



MODERN MODELS OF PUBLIC-PRIVATE PARTNERSHIP IN THE FIELD OF VOCATIONAL EDUCATION AND TRAINING IN THE EUROPEAN UNION

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Abstract

The relevance of the article is determined by the need to study models of public-private partnership that are successfully implemented in the field of vocational education and training in the European Union countries to take into account their positive aspects in establishing cooperation between vocational (vocational-technical) education institutions with state and non-state partnership entities in Ukraine.

Objective: based on the research results, to identify modern models of public-private partnership in the field of vocational education and training in the European Union countries, to find out their peculiarities and positive aspects for use in establishing cooperation between similar partnership entities in Ukraine.

Methods: studying legislative, regulatory documents, empirical data – to determine models of public-private partnership in the field of vocational education and training in the European Union countries; analysis and synthesis, generalization of views on the investigated problem - to clarify the peculiarities of public-private partnership models in the field of vocational education and training in the European Union countries; drawing conclusions.

Results: based on the analysis of legislative, regulatory documents, and empirical data, modern models of public-private partnership in the field of vocational education and training in the European Union countries have been identified, their peculiarities and positive aspects for use in establishing state-private partnership in the field of vocational (vocational-technical) education in Ukraine have been clarified.

Conclusions: modern models of public-private partnership in the field of vocational education and training in the European Union countries have been identified: social-normative, focused on ensuring the quality of vocational education and training; resource-oriented, characterized by the presence of an investment climate, verified databases, contractual relations; institutional-communicative, focused on the development of interaction of educational service providers in the field of vocational education and training with the labor market to improve knowledge, skills, competences, qualifications. It was found that there is high activity in the implementation of public-private partnership projects in the field of vocational education and training in the European Union countries, which allows government authorities to invest in infrastructure development, support fundamental research, improve educational programs, etc., and businesses - to achieve their own goals in terms of increasing profitability, growth of charter capital value.

Keywords: *public-private partnership, vocational education and training, models, European Union*

Introduction. The prospects for technical and technological restoration of all sectors of Ukraine's economy in the post-war period on the

one hand, and on the other hand - the existing demographic changes, uneven distribution of labor force and the lack of funds in the country for the

training of skilled workers and the reconstruction of the destroyed educational infrastructure, increase the role of public-private partnerships (hereinafter - PPP) in the field of vocational (vocational-technical) education (hereinafter - V(TE)E). This phenomenon is considered as an interaction between the public and private sectors to achieve the goals of sustainable development of V(TE)E based on the implementation of the "value for people" principle. Cooperation between the government and business within the framework of jointly implemented PPP projects is a promising mechanism for financing V(TE)E. The demand for increasing the examples of joint actions of public, private and other partnership parties in improving the training of qualified personnel for the needs of national and regional labor markets necessitates the analysis of similar models that are successfully implemented in the European Union (hereinafter - EU) countries in the field of vocational education and training (hereinafter - VET).

The most diverse forms of interaction between public and commercial partners in the VET sector in EU countries are called public-private partnerships (hereinafter - PPPs), which involve participation in the implementation of joint projects of the "third sector" (non-profit organizations). The essence of the PPP concept is defined in the Green Paper of the European Commission (2004) as "a form of cooperation between public authorities and the world of business, aimed at providing financing, construction, reconstruction, management, maintenance of infrastructure or provision of services". The Commission identified four factors that usually characterize PPPs in EU countries in the VET sector: firstly, the long duration of relations, which implies cooperation between public and private partners according to various characteristics of the planned project; secondly, the project is financed partly by the private sector, and sometimes with the help of agreements between different parties; thirdly, the important role of the economic entity participating at various stages of the project implementation (design, implementation, financing), compared to the public partner focused on defining the goals to be achieved in terms of public interests, namely ensuring the quality of educational services provided, pricing policy, increasing accountability for compliance with these goals; fourthly, the distribution of risks between public and private partners to avoid risks that are generally borne by the public sector.

Sources. Modern models of professional education and training in European Union countries

have been researched by domestic scientists with regard to comparative studies (Radkevych et al., 2018). The features of involving private partners in the preparation of skilled workers in the dual education system in Germany are revealed in the works of O. Strilets (2019). The development of teachers and trainers of vocational education institutions in EU countries with the involvement of trade unions is substantiated by O. Radkevych (2017b).

