

THEORETICAL FOUNDATIONS FOR THE DEVELOPMENT OF PUBLIC-PRIVATE PARTNERSHIP IN VOCATIONAL EDUCATION



MONOGRAPH
2023

NATIONAL ACADEMY OF EDUCATIONAL SCIENCES OF UKRAINE

Institute of Vocational Education of the NAES of Ukraine



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**Kyiv
Ludmila Publisher
2023**

УДК 377.9:334.7:351.72

T 44

*Recommended for publication by the Academic Council
of the Institute of Vocational Education of the NAES of Ukraine
(Minutes No. 12 of November 20, 2023)*

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T 44 Theoretical foundations for the development of public-private partnership in vocational education: monograph. [Edited by Valentyna Radkevych and Svitlana Kravets]. – Kyiv: Institute of Vocational Education of NAPS of Ukraine, 2023. – 194 c.

ISBN 978-617-8167-16-5

Suggested citation: Radkevych, V. & Kravets, S. (Eds.). (2023). *Theoretical foundations for the development of public-private partnership in vocational education*: monograph. Kyiv. Ludmila Publisher. DOI: <https://doi.org/10.32835/978-617-8167-16-5/2023>

In the monograph the European experience of partnership in the field of vocational education is represented; the national context of public-private partnership's development in the field of vocational education is explicated; the features of vocational education institutions' teachers' education in the European Union and Ukraine are characterized.

This publication is addressed to representatives of legislative and executive authorities, public and professional organizations, managers and pedagogical staff of vocational, professional pre-higher and higher education institutions, methodologists of scientific (educational) and methodological centers (offices) of vocational education, researchers, postgraduate students, doctoral students and all those who study and implement public-private partnership in vocational education.

ISBN 978-617-8167-16-5

<https://doi.org/10.32835/978-617-8167-16-5/2023>

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PREFACE

In today's context of globalization and dynamic changes in the labor market, vocational education becomes a key factor in ensuring economic development and social stability of the country. In Ukraine, as in many other countries, there is an awareness of the need to integrate government and private initiatives in the field of vocational education to achieve high standards of skilled personnel's education that meet the requirements of the labor market. One of the effective mechanisms of such integration is public-private partnership (PPP), which provides synergy between state structures, private sector and vocational education institutions.

The purpose of this monograph is a comprehensive study of the PPP development in the field of vocational education in Ukraine and in the countries of the European Union, the analysis of its theoretical basis, legislative support, social and practical aspects. Particular attention is paid to the postwar period, when the country will require the restoration and modernization of the educational system to satisfy new economic and social challenges. The experience of EU Member States demonstrates a variety of approaches and models of cooperation between government agencies, private sector and educational institutions aimed at improving the quality and compliance of professional training of specialists with modern labor market requirements.

The first section of the monograph «Development of public-private partnership in the field of vocational education: national context» consists of a number of units, each of which considers separate aspects of this process. In particular, the principles of PPP in the field of vocational education are substantiated, the prerequisites for the development of PPP in the postwar period are analyzed in order to emphasize their role in the restoration of the educational system, the legal framework is considered, that regulates the interaction of state and private structures to identify key legislative initiatives and their impact on partnerships effectiveness, the role of PPP in ensuring the quality of vocational education through the introduction of modern technologies and teaching methods is determined, social partnership in the field of vocational education is analyzed, emphasizing the importance of collective efforts of different stakeholders to achieve common educational goals, social aspects of the interaction of vocational education institutions with employers and the public are emphasized to improve the quality of education and compliance of professional training with market needs, the specific examples of the implementation of PPP in the sector of the garment industry are given to demonstrate practical aspects of cooperation between vocational education institutions and private enterprises to meet the needs of the labor market in qualified specialists.

The purpose of the second section of the monograph «Partnership in the field of vocational education: European experience» is a detailed analysis of the European experience in the field of public-private partnership (PPP) in the field of vocational education, which allows to identify key trends, models and cooperation systems that can be adapted and introduced into the Ukrainian context. The section consists of three main units, each of which highlights certain aspects of European approaches to partnership in vocational education. The trends of PPP development in EU countries, the dynamics of expanding cooperation between public and private sectors, as well as the main factors that stimulate or, conversely, limit the development of such partnerships are analyzed. Particular attention is paid to the influence of political, economic and social factors on the formation of effective partnerships. Different models of cooperation, their features and advantages, as well as examples of successful implementation of these models in different EU countries are considered. The mechanisms of interaction between state bodies, enterprises and educational institutions that contribute to the creation of favorable conditions for the development of vocational education are analyzed.

In the third section of the monograph «Features of vocational education institutions' teachers' education in the European Union and Ukraine» certain aspects of development of standards, determination of pedagogical conditions for the development of project culture and communication skills of teachers, preparation of pedagogues of vocational education institutions both in EU countries and in Ukraine are considered. Current methods and standards that contribute to the unification of educational programs, improving the quality of pedagogical training and ensuring the compliance of qualification requirements for modern labor market needs are analyzed. The factors that influence the formation of project thinking skills, the management of projects and the innovative approach to the educational process, as well as the role of educational institutions in creating a favorable environment for the development of these skills are considered. Methods of effective communication, interaction with students, colleagues and external partners, which contribute to the successful implementation of the projects and improving the quality of the educational process are analyzed. Specific teaching methods, support for the professional development of teachers and the introduction of psychological strategies to improve the educational environment and efficiency of pedagogical activity are studied. The peculiarities of training of teachers of general education in Western Europe are analyzed. Educational programs, approaches to professional development and introduction of innovative teaching methods, which contribute to the improvement of teachers' qualification and adaptation to the current requirements of the educational process are compared.

The monograph is aimed at a deep understanding of the mechanisms and efficiency of PPP in the field of vocational education, as well as to identify key factors, that influence the success of such initiatives. Analyzing the theoretical foundations, legislative regulation, social dimensions and practical examples, the study emphasizes the importance of PPP for modernization of the vocational education system of Ukraine and increasing its competitiveness at the international level. Thus, this research contributes to the formation of new approaches to the organization of vocational education based on partnership between the state and the private sector and proposes recommendations for the further development of PPP in the field of vocational education.

CHAPTER 1

DEVELOPMENT OF PUBLIC-PRIVATE
PARTNERSHIP IN THE FIELD OF
VOCATIONAL EDUCATION:
NATIONAL CONTEXT

1.1. THEORETICAL BASIS OF DEVELOPMENT OF PUBLIC-PRIVATE PARTNERSHIP IN THE FIELD OF VOCATIONAL EDUCATION IN THE POSTWAR PERIOD

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

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Виокремлено основні принципи розвитку державно-приватного партнерства у сфері професійної (професійно-технічної) освіти: цілісність, зв'язок теорії з практикою та продуктивною діяльністю, децентралізація управління, рівноправність партнерів, узгодженість інтересів сторін партнерства, соціальна відповідальність, бенчмаркінг, спільне фінансування та розподіл ризиків між партнерами; удосконалено зміст поняття «державно-приватне партнерство у сфері професійно-технічної освіти та навчання» як системи довгострокових взаємовигідних договірних господарських та організаційних відносин державних і недержавних суб'єктів з метою залучення додаткових інвестицій в професійну освіту та навчання, підвищення рівня спільної відповідальності за прийняття рішень, що становлять суспільний інтерес, досягнення педагогічного, соціального, педагогічного та економічного ефекту

The main principles of development of public-private partnerships in the field of vocational education and training are highlighted: integrity, connection of theory with practice and productive activity, decentralization of management, equality of partners, coordination of interests of the parties to the partnership, social responsibility, benchmarking, joint financing, and risk sharing between partners; the content of the concept of «public-private partnerships in the field of vocational education and training» has been improved as a system of long-term mutually beneficial contractual economic and organizational relations of state and non-state entities with the aim of attracting additional investments in vocational education and training, raising the level shared responsibility for making decisions of public interest, achieving pedagogical, social, pedagogical and economic effects.

Ключові слова: державно-приватне партнерство (ДПП), професійна освіта та навчання, принципи, співпраця, законодавство.

Keywords: public-private partnerships (PPPs), vocational education and training (VET), principles, cooperation, legislation.

In the postwar recovery of the country's economy, the need to reconstruct the socio-economic system is actualized on the basis of: the development of the information and network economy, which includes the spread of information and digital and neural network technologies and leads to significant changes in property relations, forms of work and the distribution of production results (changes in the forms of implementation intellectual property, development of shared use, cluster type of living space organization, remote work, etc.); focus on energy efficiency, economically clean production, «green» economy, etc (Heiets et al., 2022).

