists and pensioners ready to act as mentors and trainers.
- Involvement of experts in conducting master classes and practical classes.
- Organization of meetings and exchanges of experience between beneficiaries and successful professionals.

3. Cooperation between NGOs and business:

- Conclusion of cooperation agreements on the employment of beneficiaries.
- Organization of joint training programs aimed at meeting the needs of specific enterprises.
- Holding open days and study visits to enterprises for beneficiaries.

- Involvement of business representatives in participation in job fairs and other employment events.

4. Cooperation through the Laboro.ro platform:

- Using the platform to post information about training programs and vacancies aimed at beneficiaries of NGOs.
- Creation of a section for establishing contacts between public organizations, educational institutions and potential mentors.
- Organization of online seminars and webinars on employment and career development.

10. SCHOOL PRINCIPALS' PERSPECTIVE

6.1. Identification of Educators with Dual Expertise

Instructions:

- Indicate whether school principals are aware of teachers within their institution or from other schools who possess both teaching experience and practical expertise in their field.

School principals confirmed that **they know teachers** both in their own and other institutions who combine pedagogical experience with practical knowledge in their field.

- Provide names, specialization areas, and (optionally) contact details of these educators. (Annex)
- The names and areas of specialization of these educators **will be provided in the appendix** to the report.

6.2. Identification of Skilled Professionals and Craftsmen

Instructions:

- Indicate whether school principals identified specialists, craftsmen, or professionals outside the educational system who have a strong reputation and significant experience in their field.
- School principals have identified **specialists, masters, and professionals outside the educational system** who have a strong reputation and significant experience in their field.

- If applicable, provide their names, area of expertise, and (optionally) contact details. (Annex)

Their names and areas of expertise **will be provided in the appendix** to the report.

- If they were unable to provide contact details, mention whether they were open to being contacted later for further discussion on the initiative.

School principals expressed **their willingness to contact** these individuals later to further discuss the initiative if contact details were not immediately provided.

6.3. Institutional Collaborations with Companies

Instructions:

- Indicate whether the institutions have formal collaborations with local businesses.

Educational institutions **have formal relationships with local businesses**, including **restaurants, catering establishments, garment factories, production shops, and various businesses**.

- If applicable, specify the type of collaboration:

- **Required Professional Internships** – List the participating companies.

One of the companies participating in mandatory professional internships is **the chain of stores "Zina"**.

- **Dual Education Programs** – List the companies that participate.

Information about companies participating in dual education programs **has not yet been provided**.

- **Other types of partnerships** – describe and list the companies involved. Cooperation with the institutions **"Valentyn and Valentyna Shtefanyo" is mentioned**, but a detailed description of the nature of this partnership **is not provided**.

6.4. Conclusion and Recommendations

Instructions:

- Summarize the key findings regarding the availability of qualified educators and professionals.

Generalization of key findings on the availability of qualified educators and specialists:

School principals confirm the availability of experienced teachers in their and other educational institutions who have both pedagogical skills and practical knowledge in the relevant fields. These individuals are ready to join professional training initiatives.

Outside the educational system, there are also **qualified specialists, craftsmen and professionals** with a strong reputation and significant practical experience, who can be involved as mentors and trainers.

- Assess the extent of existing collaborations between educational institutions and local businesses.

Educational institutions in Uzhhorod already have **official relations with a number of local enterprises** representing different sectors of the economy (food industry, light industry, service sector).

The main forms of cooperation include the **exchange of experience, the organization of internships and internships** for students.

An example is the cooperation between the Zina chain of stores in the field of mandatory professional internships and the Valentyn and Valentyna Shtefanyo establishments (although the details of their cooperation need to be clarified).

Information on the participation of companies in **dual education** programs is **currently insufficient**.

- Suggest recommendations for strengthening partnerships and improving vocational training opportunities.

Recommendations for strengthening partnerships and improving professional training opportunities:

1. **Intensification of dialogue between educational institutions and business:**

Organization of regular meetings, round tables and forums to discuss the needs of the labor market and opportunities for cooperation.

Creation of joint working groups to develop training programs that meet the current requirements of employers.

2. **Expansion of forms of cooperation:**

Active implementation and development **of dual education** programs, involving a larger number of local companies.

Increasing the number and duration **of quality internships and internships** at enterprises with the possibility of further employment.

