



THE IMPACT OF PUBLIC-PRIVATE PARTNERSHIP ON THE QUALITY OF VOCATIONAL (VOCATIONAL-TECHNICAL) EDUCATION

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Abstract

Relevance. This paper explores the key factors influencing the quality of vocational (vocational-technical) education through public-private partnerships. It delves into the involvement of partnership entities – the state, private business, and the community – in modernizing the content, forms, means, and structure of vocational training for future qualified professionals, in line with the needs of the contemporary labor market.

Objective: To characterize the potential directions of public-private partnership impact on enhancing the quality of vocational (vocational-technical) education.

Methods: The study involves processing scientific sources, legislative and regulatory documents, and empirical data on enhancing the quality of vocational (vocational-technical) education in the context of public-private partnership projects. It includes a scientific summary based on theoretical analysis and synthesis of scientific approaches to the development of the researched problem, particularly identifying the impact directions of public-private partnership projects on the quality of vocational education.

Results: Based on the analysis of legislative and normative-legal documents in the field of vocational (vocational-technical) education and public-private partnerships, scientific sources, and empirical data, the potential directions of public-private partnership projects on the quality of vocational education are characterized. These include developing modern professional and educational standards for specific specialties based on a competence approach, modernizing the material-technical base of educational institutions, implementing contemporary production and pedagogical technologies, and providing various types of financial support to vocational (vocational-technical) education institutions.

Conclusions: The paper identifies and describes the potential directions of public-private partnership impact on the quality of vocational (vocational-technical) education, including: joint participation in financing V(VT)E; modernization of infrastructure and material-technical base of V(VT)E; updating standards for educational programs in line with labor market needs; introducing modern forms, methods, and technologies of learning; ensuring adaptability of management systems, transparency of agreements, monitoring, and evaluation of V(VT)E quality, and establishing effective feedback with students, teachers, and employers. The paper concludes with the necessity of improving legal regulation for the participation of public and private partners in ensuring the quality of vocational (vocational-technical) education.

Keywords: *public-private partnership, vocational (vocational-technical) education, quality, educational programs, educational institutions.*

Introduction. Public-private partnerships (PPP) are of significant importance in the development of vocational (vocational-technical) education (hereafter V(TE)E) and in ensuring its quality. The integration of state and private sector

resources opens new opportunities for enhancing the quality of educational services. Governmental partnership support acts as a catalyst for the stability and long-term sustainability of PPP projects in the V(TE)E sector, encompassing the creation of a

conducive legislative environment. This includes establishing a legal foundation for signing agreements and forming mechanisms to protect the interests of all partnership participants, and providing tax incentives to enterprises engaged in PPP projects. State support may also involve funding certain aspects of the educational process, such as the development of new educational standards and curricula. In the context of PPP implementation, private companies can conduct expert reviews of the content of educational standards and/or structural components of curricula, providing resource support to create the necessary conditions for organizing the educational process.

State investments in V(TE)E are often limited and predominantly concern the development of organizational-methodological support for the educational process. In contrast, the private sector can offer technological innovations and practical tools that meet labor market needs. Private sector investments can ensure the modernization of the material-technical, instructional-methodological, and technological infrastructure of V(TE)E institutions, facilitating not only the replacement of outdated equipment but also the introduction of high-tech and innovative production technologies used in modern industry. Updated computer equipment and software enable the use of active and interactive learning methods, virtual modeling, internet environments, and other electronic education tools. This approach enables students to not only learn about the operation of cutting-edge industrial equipment but also develop critical thinking, creativity, teamwork skills, and adaptability to rapidly changing production conditions. The implementation of modern technologies and methodologies in the educational process is critically important for preparing future skilled and competitive professionals in line with the demands of the contemporary labor market.

