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## *Development trends, asymmetries and impact factors of youth employment in Ukraine*

### *Summary*

The paper is devoted to the state of youth employment in Ukraine. The analysis covers the period from 2004 to 2015. The aim of this paper is to describe and analyze the developmental trends, asymmetries and impact factors of youth employment in Ukraine. For the most part, the developmental trends of youth employment in Ukraine are typical of the general tendencies throughout the world, but some of these trends are specific only to Ukraine. The asymmetries of youth employment are researched in detail in connection with the problem of the interaction of the labour market and the education market. The competence approach is proposed as the main tool for integrating all subjects of the labour market and the education market to work on overcoming existing asymmetries in the youth labor market.

**Key words:** youth employment, development trends, asymmetry, impact factor, Ukraine

### *Introduction*

The situation of the global youth employment remains unstable. Problems of long job queues and a lack of stable employment for youth exist almost all around the world. In the developed countries the proportion of youth who involuntarily work part-time or is engaged in temporary work, is increasing. For example, in Poland, Italy, Spain and

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Portugal, more than one half of young people are employed on temporary contracts; and in the Netherlands, part-time jobs constitute about 44% of all recent school leavers' employment (Shapoval, Nizalova 2016). In developing countries, young people suffer also from working poverty since they have a lack of formal employment and social protection (one in four young people cannot find jobs paying more than 1.25 USD per day) (Goldin et al 2015).

Economists also highlight the global dimension of the above-mentioned problem that arises from the irreversible interdependence between the economies of the world (Manzella and Rustico 2011, p. 25). It is reflected in the migration of young people who leave their country of origin to seek better training and employment opportunities abroad. Such a phenomenon has been called "the battle for brains" (Blanpain 2008).

The impact of the Ukrainian internal crisis on youth employment has been strengthened by the development of the world problematic trends.

Up until today (2017) Ukraine struggles with an overall economic recession, as well as with a process of economic transformation. Both developments have led to an imbalance of the labour market, resulting in rising unemployment, higher inactivity rates and increasing quantitative and qualitative gaps in regard to supply and demand in the labour market (Graziosi 2015).

The main problem for Ukrainian youth in their transition from school to work is the weak and inadequate coordination between the education system and the labor market (Libanova et al 2014b). It could be assumed that the main asymmetry of youth employment is the problem of the relationship and interaction between the education market and the labor market.

A lack of strategic vision policy in the sphere of youth employment is evident. Some researchers admit that state policy aimed at mitigating youth unemployment has not been successful (Getman 2013).

Strategies and policies to promote youth employment in Ukraine should be transformed and implemented according to the youth employment targets declared in the 2030 development agenda (p. 4.4, p. 8.5., p. 8.6. UN 2015).

Taking into account all these issues, the aim of this paper is to describe and analyze the developmental trends, asymmetries and impact factors of youth employment in Ukraine.