Involvement of business representatives in conducting **master classes, lectures and seminars** for students and teachers.

Creation of joint training and practical centers on the basis of educational institutions with the support of local business.

3. **Involvement of qualified specialists and educators:**

Creation and support **of a network of mentors** from among experienced employees of enterprises and qualified teachers.

Involvement of practitioners in teaching special disciplines in educational institutions on a permanent or partial basis.

Organization of experience exchange programs between teachers and business representatives to improve their skills and understand the needs of the labor market.

4. **Fostering collaboration:**

Development and implementation of local programs to support and encourage enterprises that actively cooperate with educational institutions in the field of vocational training.

Informing businesses about the benefits of cooperation with educational institutions (training qualified personnel, improving the company's image, etc.).

5. **Using the Laboro.ro platform:**

Creation of a separate section on the platform to establish contacts between educational institutions and local businesses.

Posting information about internship opportunities, dual education, and other forms of cooperation.

Organization of online forums and webinars to discuss issues of professional training and cooperation.

11. TEACHERS' PERSPECTIVE

7.1. Teaching and Professional Background

Instructions:

- Indicate questioned teachers' specialization – technical or vocational subjects.

The teachers studied specialize in **technical and professional subjects**, covering the following areas: **construction** (painting and plastering), **catering** (cook, waiter), **rehabilitation facilities** (physical therapy, massage) and **accounting**.

- Specify the technical or professional domain in which they work (e.g., mechanics, electrical engineering, construction, hospitality).

The technical and professional fields in which they work include **construction, hospitality, catering, and accounting**.

- State whether they have practical experience in the field alongside their teaching experience.

Thus, all the interviewed teachers have both **practical experience** in their field and experience in teaching relevant disciplines.

- If applicable, specify the area of specialization within their practical experience.

Thus, some of the teachers interviewed have a **deep specialization** within their practical experience, covering specific aspects of construction technology, hotel service management, culinary arts, accounting features in various fields and rehabilitation methods.

7.2. Interest in Training and Collaboration

Instructions:

- Indicate if they would be interested in collaborating to deliver short-term theoretical and practical training sessions for individuals looking to enhance their skills in their field of expertise.

Most of the surveyed teachers showed a sincere interest in collaborating to conduct short-term theoretical and practical trainings for individuals seeking to improve their skills in relevant fields of knowledge. They see this as an opportunity to share their experience and contribute to the professional growth of future professionals.

- State whether they have previously worked with local companies in training or preparing employees.

Thus, a significant part of the surveyed teachers has already had a positive experience of cooperation with local companies in the field of education or training of their employees. This experience included conducting specialized courses, organizing practical classes in production and consulting on professional training.

- Mention if questioned teachers identified other teachers in their institution or elsewhere who have both teaching and practical experience in their field.

Thus, the interviewed teachers reported the presence of other colleagues in their educational institution or in other educational institutions who also have valuable combined experience in teaching and practical work in their field. Their data will be included in the corresponding list.

- Mention if questioned teachers identified professionals, craftsmen, or specialists outside the educational system with significant expertise who could contribute to training programs.

Yes, the teachers interviewed also identified professionals, masters or specialists outside the educational system who have significant practical experience and could make a significant contribution to the curricula by sharing their knowledge and skills. Their data will also be on the list.

- If they were unable to provide contact details, indicate whether they were open to being contacted later for further discussion on the initiative.

Thus, even in cases where contact details were not provided immediately, the interviewed teachers expressed their readiness to facilitate the establishment of contact with these specialists later to discuss the possibilities of their participation in the initiative.

7.3. Continuous Professional Development

Instructions:

- Indicate how often they participate in professional training to update or expand their knowledge and skills.

The surveyed teachers are quite actively engaged in continuous professional development. Most often, they participate in professional training **once every three months**, and in second place in frequency is **participation once every six months**.

- Mention the types of training they consider useful for improving their competencies, such as:
 - Specialization courses
 - Learning modern teaching methods
 - Practical internships
 - Experience exchange programs
 - Other types of training (please specify).

Among the types of training that they consider most useful for improving their competencies, **practical internships and experience exchange programs are prioritized**. They highly value the opportunity to gain new practical skills and become familiar with advanced methods of working directly in production or in other educational institutions. Other useful types of training include specialization courses and the study of modern teaching methods.

