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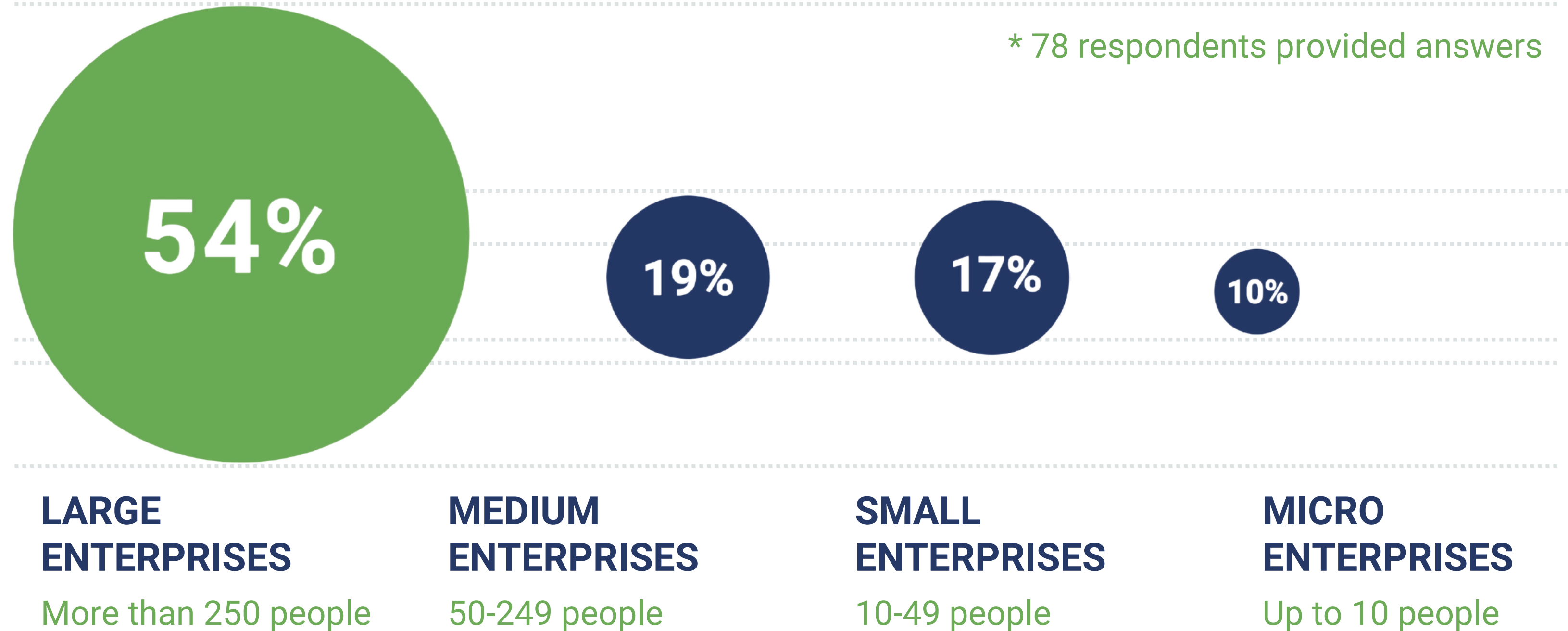
RESULTS OF THE ENERGY SECTOR WORKFORCE NEEDS ASSESSMENT

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BREAKDOWN OF COMPANIES BY SIZE