The sustainable economic growth of the country in the postwar period will also be facilitated by the effective functioning of commodity and production markets and the labor market, the introduction of new concepts and technologies of personnel management, mechanisms for developing the professionalism of employees, ensuring the necessary conditions for the use of their labor potential. A management technology based on the principles of public-private partnerships is effective in implementing these areas. The legislator defines the term «public-private partnerships» (PPPs) as cooperation between the state, its territorial communities represented by responsible state bodies that manage state-owned objects, local self-government bodies, the National Academy of Sciences of Ukraine and national branch academies and state partners, legal entities, except for state and municipal enterprises, institutions, organizations (private partners), which is carried out on the basis of agreements in accordance with the procedure established by this Law and other legislative acts (On public-private partnerships, 2010).

PPPs have proven to be a universal institution that combines planning and market selfregulation. This institution enables the formation and development of a system of mutually beneficial long-term economic and organizational relations between public authorities, local administration, social institutions and the private sector based on the following principles: equality before the law of public and private partners; prohibition of any discrimination of the rights of public or private partners; coordination of interests of public and private partners for mutual benefit; recognition by public and private partners of the rights and obligations stipulated by the legislation of Ukraine and determined by the terms of the agreement concluded within the PPPs, etc. Participation in PPPs projects allows public authorities to achieve goals of public interest, such as the development of educational and social infrastructure, support for basic research, solving environmental and educational problems, etc. For private partners, this type of cooperation facilitates investment in the construction and rehabilitation of PPPs facilities, especially in the context of martial law and post-war

economic recovery, as well as maintenance and transfer of some of the risks arising in the course of PPPs implementation to partners, etc.

Sources. The legal framework for PPPs in Ukraine is: The Constitution of Ukraine (1996), the Civil Code of Ukraine (2003), the Commercial Code of Ukraine (2003), the Law of Ukraine «On Public-Private Partnerships» (2010), other legislative acts of Ukraine, as well as international treaties of Ukraine ratified by the Verkhovna Rada of Ukraine.

The specifics of cooperation between national public and private partners on a contractual basis are defined in the National Economic Strategy for the period up to 2030 (2021), the State Strategy for Regional Development for 2021-2027 (2020), and the Sustainable Development Goals of Ukraine for the period up to 2030 (2019).

PPPs in the field of VET have been updated in the objectives of the Strategy for the Development of Vocational Education and Training until 2023 (2020). In particular, an important task is to implement PPP projects in the field of vocational education and training (VET): establishment of training and practical centers with the participation of private partners, co-financing of vocational training programs for future specialists, involvement of production workers in teaching at VET institutions, introduction of innovative production technologies, forms and methods of VET, assessment of students' learning outcomes, development of VET standards and educational programs, and dissemination of the practice of obtaining VET in the dual form of education.

The conceptual provisions for the modernization of VET on the basis of PPPs are disclosed in the concepts: Implementation of the state policy in the field of VET «Modern Vocational Education and Training» for the period up to 2027 (2019); training of specialists in the dual form of education (2018); the State Targeted Social Program for the Development of Vocational Education and Training for 2022-2027 (2022). In particular, according to the Concept for the Implementation of the State Policy in the field of VET for the period up to 2027, the development of PPPs and the relationship with the labor market is implemented through: the formation of a system of professional qualifications and the creation of a unified educational environment for VET; the introduction of mechanisms to encourage employers to participate in the educational process; and the creation of conditions for the development of a dual form of VET; recognition of the results of non-formal and informal education, professional qualifications; popularization of VET among students, adults, professional development and career planning.

National stakeholders in PPPs in VET include the following: The Ministry of Education and Science of Ukraine, the State Employment

Service, the Ministry of Social Policy of Ukraine, the Ministry of Economy of Ukraine, the State Statistics Service of Ukraine, the National Academy of Sciences of Ukraine, sectoral academies and their structural units, employers' organizations, etc.

According to the Laws of Ukraine «On Education» (2017) and «On Vocational Education and Training» (1998), the state is responsible for registering VET institutions, developing state VET standards for specific professions based on a competency-based approach, licensing and certifying VET institutions and teaching staff, etc. In PPPs, the Government is a special economic entity that uses the private form of capital to achieve certain goals of society.

The main effective partners of VET institutions at the regional level are regional state administrations, state employment services, employers' associations, trade unions, entrepreneurs, regional Vocational Education Councils, and other public organizations and associations. The regional labor market is characterized by significant changes in demand for skilled labor.

One of the key external parties to PPPs is society. This may include trade unions, employers' organizations and associations, consumer protection agencies, religious organizations, professional associations and other non-governmental organizations dealing with social development issues (Radkevych, 2022). In particular, employers' organizations participate in the formation of the system of training, retraining and advanced training of employees, conducting research on current and future needs of the labor market for professional qualifications, forming and placing state and regional orders for training, etc. (On employers' organizations, their associations, rights and guarantees of their activities, 2013).

The goal was to identify and characterize the principles of PPPs development in the field of VET; to find out the possibilities of taking them into account in establishing cooperation between educational institutions, state and non-state actors.

The methods included the study of scientific sources, legislative, regulatory and legal documents, empirical data on the development of the public-private partnerships in the field of vocational education and training; theoretical analysis and synthesis, generalization of views on the problem under study to determine the principles of PPPs development in the field of VET, and drawing conclusions.

Results and discussion. The essence of PPPs in VET is to improve the forms and methods of relations between all stakeholders in the educational process. In close contact with them, VET institutions realize their main task of training qualified, competitive specialists capable of ensuring high quality products and labor productivity (Osypenko, 2017).

Given that a principle is a binding requirement, a regulator of scientific research, an active expression of the laws of the educational process, the principle of PPPs in the field of VET should be understood as a defined system of initial provisions, requirements for cooperation between the parties to the partnership, the fulfillment of which ensures its necessary effectiveness. PPPs principles in the field of VET are implemented both at the national and regional levels. In particular, at the national level, partnerships with public authorities are aimed at ensuring equality before the law of public and private partners in order to obtain mutual benefits, efficiency of activities than in the case of a public partner without involving a private partner, etc. (On public-private partnerships, 2010).

In the development of PPPs in VET at the regional level, especially in the postwar period, it is important to create a unified educational space and ensure the quality of VET through the modernization of educational and social infrastructure, matching the professional and qualification structure of training qualified specialists to the needs of the regional labor market, taking into account the priority development of production and service sectors, taking into account the demand of individuals for VET in professions in accordance with their abilities and capabilities, increasing the social responsibility of PPPs stakeholders in the field of VET. A significant number of pragmatic educational programs, projects, and technologies are the means and ways to achieve the effectiveness of regional VET systems. That is, the leading principle of forecasting the regional model of VET, in the author's opinion, is not the status of educational institutions, for example, vocational or professional college, etc. but the status of educational programs, including those focused on the needs of regional labor markets (Radkevych, 2016).

In modern conditions, the partnership of VET institutions and business entities is increasingly developing on the basis of the principle of integrity.

On its basis, regional educational and production clusters are created, whose participants benefit from the synergy effect that arises in the process of combining financial, human, technological, etc. resources in the professional training of qualified specialists. The general principles of professional training of future specialists in the conditions of the educational and production cluster by L.I. Korotkova (2020) include: scientific, objective, purposeful, progressive, efficient, adaptable, specific principles include cooperation and competition, coherence of interests and interconnection, information provision, modeling, etc. The association of business entities and VET institutions into educational and production clusters contributes to increased labor productivity and economic efficiency of enterprises, on the one hand, and, on the other hand, to the active promotion of their products and technologies offered by private companies

to VET institutions in order to organize professional training of qualified specialists.

It is also important in the development of PPPs to take into account the provisions of the principle of cooperation and finding compromises, which directly contributes to the establishment of a dialogue and makes it possible to equalize the balance between labor supply and demand, improve the quality of VET, modernize the material and technical base of VET institutions, etc. Cooperation between VET institutions and business entities is particularly effective at the regional level, as it has a positive impact on the rational use of teaching aids, attracting various investments to create hightech jobs, and preventing funding for inefficient or duplicated educational programs. This interaction is regulated by the Law of Ukraine «On Social Dialogue» (2010). An example of cooperation between VET institutions and businesses in training qualified specialists is also the conduct of special labor market studies and the creation of training and practical centers in various sectors on the basis of educational institutions.

In accordance with the principle of social partnership, VET institutions interact with PPPs entities to maximize the alignment of interests of all participants in this process in order to overcome the tendency of labor resources not meeting the needs of the regional labor market, reducing the risks associated with socio-economic changes in society, improving the structure and management of VET institutions, developing new areas of training qualified specialists, and maintaining the position of VET institutions in the regional market of educational services. Relations with social partners provide VET institutions with access to information about available jobs in the labor market, employers' requirements for the level of professional qualifications and professional competence of the workforce; ensure the quality organization of internships for VET students and employment of graduates. In view of this, VET institutions are increasingly becoming regional centers of interaction with social partners, where the tasks of vocational guidance of students and the issues of resource support for the educational process are comprehensively addressed. In accordance with the principle of social partnership, VET institutions develop a system of collective bargaining, strengthen the organizational and legal framework, and train participants in social partnership.