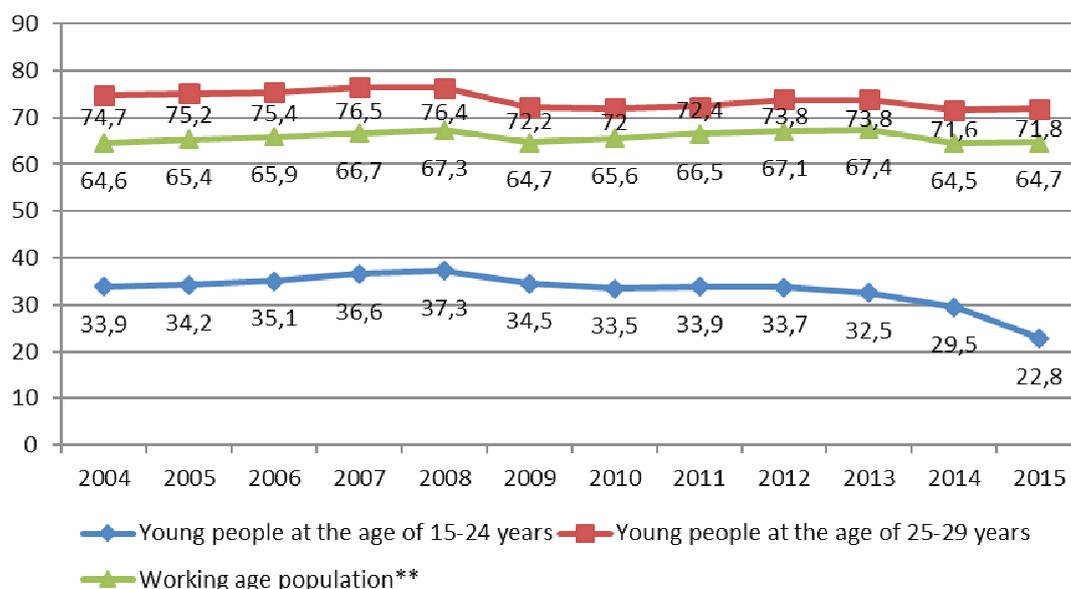
### ***Development trends of youth employment in Ukraine***

Effective youth employment has the greatest potential for providing innovative development. It is possible to use this potential at full capacity only by creating the conditions that could attract young people to the priority spheres of the economy, and by combining production activities with scientific ones, etc. But today, both in Ukraine and in the whole world, a gap can be observed between aspirations, the potential of young people, and their opportunities in the labor market (Goldin et al 2015). This is extremely relevant, since unemployment among young people worldwide has reached a significant scale. For example, the global youth unemployment rate in 2015 was expected to be 13.1 per cent,

as well as projections showed no change for 2016–2018 and a slight jump to 13.2 per cent in 2019 (ILO 2015)<sup>2</sup>.

Despite the fact that the youth employment crisis comprises a global trend, it is nevertheless distinguished by features particular to each country. It is relevant to both its scale and its character. Statistics of the youth employment in Ukraine are presented in Figures 1 and 2.

**Fig. 1. Employment level of youth in Ukraine 2004–2015\*, %**



\* by the ILO methodology<sup>3</sup>

\*\* Women of the age of 15–58 years, men — 15–59 years<sup>4</sup>

Source: composed by the authors (State Statistical Service of Ukraine 2015).

Having assessed youth employment on the basis of Figure 1 we may state that less than 75% of young people are employed in Ukraine. We can also observe negative trends, i.e. a very low employment rate within the age group of 15–24 year olds and its decline during 2011–2015; the reduction of youth employment within the age group of 25–29 years old in 2014.

The analysis of statistical data presented in Table 2 detailing the level of youth unemployment in Ukraine, which is similar to the global data, indicates the high level of youth unemployment in all age groups. The level of youth unemployment exceeded