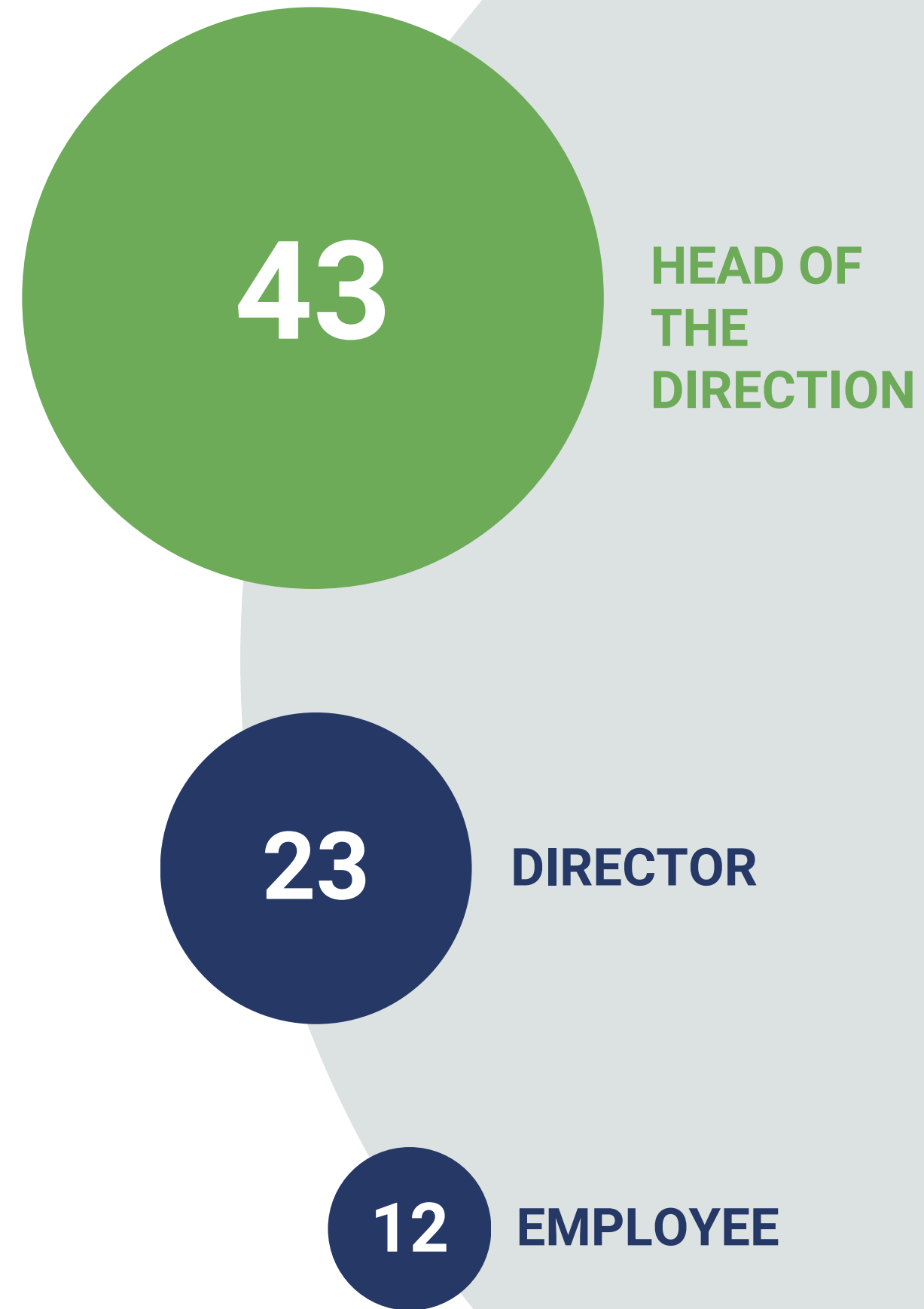
* 78 respondents provided answers



BREAKDOWN OF COMPANIES BY INDUSTRY SECTOR



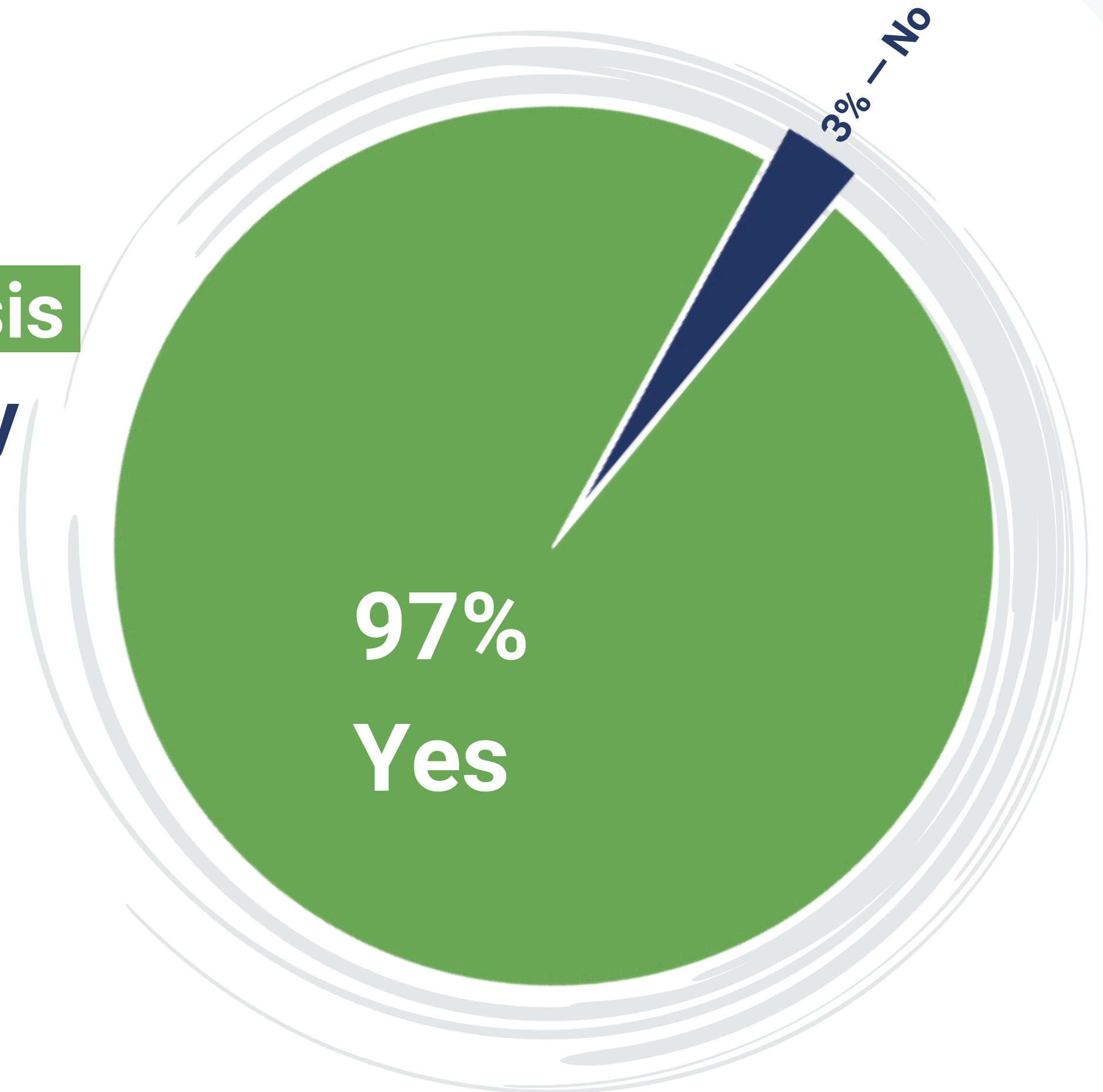
BREAKDOWN OF RESPONDENTS BY CATEGORY



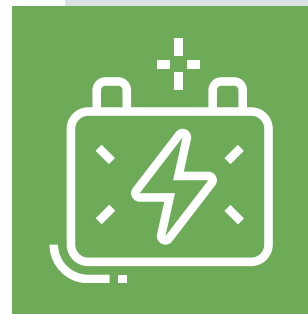
ENERGY SECTOR **WORKFORCE** ANALYSIS



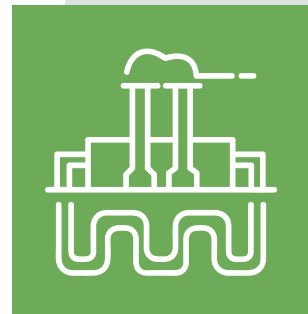
Do you think there is a “crisis of specialists” in the energy sector?



**In which specialties
in the energy sector do you
see an increase in demand
under the current
conditions?**



**POWER ENGINEERING, ELECTRICAL
ENGINEERING, ELECTROMECHANICS**



HEAT AND POWER ENGINEERING



**RENEWABLE ENERGY
SOURCES**

What professions does your company **need the most to fulfill its energy tasks during the war?**