- State whether they are open to collaborating with local organizations or companies to align vocational training programs with labor market requirements.

Among the types of training that they consider most useful for improving their competencies, practical internships and experience exchange programs are prioritized. They highly value the opportunity to gain new practical skills and get acquainted with advanced methods of working directly in production or in other educational institutions. Other useful types of training include specialization courses and the study of modern teaching methods.

7.4. Conclusion and Recommendations

Instructions:

- Summarize key findings regarding educators' teaching and practical experience.

Generalization of key findings on the teaching and practical experience of educators:

The teachers studied are a valuable resource, as **they combine significant pedagogical experience with deep practical knowledge** in their fields (construction, catering, rehabilitation, accounting).

Many of them have **a specific specialization** within their practical experience, which makes them competent in imparting not only theoretical knowledge but also applied skills.

A significant part of the educators has already had **a positive experience of cooperation with local companies** in education and training of personnel, which indicates their understanding of business needs.

Teachers are actively engaged **in continuous professional development**, giving preference to practical forms of learning, such as internships and exchange of experiences.

They also **identified other colleagues and professionals outside the educational system** who have the necessary experience and can be involved in training programs.

- Assess the level of interest in collaboration for workforce training.

The level of interest of the interviewed teachers in cooperation to conduct short-term theoretical and practical trainings is **very high**. They are ready to share their knowledge and experience in order to improve the skills of future specialists.

There is also **a significant willingness to collaborate with local organizations and companies** to align curricula with the current demands of the labor market. Teachers are aware of the importance of training qualified personnel who meet the modern needs of employers.

- Provide recommendations for improving vocational education, strengthening educator-industry partnerships, and enhancing training programs to meet labor market needs.

Recommendations for improving vocational education, strengthening partnerships between educators and industry, and improving training programs to meet the needs of the labor market:

1. **Creation of permanent platforms for dialogue between educators and industry representatives:**
 - Organization of regular industry meetings, seminars and conferences to discuss the needs of the labor market and determine priority areas of vocational training.
 - Involvement of business representatives in the development and updating of curricula and programs.
2. **Active involvement of practitioners in the educational process:**

- Invitation of masters and production experts to conduct master classes, practical classes and lectures.
 - Encouraging collaboration between teachers and industry in the development of teaching materials and methodologies.
- 3. Expanding opportunities for practical training and internships:**
- Conclusion of cooperation agreements with local companies to organize quality internships and internships for students and teachers.
 - Creation of training and practical centers on the basis of educational institutions equipped with modern equipment with the support of business.
- 4. Support for professional development of teachers:**
- Organization of internships for teachers at specialized enterprises to get acquainted with modern technologies and production processes.
 - Encouraging teachers' participation in exchange programs with other educational institutions and companies.
 - Providing access to modern educational materials and methods.
- 5. Coordination of training programs with the requirements of the labor market:**
- Conducting a regular analysis of the needs of the labor market to determine the most in-demand professions and skills.
 - Flexibly respond to changes in industry standards and technologies by promptly updating curricula.
 - Involvement of employers in assessing the quality of graduate training.
- 6. Promoting cooperation between educational institutions:**
- Creation of networks of professional cooperation between educational institutions for the exchange of experience and best practices.
 - Development of joint curricula and projects.

12. KEY FINDINGS AND RECOMMENDATIONS

- **Summary of key insights**
- **Recommendations for improving workforce training and development**

Recommendations for improving training and workforce development for better alignment between education and labor market needs:

Systematic analysis and forecasting of labor market needs:

- Creation of regional centers or working groups with the participation of representatives of business, educational institutions, authorities and public organizations for continuous monitoring and forecasting of labor market needs in the context of industries and professions.
- Conducting regular research on the demand for skills and competencies, as well as identifying promising areas for the development of the region's economy.
- Using labor market analysis data to adjust educational programs and specialties.

Flexibility and adaptability of educational programs:

- Introduction of modular and interdisciplinary training programs that allow you to quickly respond to changes in technology and employer requirements.
- Development of short-term refresher and retraining courses to quickly meet the urgent needs of the labor market.
- Active use of online platforms and distance technologies to ensure flexibility and accessibility of learning.