Collaboration between the state and the private sector should be organized in a way that keeps student interests at the core. This means that agreements between VET (Vocational Education and Training) institutions and private companies should take into account the need for high-quality VET, providing access to cutting-edge production technologies and resources. Cooperation within PPPs (Public-Private Partnerships) allows for the adaptation of educational programs to reflect current trends and employer requirements, thereby ensuring students acquire relevant professional skills needed for their future careers.

Effective implementation of PPP projects in the VET sector requires a comprehensive approach and interaction of all critical factors in this process. This includes aspects such as legislative framework, institutional mechanisms, financial resources, and interaction between all stakeholders of the partnership. The legislative framework, defining the basic principles and methods of PPP project management and protecting the rights and interests of all partnership participants, is a key element. Institutional mechanisms for establishing and implementing PPP projects involve management structures, decision-making procedures, and mechanisms for control and assessment of project outcomes. Financial resources are another vital aspect of PPPs' impact on VET quality, encompassing not only direct investments but also financing mechanisms like loans, grants, scholarships, and other forms of financial support.

A crucial element of successful PPP project implementation is the establishment of effective communication among all interested partnership parties. This necessitates constructive interaction between the state, private partners, and other stakeholders, such as professional unions, students, parents, and local communities. These stakeholders collaboratively address social development issues and positively influence the quality of VET within the PPP framework (Radkevich, 2022).

Sources. Under current conditions, PPPs open new opportunities for the development of VET, ensuring its quality, accessibility, and relevance to labor market needs. The term "public-private partnership" is defined as cooperation between state and private partners, conducted based on a contract in an established order, and meeting the characteristics of public-private partnerships (On Public-Private Partnership, 2010). According to V. Radkevich (2022), this institute allows for forming and maintaining a system of mutually beneficial long-term economic and organizational relations between state authorities, local administration, social institutions, and the private sector. The aim is to attract additional investments in VET development, increase the level of joint responsibility for decision-making, and achieve economic, social, and pedagogical effects. Regarding the term "education quality", the Law of Ukraine "On Education" (2017) interprets it as the compliance of learning outcomes with legal requirements, relevant education standards, and/or the contract for educational services, while "quality of educational activity" refers to the level of

organization, provision, and implementation of the educational process that ensures individuals acquire quality education and meets the requirements set by legislation and/or educational service contracts (On Education, 2017).

The conceptual provisions for ensuring the quality of Vocational Education and Training (VET) based on Public-Private Partnerships (PPP) are elucidated in the Strategy for the Development of Vocational (Vocational-Technical) Education for the period up to 2023 (2020), and the concepts: implementation of state policy in the field of VET "Modern vocational (vocational-technical) education for the period up to 2027" (2019), and the State Targeted Social Program for the Development of VET for 2022-2027 (2021).

A modern form of education implemented on the principles of PPP in the field of VET is identified as dual education, which, according to the Law of Ukraine "On Education" (2017), gives an individual the right to acquire VET based on a combination of learning in educational institutions with training at workplaces under the conditions of enterprises, institutions, and organizations to acquire a certain qualification, usually based on PPP contracts. The wide implementation of dual education positively impacts the quality of practical training of future specialists and their employment percentage in high-tech enterprises (Strilets, 2019).

The goal is to characterize the potential directions of the influence of public-private partnership on improving the quality of vocational (vocational-technical) education.

Methods: processing of scientific sources, legislative, normative-legal documents, empirical data on improving the quality of vocational (vocational-technical) education in the context of implementing PPP projects – to determine the state of development and reveal the research issues; conducting scientific generalization based on theoretical analysis and synthesis of scientific approaches to the development of the researched problem and, in particular, determining the directions of influence of PPP projects on the quality of vocational (vocational-technical) education.

