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MODERN MECHANISMS FOR THE DEVELOPMENT OF PUBLIC-PRIVATE PARTNERSHIPS IN VOCATIONAL (VOCATIONAL AND TECHNICAL) EDUCATION IN THE POST-WAR PERIOD

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Abstract

The relevance of this article is defined by the need to substantiate the modern mechanisms for the development of public-private partnerships in vocational (vocational and technical) education to attract private investment and innovative technologies into professional training of skilled workers for various sectors of the economy in the post-war period. It will be based on mutually beneficial economic and organisational relations between state authorities, local governments, the private sector and vocational education institutions.

The aim is to identify and justify the modern mechanisms for the development of public-private partnerships and to find out the possibilities of their use in improving the quality of vocational (vocational and technical) education in line with the demands of the labour market in the post-war period.

Methods: studying of scientific sources, legislative and regulatory documents, empirical data to determine the state of public-private partnerships in the field of vocational (vocational and technical) education; theoretical analysis and synthesis, generalisation of scientific approaches to the problem under study in order to determine the mechanisms for the development of public-private partnerships in vocational (vocational and technical) education and drawing conclusions.

Results: there are identified and substantiated the modern mechanisms for the development of public-private partnerships, including forms, means, and tools that are key to ensuring effective interaction between partnership participants to improve the quality of vocational (vocational and technical) education and meet the needs of the labour market in the post-war period.

Conclusions: the modern mechanisms for the development of public-private partnerships in vocational (vocational and technical) education, which define the framework for cooperation between the state and the private sector and are implemented to improve the quality of vocational (vocational and technical) education, include: contract, institutional, investment, concession, leasing, franchise and project forms of partnership; means (contract for the provision of educational services, outsourcing, councils for vocational (vocational and technical) education and labour market, educational programmes, direct investment in infrastructure development, joint investment projects, leasing of equipment and technologies, leasing of educational premises; franchise of educational programmes, franchise of educational services, joint educational projects, joint research projects); instruments (service agreement, outsourcing agreement, agreement on the establishment of joint educational institutions, charter of a joint educational institution, concession agreement, agreement on the development and implementation of educational programmes, investment agreement, memorandum of understanding, leasing agreement, maintenance agreement, franchise agreement, educational services agreement, joint project implementation agreement, research cooperation agreement). Their use is key to achieving sustainable development and introducing innovations in vocational (vocational-technical) education.

Introduction. The heroic struggle of the Ukrainian people against the Russian invasion is soon to end in our victory, and after the military actions, Ukraine will focus on the restoration of all sectors of the economy to return prosperity to social life. Among the immediate tasks of the state's reconstruction will be the restoration of the system of vocational (vocational-technical) education (hereinafter referred to as V(TE)E), which includes the reconstruction of damaged institutions, modernization of existing ones, and creation of new ones, including through consolidation, to expand the opportunities for various population categories to obtain vocational qualifications according to their own desires and labor market demands. In solving these tasks, public-private partnership (hereinafter referred to as PPP) is effective as a form of cooperation between the state and the private sector, where both sides are involved in the implementation of projects or services aimed at providing conditions for vocational training of qualified personnel, expanding the accessibility of educational programs, and increasing their relevance according to labor market needs.

According to the author, PPP in the sphere of V(TE)E should be understood as a system of long-term mutually beneficial contractual economic and organizational relations between state and non-state entities, whose task is to attract additional investments in the development of vocational education, increase the level of joint responsibility for decision-making that serves the public interest, and achieve pedagogical, social, and economic effects (Radkevich, 2022). PPP in the field of V(TE)E should be directed towards the integration of resources and expertise by specialists from the state and private sectors on innovative educational projects that encompass modern technologies and methodologies for the vocational training of qualified personnel. The main goal of PPP in the field of V(TE)E is to improve the quality of educational services, taking into account technical and technological changes in the economy.