There is significant cooperation between VET institutions and employers in modernizing the content of education. It is about joint development of professional standards, state standards of VET in specific professions based on a competency-based approach, curricula and programs, etc. Of particular importance is the definition of the regional component in accordance with the needs of a particular industry. The selection of the

content of the subjects included in the regional component is based on the integrative nature of concepts from different fields of knowledge, the possibility of using modern technical and technological knowledge and skills in combination with the social and humanitarian component.

Employers cooperate with the pedagogical staff of VET institutions in organizing and implementing practical training in the workplace. In addition, employers are involved in the development of internship programs, control tasks, criteria for assessing learning outcomes and remuneration of vocational education and training students during internships, creating safe learning and professional conditions, appointing mentors for the period of internships, meetings of examination commissions for state exams, etc.

A part of a large PPPs project is a dual form of obtaining a VET. Its widespread implementation has a positive effect on increasing the percentage of employment of VET graduates; assessing the quality of professional training of qualified specialists by employers in real production conditions; organizing internships for teachers and masters of industrial training at hightech production facilities; involving production specialists in teaching activities; reducing the burden on the state and community budgets; ensuring close ties between education, science, production, etc. (Strilets, 2019 a).

The leading principle, on which the dual form of education is based, is the principle of connection of theory with practice and productive activity. It is especially important in ensuring a harmonious connection between technological knowledge and the practice of its application in economic sectors and the prospects for obtaining professional qualifications. The connection between theory and practice is reflected in standards, educational programs, curricula, etc. Therefore, it is important to link theory and practice in modern production conditions, when enterprises are actively introducing new equipment and technologies, and intellectual functions are expanding in the structure of a specialist's labor activity, in particular, in the management of automated production systems, etc. This enables vocational education and training students not only to get acquainted with production processes but also to apply hightech techniques and skills at workplaces in industry and service sectors. This form of education is based on the integration of the content of the educational material with the use of block-modular structuring of curricula based on the combination of theory and practice.

In order to disseminate the experience of introducing the dual form of education in VET institutions of Ukraine, an all-Ukrainian experiment was launched in 2019 on the following topic «Organization of professional training of future qualified specialists in the dual form of education» (2019-2022 pp.) under the scientific supervision and consultation of the Institute of

Professional Education of the National Academy of Pedagogical Sciences of Ukraine. In the course of the experiment, the pedagogical staff of the Dnipro Center for Vocational Education and Training developed working curricula for the training of qualified specialists in the machine-building industry in the dual form of education, methodological recommendations for organizing the dual form of training for future turners using the progressive experience of Germany (Strilets, 2019 b).

The connection with productive labor makes it possible to organize industrial training and practice based on the production of products of increased complexity and the provision of quality services to the population. This contributes to the formation of the ability of VET students to perform complex production processes using modern equipment and technologies, as well as the development of professional values and professionally important qualities. The effectiveness of cooperation between VET institutions and employers increases significantly when employer partners move from the position of outside observers and exclusively consumers of educational services to the position of interested participants in innovative educational and production processes, which in every way contributes to the acquisition by students of a set of professional competencies that meet the requirements of the modern labor market.

The development of PPPs in VET is based on the consideration of the fundamental rules of governance principles that guide PPPs entities in their professional activities. These include the following principles: democratization, which means ensuring that decisions are developed and discussed collectively; scholarship, according to which management is based on the achievements of science, in particular, it is based on scientifically based recommendations of professional training, psychology, labor, introduction of new forms and methods of teaching, and progressive pedagogical experience. The scientific nature of the management of VET institutions involves organizing the creative work of teachers to improve the educational process, making decisions based on knowledge and taking into account the real conditions, not the subjective opinions of managers, searching for new things, relying on scientific knowledge, mastering the pedagogical and psychological foundations of managing the teaching staff, etc. These include knowledge and skills in planning PPP projects, namely: define a schedule and reflect in it the tasks to be performed by each partner; task management, which involves setting deadlines for each task and preparing reports on the status of key elements of the tasks; teamwork through a central document repository that partners involved in the project

have access to; exchange of calendars and contacts (scheduled meetings, dates of events that are automatically updated in all partners' calendars); management of deficiencies and unintended consequences; tracking the time allocated for each task in the project (Radkevych, 2020).

In the development of PPPs, the principle of decentralization of management based on the implementation of a regional approach to building the capacity of VET is important. Based on this principle, the autonomy of VET institutions is ensured by expanding their powers, and, consequently, increasing the responsibility of managers and pedagogical staff of these institutions for the quality organization of management, self-realization and self-regulation; continuous updating of the content of VET programs, ensuring quality, integrity, and flexible organization of the educational process; timely public and transparent reporting to the public; formation of a modern educational environment, including an inclusive one with a universal design for training VET students with special educational needs, etc. The autonomy of vocational education and training institutions implies independence in decision-making on the implementation of state and regional educational policy, functioning in conditions of a clear distribution of rights and powers, multi-channel financing, ensuring close connection with the labor market, compliance with the provisions of regulatory documents, etc.

Cooperation between the administration of VET institutions and employers is of particular importance in ensuring decentralization of management. At the regional level, this type of interaction takes place through the Regional Vocational Education Councils, which are established in accordance with the recommendations of the Ministry of Education and Science of Ukraine (On Approval of the Model Regulation on the Regional Council of Vocational Education and Training, 2019). The tasks of employers who are members of these public associations are to make decisions related to the approval of the regional order, financing of educational services, and optimization of the network of VET institutions. Effective interaction of VET institutions with state authorities and local self-government bodies, the scientific community, public organizations, legal entities and individuals is carried out through supervisory (board of trustees), at the meetings of which issues related to the prospects for the development of VET institutions are considered, attracting financial resources and exercising control over their use to ensure activities in the main areas of development (On Approval of Methodological Recommendations for the Establishment of a Supervisory (Trustee) Board of VET Institution, 2021).

Another important principle is the principle of equality of partners, according to which the legal form of PPPs projects provides investors with attractiveness, security of investment in state property and contributes to the realization of the main goal of the project, i.e. the development of the VET sector as a strategically important educational subsystem for the state economy. To do this, the state must perceive a private investor as an equal partner, requiring him to fulfill his obligations under the agreement on the one hand, and guaranteeing that his own obligations are fulfilled one hundred percent on the other.

The principle of aligning the interests of the parties to the VET partnership ensures modeling and integration of VET with the labor market; effective management decisions are made when forming a state or regional order for workforce training; proactive development of professional standards, state VET standards for specific professions based on a competency-based approach and educational programs, taking into account the needs of private partners and VET students; financing the modernization of educational programs and infrastructure; improving the quality of VET through the introduction of a full-fledged dual form of education, according to which VET students have the right to choose an enterprise to obtain a professional qualification and future employment, and then, in accordance with the enterprise's proposals, to conclude an agreement with a VET institution to obtain an educational qualification.

An equally important principle of PPP development in the field of protected areas is the principle of social responsibility, especially of business entities. This principle is viewed primarily as obligations voluntarily assumed by companies and enterprises to address socially significant issues at the sectoral, regional and national levels. At the same time, the level of responsibility of enterprises for the impact of their decisions and actions on society and the environment through transparent ethical behavior is growing. According to this principle, the expectations of the partnership's stakeholders in the PPP results are taken into account, and compliance with applicable laws and international standards of behavior is ensured. Most PPPs projects in the field of VET contribute to the acceleration of educational reforms in view of rapid technological progress characterized by the expansion of digitalization, ensuring a holistic approach to innovation management, taking into account the context of implementation of progressive foreign experience, etc. (Radkevych, 2022).