Strengthening the practical component of training:

- Expanding internship and internship programs at enterprises, ensuring close cooperation between educational institutions and employers in determining the content and organization of internships.
- Creation of training and production centers on the basis of educational institutions equipped with modern equipment that simulates real production processes.
- Involvement of business representatives in the assessment of practical skills of students and graduates.

Development of key competencies (soft skills):

- Introduction into educational programs of elements aimed at developing communication skills, the ability to work in a team, critical thinking, creativity, adaptability and other important "soft" skills for the modern labor market.
- Use of interactive teaching methods, trainings and simulations to form these competencies.

Active involvement of employers in the educational process:

- Inviting business representatives to teach individual courses, conducting master classes and guest lectures.
- Participation of employers in the development of qualification requirements and standards.
- Creation of joint projects and research between educational institutions and enterprises.

Career guidance and career counseling:

- Strengthening career guidance in schools and other educational institutions, providing pupils and students with information about current professions and career opportunities.
- Development of career counseling services that assist graduates in finding work and adapting to the labor market.

Promoting Lifelong Learning and Professional Development:

- Creation of a system of continuous professional development for workers in various industries.
- Supporting employers' initiatives to train and develop their staff.
- Providing access to high-quality and up-to-date adult education programs.

The use of digital technologies in education:

- Active introduction of modern information and communication technologies in the educational process.
- Development of online platforms for learning and knowledge sharing.
- Use of digital tools to assess knowledge and skills.

Cooperation between educational institutions and public organizations:

- Development of joint support programs for vulnerable groups of the population in order to increase their competitiveness in the labor market.
- Involvement of public organizations in career guidance work and provision of social support.

Monitoring and evaluation of the effectiveness of educational programs:

- Regular surveys of employers and graduates to assess the compliance of educational programs with the needs of the labor market.
- Making timely changes and improvements to curricula based on monitoring results.

- **Suggestions for further improvements or further initiatives**

Propose potential actions to support workforce training and inclusion on the labor market, including through laboro.ro.

The insights gained from this study will inform strategic actions for improving technical and vocational training, fostering cooperation between educators and businesses, and addressing workforce development challenges in [Transcarpathia, Ukraine](#).

The findings of this study will contribute to the design of targeted programs aimed at reducing employment barriers, strengthening vocational training efforts, and fostering a more inclusive labor market in [Transcarpathia, Ukraine](#).

I. Actions aimed at improving technical and professional training:

1. **Development and implementation of adapted curricula:**

- Based on the identified needs of the labor market, develop short-term and long-term technical and vocational training programs that meet the current requirements of employers.
- Provide flexibility in curricula, allowing them to be quickly adapted to changes in technology and industry standards.
- Actively involve business representatives and qualified practitioners in the development of programs.

2. Strengthening the practical component of training:

- Expanding the network of partnerships with local enterprises to organize internships, internships and dual education.
- Creation of educational and practical centers on the basis of educational institutions equipped with modern equipment.
- Involvement of masters and production experts in conducting practical classes and master classes.

3. Advanced training of pedagogical staff:

- Organization of internships for teachers at specialized enterprises.
- Providing access to modern teaching methods and technologies.
- Creation of platforms for the exchange of experience between teachers and business representatives.

4. Digital Skills Development:

- Inclusion in the curricula of modules on the development of digital literacy and specialized IT skills in demand in the labor market.
- Use of online platforms and distance learning technologies.

II. Actions aimed at promoting cooperation between educators and business:

1. Creation of communication platforms:

- Organization of regular meetings, forums and round tables to establish a dialogue between educational institutions and employers.
- Creation of sectoral councils on vocational training with the participation of representatives of education and business.

2. Joint projects and initiatives:

- Encouraging collaborative development of curricula, research and innovation projects.
- Organization of joint events such as job fairs, career days and company presentations in educational institutions.

3. Involvement of business in education management:

- Inclusion of business representatives in the supervisory boards of educational institutions.

- Involvement of employers in assessing the quality of graduate training and certification.

III. Actions aimed at solving the problems of workforce development and reducing barriers to employment:

1. Career guidance and career counseling:

- Strengthening career guidance work among young people and the unemployed.
- Providing individual advice on career development and job search.
- Informing about training and retraining opportunities.

2. Support for vulnerable populations:

- Development of special training and employment programs for socially disadvantaged groups of the population, persons with disabilities, migrants and single mothers.
- Providing related services such as childcare assistance, transportation support, and psychological counseling.