The effective combination of state and private sector resources in the development of Vocational Education and Training (VET) in EU countries is regulated by relevant legislation. For example, in Austria, this is the Public-Private Partnership Act (Bundesgesetz über öffentlich-private Partnerschaften, 2002). In Germany, PPP in professional education is based on a set of regulatory acts that establish the rules and procedures for interaction between state institutions, the private sector, and educational institutions, including the Vocational Training Act (BBiG, 2005) and the Craft Guilds Act (HwO, 2004). The main law regulating PPP in professional education in Italy is Law No. 94/2013, known as the Professional Education Reform Act (Camera dei Deputati, 2013). According to this law, PPPs are created based on contracts aimed at ensuring the quality of training and the development of skills that meet the needs of the labor market. Similar laws regulate the development of PPPs in the field of VET in other EU countries with the aim of ensuring various forms of cooperation between public authorities and the private sector in the preparation of qualified professionals.

Objective: based on the research results, to identify modern models of public-private partnership in the field of vocational education and training in the European Union countries, to find out their peculiarities and positive aspects for use in establishing cooperation between similar partnership entities in Ukraine.

Methods: studying legislative, regulatory documents, empirical data - to determine models of public-private partnership in the field of vocational education and training in the European Union countries; analysis and synthesis, generalization of views on the investigated problem - to clarify the peculiarities of public-private partnership models in the field of vocational education and training in the European Union countries; drawing conclusions.

Results and discussion. In a broad sense, PPP in the field of VET in EU countries is considered as a universal system of planning and market self-regulation of mutually beneficial long-term econom-

ic and organizational relations between public authorities, local administrations, social institutions, and the private sector with the aim of implementing projects that represent public interest. This term was introduced into EU secondary law through the provisions of Regulation 1303 (European Parliament and Council of the European Union, 2013), according to which general rules applicable to European Structural and Investment Funds (ESI) are established. EU initiatives have shown that PPP can be an effective means of achieving the goals of state policy by combining resources in various forms of cooperation between public authorities and the private sector, aimed at increasing investment in infrastructure projects or other types of operations, providing public services through risk sharing, combining private expertise or additional sources of capital. EU countries demonstrate high activity in the development of PPP, which is determined by increased attention to social problems, the availability of necessary budget resources. In this regard, the PPP institute is the main priority in the development of VET in EU countries.

The three most common types of PPP models in the field of VET in EU countries are: the first - socio-normative; the second - resource-oriented; the third - institutional-communicative. The first type of PPP model is most often used in Denmark, Germany, the Netherlands, Norway, and Sweden to improve the quality of VET based on its integration with the labor market. For example, among the social partners who contribute to the improvement of the quality of VET in Denmark are the Confederation of Professionals, Professional Committees, Trade Unions, Advisory Council, Education Workers' Union, and others. Social partners strive to ensure that the content of educational programs meets the needs of the labor market and the requirements of production. Their role lies in determining the mechanisms of cooperation with providers of educational services (professional colleges) in monitoring labor market needs, organizing the educational process, conducting examinations, and certification of qualifications.

An important social partner in ensuring the quality of VET in Denmark is the Confederation of Professionals, which includes sectoral professional committees. These committees assess the activities of economic sectors and specific enterprises, identify the need for new professional qualifications and educational programs, develop and propose them for the VET system. Professional committees operate at the expense of employers in the respective sectors. Danish trade unions actively participate in PPP in

the field of VET, including adult education. Their representatives participate in the development of legislative initiatives, collective enterprise agreements in terms of securing workers' rights to vocational training and skills upgrading. At the same time, trade unions develop cooperation with college students, protect their interests during on-the-job training, help resolve conflicts arising in the workplace, assist in their transfer to other practice sites, etc. The membership fees of students are significantly lower than those of other trade union members. Their activities related to checking the correctness of the formation and compliance with labor agreements between students and employers, especially in the part of calculating earned funds, are also important. It should be noted that the amounts of payments during practical training are constantly changing and in the last year reach the level of wages for qualified workers.