In the implementation of PPPs projects in the field of VET, it is important to take into account the provisions of the benchmarking principle,

which makes it possible to perform project tasks legally based on compliance with legal norms, confidentiality of the participation of the partnership parties in the implementation of PPPs projects, openness of the distribution of powers and discussion of information, development of the corporate culture of the partnership entities, prohibition of dissemination of information or project data outside the consortium for other purposes, etc. This principle is reflected in the learned ethical and legal values, norms of behavior and activities of VET teachers and partners, in their awareness of their own duty, the essence and significance of their

deeds, actions and results of professional activity. PPPs are based on stable relationships between stakeholders in cooperation. Therefore, the principle of cofinancing is becoming increasingly important in the development of PPPs, which involves taking into account existing legal mechanisms that facilitate agreements on costsharing for VET projects. Cofinancing of VET PPPs projects is increasing the share of private initiatives by businesses, which are changing their status from educational service providers to partners. Encouraging business participation in PPPs projects leads to a reduction in the role of the state in financing the VET system, leaving it with regulatory functions

and the role of an educational service provider. As a result of the increased leading role of business in financing VET, it holds a much higher position than the educational service provider in determining the content and forms of VET, including dual programs. According to the principle of cofinancing of VET, the needs of the individual and the labor market are harmonized with the offers of educational services of VET institutions for obtaining educational and professional qualifications, and the implementation of investment projects in the field of VET. The principle of risk allocation, in particular between PPPs partners in the field of VET, aims to take into account the specifics of various risks inherent in PPPs projects, such as economic or legal, etc. In the case of environmental risk, it is important to identify the impact of climate change factors during the preparation of the PPPs project and its implementation. Legal risk is associated with contracts for PPPs projects in VET. Legal risk management is based on accurate documentation of PPPs contracts. It is important to ensure that PPPs contracts are legally binding, so the legal system should support contracts with project documentation. Therefore, it is necessary to ensure that investors have access to their rights under national law so that the relevant provisions of the PPPs agreement can be enforced. In the distribution of risks between PPPs partners in the field of VET, it should be

taken into account that some of them cannot be qualified as active, namely: force majeure (transfer of unforeseen risk); contractual default (reflected in the concessionaire's risk transfer agreement, if any); poor management (transfer of risk if the concessionaire does not receive its expected profit due to ineffective internal management); poor supply due to inefficient procurement etc.

Conclusions. PPPs in the field of VET is defined as a system of longterm, mutually beneficial contractual economic and organizational relations between state and non-state entities in order to attract additional investments in the development of VET, increasing the level of joint responsibility for making decisions of public interest, achieving pedagogical, social and economic effects. The development of PPPs in the field of VET is based on the following principles: the principle of integrity, the principle of cooperation and finding compromises, the principle of social partnership, the principle of connection of theory with practice and productive activity, democratization, scholarship, the principle of decentralization of management, the principle of equality of partners, the principle of aligning the interests, the principle of social responsibility, the benchmarking principle, the principle of cofinancing, the principle of risk allocation. Based on their consideration in the postwar period, investment projects related to the restoration or construction of new educational (social) infrastructure (for example, Training and practical centers (by industry), Centers of professional excellence, educational and production clusters, hubs, dormitories, libraries, canteens, etc.) will be more effectively implemented), educational programs for the professional training of qualified specialists in demand by the labor market will be financed, the participation of business entities in the modernization of the material and technical and educational and methodological base of VET institutions, in the systematic implementation of innovative production technologies, improvement of content, forms, methods and means of professional training of future specialists, etc. Ultimately, this will contribute to the implementation of measures to improve the quality and accessibility of VET, its attractiveness in society, meeting the needs of national and regional labor markets for qualified specialists, and sustainable economic development of the country, especially in the post-war period.

1.2. DEVELOPMENT OF PUBLIC-PRIVATE PARTNERSHIP IN VOCATIONAL EDUCATION: LEGISLATIVE PROVISION

РОЗВИТОК ДЕРЖАВНО-ПРИВАТНОГО ПАРТНЕРСТВА У СФЕРІ ПРОФЕСІЙНОЇ (ПРОФЕСІЙНО-ТЕХНІЧНОЇ) ОСВІТИ: ЗАКОНОДАВЧЕ ЗАБЕЗПЕЧЕННЯ

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Охарактеризовано правові засади, принципи державно-приватного партнерства, порядок та механізми проведення аналізу ефективності здійснення державно-приватного партнерства; проаналізовано концепції, нормативно-правові документи у сфері професійної (професійно-технічної) освіти та окреслено можливості розширення законодавчих ініціатив для створення умов більш ефективного розвитку державно-приватного партнерства у сфері професійної (професійно-технічної) освіти; розкрито досвід розвитку державно-приватного партнерства за напрямками, передбачених Концепцією «Сучасна професійна (професійно-технічної) освіта» на період до 2027 року.

The legal foundations, principles of public-private partnership, the procedure and mechanisms for analyzing the effectiveness of public-private partnership are described; concepts, regulatory documents in the field of vocational education are analyzed and the possibilities of expanding legislative initiatives to create conditions for more effective development of public-private partnership in the field of vocational education are outlined; the experience of developing public-private partnership in the areas provided for by the Concept «Modern Vocational Education» for the period until 2027 is disclosed.

Ключові слова: професійна (професійно-технічної) освіта, державно-приватне партнерство, ринок праці, заклади професійної освіти, законодавчі акти, нормативно-правові документи.

Keywords: public-private partnership, vocational education, labor market, institutions of vocational education, legislative acts, regulatory documents.

The relevance of studying the trends in the development of public-private partnership (hereinafter referred to as PPP) in the field of vocational education is due to the transformational changes in this level of education, which is aimed at creating a qualitatively new system of training the country's labor potential and conditions for the professional self-realization of the individual.

The strategic objectives of the state for the development of the vocational education system include a clear position on its integration with the labor market on the basis of PPP. The primary tasks in the development of these processes are: improving legislation to create an effective legal environment; providing organizational and methodological assistance to local authorities, vocational education institutions, and private partners seeking to develop cooperation on the basis of PPP; developing mechanisms for activating investment activities and attracting private investment in strategically important areas of vocational education development.

The Law of Ukraine «On Public-Private Partnership» (2010) defines the organizational and legal principles of interaction between public partners and private partners and the main principles of PPP, which are: equality before the law of public and private partners when carrying out activities within the framework of PPP; prohibition of any discrimination and restriction of the rights of private partners, except in cases provided for by law; coordination of the interests of public and private partners in order to achieve mutual benefit and implement the purpose of activities within the framework of PPP; fair distribution of risks associated with the implementation of contracts concluded within the framework of PPP. In accordance with the resolution of the Cabinet of Ministers of Ukraine «Some Issues of Organizing the Implementation of Public-Private Partnership» (2011), the procedure for conducting a competition to determine a private partner for the implementation of PPP was approved; mechanisms for preparing and conducting a competition using the principles of transparency, objectivity and non-discrimination; determination of the winner of the competition and conclusion of relevant contracts within the framework of PPP implementation; the procedure for conducting an analysis of the effectiveness of PPP implementation in two stages: stage I - preparation and analysis of a concept note, stage II - preparation of a feasibility study; the mechanism for conducting an analysis of the effectiveness of PPP implementation and the possibility of involving all interested bodies in this process are reflected; the distribution of functions between the subjects of conducting an analysis of the effectiveness of PPP implementation and the publication of conclusions based on the results of the analysis are indicated. The Resolution of the Cabinet of Ministers of Ukraine «On Approval of the Methodology for Identifying Risks of Public-Private Partnership Implementation, Their Assessment and Determining the Form of Their Management» (2011) provides for the implementation of risk assessment methods that are widely used in international practice for assessing PPP projects, and identifies approaches to risk assessment and management that meet the standards of modern risk management practice. The resolution of the Cabinet of Ministers of Ukraine «On Approval of the Procedure for Replacing a Private Partner under a Contract Concluded within the

Framework of Public-Private Partnership» (2017) defines the mechanism for replacing a private partner in the event of its failure to fulfill its obligations under a contract concluded within the framework of a PPP. For a clear analysis of the effectiveness of PPP implementation, the orders of the Ministry of Economic Development and Trade of Ukraine «Some Issues of Analyzing the Effectiveness of Public-Private Partnership Implementation» (2012), «On Approval of Methodological Recommendations for the Application of the Methodology for Identifying Risks in the Implementation of Public-Private Partnership, Their Assessment and Determining the Form of Their Management» (2016) approved a methodology that determines the main parameters and indicators of PPP verification according to the stages and methodological recommendations that are used when analyzing the effectiveness of PPP implementation, as well as for identifying, assessing and managing risks in the process of developing and implementing public investment projects. The provisions of these legislative acts and regulatory acts are common to all sectors of the national economy, including the development of PPP in the field of education, and in a generalized view regulate the procedure for establishing, developing, verifying, and terminating state-partner relations.

Specific state actions to ensure effective PPP in the implementation of projects aimed at improving the indicators of the national economy, the quality of life of the population and the state of the environment are reflected in the Concept of the Development of Public-Private Partnership in Ukraine for 2013-2018 (2013). This Concept is in force and addresses priority areas of PPP application, including education; scientific, scientific-technical, innovative and information spheres, etc. Among a number of reasons for the slowdown in the development of public-private partnership in Ukraine are: inconsistency of the regulatory framework on public-private partnership; effective mechanism for providing state support in the field of public-private partnership; imperfect methodological and organizational support for public-private partnership; shortage of qualified personnel and experience in involving the private sector in the implementation of infrastructure investment projects, etc. (Concept, 2013). These issues are still relevant today and require a solution in the field of vocational education.