The demands of the present highlight the necessity of developing modern vocational qualifications, standards, educational and training

programs that reflect current trends and employer requirements, as well as the demands of V(TE)E seekers regarding the acquisition of practical skills necessary for their future employment and career development. In this context, the importance of modern mechanisms for the development of PPP in the field of V(TE)E is significant, namely: forms, means, tools, the selection of which is based on specific principles that influence the successful interaction between partnership subjects and ensure mutual benefit, transparency of cooperation, social responsibility, accessibility, and quality of education, and its adaptability to social and economic changes (Radkevich, 2022).

The implementation of modern mechanisms for the development of PPP in the field of V(TE)E is based on the consideration of systemic approach provisions, which allow taking into account the impact of a particular PPP element on the entire V(TE)E system and ensuring their interaction and synergy; economic and analytical approaches that involve evaluating the costs and benefits associated with PPP in the field of V(TE)E based on the results of economic analysis for making informed financial decisions, efficient use of resources; social approach, which helps to take into account the social aspects of PPP in the field of V(TE)E, understand the interaction of various social groups, identify the needs and expectations of different stakeholders, and develop strategies that consider their interests. Therefore, the use of modern mechanisms for the development of PPP in the field of V(TE)E enables a predictive response to labor market needs in the context of forming and developing the state's labor potential for participation in successful post-war recovery of Ukraine.

Sources. The principles of state policy in the field of V(TE)E include: public-private partnership and its varieties, as well as public-community partnership, as a tool for utilizing additional resources from the community sector, which facilitates the development of educational infrastructure, implementation of innovative educational programs, creation of joint educational centers, etc. In the case of public-community partnership, the focus is on involving civic

organizations representing citizens' interests, rather than private capital. Public-community governance ensures the interaction of state authorities and local self-government with civic associations to make effective management decisions in the field of V(TE)E (About Education, 2017). The implementation of these principles not only improves the quality of V(TE)E but also contributes to the social and economic development of the country, forming a solid foundation for future progress.

The legal foundations for implementing PPPs in the field of Vocational Education and Training (VET) are defined in the Constitution of Ukraine (1996), stating that "the state ensures the accessibility of VET by creating conditions and equal opportunities in choosing a profession, implementing vocational training programs, retraining, and qualification improvement of personnel according to social demands." The Civil Code of Ukraine (2003) elaborates on the legal mechanisms for state and local community participation in civil-law relations, for instance, by establishing state and municipal educational institutions. According to the provisions of the Commercial Code of Ukraine (2003), "an enterprise ensures the training of qualified workers and specialists, their vocational education both in its own educational institutions and in others under agreements." The Law of Ukraine "On Public-Private Partnership" (2010) clarifies PPP features, rights and obligations of public and private partners, principles of PPP implementation, application areas, particularly in the context of providing educational services (Article 4), forms of state support, state guarantees, and state control. According to the Law of Ukraine "On Education" (2017), PPP in the field of VET may involve: joint financing of educational institutions, development of bases for practical training; development and advancement of modern VET technologies; vocational and practical training; implementing measures for social protection and improving the living conditions of VET system employees and students.

In accordance with the Law of Ukraine "On Vocational (Vocational-Technical) Education" (1998), the state regulates the development of national standards, educational programs based on a competency-based approach, licensing and

accreditation of VET institutions and teaching staff, etc. Meanwhile, the Law of Ukraine "On Employers' Organizations, Their Associations, Rights, and Guarantees of Their Activity" (2013) determines that employers' organizations interact with VET institutions in ensuring the training, retraining, and qualification improvement of enterprise personnel, forming state and regional orders for the training of qualified workers. Approaches to the implementation of the concessional form of PPP in the field of VET, preparation of concession agreements containing detailed conditions for implementing educational projects are defined in the Law of Ukraine "On Concessions" (2019).