PPP in the field of VET supports the activities of the Danish Education Workers' Union. It unites more than 10,500 teachers. The main tasks of the Union include: conducting dialogue with the Ministry of Children and Education, political parties; preparing statements for the Government related to the development of policy in the education sector; providing union members with information about current working conditions, payment, and political and educational trends; preparing for public campaigns on issues related to vocational education, training, and seminars for representatives of educational institutions; organizing meetings, courses, conferences on educational and organizational topics; cooperation with other trade unions at the national and international levels. The Union's activities are also aimed at ensuring the continuous professional development of teaching staff, reducing the ratio of the number of students per teacher; reducing the number of general-purpose subjects and increasing specialized ones; shifting the focus from vocational education to individual and differentiated learning at all levels.

The activities of the Consultative Council on VET in Denmark, which consists of 20 members representing social partners, heads of educational institutions, teachers' associations, and the Ministry of Children and Education, are of particular interest. The Consultative Council serves as an advisory body to the Ministry on all matters related to VET. Its role is to monitor labor market trends, demand for educational programs, and on this basis, develop recommendations for implementing innovations and improving the VET system. A successful example of the implementation of the PPP model in Denmark is

the Partnership for Quality program (2010), created in collaboration with private companies that provide financial and technical support and ensure conditions for internships and practical training for students.

In the Netherlands, business associations and trade unions cooperate with education service providers on the basis of PPP in VET, participating in the determination of professional qualification structures and in the work of examination commissions. Currently, there are over 160 joint PPP initiatives in the VET sector in the country. They involve providing vocational training to students and engaging a significant number of leading large and medium-sized companies for this purpose. Under these conditions, a new level of joint activity is formed, which partially goes beyond educational programs but is closely related to them. Sectoral ministries (with the leading role of major companies) participate in establishing close relations with the state VET system at all levels.

The PPP initiative gained further development in 2020 when the national industrial policy of the Netherlands shifted to support high-tech sectors of the economy: agro-industrial, biological, chemical, digital, "smart" economy, and so on. In view of this, the PPP in the VET sector in the Netherlands acquired features such as: defining share ownership; generating own profit and, thus, ensuring independence from state subsidies; intermediate evaluation conducted by evaluation committees based on adherence to guiding principles (financial resources are allocated based on the results of an open competition for subsidies) to support PPP projects in the VET sector; management of each initiative is open and adapted to changing conditions. To improve the quality of vocational training for future specialists in the Netherlands, the "Technological Platform for Vocational Education" program (2021) operates. It allows educational institutions and enterprises to jointly develop online courses, introduce modern production technologies, including distance learning technologies.

In Germany, PPP develops taking into account the current policies in the field of VET at the federal and regional levels. This involves the expansion of the dual education model and the influence of the private sector labor market on the state VET system. That is, the state finances public vocational schools, while the private sector provides workplace training (dual education). Currently, there are 450 main professions in Germany, 344 of which are trained within the dual education system. Despite the fact that entrepreneurs participating in such a program invest significant amounts, they receive substantial bene-

fits. All the funds they invest in training specialists return with profit in just 9 months, at most - in 2-3 years (Strilets, 2019, p. 56). German companies voluntarily and systematically implement dual education at their own expense because they believe that this will better meet their need for skilled workers. This saves money on recruitment and adaptation of workers, nurtures a younger generation of workers according to the corporate culture of enterprises, and prepares specialists capable of engaging in work from the first days and performing it at a high professional level (Strilets, 2019, p. 56).

PPP policy in the field of VET in Germany is represented in the Vocational Education and Training Act (Berufsbildungsgesetz, 2005), as well as in regulatory and legal documents and instructions. It is also revealed in the clear requirements for educational programs and the conduct of exams provided in dual education. Companies comply with the requirements of professional standards that cover a set of competencies for each professional qualification and criteria for assessing the achieved level of professional competence of those who obtain a professional qualification.