Positive changes in educational legislation regarding the development of PPP in the field of education and science are noted by the current Law of Ukraine: «On Education» (2017). In particular, Article 6 stipulates that PPP is one of the principles of educational activities, and Article 81 defines «legal, organizational and financial principles for the development of public-private partnership in the field of education and science» (Law of Ukraine «On Education», 2017). The Law of Ukraine «On Vocational Education» (1998, latest edition in 2022) does not contain any provisions regarding the development of PPP in the field of vocational education. The draft Law of

Ukraine «On Vocational Education» pays attention, among other things, to the legislative regulation of the activities of various advisory bodies, which are essentially forms of public-private partnership (Borodienko, 2020, p. 69). The current processes of reforming the sphere of vocational education are aimed at updating its legislative framework, regulatory and organizational and methodological support. First of all, we are talking about the adoption of a new Law of Ukraine «On Vocational Education and Training», which will outline the key provisions for the development of organizational and methodological models of public-private partnership for local authorities, vocational education institutions and private partners.

In the vocational education system, the PPP direction is being developed through the implementation of the tasks of the Concept «Modern Vocational Education» for the period until 2027 (2019) and in accordance with the Action Plan for 2020-2027 (2020) from its introduction. The PPP policy in the field of education is carried out on the basis of agreements between state authorities and private partners, which are concluded in the appropriate order. The number of agreements on cooperation in the field of vocational education concluded between the Ministry of Education and Science of Ukraine and employers reaches more than 20 memoranda (<https://mon.gov.ua>). The purpose of such a partnership is, mainly, the implementation of vocational education reforms and the fulfillment of the tasks of the Concept on PPP and the relationship with the labor market, namely:

- 1) formation of a system of professional qualifications;
- 2) introduction of mechanisms to encourage employers to participate in the educational process;
- 3) creation of conditions for the development of a dual form of education;
- 4) recognition of non-formal and informal education, full and partial professional qualifications;
- 5) popularization of professional education among children, youth, adults, planning of professional development and career (Concept, 2019).

Regarding the formation of a system of professional qualifications, in this aspect the joint work of employers and vocational education institutions on the development of professional standards, state educational standards in specific professions, educational programs is carried out. According to the Statistical Information of the National Qualifications Agency (<https://nqa.gov.ua>), as of April 2022, 26 developers of professional standards (5 of which are sectoral councils) have been declared; The Register includes 222 professional standards, of which 158 (71%) - in working professions, 171 (77%) professional standards were developed by employers; in the register the applications for the development of 341 professional standards, of which 20 for amendments, are registered. These

processes are carried out in accordance with the procedure for developing and approving professional standards (2017) and Methods of development of professional standards (2018). It is worth noting that the developers of professional standards are the Institute of Vocational Education of the National Academy of Pedagogical Sciences of Ukraine (approved professional standards «Methodist of the Institution of Vocational Education» (2020), «Vocational Teacher» (2020), «Master of Industrial Training» (2021)), as well as researchers of the Institute are members of working groups for the development of professional standards (for example, «Restaurant Service Master» (2021), «Master of Sewing Clothes» (2022), «Woodworking Construction» (2022), «Electromechanic for repair and maintenance of counting machines» (2022), etc.).

On April 1, 2022, the Verkhovna Rada of Ukraine adopted the Law of Ukraine «On Amendments to Certain Legislative Acts of Ukraine on the Functioning of the National Qualifications System» (2022), which, in particular, determines the priority of a professional standard for qualification characteristics. This position is clarity on the subsequent development of state educational standards in specific professions, in particular, in accordance with paragraph 17 of Resolution of the Cabinet of Ministers of Ukraine «On Approval of the State Standard for Vocational Education» (2021): «In the development of state educational standards in specific professions, professional standards are used, and in the absence of them – qualification characteristics of professions taking into account the requirements/needs of the labor market» (CMU Resolution, 2021).

On the basis of methodological recommendations for the development of vocational education standards on a competent approach (2021) only in 2022 the Ministry of Education and Science of Ukraine approved 11 state educational standards in professions developed on the basis of professional standards. It is worth noting that the author's teams of development of both professional and educational standards include representatives of both employers and vocational education institutions, that certifies their partnership in the formation of a system of professional qualifications and employers' participation in the modernization of educational processes.

Equally important is the role of the state and social partners in the creation of training and practical centers on the basis of vocational education institutions, the main tasks of which are: improvement of practical training of students; advanced training and internships of pedagogical workers, specialists of enterprises, organizations, institutions; formation of proposals for improvement of work curricula, development of educational-methodical and information support of vocational training; introduction into the educational process of the latest production technologies in cooperation with enterprises; organization and holding of seminars, conferences, meetings of methodological sections and other measures for creating qualification

centers on their basis for assignment, confirmation of complete and/or partial professional qualifications (including obtained in other countries), as well as official recognition of the results of non-formal and informal training of persons, etc. (Radkevich, Borodienko & Kravets, 2021).

For example, in the conditions of functioning of the training and practical center in the direction of cooking and catering at the Kyiv Higher Professional School of Sewing and Hairdressing Arts, an experiment on the topic «Improvement of professional training of chefs on the basis of a competent approach» is conducted with the participation of Kyiv Higher Professional School No 33. In particular, with the support of representatives of Klopotenko LLC, the updating of the content of educational programs of professional training of skilled workers in the profession of «Cook» was organized and the training of pedagogical workers on the use of modern production technologies is carried out.

PPP in the creation of conditions for the development of a dual form of vocational education is regulated by the Law of Ukraine «On Education» (2017) and the order of the Cabinet of Ministers of Ukraine «On approval of the Concept of Training of Specialists by Dual Form of Education» (2018). The concept of training of specialists in the dual form of education outlines the following stages of its implementation: Stage I – development of a legal framework (2018-2019); Stage II – development of typical models of dual form of education and implementation of pilot projects (2019-2020); Stage III – introduction of a dual form of education (2020-2023) (Concept, 2018). According to the implementation of these stages, a plan of measures for the implementation of the Concept of Training of Specialists by Dual Form of Education (2019) was developed and approved by the order of the Ministry of Education and Science of Ukraine «Regulations on dual form of vocational education» (2019). The training of specialists in the dual form of education involves training in the workplace with the performance of official duties in accordance with a tripartite employment contract, which is concluded by an education institution with an educational institution and an employer for complete or partial qualifications in the profession. Professional qualifications can be assigned in the qualification center, at the enterprise or at the institution with a professional association as a result of qualification certification. Educational qualifications are assigned to the results of the state final certification. At the same time, only elements of a dual form of vocational education with priority liability of vocational education institutions are used in Ukraine. In this regard, there is an urgent need to approve a Model Treaty on Vocational Education in Dual Form with a clear distribution of the rights and obligations of the subjects of this process and bringing a dual form of education in Ukraine in accordance with the criteria and requirements of European practice.

Almost 300 vocational education institutions organize a dual form of education in more than 160 professions. Their autonomy makes it possible to organize the educational process in the dual form for individual professions, in particular, and within the framework of experimental work. For example, on the basis of the Dnieperrudne Professional Lyceum together with the Institute of Vocational Education of the National Academy of Pedagogical Sciences of Ukraine, an experiment of the All-Ukrainian level «Organization of preparation of future skilled workers by dual form of education» is conducted. According to information of the Ministry of Education and Science of Ukraine, the largest amount of students are studying in the dual form of education in the institutions of Khmelnytsky region (877 people), Lviv region (807 people), Vinnytsia region (529 people) and Kyiv (464 people).

The PPP between the labor market and vocational education institutions on recognition of non-formal and informal education, full and partial professional qualifications is relevant at the time. Nowadays in Ukraine only 3 institutions prepare specialists in the format of non-formal education. These are Odessa and Rivne centers of vocational education of the State Employment Service, as well as the higher vocational school No 33 in Kyiv, in which, in accordance with the order «On amendments to the list of subjects of confirmation of the results of informal professional training of persons in working professions» (2018) the procedure of evaluation and confirmation of qualification on the results of informal training in the profession «Cook» is carried out.

Since the activity of the National Qualifications Agency, active creation of a legal framework for recognition, assignment and confirmation of professional qualifications, including qualification centers has been conducted. It is about the introduction of such resolutions of the Cabinet of Ministers of Ukraine: «On approval of the Procedure for recognition of professional qualifications in Ukraine in other countries» (2021), «On approval of the Procedure for the Assignment and Confirmation of Professional Qualifications by Qualification Centers» (2021), «On Approval of the Regulation on the Register of Qualifications» (2021), «Some Issues of Accreditation of Qualification Centers» (2021) and the order of the Ministry of Education and Science of Ukraine «On Approval of the Model Regulations on the Qualification Center» (2021), etc. In addition, about 100 experts who are ready to conduct accreditation expertise of qualification centers have been trained by the National Qualifications Agency. As of April 2022, none was entered in the register of accredited qualification centers.