Power equipment operation and repair engineer

Electrical engineer

Electrical locksmith

Power unit operator

Energy auditor

Design engineer of energy facilities

Manager

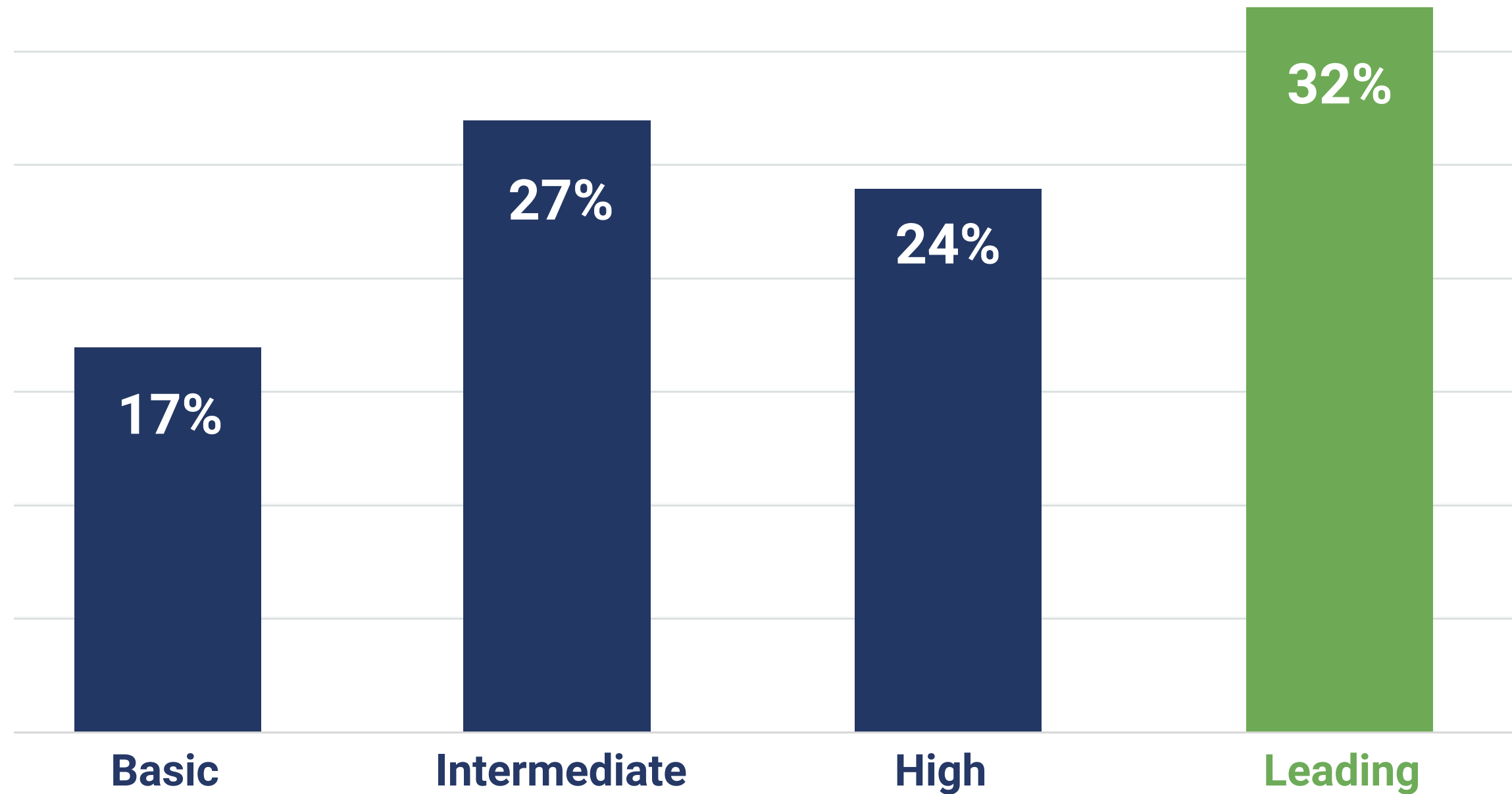
Energy manager

Miner

Process engineer

Cyber security specialist

What is the predominant **level of expertise** of the most needed specialists for your company during the war?



Soft skills and competencies are
considered most important for job
seekers in the energy sector during
the war

STILL
SKILLS
FOR
SOFT



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SOFT SKILLS

Stress resistance

Ability to work in a team

Communication skills

Adaptability and flexibility

Systemic/critical/analytical thinking

Responsibility and reliability

Self-improvement

Leadership

Initiative and self-organization

Project management

Hard skills and competencies are
considered to be the most important
for energy professions in times of war

STIKS
OVER



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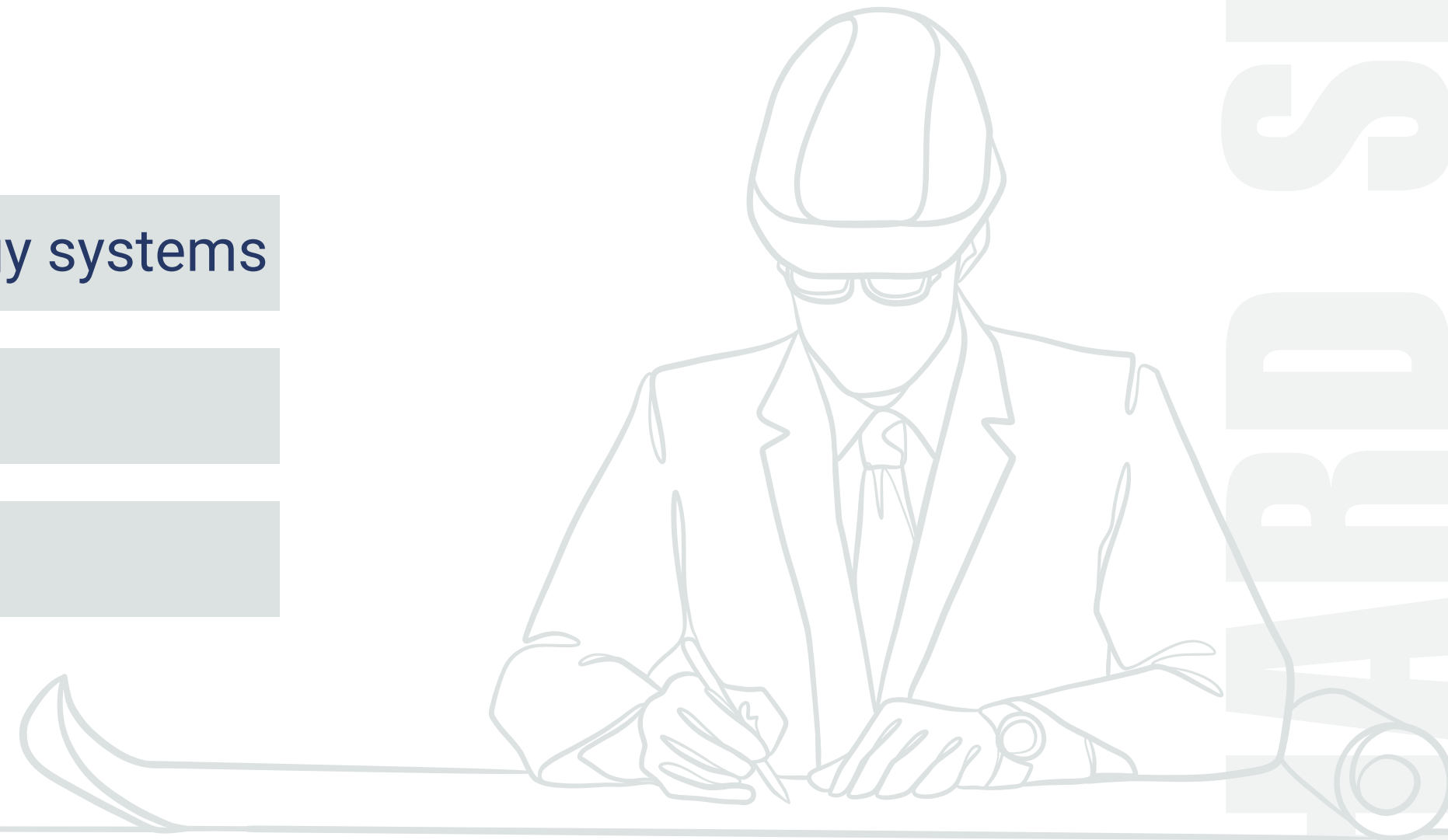
HARD SKILLS

