

# Transparency as a Key Element for Better Understanding of HE Qualifications by the Labour Market

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## Demographic Losses

**6–10M**

people

**Total Population Loss**

*~15–25% of population*

**4–6M**

people

**Working-Age Labour Loss**

*~25–30% of labour force*

*Massive displacement of the population has severely impacted workforce availability and economic capacity.*

## Economic Transformation

### Structural Shift

Some sectors critically reduced capacity due to bombardments; defence industry and related technologies grew rapidly.

### Labour Market Imbalances

Differential losses among men and women; internally displaced persons further distort regional supply and demand.

## Most Affected Sectors



### Industry & Construction

Shortages of male labour  
due to mobilisation



### Logistics & Transport

Workforce losses from  
mobilisation and  
emigration



### Services

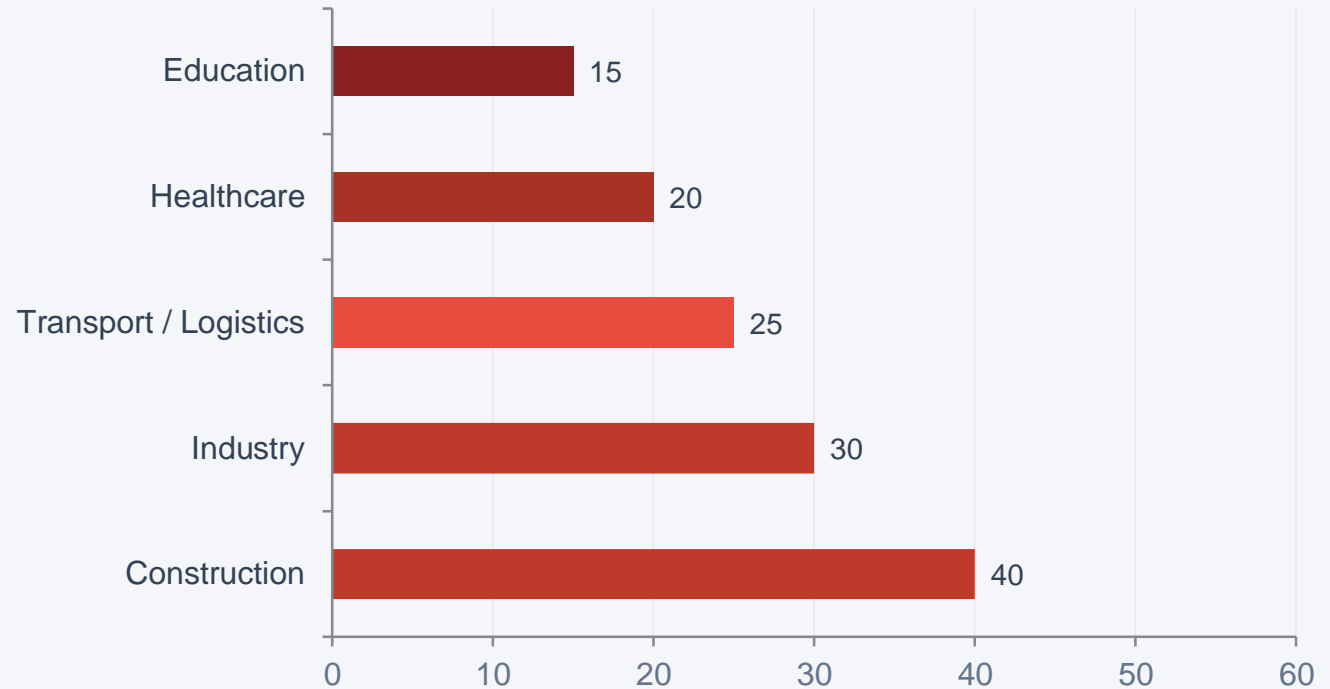
Regional imbalances  
driven by internal  
displacement



### Healthcare & Education

Emigration of  
professionals abroad

## Shortage of Qualified Workers



**Overall current shortage: 2–4 million workers**

# Trends in the Labour Market and in Education

## LABOUR MARKET

- 01** Rapidly growing demand for continuous professional development of employees
- 02** Changes in the structure of the labour market (demand for specific specialists) leading to the need for reskilling and upskilling
- 03** The requirement to formalize competences acquired through non-formal and informal learning

# Trends in the Labour Market and in Education

## STUDENTS & LEARNERS

- Need for rapid entry into the labour market
- Possibility to accumulate acquired learning outcomes
- Aspiration to become more visible in the labour market

## HE INSTITUTIONS

- Improvement of existing and introduction of new educational services
- Search for additional sources of revenue
- Fulfilment of the third mission of universities

# Impacts and Trends

*Goal: alignment of labour market needs and educational programmes*

## 01 Professionalization

Professional standards,  
dual education, etc.

## 02 Individualization

Individual learning pathways tailored to  
learners

## 03 Short-term programmes

Flexible, targeted educational  
programmes

## 04 Recognition of NFI learning

Qualification centres, institutional  
regulations

## 05 Transparency & quality

Emphasis on clarity and quality of  
learning outcomes

# Occupational / Professional Standard

Work Functions	Professional Competencies	Knowledge	Skills	Communication	Responsibility & Autonomy
WFi	C <sub>1</sub>				
	C <sub>2</sub>				
	...				
	C <sub>n</sub>				

*Each work function is linked to specific competencies — knowledge, skills, communication, and responsibility.*



# Short-Term Educational Programmes

## *Approaches to Micro-Credentials in Higher Education*

1

### Standalone MCs

4–6 ECTS

Used as elective components within the main study programme to develop additional competences required by the labour market (narrow specialisation).

2

### Block of Courses

10–20 ECTS

Enabling students to obtain a professional qualification in line with relevant occupational standards.

3

### Targeted Combination

Up to 30 ECTS

Designed to support specialisation within a specific subfield of the discipline.

# Obstacles and Challenges

## Imperfect Legislation

Ukraine lacks legislation on sectoral qualifications frameworks and micro-credentials. Some laws contain exceptions that violate EQF requirements — e.g., universities may award professional qualifications without occupational standards.

## Low Employer Awareness

Many employers lack understanding of the importance of developing modern occupational standards and the need for close cooperation with higher education institutions.

## Insufficient Methodological Support

Low capacity to develop modern competence-based occupational standards and limited methodological resources available to practitioners.

# Thank You for Your Attention!

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HERE Team webpage:

<http://www.erasmusplus.org.ua/erasmus/ka3-pidtrymka-reform/natsionalna-komanda-ekspertiv-here.html>



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