Results and discussion. One of the key aspects of improving VET quality is the involvement of PPP parties in the process of vocational training of skilled workers. This approach is implemented through the joint participation of partners in developing educational standards and curricula that meet the specific needs of various economic sectors; establishing

qualification and training-practice centers, as well as regional educational-production clusters, etc. Within the framework of qualification and training-practice centers, educational-production clusters, and other similar institutions, educators of VET institutions together with leading specialists of enterprises can address a range of tasks related to adjusting educational programs, creating modern teaching materials, etc. (Korotkova, 2020). It should be emphasized that the relevance of educational programs according to the labor market needs is one of the key indicators of the success of PPP activities in the field of VET. Employers participating in PPP projects provide vital recommendations regarding the content of education, its practical orientation, and determining the necessary competencies and learning outcomes, integrating them into educational plans and programs. The interaction of educators and business representatives facilitates the creation of modern flexible educational programs, according to which vocational training of future qualified specialists is carried out, taking into account the dynamic technical-technological changes in the production environment. Orientation of educational programs to real business processes helps students better understand the dynamics of the labor market and employer requirements, thus facilitating the quick adaptation of qualified specialists to changes in their respective professional fields and effective utilization of their professional knowledge and skills in practice. Such integration of education and business enables young professionals to better adapt to the organizational culture and corporate values of a particular enterprise, positively influencing their professional identity formation and further career development. New opportunities for the influence of PPP projects on enhancing the quality of VET are unlocked through the application of modern production technologies in the educational process, which promotes flexibility, individualization, and adaptability of learning to the demands of the labor market. Special attention is given to the development of critical thinking, communication skills, and entrepreneurship, as they help young professionals successfully self-realize in a dynamic production environment.

The collaboration between educators and employers contributes to bridging the gap between the demands of production and the competencies formed in graduates of Vocational Education and Training (VET) institutions. This is because when students become acquainted with real production processes and working conditions during their

studies, they better understand the skills and knowledge they will need in the future. This not only increases the attractiveness of graduates to potential employers but also gives young professionals confidence in their abilities.

Meanwhile, the adaptation of VET institutions to the actual demands of production requires flexibility and openness to changes in the business sector from educational institutions. The administration of these institutions must be prepared to respond quickly to transformations in the production sector, update educational and training programs, and create conditions conducive to the practical application of students' theoretical knowledge. This approach can be implemented through mentoring by business industry professionals and the development of specialized vocational training modules that cater to the specific needs of employers.

The development of specialized training modules in collaboration with business representatives enables VET institutions to update and adapt the content of educational materials in line with the latest labor market trends and employers' needs. At the same time, collaboration under Public-Private Partnership (PPP) requires active participation from the business sector in the educational process, including providing suggestions for updating the content of educational disciplines, organizing internships, and industrial practices for VET students. In particular, business companies can integrate their experience into creating more flexible and effective educational plans and programs and in implementing innovative technologies for the development of students' creative abilities and skills, conducting research projects, and developments in educational institutions. Business industry representatives also have the opportunity to participate in the development of educational cases and projects, allowing students to develop skills in resolving production situations.

An important component in ensuring the quality of VET under PPP is the involvement of students in practical work in partner companies, which enables students to gain experience in real production activities and significantly increases their chances of successful employment. Such experience can be acquired through industrial practice or internships, during which students learn to apply theoretical knowledge in practice, develop important teamwork skills, and work with modern equipment and software. Additionally, they have the

opportunity to communicate, interact, and collaborate with professionals in their field, motivating their professional development, enhancing their competencies, and expanding their professional contacts, thereby increasing their opportunities for further collaboration. Such practical experience is invaluable as it prepares students for real working conditions, increases their efficiency, motivation, and competitiveness.

Ensuring the quality of educational services within PPP is impossible without regular monitoring and assessment of the quality of VET. In this regard, the modern experience of the private sector in developing and implementing effective assessment systems, using various tools and methodologies, such as external testing, self-assessment of educational institutions, monitoring, and analysis of student performance data, is useful. The application of internal and external quality control and assessment mechanisms in VET within PPP requires the definition of effective evaluation criteria and quality standards that must be correct and understandable for all interested parties of the partnership, as well as ensuring transparent reporting procedures and involving students in the assessment processes. It is important that students have the opportunity to provide feedback on the quality of education and teaching, contributing to the increased accountability of teaching staff and educational institutions for the quality of training future professionals in accordance with state standards and societal demands.