The theoretical foundations for the development of PPPs in the field of VET have been revealed in the research of domestic and foreign scientists. For instance, the specifics of interaction among all interested PPP parties in the field of VET were substantiated by O. Radkevych (2022); the specificity of concluding PPP contracts on a competitive basis was explored by D. Voronina-Pryhodi, & V. Popova et al. (2022); principles for the development of PPPs in the field of VET in post-war times were justified by V. Radkevych (2022); mechanisms for financing PPP projects that would contribute to the effectiveness and sustainability of VET were disclosed by N. Nazukova (2022); approaches to developing cooperation between public and private partners in the context of implementing the principle of mutual benefit in PPPs in the field of VET were determined by S. Hanzhyuk & O. Brezhneva-Yermolenko (2022); innovative public-private partnership projects that are promising for use in Ukraine were characterized by I. Hussain, Z. Farooq, W. Akhtar (2012); features of using digital technologies for monitoring and managing PPP projects were revealed in the works of J. Roehrich, M. Lewis, G. George (2014); approaches to developing new financial instruments to attract investors were substantiated by E. Engel, R. Fischer, A. Galetovic (2014). However, modern mechanisms for the development of PPPs in the field of VET in Ukraine remain insufficiently researched.

The aim of the article is to identify and substantiate modern mechanisms for the development of public-private partnerships and to explore the possibilities of their use in improving the quality of vocational (vocational-technical)

education according to labor market needs in post-war times.

Results and discussion. A key element of modern economic, social, and educational policies in many countries around the world, including Ukraine, is the development of PPPs.

This process encompasses a broad spectrum of forms, means, and tools that constitute an integral part of modern mechanisms for stimulating effective interaction between the public and private sectors in the field of Vocational Education and Training (VET). This is particularly relevant in the context of post-war reconstruction in Ukraine, necessitating the adaptation of VET to the labor market needs. The form of Public-Private Partnership (PPP) in the field of VET should be understood as a comprehensive mechanism that defines the framework of partnership subjects' cooperation to achieve common goals regarding the development of VET, enhancing its quality, accessibility, and prestige in society. The most effective forms of PPP in the development of VET are contractual, institutional, investment, concessionary, leasing, franchising, and project-based forms. For the implementation of each of these forms, appropriate means and tools are selected, which enable the effective use of resources, knowledge, and competencies of partners for the professional training of qualified workers according to labor market needs.

One of the main forms of PPP in the field of VET is the contractual form, aimed at attracting investments, particularly for modernizing educational infrastructure, updating the material and technical base of VET institutions, developing new professional qualifications, educational programs, etc. The contractual form of PPP defines the legal, financial, and organizational aspects of cooperation between public and private structures. This form can be represented through relevant PPP means, namely: contracts for providing educational services and outsourcing. These means ensure access to specialized resources that may be absent in the public sector, and allow focusing on the main educational tasks, improving efficiency and quality of VET.

For the realization of the means of the contractual form of PPP, service provision agreements and outsourcing agreements are applied. Meanwhile, the conditions of contractual

agreements should be beneficial for all parties of the PPP. For example, companies may finance VET institutions or specific educational programs to prepare qualified specialists who will subsequently work in these companies. From their side, VET institutions may provide companies with access to use their resources for organizing professional training of their personnel. For instance, in the Chernihiv region, the following are successfully functioning: the Regional Center for Innovative Construction Technologies "KNAUF" (Chernihiv Professional Railway Lyceum); the Training and Practical Construction Center based on "CERESIT" materials (Chernihiv Professional Construction Lyceum), the Interregional Training and Practical Center for the Training of Sanitary and Technical Systems Installers and Equipment (Chernihiv Professional Railway Lyceum), financed by the Swiss Agency for Development and Cooperation (SDC) in partnership with Geberit International AG and the GURT resource center (Mohylnytskyi, 2022). In the Ivano-Frankivsk Professional Lyceum, a training and practical center for construction was established by the KNAUF company in 2023 (Starchenko & Ostapchenko, 2023).