Before starting their education, companies and future students enter into a training agreement, the validity of which is limited to the duration of the training. In addition to the agreement, training enterprises are required to draw up a production plan, which indicates what students have to learn during a certain period of training. The training agreement, along with the plan for its implementation, is submitted to the competent authorities, primarily the chambers of commerce or trade. The competent authorities monitor compliance with the necessary conditions and also examine the success of the students. In addition, Germany has a program called "Initiative for Vocational Education and Training (Bildungsketten)" (2023). Its goal is to improve the quality of vocational education and increase the level of accessibility for different social groups.

In the German dual VET system, workplace mentors play a leading role. According to the Regulation on the Organization of Vocational Training, they are responsible for its quality. Their main task at the enterprise is to provide students with practical training in a specific profession (Radkevych, 2017, p. 8; 2017a). Upon completion of their training, graduates are not obligated to remain with the company where they studied. Similarly, the companies are not required to retain the graduates as employees, unless specific commitments were made. Among the problems that exist in the German dual education model is the limited access of women to businesses, as

more men are enrolled in training. This indicates a prevalence of offered professional qualifications in the labor market that require physical strength.

In Norway, PPP in the field of VET is developed through the joint efforts of enterprises and educational institutions, with the support of a mediating organization in the vocational training of future specialists and the assessment of their results during two years of training. In this country, PPP is based on cooperation between government structures, the private sector, and educational institutions to ensure the quality of VET that meets the needs of the labor market and society as a whole. The main legislative acts establishing PPP rules in Norway are the "Law on Public-Private Partnership" (1999) and the "Law on Vocational Education" (2018). According to these laws, the government facilitates the creation of a favorable environment for the development of partnerships between public and private organizations and ensures their interaction at the legislative and financial level.

An example of a PPP in Norway is the "Norwegian Technology College" project, which is a result of cooperation between the government, private companies, and educational institutions. This project aims to provide high-quality vocational education in the field of technology that meets the needs of the modern labor market. In addition, PPP actively supports the development of a dual system of vocational education, which combines theoretical learning in educational institutions and practical training at workplaces in private companies (Norwegian Ministry of Research, 2018). Through such cooperation, flexibility and adaptability of educational programs are achieved, the quality of training is improved, and sustainable development of the VET sector is ensured.

The objectives of PPP in the field of VET in Sweden include: ensuring the connection of educational and professional qualifications in accordance with the requirements of the European Qualifications Framework, adapting the content of VET to meet the needs of employers, abilities and opportunities of learners; ensuring territorial and economic efficiency of education, gender equality of workers in each profession, and more. Their implementation is crucial in the activities of all PPP stakeholders, namely: the public sector, trade unions, non-profit and private sectors, and civil society organizations. Cooperation between interested parties of PPP aims to ensure the quality of VET. The public sector is responsible for coordinating the demand and supply of full and partial qualifications or micro-qualifications; developing and updating standards

and educational programs, taking into account the requirements and needs of the labor market, as well as the specifics of inclusiveness and lifelong learning continuity. The public sector also finances the activities of educational service providers (public and private).

In Sweden, there are several programs and initiatives aimed at supporting PPPs in the VET system to ensure the quality of training for future professionals. For example, the National Agency for Education ensures the development and implementation of educational standards and programs and promotes the improvement of VET quality based on the support of PPP development (National Agency for Education (Skolverket) (n.d). This agency also ensures the conditions for students aged 16 to 19 to acquire full secondary vocational education or vocational training for adults aged 20 and older with incomplete secondary education at municipal administrations. Educational programs are offered in specific industry areas where there is a clear demand for qualified and professionally competent specialists. They combine theoretical and practical training in close cooperation with employers.

A party to PPP in the field of VET in Sweden is the public employment service of the Ministry of Labor of Sweden, which coordinates vocational training at the workplace and retraining of the adult population for industries with a shortage of skilled labor. Training courses (from 3 to 12 months) are implemented in private sector training centers located throughout the country so that even those living in remote areas can study, including remotely. The Federal Government finances vocational training at the workplace. In addition, the Government reimburses the costs of the unemployed, depending on the forms of training. At the same time, the unemployed receive a monthly allowance for living expenses from the public employment service.