POWER ENGINEERS

Knowledge of electrical engineering and energy systems

Ability to work with technical documentation

Experience with design software



HARD SKILLS

REPAIR TEAMS AND TECHNICAL STAFF

Practical skills in equipment repair and maintenance

Knowledge of occupational health and safety rules

Skills in using specialized tools and equipment



SKILLS
HARD

HARD SKILLS

CYBERSECURITY SPECIALISTS

Knowledge of the information security principles and methods

Experience with security systems

Ability to analyze and assess risks



HARD SKILLS

RENEWABLE ENERGY EXPERTS

Knowledge of renewable energy technologies

Knowledge of regulatory requirements and standards

Experience in designing and implementing renewable energy systems



HARD SKILLS



LOGISTICS AND SUPPLY CHAIN SPECIALISTS

Knowledge of logistics processes and supply chains

Skills in working with logistics information systems

Knowledge of transportation and customs procedures:
understanding of cargo transportation rules, international
transportation standards

HARD SKILLS

GENERAL REQUIREMENTS FOR ALL PROFESSIONS (MUST HAVE)

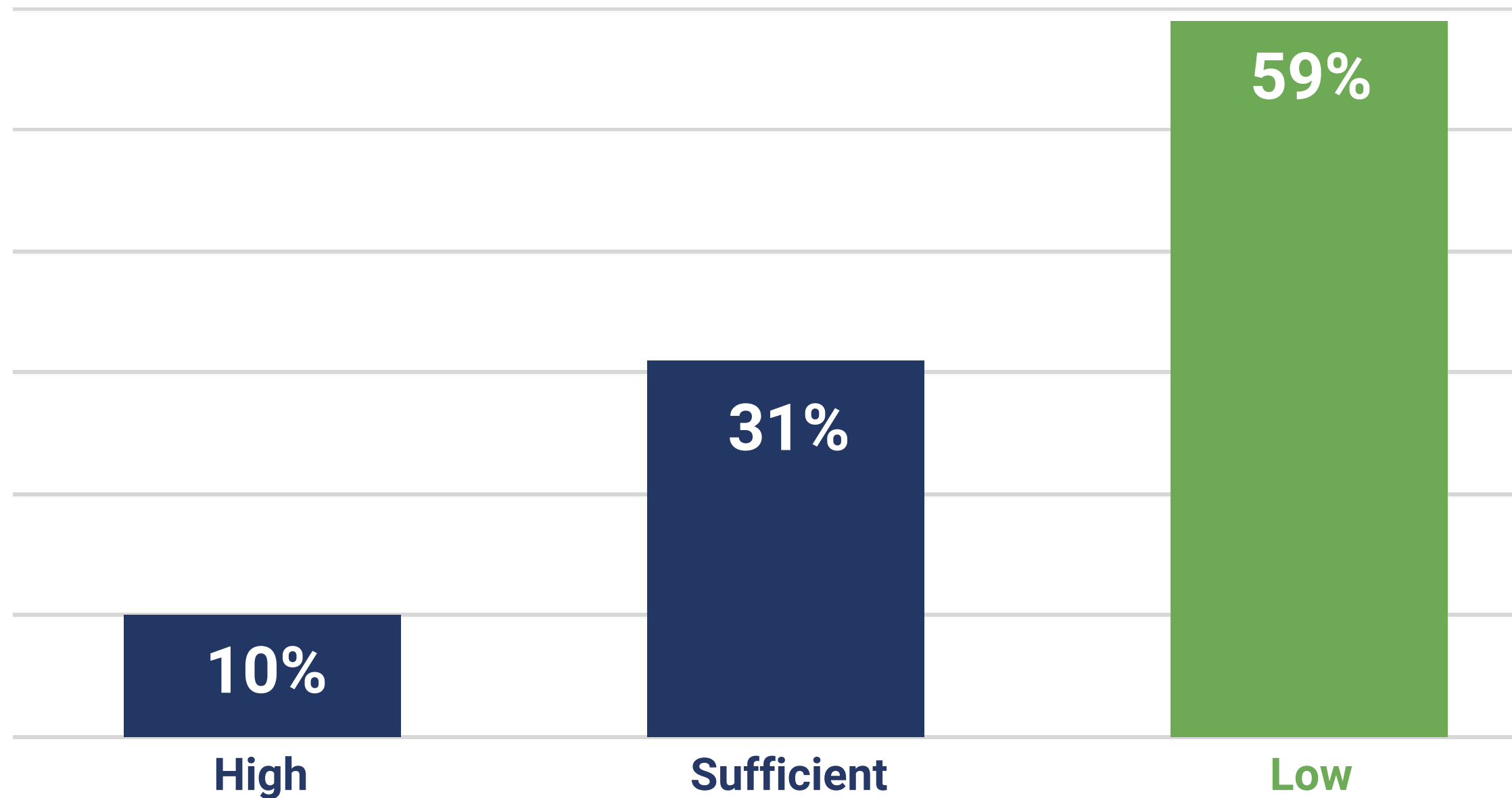
English language proficiency at B1-B2 level