The processes of development of the national qualification system, the development of professional standards and updating the content of educational standards/programs, the introduction of a dual form of education, the wide opportunities for recognition of professional

qualifications, etc. – form the basics of deepening the interaction of vocational education institutions with employers in the construction of a more efficient system of popularization of professional education among children, young people, adults, professional development and career planning. However, in such coordinated actions there are contradictions about a clear distribution of individual functions and responsibilities among the subjects interested in such activities. This requires appropriate changes in the educational legislation on the expansion of content articles on PPP, and most importantly – the adoption of the new Law of Ukraine «On Vocational Education and Training» and updating the regulatory framework in accordance with modern legislation.

The European integration processes of the national economy and reform in the educational system, focused on international standards and best pedagogical practices, provide for the introduction of educational legislation in line with the requirements adopted in the countries of the European Union. Priorities for the development of vocational education within the framework of European cooperation are based on the principles of public-private partnership, cooperation between professional education providers, public and students for the purpose of systematic improvement of state-regulated, market-oriented and dual models of vocational education and training.

Implementation of the best international practices in the development of the national system of vocational education and its reform at the requirement of today, actualizes the importance of not only studying of the tendencies of PPP development in the field of vocational education, but also the implementation of specific actions on normative, scientific, organizational and methodological support of these processes, which are facilitated by:

- adoption of the new Law of Ukraine «On Vocational Education and Training» with the definition of clear provisions for local authorities, vocational education institutions, private partners on the possibilities of creating long-term organizational and methodological models of PPP development in the field of vocational education, justified on the basis of research of such innovative models in foreign models countries. For example, «Chambers in Germany, Sectoral Council for Production Learning (Canada), Centers of Gleaseful Vocational Education Experience (Netherlands), Industrial Centers or Clusters (Tuscany Region in Italy and Baden-Württemberg in Germany), National Skill Development Corporation (India) (Borodienko, Nichkalo, Malichina, Kuz, & Korotkov, 2021);

- updating the current and creation of a modern legal framework for the development of PPP in the field of vocational education. In particular, it is about updating the Conception of development of public-private partnership in Ukraine for 2013-2018 and the creation (on the basis of it) of

the unified Conception of development of public-private partnership in the field of vocational education;

- introduction of global investment educational projects (common with state and private entities, international partners) on the basis of the use of PPP development technologies containing practical tools for ensuring partnership interaction of vocational education institutions with the labor market;

- creation of independent advisory and consulting centers for the purpose of providing organizational and methodological assistance to local authorities, vocational education institutions, private partners seeking to develop cooperation on the basis of PPP;

- development of Typical provisions on the creation of new educational institutions on the basis of PPP (educational clusters, technoparks, business incubators, educational hubs, etc.);

- development of a mechanism for attracting additional resources for the development of vocational education and its orientation on modern technical and technological conditions, including the creation of educational and practical centers on the basis of educational institutions;

- development of proposals for compatible provision of professional qualifications to graduates by employers and vocational education institutions, including the creation of qualification centers on the basis of educational institutions;

- development and introduction of mechanisms of distributed responsibility for financing and guaranteeing the rational use of resources, multi-channel and multi-level financing of vocational training in vocational education institutions (Radkevich, Borodienko & Kravets, 2021);

- continuation of systematic, constructive and mutually beneficial cooperation on the implementation of the tasks of the Conception «Modern Vocational Education» for the period up to 2027 and the Plan of events for 2020-2027 with its introduction, namely for PPP and interconnection with the labor market.

The current state of PPP development in the field of vocational education is not limited to the designated proposals for improving the legislation and developing clear mechanisms of effective interaction between local authorities, vocational education institutions, private partners, etc. interested parties. Today, the responsibility for improving and modernizing national vocational education is common to the state and private partners, because investing in vocational education is the preservation and development of human capital, which is the basis for the restoration of the national economy, its international recognition and world respect.

1.3 DEVELOPMENT OF SOCIAL PARTNERSHIP IN VOCATIONAL EDUCATION INSTITUTIONS

РОЗВИТОК СОЦІАЛЬНОГО ПАРТНЕРСТВА У ЗАКЛАДАХ ПРОФЕСІЙНОЇ ОСВІТИ

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Ефективним механізмом функціонування та розвитку системи професійної (професійно-технічної) освіти (далі – П(ПТ)О) є соціальне партнерство, суть якого полягає в особливому типі взаємодії закладів П(ПТ)О із місцевими органами виконавчої влади, роботодавцями, підприємствами різних форм власності й підпорядкування, органами служби зайнятості, іншими заінтересованими партнерами у розвитку П(ПТ)О. Соціальне партнерство виступає закономірним результатом кропіткої співпраці усіх суб'єктів державно-приватного партнерства. Ефективність соціального партнерства буде залежати, перш за все, від цілеспрямованої і систематичної роботи закладів П(ПТ)О щодо залучення роботодавців, представників органів влади, громадських організацій до спільної діяльності з підготовки кваліфікованих робітників, а також створення сучасної інфраструктури для професійного навчання. Мета: охарактеризувати стан розвитку соціального партнерства у закладах професійної (професійно-технічної) освіти (на прикладі діяльності ДНЗ «Хмельницький центр професійно-технічної освіти сфери послуг»). Методи: теоретичні (аналіз сучасних освітніх практик – для з'ясування стану розвитку соціального партнерства у закладах П(ПТ)О); емпіричні (спостереження за станом розвитку соціального партнерства у закладах П(ПТ)О, бесіди – для визначення стану розвитку соціального партнерства в експериментальному закладі П(ПТ)О). Проаналізовано соціальне партнерство в освітній практиці ДНЗ «Хмельницький центр професійно-технічної освіти сфери послуг»; розкрито особливості й тенденції партнерської взаємодії закладу освіти з державними та недержавними суб'єктами господарювання, спрямованої на вирішення конкретних освітніх завдань, узгодження інтересів соціальних партнерів. Соціальне партнерство у закладах П(ПТ)О є об'єктивною вимогою часу для забезпечення економіки країни кваліфікованими робітничими кадрами, задоволення потреб здобувачів професійної освіти в загальнокультурному, інтелектуальному і професійному розвитку в обраній сфері діяльності; поняття «соціальне партнерство» розглядається як спільна участь працівників закладів П(ПТ)О, державних установ, громадських організацій, підприємств, бізнесу, окремих осіб у діяльності, спрямованій на вирішення конкретних завдань, узгодження інтересів соціальних партнерів задля забезпечення економіки країни кваліфікованими робітничими кадрами; соціальне партнерство є найважливішим чинником підвищення якості професійного навчання, адаптації молодих фахівців до нових економічних умов,

закріплення їх на робочих місцях; найбільша цінність соціального партнерства пов'язана з удосконаленням форм обміну досвідом та інформацією, важливою для підвищення ефективності професійної підготовки майбутніх кваліфікованих фахівців; на основі аналізу діяльності ДНЗ «Хмельницький центр професійно-технічної освіти сфери послуг» з'ясовано, що встановлення тісних партнерських стосунків з державними та недержавними суб'єктами господарювання сприяє узгодженню роботи всіх учасників освітнього процесу, осучаснює освітнє середовище закладу освіти, вдосконалює зміст і якість професійної підготовки майбутніх фахівців.

An effective mechanism for the functioning and development of the vocational (vocational-technical) education system (hereinafter referred to as V(VT)E) is social partnership, the essence of which lies in a special type of interaction between V(VT)E institutions and local executive authorities, employers, enterprises of various forms of ownership and subordination, employment service bodies, and other interested partners in the development of V(VT)E. Social partnership is a natural result of the diligent cooperation of all public-private partnership entities. The effectiveness of social partnership will depend, first of all, on the purposeful and systematic work of V(VT)E institutions to involve employers, representatives of authorities, and public organizations in joint activities for the training of skilled workers, as well as the creation of modern infrastructure for vocational training. Objective: to characterize the state of development of social partnership in vocational (vocational-technical) education institutions (using the example of the activity of the State Educational Institution «Khmelnitsky Center for Vocational and Technical Education in the Service Sector»). Methods: theoretical (analysis of modern educational practices - to clarify the state of development of social partnership in V(VT)E institutions); empirical (observation of the state of development of social partnership in V(VT)E institutions, interviews – to determine the state of development of social partnership in the experimental V(VT)E institution). The social partnership in the educational practice of the State Educational Institution «Khmelnitsky Center for Vocational and Technical Education in the Service Sector» has been analyzed; the features and trends of partnership interaction of the educational institution with public and private economic entities, aimed at solving specific educational tasks and coordinating the interests of social partners, have been revealed. Social partnership in V(VT)E institutions is an objective requirement of the times to ensure the country's economy with qualified workers, to satisfy the needs of vocational education seekers in general cultural, intellectual, and professional development in their chosen field of activity; the concept of «social partnership» is viewed as the joint participation of V(VT)E institutions' staff, public institutions, public organizations, enterprises, businesses, and individuals in activities aimed at solving specific tasks, coordinating the interests of social partners to ensure the country's economy with qualified workers; social partnership is the most important factor in improving the quality of vocational training, adapting young professionals to new economic conditions, and securing their jobs; the greatest value of social partnership is associated with improving the forms of exchanging experience and information, which is important for enhancing the effectiveness of professional training of future skilled specialists; based on the analysis of the activity of the State Educational Institution «Khmelnitsky Center for Vocational and Technical Education in the Service Sector,» it has been found that establishing close partnership relations with public and private economic entities contributes to the coordination of the

work of all participants in the educational process, modernizes the educational environment of the institution, and improves the content and quality of professional training of future specialists.