To address strategic tasks of educational policy in the field of VET, the institutional form of PPP is applied, based on the creation of: joint educational institutions (the result of cooperation between the public and private sectors for developing innovative educational programs in the field of VET); councils on VET and labor market issues (forming specialized councils or committees comprising representatives of government institutions, the private sector, and industry to develop educational strategy and policy according to labor market and educational sector needs), etc. The established PPP institutions anticipate the development of: cooperation agreements, setting the framework for cooperation between public and private partners to create joint educational institutions; statutes of joint institutions, defining the rules and principles of operation of newly established educational institutions. The mentioned means and tools of the institutional form of PPP enable, primarily, the formation of joint organizational structures, namely: consortia, clusters, funds, specialized agencies managing projects in the field of VET. At the same time, the

institutional form of PPP in the field of VET requires continuous monitoring and evaluation of project effectiveness, which involves a systematic study of not only financial indicators but also social characteristics, including student satisfaction with the quality of the educational process and the effectiveness of educational institutions' interaction with the labor market.

The concession form of PPP (Public-Private Partnership) in the field of VET (Vocational Education and Training) entails the transfer of rights to operate or manage the educational infrastructure of a VET institution to a private partner for a specific period. This collaboration form is typically used for implementing large investment projects that require significant financial resources and technological innovations. Among the means and tools of the concession form of PPP in VET, the most effective are: managing VET institutions – private companies can take over the management of educational institutions, covering their modernization, staff management, introduction of new technologies, and methods of organizing the educational process; creating educational programs – private companies can undertake the development and implementation of new educational programs or courses that meet current labor market demands and technological trends. The instruments of the concession form of PPP are: the concession agreement (a legal document that defines the terms of transferring the management of a VET institution or program to the private sector); the contract for the development and implementation of educational programs (a document that defines the terms of cooperation in the field of developing and implementing new educational programs).

An example of the concession form of PPP could be the transfer of management of VET institutions to private partners. In such cases, the private partner gains the right to manage the education institution and its development for a certain period with the aim of improving the quality of the educational process and management efficiency. Accordingly, the state retains control over the strategic directions of the development of VET institutions and the quality of training future specialists. Thus, the concession form of PPP in the field of VET is promising in ensuring effective interaction between all partnership participants and

is aimed at forming competitive personnel for the labor market. However, in implementing the concession form of PPP, it is important to consider the provisions of the Law of Ukraine "On Education" (2017) regarding the prohibition of transferring state and/or municipal property, including land plots, to private partners for lease, concession, or operational management. Moreover, any actions that could result in the termination of state or municipal ownership of the respective objects are not allowed.

The investment form of PPP in the field of VET, which involves direct financing or co-financing of projects by the private sector, is considered quite effective. Co-financing is defined as the joint investment of resources by two or more PPP parties to achieve a common goal. This process usually involves the participation of state, private, or non-profit organizations in a single PPP project, enhancing its efficiency and ensuring the sustainability of results. The investment form of PPP in the field of VET is implemented through: direct investments in infrastructure development (the private sector can invest funds in the construction or modernization of VET institutions, which entails expanding physical infrastructure, updating equipment, and technologies); joint investment projects (development of joint educational programs or projects financed by both sides, creation of specialized courses, research programs, digital platforms that meet current market needs), etc. Appropriate instruments for implementing the investment form of PPP include: the investment agreement (a document that defines the terms of financing, rights, and obligations of investors and beneficiaries); the memorandum of understanding (a document that outlines the general principles and intentions of the parties regarding joint investment projects).

An important aspect of the PPP investment model also includes investments in the development or restoration of infrastructure of VET institutions due to destruction from military aggression by Russia against Ukraine or other reasons. Private investors can finance the construction of educational buildings, sports complexes, or student dormitories. Such investments not only improve the conditions of study and living for students but also enhance the attractiveness of VET institutions for future

applicants. Moreover, the investment form of PPP envisages the creation of special funds or grant programs to support students and teaching staff of VET institutions.