The active partner in the PPP in the field of VET is the Swedish Industrial Council, which in 2004 created a network of technical colleges. PPP includes consortia of municipalities (regional and local authorities), providers of educational services (mainly vocational schools, colleges, but sometimes universities), and private companies. They jointly strive to ensure: coherence between the demand and supply of skilled workers in the labor market; updating educational programs that reflect the availability of appropriate equipment, training technologies in a real production environment, and constant interaction between students, teachers, and company staff. Achieving the goals of cooperation depends on the partnership between the authorities, companies, and

providers of educational services. Training is conducted both in the traditional form and in the dual form. This allows graduates to be employed in industrial companies or to choose educational programs for further education, for example, at universities. The PPP contributes to ensuring creative and stimulating learning and quality control of VET in each technical college, taking into account the technical and technological requirements of a specific industry. In addition, private companies offer internships for teachers, and students are taken for seasonal or permanent work after completing their studies.

The second PPP model in the field of VET is resource-oriented, characterized by the presence of an investment climate, reliable databases, and contractual relations. This PPP model is focused on increasing the level of funding for the VET system in order to increase the human resources, educational infrastructure, etc., needed for the labor market. It is about financing high-tech educational equipment for laboratories, developing and updating educational programs for the training of qualified personnel for enterprises. Resource-oriented PPP models are most widespread in Belgium and Austria. In particular, the development of PPP in the field of VET in Austria is based on the conclusion of contracts. This contributes to the improvement of students' career opportunities in production and the support of professional development of teachers. Budgets of vocational schools are distributed on a competitive basis. Professional training of future specialists based on PPP positively affects the increase in the attractiveness of VET, as well as the growth of the values of professional qualifications in society and, in particular, among the student youth.

In Belgium, the PPP in the field of VET is focused on modernizing resources for quality assurance of the organization of the educational process. PPP is regulated by general national education legislation and is implemented based on a contract between employment agencies, investors, and providers of educational services. Significant attention is paid to the vocational education of migrants for their successful integration into local culture through employment. Funding is carried out with state funds.

At the same time, research results on modern PPP models in the field of VET in EU countries indicate the existence of various types of financial support for dual education, including the application of subsidies. In particular, in Austria, financial grants are provided both during the employment of students, according to the collective agreement in the first year of apprenticeship, and each subsequent year of their employment within apprenticeship programs

(Radkevych et al., 2018, p.162; 2017b; Radkevych, 2021). Financial support for VET is funded through social bonds. This helps to solve problems related to the increasing level of youth unemployment, especially among immigrant families. Therefore, the dual form of obtaining vocational education can be introduced as an infrastructural regional model that ensures the interconnection of systems: forecasting the needs for qualified personnel, professional self-determination, vocational education, evaluation of professional qualifications of teaching staff, including mentors in production. The relationships between the parties are characterized by a flexible, consensus-based, and collegial management system. Each system influences the development of the other, and one cannot exist without the other. It is the integrity and simultaneous distribution of functions among participants that ensure the effectiveness of the dual form of education (Strilets, 2019, p. 57).

The third PPP model in the field of VET is institutional-communication, aimed at developing the interaction between educational institutions and the labor market to improve knowledge, skills, competencies, and professional qualifications. An example of successful implementation of such a PPP model is Italy, where the Central Government collects data for forecasting labor market needs in professional qualifications. Equally important participants of PPP are regional chambers of commerce, employers' organizations, and private companies. This cooperation contributes to the improvement of various forms of data collection and forecasting used to meet the needs of different sectors of the economy in information about professional profiles of workers and their skills needs. PPP in Italy in the field of VET is regulated by subordinate acts and unites the Ministry of Labor and Social Policy, chambers of commerce, statistical bodies, etc. PPP focused on supporting VET is financed by state funds and partially by the funds of chambers of commerce. One of the initiatives to establish cooperation between vocational education institutions and Italian companies to develop and support students' professional skills for their employment is the "Skills for the Future" program (2023), funded by the state and partners from the private sector.