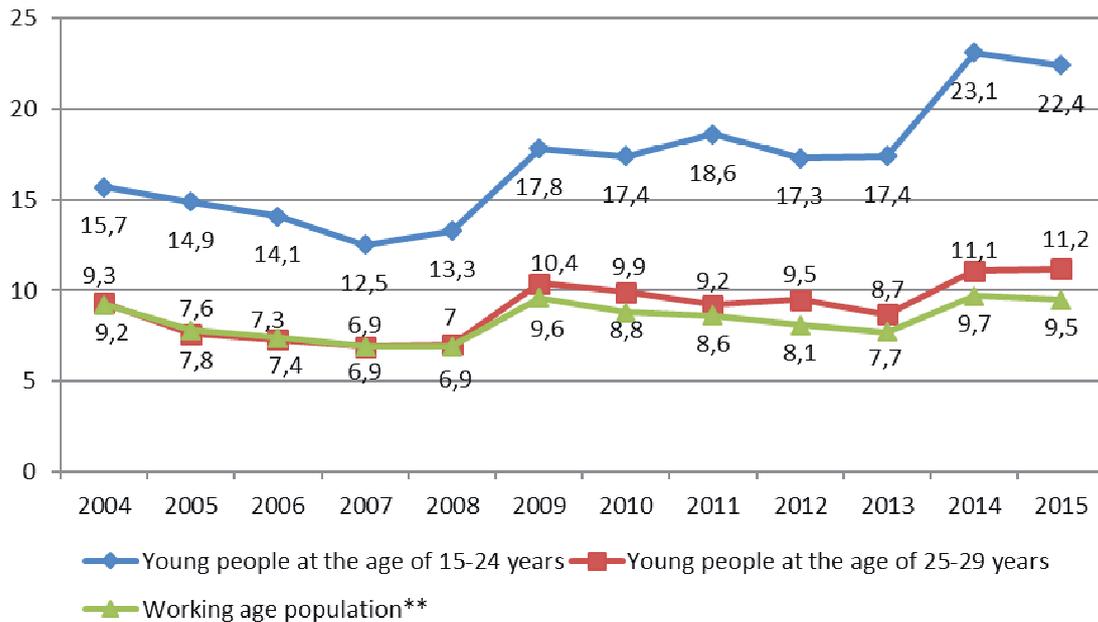
<sup>2</sup> These figures are presented for the age group of 15–24 for youth (ILO 2015), but the ILO school-to-work transition surveys defines youth as 15–29.

<sup>3</sup> Criteria of defining employed and unemployed population satisfy ILO recommendations and are used as an important indicator of the current state of the country’s economy (State Statistical Service of Ukraine 2016, pp. 10–15).

<sup>4</sup> Working age is set by art.1 Law of Ukraine “On Employment” (2012), which is based on art.26 Law of Ukraine “On Compulsory State Pension Insurance” (2003) with amendments. This article regulates the changes of retirement age eligibility in Ukraine.

the unemployment level of the working age population during 2008–2015, and this trend increased the unemployment till 2014. It should be highlighted that in 2015 the youth unemployment rate for the 15–24 age group in Ukraine (22.4%) far exceeded the same world rate (13.1%); that is, we can say that the unemployment in Ukraine, as in the whole world, has a “young face”.

**Fig. 2. The level of youth unemployment in Ukraine for 2004–2015\*, %**



\* by the ILO methodology

\*\* Women aged 15–58 years, men — 15–59 years

Source: composed by the authors (State Statistical Service of Ukraine 2015).

Together with the global problem of youth unemployment, the Report “The Youth Employment Crisis: Time for Action” of the International Labour Conference in 2012 (ILO 2012) enumerates the following world trends, which are likely to further worsen the state of the youth labor market in:

- The probability of getting a low paid job is 2.5–5.8 times higher for youth than for the overall average worker; 50% of low-wage workers are young employees (the EU countries, USA);
- A high level of employment in the informal economy among young employees, in comparison to their older colleagues (in Europe the proportion of young people in the informal sector of the economy is 17% versus 7% of working-age employees);
- Strengthening the principle for youth of “last hired — first fired” (increase in absolute and relative indicators of youth firing). The advantages of hiring young people compared to other age groups of candidates are often overlooked (Valetov and Sarzhan 2007) — a longer period of future performance, better indicators of physical health and endurance, high educational level, innovativeness, etc.

We wish like to highlight the fact that, according to the 2015 edition of the Global Employment Trends for Youth (ILO 2015), an additional trend such as the school-to-work transition does not last long for most youth. It takes 19 months on average to complete the transition to a stable or satisfactory job. The Ukrainian labor market has its own peculiarities. In 2013, the transition path for those young Ukrainians who did not move directly to a stable or satisfactory job took, on average, 34.4 months (almost three years) (Libanova et al 2014b).