The leasing form of PPP in the VET sector is particularly suitable for implementing short-term projects or projects with limited budgets. The implementation of this PPP form is based on means such as: equipment and technology leasing (VET institutions can use modern equipment and production technologies provided on leasing terms by private companies); leasing of educational premises (private companies can provide premises to VET institutions on leasing terms), and more. For the realization of the leasing form of PPP, it is advisable to develop leasing contracts or technical service agreements (documents that define the conditions for providing equipment or premises, as well as their maintenance and support). The leasing form of PPP involves the temporary use of assets or resources of the educational institution, for example, equipment, premises, or even complete VET institutions. This approach allows for the rapid updating of the material and technical base of educational institutions without significant capital investments from the state.

Within the framework of the leasing partnership form, the private partner often takes on the responsibilities of technical maintenance and repair of equipment, implementation of new technologies and teaching methods, positively affecting the quality of educational services provided. Leasing schemes can be used to meet the transport needs of VET institutions. For instance, buses or minibuses of the business partner can be provided on a leasing basis for organizing student transportation to places of study, internships, teacher training, etc. Such a PPP form relieves the budget of the VET institution and allows the use of modern transportation means. An important aspect of this interaction form also includes the possibility of leasing computer equipment and software for organizing the educational process. Private companies can provide specialized software on a leasing basis to educational institutions for the professional training of future qualified specialists. This approach facilitates the integration of the latest technologies into the educational process and improves the quality of VET.

The franchise form of PPP in the VET sector is also effective for implementing projects over large territories with various regional characteristics. This form entails transferring the rights to use the brand, production technologies, teaching methods, and other intellectual resources. The franchise form of PPP allows for the rapid expansion of the VET institution network while ensuring uniform quality standards and methodology. Within the franchise form of PPP, the state often acts as the franchisor, transferring to private partners the rights to use developed methodologies, educational programs, and other resources. The franchise form of interaction includes the transfer of intellectual property, provision of support in the form of consultations, staff training, and other mutually beneficial activities, positively affecting the quality of educational services.

To implement the franchise form of PPP, means such as educational service franchises (private companies can grant VET institutions the right to use their educational programs, methods, and brands); educational service franchises in the form of training (private companies can provide VET institutions with a franchise to conduct specialized training, workshops, educational courses), and more are used. The franchise partnership form involves developing franchise agreements that define the conditions for granting the right to use educational programs, methods, brand, and contracts for educational services, which reveal the specifics of providing educational services or conducting training within the franchise. The advantages of the franchise form of PPP include its adaptability. In this context, franchise agreements that can be adapted to specific needs and conditions are effective means of implementing PPP, allowing for a responsive approach to changes in the educational environment and labor market. For the successful implementation of such agreements, interaction and coordination of actions among all partnership participants are necessary. At the same time, this context highlights the role of the state in developing effective regulatory mechanisms for the franchise form of PPP and controlling its implementation, necessitating the development of an appropriate regulatory base and monitoring mechanisms for the effectiveness of ongoing projects. The franchise form of PPP in the VET

sector activates private partners to assume a part of the risks, including those related to the financial stability of the project, depreciation of used equipment, and changes in legislation.

Within the framework of the franchise form, PPP projects in the field of VET (Vocational Education and Training) are implemented, involving international partners. This enables students to undergo internships in foreign companies, and business partners, in turn, to gain access to qualified labor. For instance, under the franchise form of PPP, VET institutions collaborate with energy companies to train specialists in the field of renewable energy, including experts in the operation of solar panels, wind turbines, and other renewable energy sources. In the context of dynamic changes in the technological landscape and the labor market, the franchise form of PPP in the field of VET allows for rapid adaptation to new challenges in the training of qualified specialists.

The project form of PPP in the field of VET represents a specific mechanism that provides funding for a particular project through the attraction of investments. This approach differs from traditional funding methods, as funds are attracted based on the efficiency of the project itself rather than the overall competitiveness of the partners. Such a mechanism enables the concentration of financial resources on achieving specific tasks and goals of the partnership.