PPP in the field of VET in Portugal, according to the Framework Agreement of social partners, covers a significant number of stakeholders from the public and private sectors (sectoral ministries, companies, educational service providers, technology centers, innovation and research centers, trade unions, professional associations, clusters, etc.). In particular, the National VET Agency of Portugal is responsible

for vocational and adult education, which is carried out in secondary schools (public, private), in vocational education centers, adult education centers, as well as for defining, validating, and certifying competencies (VNFIL). Nowadays, they are called Qualification Centers. As of January 1, 2022, there were 459 public schools in Portugal offering VET programs and 234 specialized institutions for vocational and adult education, as well as 316 Qualification Centers (ANQEP, SIGO 21 (10) 2022). Almost 110,000 students are mastering primary VET programs. Of these, 60% study in state VET institutions located in various regions of Portugal.

Adult education is coordinated by the Institute of Employment and Vocational Training, which has 53 employment centers and one vocational training and rehabilitation center in its structure. These centers implement industry-oriented training programs, developed jointly with employers and professional organizations. In the implementation of PPPs in the field of VET in Portugal at the local level, municipal communities actively participate, in particular in forecasting the needs for skilled labor for the labor market, planning the development of vocational education institutions involving companies, employment agencies, etc.

Thus, the positive practices of PPP in the field of VET in Portugal include: the introduction of a labor market needs forecasting system in qualifications (SANQ); updating the national catalog of qualifications (NCQ) with the participation of sectoral (sectoral) qualifications councils (SCQ); carrying out vocational training for people without detachment from production in all proposed educational programs, recognition, validation, and certification of competencies (RVCC) with the participation of companies, social partners; establishing cooperation between the National VET Agency (ANQEP), qualification centers, local authorities, and employers.

The National Catalogue of Qualifications is not supplemented with new qualifications without consultations with the relevant sectoral councils on qualifications. The powers of sectoral councils on qualifications include: supporting the National Agency for VET in the development of qualifications; defining the needs for updating the National Catalogue of Qualifications; improving the connection with PPP participants; disseminating the work carried out by sectoral councils; presenting and discussing proposals for the introduction and replacement of qualifications; and promoting the National Catalogue of Qualifications as a strategic tool of the National Qualifications Framework. In Portugal, there is also the "Education and Training" initiative

(2020), which aims to ensure the development of workers' competencies that meet the demands of the labor market and the country's economy. The program promotes the development of partnerships between vocational schools and private enterprises, the development of innovative teaching methods, and the improvement of the qualification levels of teachers and trainers.

Examples of PPPs in the VET sector in France are associated with the implementation of new educational legislation in 2013. It concerns a joint educational initiative, where the benefits of new campuses are extended not only to large companies but also to the entire cluster of small and medium-sized enterprises, especially those that are subcontractors to large economic partners at regional and national levels. Private companies finance VET and also provide services in kind: staff, tools, equipment, technology, etc. As a result, campuses are directly linked to industry in areas such as encryption, computerization, high-tech training, etc. Employers systematically participate in organizing campus activities, including updating the content of educational programs, taking into account local labor market needs for professional skills. Campuses contribute to increasing the competitiveness of graduates in two ways: a) the first is a thorough study of the characteristics of the economic sector, which allows them to assess the specialized needs of all large and small companies; b) the second method is based on a PPP, founded on close connections with the business, which promotes timely adjustment of educational programs. Cooperation between state and private partners has deepened over time and has become the leading model for the development of France's VET system. This has led to an increase in government allocations for the opening of campuses, with the aim of expanding the training of qualified personnel for high-tech industries.

In order to ensure the development of qualifications and professional training of specialists according to the needs of the labor market, Competence Centers have been operating in France since 2013 (2021). These Centers are innovative platforms that bring together enterprises and other structures to develop and implement new professional training programs focused on practical skills and competencies of qualified personnel needed in the labor market.

Conclusions. To summarize the presented material, we note that the implementation of modern PPP models in the field of VET in EU countries is regulated by a complex of federal and regional educational laws. PPP projects are financed by state funds, private companies,

enterprises, various investment funds based on bilateral contracts, agreements, memoranda. This contributes to the expansion of innovative partnership of educational service providers with private and non-commercial PPP entities aimed at modernizing educational infrastructure, educational programs, teaching tools, etc.