According to the materials of the Report (ILO 2012) these dangerous trends in global youth employment lead to a number of negative consequences, among which the most notable are:

- The growth of social tension and scales of political and social protests, led by youth, where young people demanded “jobs, freedom and social justice”;
- Undermining the belief that the prospects for the next generations in the sphere of employment and economic growth will improve, and that globalization may be fair and all- inclusive, and will deliver decent work and social justice to young people;
- A threat to the principle of equal opportunities for different generations, and the high probability of a sharp stratification and an increase in inequality within the current generation of youth, its marginalization;
- Increase of the number of young people who have “lost hope” for employment;
- Increase in the emigration scale of skilled young people from developing countries;
- Restriction of access for young people to social insurance systems, due to the requirement of minimum period of contribution.

In addition, national trends in youth employment lead to the following socio-demographic, economic, psychological and legal consequences:

- increase of vulnerability of young people in the labor market (Bălan 2014);
- increase of ageing population trends — there are no social preconditions for the increase of the birth rate in the country (in the first third of 2015, the birth rate plummeted by 12% off the level of 2014. (Roberts 2015));
- loss of value motivation to learn and work, reduction of the legal work prestige;
- rise in the level of criminogenic situation in society, increase in criminality etc.;
- losses and expenses of obligatory insurance funds, shortfall of revenue inflows to the budget, loss of funds in the case of the emigration of young people (illustrated by the following example: in 2015 there were 23,329 young Ukrainians in Poland. They comprised 50% of all international students in Poland (Entrant.eu 2016)).

Profound political changes taking place in late 2013, and the military crisis in the eastern part of the country in early 2014, have had very specific consequences in Ukraine for working age employment in general, and youth employment in particular. The most recent estimates point to at least 1.3 million internally displaced people, one quarter of which are of working age (Graziosi 2015). Young people from the regions caught up in the military crisis (Donetsk and Lugansk regions), or from the annexed Crimea, have had to leave the areas of warfare and need to find new jobs and income-generating activities somewhere else in Ukraine or abroad. The labour market and the education market have been destroyed in the Donetsk and Lugansk regions.

The results of the analyzed statistical data confirm the existence of problematic trends in youth employment.

The analysis of the employment trends in Ukraine (by the ILO methodology) showed that some indicators are at the general world level, but that others are much higher. According to State Statistical Service of Ukraine, the main cause of unemployment is dismissal for economic reasons (40.3%) due to the crisis effects on Ukraine's economy; the secondary causes are dismissal of one's own accord (28.5%) and the inability to find any employment after graduation (vocational school, university or other educational institutions) (16.4%) (State Employment Service of Ukraine 2014) etc. However, dismissal for economic reasons relates to the cyclical component of unemployment and the effects on employment of all categories of the working age population. Dismissal of one's own accord is the friction component of unemployment, which objectively is inherent to any economy. At the same time, the availability of unemployed persons who are not employed after graduation, according to our view, testifies to the asymmetries in the development of the labor market and the education market.

### *Asymmetries in the development of the labor market and the education market*

The education market and the labor market are not isolated autonomies. They are closely related, but the philosophy of their interaction and mutual influence goes far beyond mechanical "adaptation" of educational services to the needs of employers.

A mastery this philosophy and the art of managing the educational and economic development should be based on:

1) public functions that rely on education are connected with the performance of tasks not necessarily of a purely economic nature.

The sphere of education provides us not only with knowledge; it also forms our professional competence. This sphere equips a person to function socially, teaches to live with constant changes and uncertainty; in the "field" of education a person masters cultural values; foundations of human and social capital formation are built within this sphere;

2) development of education should have a proactive attitude. The point is that the competence which the applicant of education services acquires, should be ahead of the current needs of the economy and society;

3) two markets cannot fulfill their mission without enrichment, a coherent and unidirectional progress.