Technical expertise and practical experience

Knowledge of new standards in accordance with EU practices

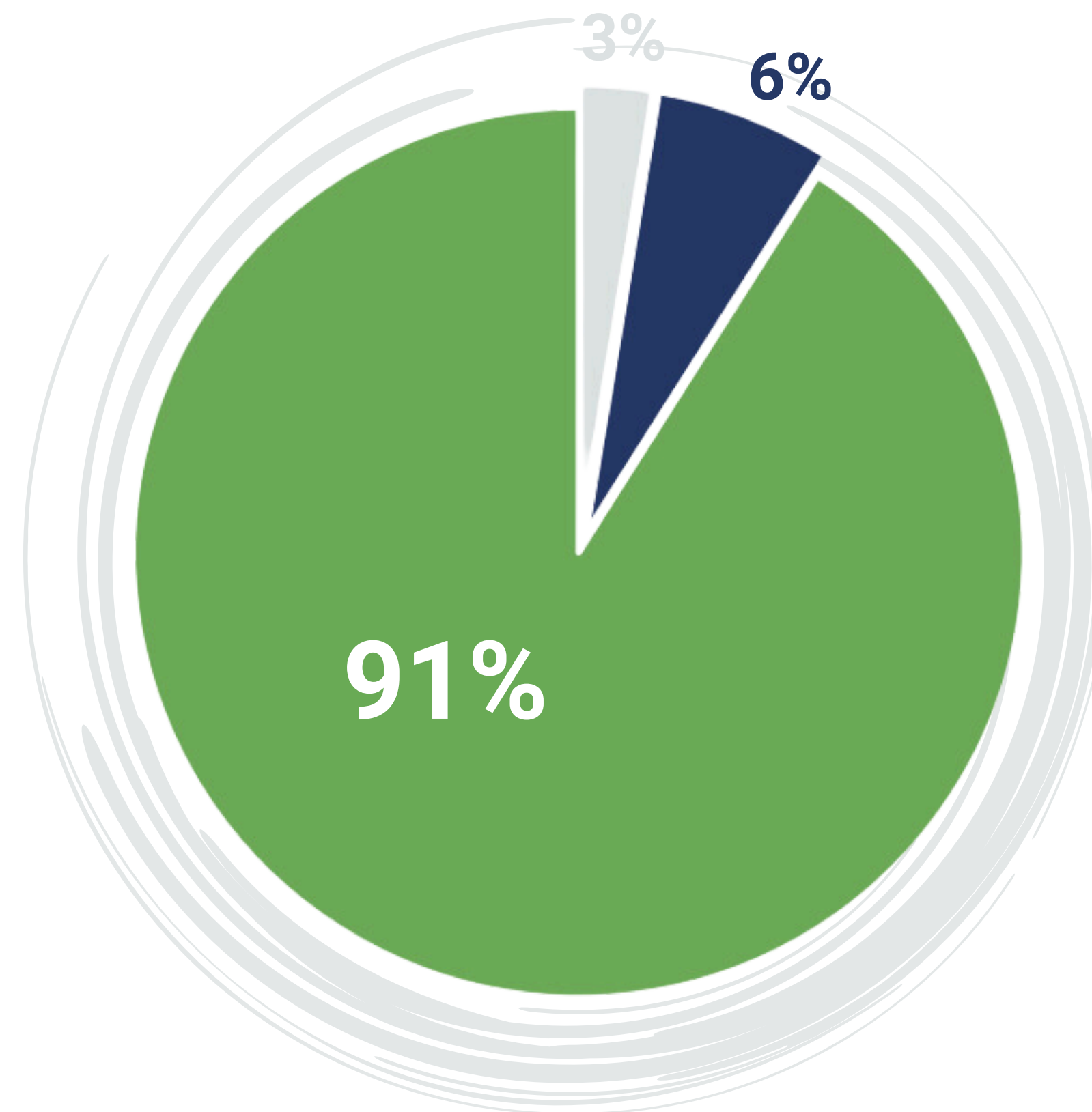


Assessment of the **educational level** of training of the most needed specialists for your company in current conditions



Will the demand trend for personnel in the relevant professions in the medium term continue in the context of post-war recovery?

- Yes
- Hard to answer
- No



Problems in the staffing of
relevant professions in the
medium term in the context of
post-war reconstruction