It is noteworthy that the effectiveness of Public-Private Partnerships (PPP) in ensuring the quality of Vocational Education and Training (VET) depends on the clear allocation of responsibilities and risks between the partnership parties. Precise definition of rights and obligations of each party is a key aspect of ensuring the quality of educational services. Transparency in agreements is a mandatory condition for the successful implementation of PPP, including responsibility for financing, management, distribution of profits and losses, which must be clearly defined and accessible for review by all interested parties. Transparency in agreements and monitoring of the fulfillment of partnership obligations create guarantees for effective interaction and implementation of educational programs in accordance with current employer requirements. This applies to both public and private participants in the partnership. For the state, this may mean ensuring proper funding, regulation, and oversight for compliance with educational

standards; for the private sector, it means contributions in the form of investments, technologies, methodologies, and expertise necessary for modern VET (Popova, 2022).

Meanwhile, it should be emphasized that PPP projects in the VET system require not only investments from the state and private sector but also commitments to long-term cooperation based on shared goals and mutual responsibility – each side must understand their commitments and expected outcomes. In this aspect, legal regulation holds significant importance in PPPs. Firstly, legal regulation of PPP projects defines the role and duties of public and private partners. The state is responsible for defining VET quality standards, monitoring compliance with these standards, and ensuring education accessibility as per current legislation. Private partners, on their part, are responsible for enhancing the quality of educational services in VET institutions, including adapting education content to labor market demands, developing, and implementing innovative teaching and assessment technologies for students.

Secondly, legal regulation establishes PPP financing mechanisms, enabling private partners to invest in VET and receive corresponding rewards. Thirdly, legal regulation includes mechanisms for resolving disputes between public and private partners, involving, for instance, procedures for reviewing decisions made within the PPP framework. PPP legal regulation in the VET sector must be flexible and consider various contexts and needs of partners, as well as transparent and open for public control, to ensure PPP activities align with public interests and high-quality VET. In this context, the presence of a developed legal culture in VET institutions' pedagogical staff and employers is of vital importance. Radkevych (2020) defines this as "an integrative formation of personality, encompassing a system of professional-legal knowledge, skills, socially significant qualities, and a moral regulator of professional activity, manifesting in a value-based attitude towards law, lawful behavior, and responsibility for the outcomes of professional activity."

Practical experience in implementing PPP projects in VET indicates that further development of PPPs and enhancing the quality of VET requires the implementation of measures that positively influence the efficiency of partnership interaction between the state and private business. Firstly, it is essential to refine normative approaches to defining partnership criteria and standards, as well as

mechanisms for monitoring their compliance. Such an approach will enhance the effectiveness of VET and protect student interests.

The next important measure to enhance the effectiveness of Public-Private Partnerships (PPPs) is to stimulate investment in Vocational Education and Training (VET), ensured through tax incentives, grants, and other forms of financial support for private partners investing in the development of VET. This approach will help attract additional resources for modernizing educational infrastructure and applying innovative teaching technologies in the educational process. Strengthening the links between VET and the labor market is another important measure to increase the effectiveness of PPPs. In this regard, the desired outcome can be achieved through the active involvement of private partners in developing educational programs and creating practical bases for participating in the assessment and certification of VET institution graduates. This, in turn, will help ensure improved quality of training for qualified professionals for the modern labor market.

Joint financing of VET institutions in PPPs is also relevant, providing them with necessary resources for training qualified professionals, developing professional qualifications, and formulating professional and educational standards. This contributes to enhancing the quality of professional training for students, ensuring its practical orientation in line with labor market needs, and modernizing the economic infrastructure.