The authors should again emphasize that the training of a skilled labor force is not the only mission of education in general, or of higher education in particular. Everyone should understand the socially significant role of the educational services in socialization. Socialization appears to be a complex and multi-planned process that has the following key characteristics (Kolot et al 2010):

– Transmitting and mastering culture by individuals aimed at mastering socially relevant regulations;

- The introduction of cultural values to an individual;
- Developing worldview guidelines in individuals;
- Learning standards of conduct;
- Mastering social norms and values that are required for successful human interactions with the outside world, i.e. institutions of economy and society.

We believe that the misrecognition of these postulates, as also with many other obvious ones, is a serious obstacle to the development and implementation of the European type of socio-economic policy in Ukraine. The adoption of such official documents as the National strategy of education development in Ukraine for the period until 2021 (NSEDinUkraine 2013) and the Law of Ukraine “On Higher Education” (№ 1556-VII 2014) is intended to improve public policy in the sphere of education. But the implementation process of the aforementioned official documents is marked by a considerable number of problematic issues.

The authors recognize that an imbalance occurs in volume and structure between personnel education and the need of the economy. But the abovementioned imbalance is produced not only by education, but also by other institutions of economy and society. A prioritized, urgent and socially significant task placed on the agenda is to adopt a balanced and socially responsible policy, one which will provide a powerful reproduction of labor force demand by creating a network of knowledge, intellectually saturated and decent jobs.

It should be emphasized that the need to developing the markets concerned should be addressed, but not at the expense of individual. Priority should be rather given to creating the conditions and opportunities which will give birth to high-quality, socially relevant changes, both on the education market and the labor market, rather than than just to mechanical reworking. To determine the need for profound changes in each component of the training system of highly qualified specialists begins with the launch of new principles of formatting the state order for educational services, and ends with new approaches to the state certification of graduates of higher education establishments. At the same time, the authors are mindful of the need to avoid simplistic conclusions concerning the causes of the existing asymmetries in the development of the education market and the labor market.

The main reason for the obvious imbalance of the education market and the labor market is that the latter still shows extremely low demand for highly skilled laborers. The issue of over-skilling is described as the key measure of the mismatch between the demand and supply of labor (Green, McIntosh 2007; Mavromaras et al 2009; O’Reilly et al 2015).

Since the 1990s, the Ukrainian economy has experienced a “washout” of jobs (especially in manufacturing, and other high-tech industries) with high scientific knowledge capacity. The creation of new and competitive jobs which fall under the definition of decent work is extremely slow and has small volumes. Employers increasingly create working places that do not require high skills and training. Such terms are widely used as marginal jobs or marginal employment. These jobs and employment are not compatible with the implementation of the decent work principles. It also demonstrates a weakness of the Ukrainian economy.

It should be noted that the aforementioned Report (ILO 2012) ascertained the lack of job opportunities in the real sector of economy, and the inability to ensure sufficient quantity and quality of jobs for youth employment, as the main cause of difficulties in the search by young people worldwide for decent jobs. In other words, there is a deficit of decent jobs. Its growth against the backdrop of the intensification of economic activities mobility, which is ahead of labor mobility, leads to uncertainty in the working life of a young and economically active person.

A lack of adequate demand for highly skilled labor force, and for advanced competences on the part of employers, confuses participants in the educational process and reduces their motivational guidelines. As noted by celebrated Ukrainian experts in the field of social policy and labor market: “the current labor market does not show a demand for knowledge deepening... that leads to the emergence of the institutional mutant — the higher education system with low demands for education quality from its direct consumer (labor market)” (Bandur et al. 2006).

The poor quality of jobs in Ukraine as one of the causes of youth unemployment is further intensified by the low level of the innovative component in the economy, namely innovativeness, a predisposition to learning, and personal and professional development. In other words, and as we have already noted, there is a prevalence of marginal jobs which are not agreeable to young people. This reduces the potential of the enterprises' innovative development (technology, equipment, knowledge, qualifications of employees, etc.) in Ukraine. The extremely low budgets that companies spend on training needs — (6 UAH per month (Bandur et al 2006)) do not promote the innovative development of enterprises. As a result, Ukraine ranks #93 in the world according to the level of innovativeness of enterprises based on the data of World Economic Forum “The Global Competitiveness Report 2014–2015” (WEF 2015). As well as the low innovative capacity of enterprises, attention should also be drawn to such limiting factors as the lack of state support for innovative products (#123 in the world), insufficient prerequisites for the innovative activity (#82 in the world), the low level of cooperation between business and universities (#74 in the world).