**INCREASED DEMAND
FOR SPECIALISTS**



SHORTAGE OF PERSONNEL



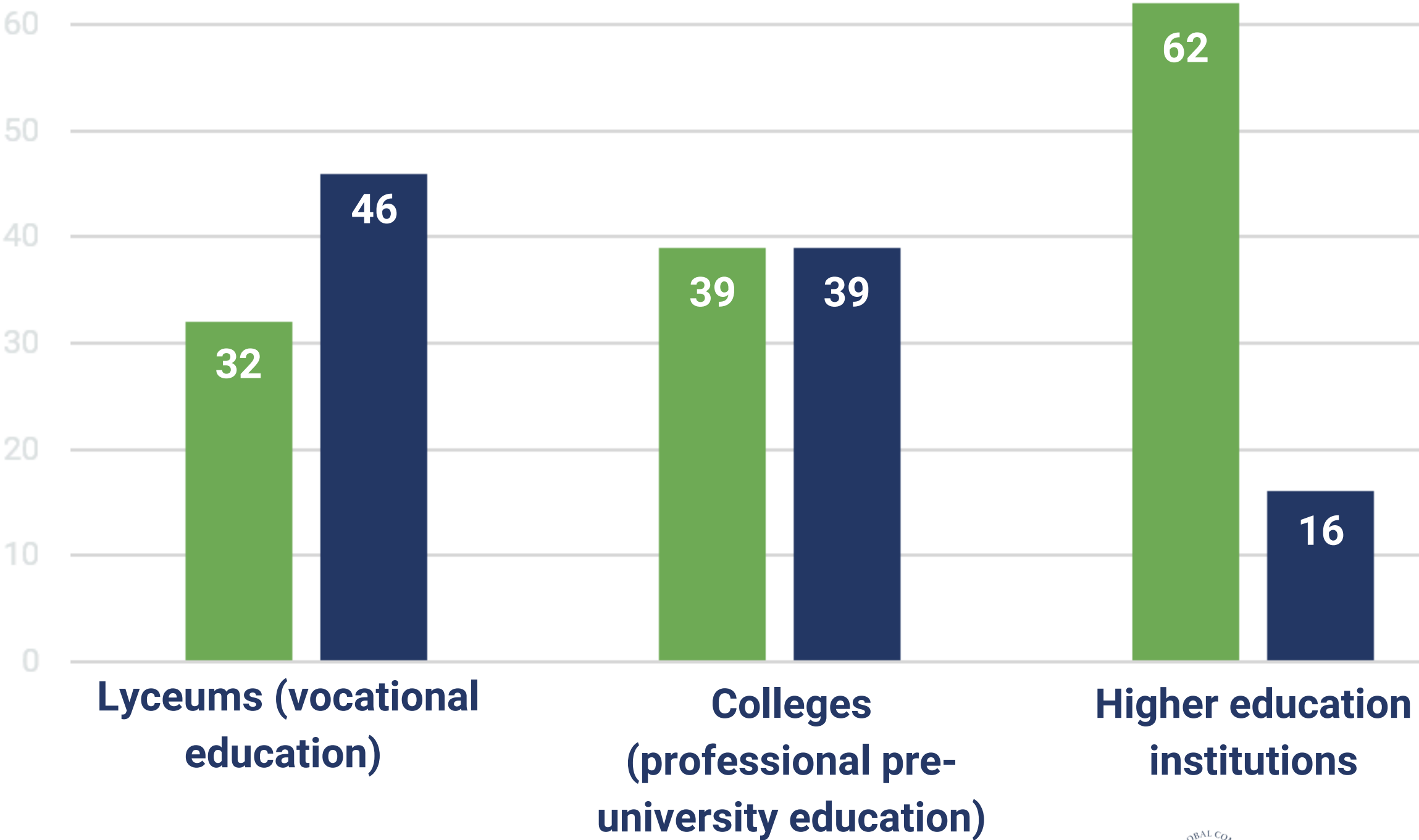
SHIFTING FOCUS TO RENEWABLES



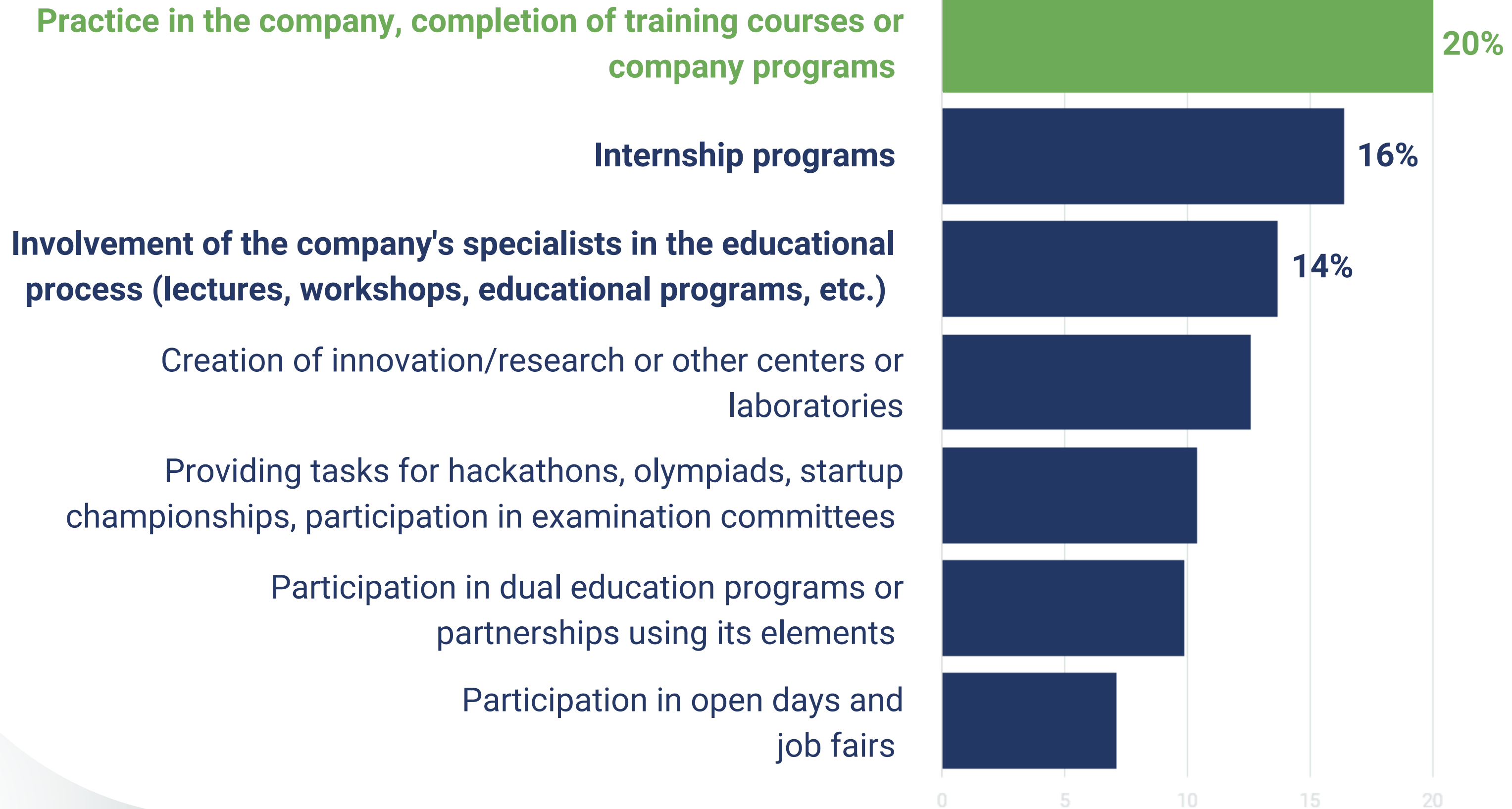
LACK OF RELEVANT EDUCATION

INTERACTION OF ENERGY COMPANIES WITH EDUCATIONAL INSTITUTIONS

● Yes
● No



COOPERATION FORMATS



ADVANTAGES OF COOPERATING WITH EDUCATIONAL INSTITUTIONS FOR BUSINESSES



Practical up-to-date knowledge



Improving the quality of competencies



Working skills with modern technologies



Loyalty to the company



Brand promotion



Non-standard solutions



Access to research and development

Cooperation formats with educational institutions to train future employees include:

- Practice at the company.
- Internship programs for students.
- Involvement of the company's specialists in the educational process (lectures, practical classes).
- Involvement of students in the company's training courses or programs.
- Participation in dual education programs or partnerships using its elements.
- Scientific and technical cooperation with an educational institution (research and development).
- Creation of joint innovation/research centers or laboratories.
- Providing tasks for hackathons, Olympiads, and startup championships.
- Participation in open days and job fairs.
- Sponsorship of educational institutions.
- Expert participation in examination boards and certification of applicants.
- Invitation of professors for advanced training, on-the-job training.
- Employer participation in the accreditation of educational programs.

TOP 4 REASONS WHY COMPANIES DO NOT COOPERATE WITH EDUCATIONAL INSTITUTIONS

Inflexibility of educational institutions

29%

Lack of financial autonomy of educational institutions may reduce their interest in real cooperation with the companies

20%

Education “does not” hear the voice of business

15%

Delayed or low return on investment in the following forms of education for potential employees

15%

ADDITIONAL REASONS, WHY COMPANIES DO NOT COOPERATE WITH EDUCATIONAL INSTITUTIONS

Conflicts of interest arising from different visions of the necessary knowledge and skills that students should receive

Educational institutions' focus on financial partnerships only

There is almost no support from the state in the processes of cooperation between businesses and educational institutions

Low level of business readiness to bear the financial and organizational costs of training future employees

It depends on the individuals



**What specific steps should institutions
take **to improve** vocational, professional
pre-university, and higher education?**