Based on the consideration of the positive aspects of PPP models implemented in EU countries for the development of VET, recommendations have been identified for establishing cooperation between PPP actors in the field of VET in Ukraine, namely:

- Regulation of PPPs through legislation to define the rights and obligations of each partner, as well as control mechanisms for compliance with the quality and distribution of costs, etc.;
- Defining clear roles and responsibilities of each PPP partner, the degree of responsibility borne by PPP actors for decision-making;
- Ensuring planning and monitoring of PPP projects (developing plans and monitoring mechanisms, evaluating the results of PPP projects in the field of VET). This will allow to control the quality of PPP projects and the achievement of partnership goals;

- Development of educational programs in accordance with the requirements of the labor market to ensure the quality of professional training and employment of graduates of VET institutions;
- Involvement of enterprises in organizing dual vocational education for VET students to gain work experience and skills that can be used by them in real production conditions, internships for teaching staff at high-tech workplaces;
- Preparation of VET institution teaching staff and enterprise mentors for the implementation of PPP projects through training, educational courses, seminars;
- Ensuring effective communication between public and private partners so that they are open to cooperation and able to effectively exchange experience, resources, data, information;
- Involvement of stakeholders (representatives of industry, government structures, academic institutions, public organizations) in the implementation of PPP projects in the field of VET, who can help the development of PPPs;
- Ensuring proper financing of PPP projects in the field of VET (grants, loans, financial incentives, etc.) to improve its quality and accessibility.

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СУЧАСНІ МОДЕЛІ ПУБЛІЧНО-ПРИВАТНОГО ПАРТНЕРСТВА У СФЕРІ ПРОФЕСІЙНОЇ ОСВІТИ І НАВЧАННЯ В КРАЇНАХ ЄВРОПЕЙСЬКОГО СОЮЗУ

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Реферат

Актуальність статті зумовлюється необхідністю дослідження моделей публічно-приватного партнерства, що успішно реалізуються у сфері професійної освіти і навчання в країнах Європейського Союзу для врахування їх позитивних аспектів у налагодженні співробітництва між закладами професійної (професійно-технічної) освіти з державними та недержавними суб'єктами партнерства в Україні.

Мета: на основі результатів дослідження визначити сучасні моделі публічно-приватного партнерства у сфері професійної освіти і навчання в країнах Європейського Союзу, з'ясувати їх особливості та позитивні аспекти для використання у налагодженні співробітництва між подібними суб'єктами партнерства в Україні.

Методи: вивчення законодавчих, нормативно-правових документів, емпіричних даних – для визначення моделей публічно-приватного партнерства у сфері професійної освіти і навчання в країнах Європейського Союзу; аналіз і синтез, узагальнення поглядів щодо досліджуваної проблеми – для з'ясування особливостей моделей публічно-приватного партнерства у сфері професійної освіти і навчання в країнах Європейського Союзу; формування висновків.

Результати: на основі аналізу законодавчих, нормативно-правових документів та емпіричних даних визначено сучасні моделі публічно-приватного партнерства у сфері професійної освіти і навчання в країнах Європейського Союзу, з'ясовано їх особливості та позитивні аспекти для використання у налагодженні державно-приватного партнерства у сфері професійної (професійно-технічної) освіти в Україні.

Висновки: визначено сучасні моделі публічно-приватного партнерства у сфері професійної освіти і навчання в країнах Європейського Союзу: соціально-нормативну, зорієнтовану на забезпечення якості професійної освіти і навчання; ресурсорієнтовану, що характеризується наявністю інвестиційного клімату, перевірених баз даних, договірних відносин; інституційно-комунікативну, зорієнтовану на розвиток взаємодії провайдерів освітніх послуг у сфері професійної освіти і навчання з ринком праці з метою вдосконалення знань, навичок, компетентностей, кваліфікацій.

З'ясовано високу активність реалізації проектів публічно-приватного партнерства у сфері професійної освіти і навчання в країнах Європейського Союзу, що дає змогу державним органам влади здійснювати вклад у розвиток інфраструктури, підтримку фундаментальних досліджень, удосконалення освітніх програм тощо, а бізнесу – досягати власних цілей щодо підвищення прибутковості, зростання вартості статутного капіталу.

Ключові слова: публічно-приватне партнерство, професійна освіта і навчання, моделі, Європейський Союз

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