Therefore, the institutional framework to encourage jobs creation for young people needs to be formed in Ukraine.

The problem of new job creation should partially be solved by the Law of Ukraine “On Employment” (№ 5067-VI 2012), which provides a number of legal provisions to stimulate job creation, namely:

- Compensation to the employer equal to 50% of single contribution to obligatory state social insurance (a single social contribution) when establishing and staffing a new job, together with payment of wages which is not less than three minimum wages to employee;
- Compensation of full size single social contribution to employers who create new jobs for the unemployed people among the socially vulnerable categories of citizens;
- Compensation of full size single social contribution to business that creates new jobs and carries out an activity in the priority kinds of economy.

In 2014 only 2% of young people who graduated from educational institutions and had the status of unemployed were employed according to the letter of these legislative regulations. So, tax benefits under the Law of Ukraine “On Employment” do not work in Ukraine because of the low refunding amounts of single social contribution, and also due to the compulsory requirement to employ socially vulnerable categories of citizens. The above-mentioned conditions do not stimulate employers to create new jobs.

For example, young workers were paid the average wage 3870 UAH in January-June 2015 and the employer paid the average size of a single social contribution — 42.5%. The employers’ costs for wages amount to 46,440 UAH per year, and the size of a single social contribution (reimbursement) amounts only to 19,737 UAH. Besides, in reality those costs of the employer were not limited to wage costs, but also included at least the cost of the job creation (Torzhevskij 2014). That suggests the lack of employers’ interest in making use of the public benefits prescribed by the Law of Ukraine “On Employment”.

On the other hand, the causes of the asymmetry can be regarded as a mismatch of the demand for jobs by unemployed young people, and the demand for skilled labor force by employers. Thus, according to the official statistics of Ukraine (State Employment Service of Ukraine 2014) at the end of 2014, 32.7% of unemployed people were graduates trained in the field of “economics, commerce, business”; 13.4% in the field of “engineering”; 9.7% in the field of “law”, and so on. Among the graduates of vocational schools who were classified as unemployed at the end of 2014, 39.7% were trained as «skilled workers trained to work with instruments» (according to Classifier of occupations DK 003: 2010<sup>5</sup>); 30.7% were “trade and servicing workers”; and 20.9% were “technical officers” etc.

The unemployment analysis of graduates of professional schools (vocational schools, higher education establishments) also shows the asymmetry in the regional aspect. The majority of unemployed graduates (more than 1,500) are registered in such regions as Ivano-Frankivsk, Lviv, Zhytomyr, Rivne and Ternopil (State Employment Service of Ukraine 2014). At the same time, there is an unmet demand for specialists, that is, the vacancies registered at the employment service in these regions are not filled. The analysis of demand in these regions shows that unemployment is caused, not by the quantitative mismatch between supply and demand at the labor market, but by their quality structure.

In terms of education directions and regions of Ukraine, this analysis allows us the opportunity to suggest a mismatch of the directions of education and of needs of the labor market and the economy as a whole, in particular by imperfect methods of forecasting the educational volume in a professional context, an imperfect system of the professional orientation of young people, and the possibility of freely choosing the education direction by young people.

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<sup>5</sup> Classifier of occupations DK 003: 2010 (MEDT of Ukraine, 2010) is designed for use by central executive authorities, local authorities, associations of social partners at all levels, other NGOs, all entities during the recording about the work in the employment records of employees. It was developed on the base of ISCO 88: International Standard Classification of Occupations/ILO, Geneva.