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TOP 5 STEPS

Improve educational programs

Increase the effectiveness of career guidance

Improve the educational process

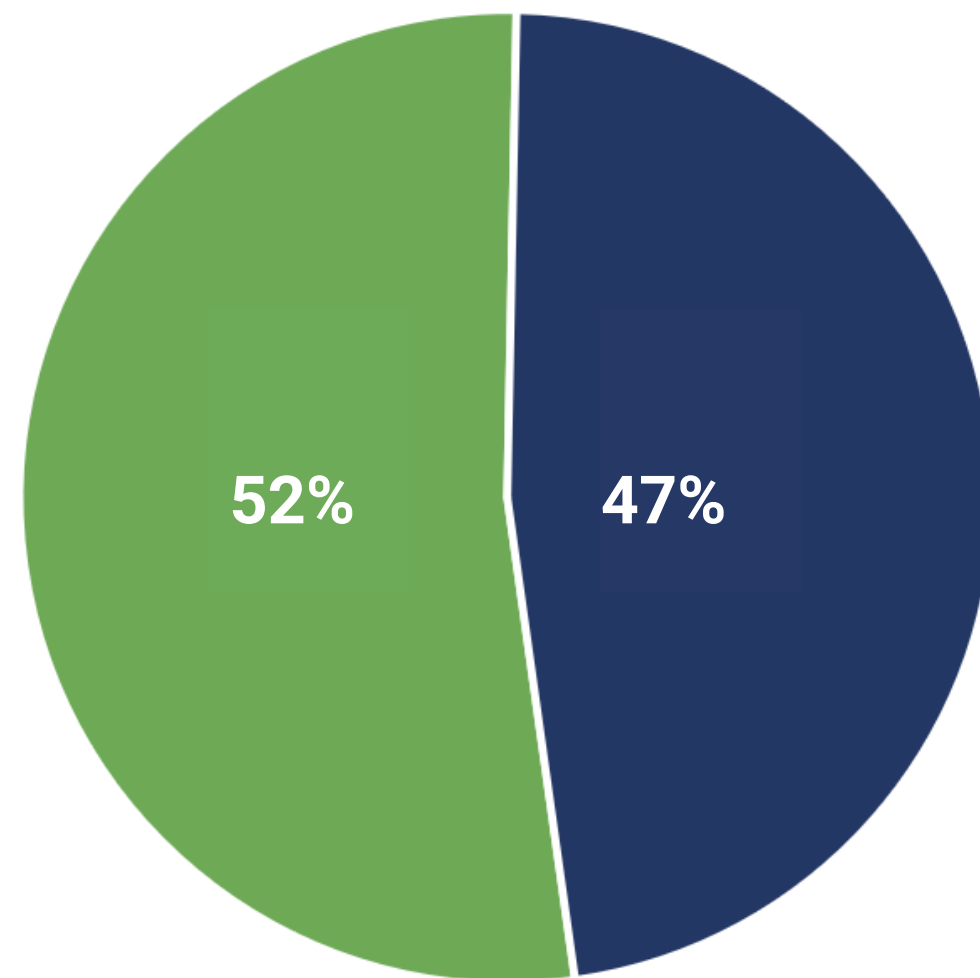
Update methodological support

Change approaches to more practical oriented diploma design

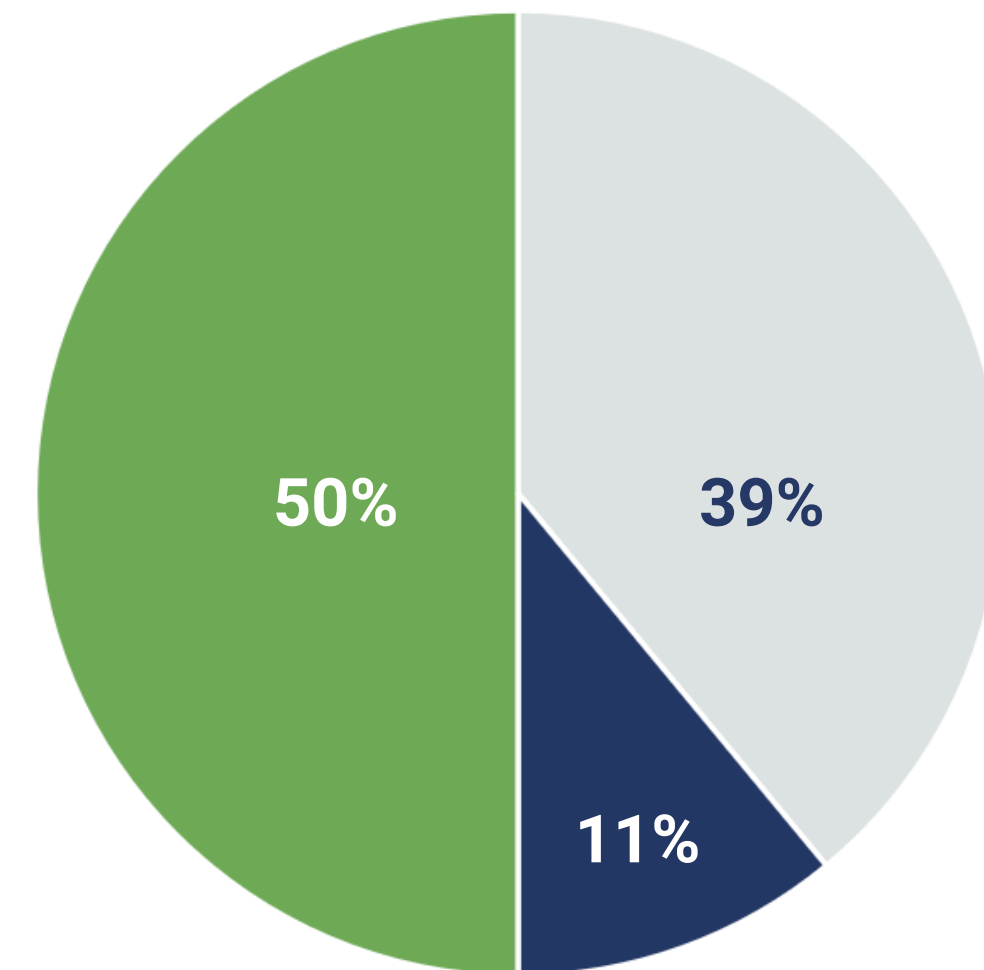


EXPERIENCE OF DUAL EDUCATION

Does your company have experience in using dual education or its elements?



Would you be interested in participating in this form of education?