Ключові слова: професійна освіта, соціальне партнерство, заклади професійної (професійно-технічної) освіти, кваліфіковані кадри, роботодавці.

Keywords: vocational education, social partnership, vocational (vocational-technical) education institutions, qualified personnel, employers.

The strategic tasks of modernization of V(VT)E can be achieved through organized interaction of pedagogical staff of V(VT)E institutions with all subjects of the educational process. The special interaction of social partners is aimed at coordinating and implementing the interests of all participants in this process and achieving the educational goal: formation and development of professional competencies of an individual necessary for professional activity in a certain profession in the respective field, ensuring their competitiveness in the labor market and mobility, and career growth prospects throughout life (On Education, 2017). The effectiveness of social partnership depends on the purposeful and systematic work of pedagogical staff of V(VT)E institutions in attracting employers, representatives of state and local authorities, public organizations to joint activities for the professional training of qualified workers, and the creation of a modern educational and social infrastructure to improve the quality of vocational training.

The social partnership system in Ukraine functions and develops taking into account the provisions of the Laws of Ukraine «On Public-Private Partnership» (2010), «On Social Dialogue» (2010), «On Employers' Organizations, Their Associations, Rights and Guarantees of Activity» (2013), «On Education» (2017), and «On Vocational (Vocational-Technical) Education» (1998, 2019).

In pedagogy, the term «social partnership» came from the sphere of labor relations. The formation and development of social partnership as a new phenomenon of public life emerged in the early 1950s when legislative rights were established for partners representing the world of work to protect the interests of workers. The phrase «social partnership» comes from the concepts: «social» relating to people's lives and their relationships in society, and «partner» (from the French word party) – a participant in joint activities. The functioning of the social partnership system is based on a tripartite basis: cooperation of state authorities, entrepreneurs, and trade unions aimed at reconciling interests and solving problems in people's social and labor activities (Andrushchenko et al., 2004).

In the Encyclopedia of Education (2008), the essence of the concept of «social partnership» is defined as a system of collective bargaining regulation of social and labor relations between social subjects through the development and implementation of joint social and labor agreements, programs, or agreements for appropriate terms; social and labor relations that ensure the optimal balance and realization of the fundamental interests of different social groups, institutions, and mechanisms for reconciling the interests of participants in the production process: workers and employers.

Social partnership in the field of education is a relatively new category that arose in connection with the change of ownership forms in our state. Its essence lies in a particular type of interaction between educational institutions and central and local executive authorities, employers' associations, trade unions, enterprises of various forms of ownership, employment services, and other interested partners aimed at maximum coordination of interests of all parties to this process (Shcherbak, 2008). As I. Yashchuk (2014) notes, social partnership in education is the leading mechanism for achieving quality education, a unique interaction between educational institutions and subjects and social institutions, state institutions, and public authorities aimed at coordinating and implementing the interests of all participants in this process and achieving the educational goal. Among the partners who seek to cooperate with V(VT)E institutions are public organizations. These can be trade unions, organizations and associations of employers, consumer rights protection agencies, religious organizations, professional associations, and other non-governmental public organizations dealing with issues of social and professional development of student youth and adult population (Radkevych, 2022). In the opinion of N. Byrko (2017), the technology of social partnership helps the modern student to realize themselves in society, present their personality with dignity in the labor market in our state and abroad. Taking into account the principles of the indicated technology positively affects the formation of professionally important qualities of modern youth, the development of society, and the affirmation of the Ukrainian nation in the European community.

The greatest effect of social partnership was achieved in the field of VET (Vocational Education and Training). Scientific research on solving the problem of social partnership in the VET system was carried out by: G. Vinogradska (2022), L. Korotkova (2020), N. Nychkalo (2004), P. Pomaran (2015), V. Radkevych (2022), O. Shcherbak (2008), and others. In particular, academician N. Nychkalo (2004) believes that the problem of social partnership in training modern production personnel requires an appropriate legislative base, regulatory and legal consolidation of provisions on preferential taxation for employers who invest their capital in the training of

production personnel. V. Radkevych's (2011) position is sound, emphasizing that the principle of social partnership is aimed at developing social dialogue and partnerships of education, science, and production, the result of which is the resolution of contradictions between conservative tendencies in the VET system and the labor market needs for skilled workers of the necessary volumes and quality. In addition, according to the scientist, social partnership is an important principle of developing public-private partnerships in the field of VET, according to which the interests of all participants in this process are maximally coordinated with the aim of overcoming the tendency of the mismatch of labor resources to the needs of the regional labor market, reducing risks related to socio-economic changes in society, improving the structure and management of the development of VET institutions, mastering new directions in training skilled workers, and maintaining positions in the regional market of educational services (Radkevych, 2022).

Therefore, the main task of VET institutions in the context of modern challenges is to provide the country's economy with qualified personnel, which would enable Ukraine to join global socio-economic processes in the conditions of globalization changes and development. Thus, at the level of VET institutions, social partnership is the establishment of long-term and stable relationships with various public and non-public economic entities.

The purpose of the article is to characterize the state of development of social partnership in vocational (vocational-technical) education institutions (using the example of the activity of the State Institution «Khmelnysky Center for Vocational and Technical Education in the Service Sphere»).

Theoretical (analysis of modern educational practices – to clarify the state of development of social partnership in VET institutions); empirical (observations of the state of development of social partnership in VET institutions, interviews – to determine the state of development of social partnership in the experimental VET institution).

In the conditions of globalization, the basis of the educational policy of each state is the social orientation and balance of social interests, the social order for the professional training of qualified specialists. The role of education in society is currently determined by two trends: new scientific-information technologies and globalization of the world, which generates an intensification of competition in all areas of public life (Kremen, 2006). As a result, changes are taking place that actualize the demand for new-type managers who would creatively manage educational institutions, implement and develop new ideas, directions, and forms of educational and production activities (Novikov, 2000).

Therefore, the aim of social partnership in the field of VET is to meet the needs of learners in intellectual, cultural, and moral development, in obtaining professional education and qualifications in the chosen sphere of professional activity, and in the possibilities to realize their own life intentions. This defines the axiological (value) significance of social partnership in professional pedagogy.

The labor market situation in Ukraine today is dictated by employers who rightly demand that vocational (vocational-technical) education institutions provide learners with a level of knowledge and skills that correspond to the current state of technical and technological development in various economic sectors. On the other hand, VET institutions also inform employers that the preparation of future qualified workers is a common problem that requires a comprehensive solution. It is precisely for a thorough consideration of employers' demands on the quality of professional training of future qualified workers and prompt response to changes in the labor market situation that the system of social partnership is essential.

The pace of technological re-equipment of modern production is such that a significant amount of knowledge becomes obsolete within 3-5 years. This again confirms the necessity of a proactive approach to updating the content of VET, focused on acquiring new fundamental knowledge, studying innovative production processes, and technologies. Therefore, the priority direction of work for each VET institution is cooperation with employers. This is done by creating working groups with representatives of employers, holding joint roundtables, seminars, conferences to address urgent tasks related to designing educational programs, forming the content of new educational courses, organizing industrial practice for VET learners, and internships for teaching staff.

Open dialogue between social partners and VET institutions helps to ensure the effective training of specialists for a specific industry or service sphere according to the needs of the labor market. The role of employers in the process of planning professional training for future specialists and improving the content of education is important. For this purpose, VET institutions establish contacts with representatives of employers who are interested in training specialists, involve them in meetings where issues related to the development of state standards for specific professions on a competency-based basis according to the requirements of the industry and labor market are discussed. In addition, VET institutions identify the expectations and needs of employers regarding improving the quality of professional training for future specialists. To organize industrial practice for

VET learners, teaching staff arrange informational meetings with representatives of enterprises that inform them about possible practice locations. This allows VET learners to successfully plan their future industrial practice with the goal of maximizing the acquisition of practical experience. On the other hand, VET institutions provide students with lists of enterprises and organizations that accept interns for practice and help them develop industrial practice programs according to employer requirements. At the same time, employers ensure proper supervision and support for students during their industrial practice by appointing mentors who teach them practical implementation of production processes and evaluate learning outcomes.