Conclusions. Based on the research of PPP project effectiveness issues in VET, it can be concluded that PPPs' impact on improving the quality of VET is based on a clear understanding of shared goals, tasks, and mutual expectations regarding the implementation of PPP projects in VET, as well as clarity in preparing and adhering to agreements that define the duties and rights of each partnership party. An important aspect in PPPs is ensuring adaptive project management, enabling a prompt response to changes in the external environment and new challenges regarding improving the quality of educational services in VET.

Effective directions for PPPs to enhance the quality of VET include: joint financing of VET; modernization of infrastructure and technical bases; updating standards and curricula according to labor market needs; implementing modern forms, methods, and technologies of teaching and practical training; ensuring adaptability in management, clarity, and transparency of agreements, monitoring, and

evaluation of VET quality, effective feedback between all PPP stakeholders, including students, teachers, employers, etc.

It can be asserted that PPPs in VET have the potential to become an effective tool for enhancing the quality of educational services in preparing professionals according to labor market demands. This

contributes to forming a highly qualified workforce in the country, capable of meeting the needs of the modern labor market. The integration of efforts between the state and the private sector in this context positively impacts the competitiveness of VET graduates and expands opportunities for further career advancement.

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ВПЛИВ ДЕРЖАВНО-ПРИВАТНОГО ПАРТНЕРСТВА НА ЯКІСТЬ ПРОФЕСІЙНОЇ (ПРОФЕСІЙНО-ТЕХНІЧНОЇ) ОСВІТИ

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Реферат:

Актуальність основних чинників впливу державно-приватного партнерства на якість професійної (професійно-технічної) освіти через розкриття участі сторін партнерства, – держави, приватного бізнесу та громадськості, – в процесах модернізації змісту, форм, засобів та структури професійної підготовки майбутніх кваліфікованих фахівців відповідно до потреб сучасного ринку праці.

Мета: охарактеризувати потенційні напрями впливу державно-приватного партнерства на підвищення якості професійної (професійно-технічної) освіти.

Методи: опрацювання наукових джерел, законодавчих, нормативно-правових документів, емпіричних даних щодо підвищення якості професійної (професійно-технічної) освіти в умовах реалізації проєктів державно-приватного партнерства для визначення стану розроблення і розкриття проблематики дослідження; здійснення наукового узагальнення на основі теоретичного аналізу і синтезу наукових підходів щодо розвитку досліджуваної проблеми і, зокрема, визначення напрямів впливу проєктів державно-приватного партнерства на якість професійної (професійно-технічної) освіти.

Результати: на основі аналізу законодавчих і нормативно-правових документів у сфері професійної (професійно-технічної) освіти та державно-приватного партнерства, наукових джерел й емпіричних даних охарактеризовано потенційні напрями впливу проєктів державно-приватного партнерства на якість професійної

(професійно-технічної) освіти і, зокрема, шляхом розроблення сучасних професійних і освітніх стандартів з конкретних спеціальностей на основі компетентнісного підходу; модернізації матеріально-технічної бази закладів освіти; впровадження сучасних виробничих і педагогічних технологій; надання різних видів фінансової підтримки закладам професійної (професійно-технічної) освіти тощо.

Висновки: визначено й охарактеризовано потенційні напрями впливу державно-приватного партнерства на якість професійної (професійно-технічної) освіти через: спільну участь у фінансуванні П(ПТ)О; модернізацію інфраструктури та матеріально-технічної бази П(ПТ)О; оновлення стандартів на навчальних програм відповідно до потреб ринку праці; впровадження сучасних форм, методів і технологій навчання; забезпечення адаптивності системи управління, прозорості угод, моніторингу та оцінювання якості П(ПТ)О, налагодження ефективного зворотного зв'язку зі студентами, викладачами і роботодавцями. Сформовано висновок щодо необхідності вдосконалення правового регулювання участі державних і приватних партнерів у забезпеченні належної якості професійної (професійно-технічної) освіти.

Ключові слова: *державно-приватне партнерство, професійна (професійно-технічна) освіта, якість, навчальні програми, заклади освіти.*

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