In the implementation of the project form of PPP in the field of VET, effective approaches include joint educational projects (development and execution of joint educational projects by VET institutions with private companies) and joint research projects (private companies can collaborate with VET institutions in developing innovative technologies, teaching methods, etc.). The implementation of the project form of PPP involves developing agreements on joint project implementation (documents defining the terms of cooperation, distribution of responsibility, financing, and management of joint educational projects between VET institutions and private companies) and agreements on cooperation in research projects (documents establishing the framework for cooperation in experimental research, including the distribution of resources, intellectual property rights, etc.).

The advantages of the project form of PPP in the field of VET include the possibility of attracting significant investment for the implementation of complex and long-term projects. This entails the creation of new VET institutions, the modernization of existing infrastructure, the development of innovative educational programs, etc. However, the success of the project form of PPP depends on the presence of a project culture among educators and employers (Kravets, 2023), which facilitates the quality preparation of PPP projects in the field of VET based on a thorough analysis of risks, costs, and potential returns. Particularly, within the framework of the project form of PPP, risks are typically distributed in such a way that each partnership party is responsible for aspects of the PPP project within its competencies.

An important means of implementing the project form of PPP is dual education programs, supported financially by private partners. This type of education opens opportunities for the direct involvement of the private sector in the educational process. Enterprises take on part of the responsibility for training future specialists, providing them with the necessary conditions for practical training in production settings. However, the effectiveness of dual education depends on several factors, such as the quality of educational programs, the level of teacher preparation, modernized material and technical base, and requires coordination of efforts by the state, educational institutions, enterprises, etc. In the context of implementing the project form of PPP, dual education is promising for acquiring practical experience that learners can immediately apply at the workplace (Rayter, & Davlikanova, 2017), and also positively affects the improvement of the quality of training and their quick adaptation to changes in the labor market (Strilets, 2019).

Conclusions. Practical experience in utilizing contemporary mechanisms for Public-Private Partnership (PPP) development in the sphere of Vocational Education and Training (VET) delineates the framework of collaboration primarily between the state and the private sector, implemented with the aim of enhancing the quality of VET. These mechanisms demonstrate the efficacy of contractual, institutional, investment, concessionary, leasing, franchising, and project partnership forms. Such forms vary from traditional contracts and service provisions to more

complex structures like concessions and joint ventures, enabling the amalgamation of resources and expertise from both the public and private sectors to achieve common goals, namely: infrastructure development, improvement of educational service quality, and stimulation of innovation among others.

Effective PPP tools in the VET sector include: educational service contracts, outsourcing, councils on VET and labor market issues, educational programs, direct investments in infrastructure development, joint investment projects, equipment and technology leasing, educational premises leasing; educational program franchises, educational service franchises, joint educational projects, and joint research projects. Their application fosters the creation of a transparent and stable environment for PPPs, attracting private investments into the VET sector.

In regulating licensing and accreditation of professions, educational programs, intellectual property, and investments in the VET sector, legal, financial, and other instruments prove effective (service provision contracts, outsourcing agreements, joint educational institution creation agreements, statutes of joint educational institutions, concession agreements, educational program development and implementation contracts, investment contracts, memorandums of understanding, leasing agreements, technical maintenance agreements, franchise agreements, educational service contracts, joint project implementation agreements, and scientific research

collaboration agreements). Moreover, PPP monitoring and effectiveness evaluation are crucial tools, facilitating timely strategic adjustments for VET institutions, ensuring their adaptability to evolving conditions and post-war labor market needs.

Thus, leveraging modern PPP development mechanisms in the VET sector enables, firstly, the attraction of additional investments for the modernization of educational and social infrastructure; secondly, meeting the needs of private companies in training qualified personnel for their businesses; thirdly, aligning VET content with real labor market demands through educational program updates; and fourthly, implementing innovative teaching technologies, as the private sector often thrives on high technologies.