### *Causes of youth unemployment as impact factors on the youth employment state*

Notwithstanding all the above-mentioned data, the majority of the Ukrainian academics and practitioners (Getman 2013; Guk 2012; Libanova 2014a; Libanova et al 2014b; Torzhevskyj 2014) mention the low quality of education in professional schools as being amongst the main causes of youth unemployment. This cause is formulated by them in differing ways: “the reluctance of employers to hire inexperienced and unskilled young people,” “a substantial gap between education programs and the needs of entrepreneurs”, “a formal approach to developing programs of vocational training” (Torzhevskyj 2014), “a discrepancy between educational services and the real needs of the labor market” (Guk 2012), “a mismatch of the knowledge, obtained in education establishments, and the requirements of employers,” “a lack of experience and accumulated social capital”, “limited possibilities of student internships at enterprises” (Libanova 2014a) etc.

In the opinion of these scholars, professional schools appear to be responsible for youth unemployment and other asymmetries of the educational market and the labor market. However, in our opinion, this is a one-sided view on youth employment in Ukraine.

There are many other important causes of youth unemployment.

First, the quality of education is affected by social factors of youth unemployment, namely the individual qualities of the graduates of professional schools (Melnychenko 2014). The influence of individual psychological characteristics of students on learning outcomes is already proved by the competence approach in the education system, namely in the development of educational and professional standards. Accordingly, the requirements for professional orientation work with applicants, students and pupils should be strengthened. Media and youth organizations should improve the psychological awareness of young people concerning the role that they can and will play in the development of their country, and to change attitudes towards some common temporary and unpromising forms of youth activities (Valetov and Sarzhan 2007).

The psychological causes of youth unemployment are connected to the individual qualities of young people which brought forth by the existence of negative stereotypes of the labor behavior of education establishments graduates (Torzhevskyj 2014): low adaptability and vulnerability to environmental, economic and social environment; excessive demands for employment (prestige, salaries), to the content, nature and conditions of employment; high professional and territorial mobility and, consequently, the instability of economic and social relationships of young people — the instability of their employment settings.

Secondly, the reduction of the educational quality of students, pupils, and apprentices has an economic nature. The low level of life-quality confronts the youth with the dilemma of “education or work” (Majstruk 2011), leading them to prefer the second option. The typical young person dedicates all his/her time to work out of fear of losing work, which leads to his/her absence at lectures, failures in fulfilling the educational program and, as a result, he/she passes tests and examinations by methods that are far from being educational (Guk 2012).

Thirdly, the socio-cultural features of the country development do not contribute to the increase of education quality, as well as to youth employment; namely (Karpenko 2013), a weak development of civil society and, therefore, a lack of experience in creating the mechanisms of effective cooperation between public institutions (education establishments, employers, governments, youth organizations, etc.); the immaturity of society and the inadequacy of the majority of employers' awareness of the need to investment in human capital.

Fourth, considering the issue of education quality and youth employment, researchers maintain that employers are a measure of qualification requirements, "... because business and labor market needs determine the real requirements to professionals, their practical knowledge and skills." (Guk 2012). At first sight, this seems to comply with the real situation. Differently, it does not include the level of education, competence and qualifications of employers. This is a matter of principle, since employers often received their education earlier than today's graduates. And, in the condition of absence of permanent or periodic training, the qualification level of employers cannot meet the requirements of contemporary realities. We should therefore accept the fact that "...employers, who participate in the expert committees on accreditation of higher education establishments and evaluation of the students education level, should be prepared for such work and be able to evaluate objectively the quality of education" (Karpenko 2013).

The United States of America has a quite interesting experience that can help to solve this issue. The enterprises of the economy real sector finances 60% of science in higher education establishments (Karpenko 2013). This collaboration also involves the creation of a system of benefits and additional rights: free use of public research laboratories, incentives for the purchase of raw materials, tax incentives and so on.