3. Promoting Workforce Mobility:

- Informing about employment opportunities in other regions of Ukraine and abroad.
- Assistance with relocation and adaptation to a new place of work.

4. Combating discrimination in the labor market:

- Conducting information campaigns to prevent discrimination on the basis of age, gender, disability or other grounds.
- Ensuring equal opportunities for all categories of the population.

IV. Using the Laboro.ro Platform to Support Training and Workforce Inclusion:

1. Creation of a specialized section for training and professional development:

- Posting information about available curricula, courses, trainings and webinars in Transcarpathia and Uzhhorod region.
- Providing an opportunity for educational institutions and training centers to post their offers.

2. Integration with job information:

- Display recommended training programs for candidates looking for jobs in specific specialties.
- Providing information on the required skills and competencies for specific vacancies.

3. Creating tools for communication between educational institutions, employers and potential employees:

- Forums for discussion of vocational training and employment.

- Opportunities for direct contact between employers and graduates of educational institutions.
4. **Placement of information about ancillary services:**
- Informing about organizations that provide services for career counseling, career guidance, support for vulnerable groups, etc.
5. **Promotion of training and employment opportunities among target audiences:**
- Conducting online campaigns aimed at attracting young people, the unemployed and other categories of the population to study and find work.

13. ANNEXES

- **Questionnaires used for surveys/interviews;**
- **Sample Questionnaires for the survey;**
- **A list of stakeholders that can be contacted;**

Name: Uzhhorod Institute of Trade and Economics of the State University of Trade and Economics (UTEI DTEU)

Address:

Main building: Transcarpathian region, Uzhhorod, st. Korytnyanskaya, 4

Educational building: Transcarpathian region, Uzhhorod, Pravoslavna embankment, 21-A

Contact phone numbers:

Office: (0312) 65-82-45

Accounting: (0312) 65-82-47

Educational and Methodological Department: (0312) 65-82-46

Human Resources Service: (0312) 65-82-48

Admissions committee: (0312) 65-82-48, (094) 918-73-70

E-mail: [email address deleted]

Websites:

Main website: <http://utei-knteu.org.ua/>

Another website: <https://utei.uz.ua/>

Page on the DTEU website: <https://knute.edu.ua/blog/read/?pid=1446&uk>

Uzhhorod Higher Vocational School of Trade and Food Technology

Address: Transcarpathian region, Uzhhorod, st. Lehotskoho, 43

Phone of the Admissions Committee: (0312) 64-04-31, (0312) 64-04-32

E-mail: [email address removed] (may be irrelevant, it is better to call)

Website: <http://uzh-vpu-torg.ucoz.ua/> (may be outdated, I recommend checking for relevance)

Uzhhorod Higher Commercial School of DTEU

(The information is already provided in the previous answer, I duplicate it for convenience):

Name: Uzhhorod Institute of Trade and Economics of the State University of Trade and Economics (UTEI DTEU)

Address:

Main building: Transcarpathian region, Uzhhorod, st. Korytnyanskaya, 4

Educational building: Transcarpathian region, Uzhhorod, Pravoslavna embankment, 21-A

Contact phone numbers:

Office: (0312) 65-82-45

Admissions committee: (0312) 65-82-48, (094) 918-73-70

E-mail: [email address deleted]

Websites:

<http://utei-knteu.org.ua/>

<https://utei.uz.ua/>

14. Lists of Designated Trainers and Experts (Name | Profession | Years of Experience | Contact Details)

- Kaganets – Lesya Gavrilko, food production technologist, 0992972330.

- Symochko Maria Illivna, accounting, 0502792630.

- Danylo Svitlana, pastry chef, 0508676368.

- Bachurin Ihor, painter-plasterer, 0669293636.

- Bogdan Dobryan, tile layout, 0661792615.

- Kralik Milan, work with concrete, 0664807760.

- Maksym Bilyi, electrician, 0501305947.

- Christian Radik, Sewing, 0956353792

- Ivan Kirlyk, Sales Representative, Merchandiser, 05067715691.

- Yuriy Tsygunko, freight forwarder, 0999055626.

- Arthur Prista, rehabilitation, massage, 0633473069.

Categories of potential coaches:

Teachers of vocational schools

Skilled workers in retirement

Experienced specialists in the fields