In the future, business structure investments in the VET sector should become an integral part of the country's overall economic and social development strategy, a source of additional opportunities to overcome the consequences of wartime, and to create a stable, secure, and democratic society. For this purpose, VET development will require systematic interaction and coordination of actions among various partnership stakeholders, including government structures, educational institutions, the private sector, and civil society, to develop joint strategies and programs that meet the society's current needs and labor market demands in the post-war period.

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Публікація підготовлена в рамках виконання завдань наукового дослідження лабораторії зарубіжних систем професійної освіти і навчання Інституту професійної освіти НАПН України "Тенденції розвитку державно-приватного партнерства у сфері професійної (професійно-технічної) освіти" (державний реєстраційний номер 0122U000539, роки виконання: 2022-2024 рр.)

СУЧАСНІ МЕХАНІЗМИ РОЗВИТКУ ДЕРЖАВНО-ПРИВАТНОГО ПАРТНЕРСТВА У СФЕРІ ПРОФЕСІЙНОЇ (ПРОФЕСІЙНО-ТЕХНІЧНОЇ) ОСВІТИ В ПОВОЄННИЙ ЧАС

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Реферат:

Актуальність статті визначається необхідністю обґрунтування сучасних механізмів розвитку державно-приватного партнерства у сфері професійної (професійно-технічної) освіти для залучення приватних інвестицій та інноваційних технологій у професійну підготовку кваліфікованих робітників для різних галузей економіки в повоєнний час на основі взаємовигідних економічних та організаційних відносин між органами державної влади, місцевого самоврядування, приватним сектором і закладами професійної (професійно-технічної) освіти.

Мета: визначити та обґрунтувати сучасні механізми розвитку державно-приватного партнерства і з'ясувати можливості їх використання у підвищенні якості професійної (професійно-технічної) освіти відповідно до потреб ринку праці в повоєнний час.

Методи: вивчення наукових джерел, законодавчих, нормативно-правових документів, емпіричних даних – для з'ясування стану державно-приватного партнерства у сфері професійної (професійно-технічної) освіти; теоретичний аналіз і синтез, узагальнення наукових підходів щодо досліджуваної проблеми з метою визначення механізмів розвитку державно-приватного партнерства у сфері професійної (професійно-технічної) освіти, формування висновків.

Результати: визначено та обґрунтовано сучасні механізми розвитку державно-приватного партнерства, зокрема форми, засоби, інструменти, що є ключовими у забезпеченні ефективної взаємодії між учасниками партнерства для підвищення якості професійної (професійно-технічної) освіти й відповідності потребам ринку праці в повоєнний час.

Висновки: до сучасних механізмів розвитку державно-приватного партнерства у сфері професійної (професійно-технічної) освіти, що визначають рамки співпраці між державою та приватним сектором і реалізуються з метою підвищення якості професійної (професійно-технічної) освіти віднесено: контрактну, інституційну, інвестиційну, концесійну, лізингову, франшизну і проектну *форми* партнерства; *засоби* (контракт на надання освітніх послуг, аутсорсинг, ради з питань професійної (професійно-технічної) освіти та ринку праці, освітні програми, прямі інвестиції у розвиток інфраструктури, спільні інвестиційні проекти, лізинг обладнання та технологій, лізинг навчальних приміщень; франшиза освітніх програм, франшиза освітніх послуг, спільні освітні проекти, спільні дослідницькі проекти); *інструменти* (договір про надання послуг, угода про аутсорсинг, угода про створення спільних освітніх установ, статут спільної освітньої установи, концесійний договір, договір про розроблення та впровадження освітніх програм, інвестиційний договір, меморандум про взаєморозуміння, лізинговий договір, угода про технічне обслуговування, франшизний договір, договір про освітні послуги, договір про спільне провадження проекту, угода про співпрацю в наукових дослідженнях). Їх використання є ключовим у досягненні сталого розвитку та впровадженні інновацій у сфері професійної (професійно-технічної) освіти.

Ключові слова: *державно-приватне партнерство, сучасні механізми, форми, засоби, інструменти, професійна (професійно-технічна) освіта, роботодавці, освітні послуги, якість освіти, ринок праці.*

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