Fifth, insufficiently high quality educational services could mostly be explained by the incorrect statement of the educational process objectives, according to which a graduate should master the traditional learning outcomes (knowledge, abilities, and skills). The educational process also reflects the teachers' ideas of the educational content. This view is a one-sided perception of teachers concerning the educational content. Unfortunately, it still does exist in education as opposed to another point of view, based on a set of competencies that captured by the graduate — ideas of educational services of customers (employers). We agree with the opinion of the authors of guidance on the development of educational programs (Karpenko 2013) that reconciling these different, but objectively close, views is possible via training targeted at a student (focus on an output), based on a competency approach to the specialists training. The point is that previously Ukrainian education was focused only on itself, because the question of competition between actors at the labor market and the education market was not so acute. There has been the same problem in Poland, where young university graduates could not find employment consistent with their education (Anioł 2015). Now this problem has been successfully solved in Poland. Speaking about the higher education system of Ukraine, we should admit that the students should receive, and professional schools should form, professional competences according to the current and future needs of the labor market.

The implementation of competence approach is only possible with the participation of employers, alumni, social partners etc., along with teachers. Under the conditions of an extremely rapid development of both national economies and the global space, there is only one alternative: the cooperation of representatives of the educational sphere and employers in developing and implementing educational programs. Again, we agree with the authors of guidance on the development of educational programs (Karpenko 2013), that there should be no contrast with learning outcomes and competencies, because there is a profound dialectical unity between them: a set of learning outcomes in their dynamic combination results in the acquisition of the appropriate competencies by students; and, on the other hand, the mastery of a certain competence requires mastering specific knowledge and skills which are traditional learning outcomes.

### *Conclusions*

To prevent the growth of youth unemployment in Ukraine, all subjects of the education market and the labor market should be involved in the process. This requirement is crucial because the quality of the education services depends not only on professional schools whose responsibility is to develop and improve the quality of educational standards, but on the personal potential of the youth, the willingness and competence of employers in creating demand at the labor market, and the quality of regulation of the education sphere by public authorities. The main tool integrating all these subjects to work at overcoming existing asymmetries in the youth labor market is the competence approach. Its use will have a positive impact on the education market and the labor market. This study has shown that most of the causes of youth unemployment are external to the education market — related to the factors in the functioning of the labor market or the management of education. This means that it is necessary not only to “adjust” the education market under the labor market, but also to develop the latter by creating a strong demand for innovative work on the intellectual capital generated.

In speaking of the quality of education, we may claim that the responsibility for the current problems in education should be differentiated between vocational and higher educational institutions owing to significant differences (peculiarities) in their activities. It is also important to realize that to overcome the asymmetries in the area of youth employment, and to implement the appropriate policies on promoting youth employment, is possible only by considering the whole range of reasons, such as statistical, social, demographic, psychological, economic, technological, legal, socio-cultural and political factors.

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### Streszczenie

Przedmiotem artykułu jest problematyka bezrobocia młodych osób na Ukrainie. Analiza obejmuje lata 2004-2015. Celem artykułu jest prześledzenie trendów rozwojowych, nierówności i uwarunkowań bezrobocia młodych w tym kraju. Uwarunkowania bezrobocia ukraińskiej młodzieży wpisują się w znacznym stopniu w tendencje ogólnoświatowe, jed-

nak część z nich jest specyficzna dla Ukrainy. Nierównowaga w zatrudnienia młodych osób na Ukrainie jest w artykule analizowana w z perspektywy związków między rynkiem pracy a rynkiem usług edukacyjnych. Autorzy proponują koncepcję badania kompetencji, jako narzędzia analitycznego, które łączy pozycję podmiotów na rynku pracy oraz na rynku usług edukacyjnych. Koncepcja ta jest w artykule zastosowana także w celu zaproponowania działań dla zmniejszenia nierówności sytuacji młodych Ukraińców na rynku pracy.

**Słowa kluczowe:** zatrudnienie młodych, trendy rozwojowe, nierówności, Ukraina

### *Cytowanie*

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