● Yes ● No ● Hard to answer

SPECIALTIES WITH DUAL EDUCATION EXPERIENCE

ELECTRICAL ENGINEERING AND ELECTROMECHANICS



141

OIL AND GAS ENGINEERING AND TECHNOLOGY



185

MINING



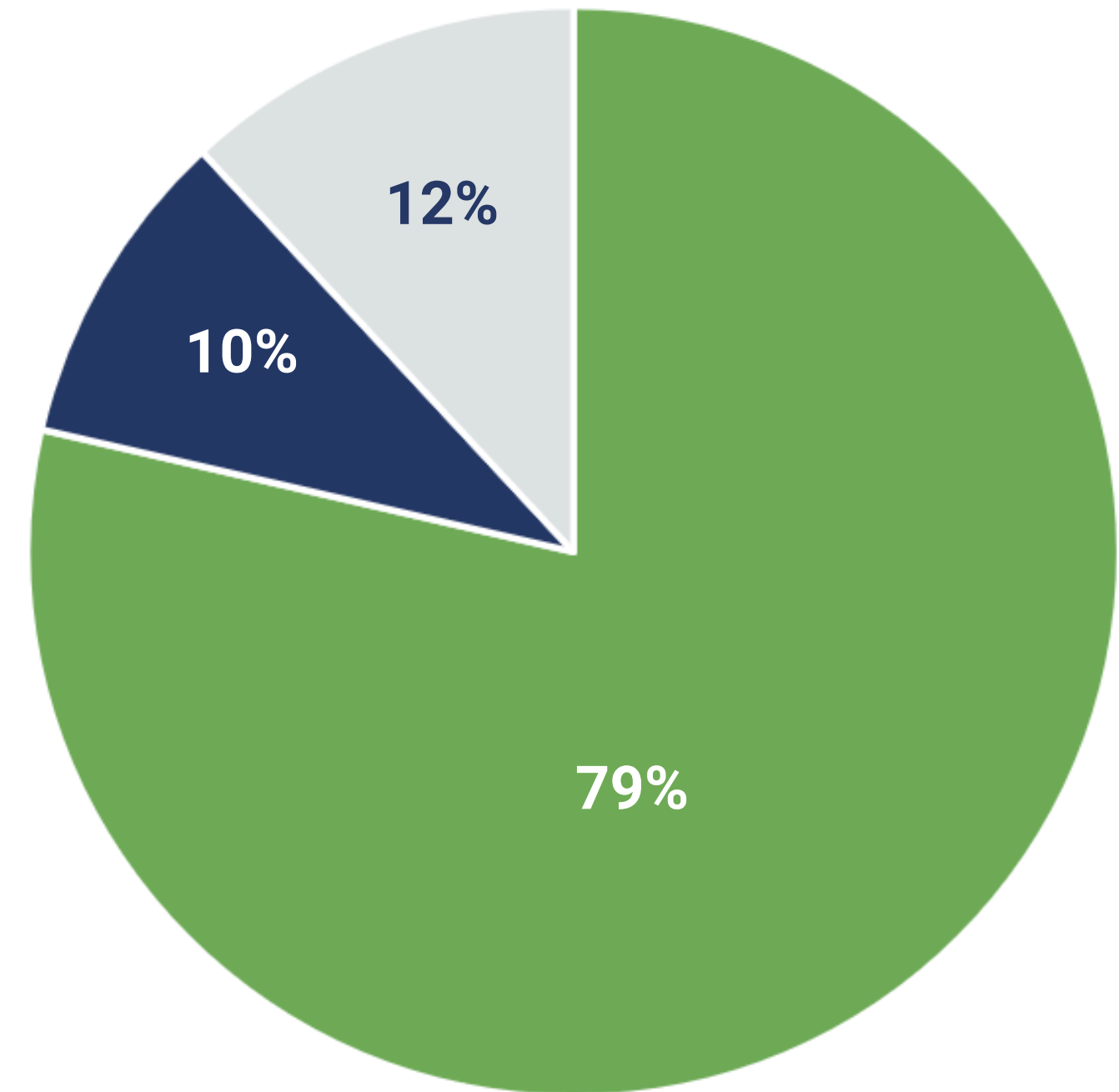
184

OTHER

energy engineer in general (thermal power engineering, repair, installation and maintenance), information and communication technologies, process automation, geologist, geophysicist, driller, builder, welder, etc.

THE PRESENCE OF A COORDINATOR

- The company has a coordinator.
- The applicant (potential employee) independently ensures the coordination of all processes between the company and the educational institution
- There is no such coordinator, these functions are performed by mentors



What **skills and knowledge** should dual enrollment programs offer to benefit your company?

Deep theoretical knowledge with practical application

Ability to use CAD systems and software for design and analysis (e.g. AutoCAD, SolidWorks)

Knowledge of project documentation standards and their compliance with regulations

Knowledge of international standards, including safety and environmental requirements

Basic knowledge of modern programming languages and digital skills for modeling and calculations

English language

What specific skills or knowledge can **your company **provide** for students involved in dual education programs?**

Practical application of calculation and modeling skills

Practical skills in working with modern equipment and software

Practical project management skills, preparation of feasibility studies

Ability to work in a team, development of soft skills

Practical skills in workplace

How can your company help prepare and **support** students who choose dual education programs? ?

Human capital-based support (mentoring, coaching, counseling, etc.)

Joint active development of quality educational programs with educational institutions

Providing necessary material and technical support

* poll during the event

How many students are you ready to involve in the dual form of education in 2024-2025?

33%

MORE
THEN 20
STUDENTS

33%

10 -20
STUDENTS

28%

2-10 STUDENTS

6%

1-2 STUDENTS



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ROADMAP: EDUCATION AND BUSINESS COOPERATION

* workshop result



| | | | |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| MINIMAL | Participation of company representatives in career guidance events for high school students | Providing places for internships for students without payment | Participation in job fairs |
| | Providing information materials about employment opportunities in the company during and after graduation | Participation of company representatives in thesis defenses | Providing educational institutions with information on available job vacancies |
| BASIC | Organization of excursions to enterprises for schoolchildren | Participation in the development and updating of educational programs | Organizing paid internships for students |
| | Creating joint content for social networks about the energy industry with educational institutions | Guest lectures by company representatives | Engaging in the development and execution of professional competitions |
| | Contributing to the development of interactive methods for exploring professions, such as hackathons, competitions, and other engaging activities. | Collaborative development of internship and summer school programs, along with thesis topics tailored to the needs of enterprises | Offering mentoring support to students for their diploma and course projects |

ROADMAP: EDUCATION AND BUSINESS COOPERATION



| | | | |
|----------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| ADVANCED | Launch of scholarship and grant programs for high school students | Creation of collaborative laboratories and training centers | Introducing grants and scholarships for students with a commitment to future employment |
| | Involvement of well-known industry representatives to create “viral” career guidance content | Active participation in the development and discussion of professional and educational standards | |
| | Collaborative development of legislative initiatives aimed at attracting young people to the industry | Launch of dual education programs or it’s elements | Creating and implementing early career development programs for graduates |
| | | Establishing qualification centers within educational institutions | |

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