We present the results of the analysis of the development of social partnership in the Khmelnytsky Center for Vocational and Technical Education of the Service Sector. The institution closely collaborates with many enterprises in Khmelnytsky, such as: LLC «T-Style», LLC «Pollardi Fashion Group», LLC «BEMBI», TM «Anna Sposa», TM «Ajour», TM «Alvina», restaurant «Pansky Mayetok», cafe-bar «Izyum», hotel-restaurant complex «Lelika», hotel-restaurant complex «Yanisol», Guest Court VET, and others. The employers of these enterprises participate in the employment of graduates, actively influence the renewal of the content of VET. This cooperation receives new directions of development, which are embodied in the latest forms and mechanisms of social partnership, preparation of proposals of social partners for improving working curricula, programs of professional-theoretical and professional-practical training, aimed at studying and mastering modern production technologies by VET seekers.

Holding «round tables», seminars, and master classes allows adjusting the educational process, taking into account the needs of enterprises, and developing informational and methodological materials for professional training, retraining, and advanced training of VET seekers, including dual professional education. Changes were made to the training programs, taking into account innovative production technologies, namely – from the light industry professions: using CAD «Julivi» during the design of clothing structures; using innovations in equipment and means of small mechanization of sewing equipment, in order to improve quality and reduce the time for processing sewing products and assemblies; innovative methods of processing women's dress corsets; modern methods of processing men's shirt fastening; the latest pocket processing technologies using a template; the latest pocket processing technologies using origami elements; from professions: hairdressing art – updating the content based on the introduction

of technologies: «Otium home hair care», SPA procedures with thermo-keratin, hair coloristics; restaurant business – SousbVide technology, elements of molecular cuisine, fusion cuisine, use of smokers (Smoking Gun); food industry – modern cream technologies based on cream cheese, chocolate for cakes and pastries, stencil, relief, lace, and velvet decorations, flowers made of mastic, rice paper, caramel, and isomalt, mousse cakes with mirror glaze, 3D chocolate printers for printing on confectionery products; preparation of bread and bakery products from various types of mixtures: rye-wheat, rye-buckwheat flour, bakery improvers, heat-resistant fillings, etc.

Agreements are signed between enterprises in Khmelnytskyi, general secondary education institutions, and the Center for the preparation of skilled workers. Throughout the academic year, cooperation with employers takes place to organize industrial practice in the canteens of educational and production complexes № 2, № 4, № 5, gymnasium № 2, primary schools № 1, № 2, and the state enterprise «Novator».

Collaboration is established with higher and vocational education institutions, such as Khmelnytskyi National University, Khmelnytskyi Humanitarian and Pedagogical Academy, Khmelnytskyi Trade and Economic College of KNTEU, and Khmelnytskyi Cooperative College. For example, lecturers from the Department of Technological and Vocational Education and Decorative Arts of Khmelnytskyi National University conducted a master class on using cloud services in the educational process of vocational education institutions, introduced the Center's teaching staff to the features of using the CANVA software service, methods of creating interactive posters based on the online service GENIALLY, and the possibilities of using information and resource support in the preparation of specialists in light industry professions.

The subject of meetings between the Center's teaching staff and specialists from sewing industry enterprises and restaurant business is to familiarize themselves with modern fashion trends, colors, clothing styles, etc. Representatives of companies «Zolinger» and «Estel» hold seminars and master classes on learning the latest hairdressing technologies.

Cooperation with the Khmelnytskyi Regional Youth Library, «Aphrodite» modeling agency, and volunteer organizations contributes to the involvement of vocational education students and masters of industrial training in the production of uniforms for the Ukrainian Armed Forces soldiers, as well as clothing for wounded soldiers undergoing treatment in Kharkiv, Bila Tserkva, and Khmelnytskyi hospitals. Together with

representatives of the women's movement organization «For the Future» the Center's teaching staff conducted master classes for internally displaced persons and their children.

Within the framework of cooperation with the Khmelnytskyi Territorial Center for Social Services, a meeting was held between representatives of the Department of Labor and Social Protection of the population and the leadership of the educational institution, during which a memorandum of cooperation was signed to unite the efforts of the parties to provide social support for people in difficult life situations. The institution participates in the project «Providing psychosocial support to children and their parents, promoting recommended feeding practices for young children and adolescents «Be Close» implemented by the public organization «Gastroprihodzhanye» in partnership with the United Nations Children's Fund in Ukraine (UNICEF).

In accordance with the Resolution of the Cabinet of Ministers of Ukraine No. 305 dated 24.03.2021, at the request of the Department of Education, Science, Youth, and Sports of the Khmelnytsky Regional State Administration dated 11.10.2021 No. 1432-41/2021, and with the participation of the Main Department of the State Consumer Service in Khmelnytsky region and the Department of Education and Science of the Khmelnytsky Territorial Community, seminars are held at the Khmelnytsky Center for Vocational Education in the service sector for employees of general secondary education institutions and kindergartens in Khmelnytsky region. These seminars discuss issues related to the development of innovative menus for ensuring healthy nutrition in educational institutions. The seminars consist of theoretical and practical parts.

During the seminar on the topic «Regulatory and legal framework and technological principles for the formation of an innovative menu for healthy nutrition in educational institutions,» participants had the opportunity to gain valuable knowledge about the main provisions, principles, and programs for implementing HACCP in canteens of educational institutions. A nutrition specialist from the Department of Education and Science of the Khmelnytsky Territorial Community shared her experience in developing a weekly menu for educational institutions in accordance with the Resolution of the Cabinet of Ministers of Ukraine No. 305 «On approval of nutrition standards in educational institutions and children's health and recreation institutions.» Participants had the opportunity to try to develop a weekly menu for their educational institutions independently, get answers to their questions, determine the caloric content of dishes for different age categories of

students, calculate the amount of waste products according to the season and their mechanical processing, and also try to create a technological card for cooking dishes independently.

During the practical part of the seminar on the topic: «Cult Food: how to change nutrition in educational institutions», participants had the opportunity to learn about the sequence of practical cooking of dishes from the menu of educational institutions. Masters of industrial training at the Khmelnytsky Center for Vocational Education in the service sector revealed some peculiarities of cooking the proposed dishes: gnocchi, salad with carrots and baked pears, lazy cabbage rolls, lentil puree soup, fish nuggets, ginger sauce poultry, carrot cake, masala tea with milk, and so on. Participants joined the tasting of these dishes. The conducted seminars were aimed at acquiring new knowledge in the field of safe nutrition for students.

The basis for the professional training of future specialists in the service sector is general secondary education. Cooperation between general secondary and vocational (VET) education is part of an important task that needs to be addressed by social partners. In this context, the Khmelnytsky Service Sector Vocational and Technical Education Center constantly seeks to expand cooperation and establish partnerships with general secondary education institutions in Khmelnytsky. Within the framework of this cooperation, a project to create the «Professional» agency was initiated at the Center. It was implemented not only to popularize working professions, reveal their significance in the modern world among school and student youth, but also to promote the formation of a harmonious, creative personality and expand the range of key competencies of general secondary education students.

The activities of the «Professional» agency are aimed at implementing new forms of cooperation between educational institutions, developing and updating the material and technical base through expanding the range of paid services. Classes with «Professional» agency students are held in the unused training and production workshops of the Khmelnytsky Service Sector Vocational and Technical Education Center, or on the premises of general secondary education institutions in Khmelnytsky. Within the framework of the «Professional» agency, joint practical classes for city school students are held. For example, with light industry professions: making decorations for a festive table, «motanka» dolls, New Year decorations, toys from textile materials, decorative napkins from natural materials, making kitchen aprons and textile potholders, bead necklaces, embroidered products, etc.; with food industry and restaurant business professions: making bakery products,

baking pizza, croissants, buns, honey gingerbread; decorating bakery products with icing, mastic decorations, fresh and rich yeast dough; table setting; napkin folding; table etiquette rules; preparing cocktails with different flavors, etc.

Such forms of work contribute to the creative approach of general secondary education students to work and the perception of its value. All participants in such classes receive a lot of positivity, have the opportunity to learn about the specifics of working professions in the restaurant business, sewing, and baking production; independently make various products, taste self-made delicacies, enjoy time in a professional environment close to production. It is in this way that a certain visual basis is created, on which the further professional development of a specialist's personality is based. Therefore, it is essential to create a diverse palette of impressions about the world of professions, their specifics, so that later, based on this material, a person can analyze the professional sphere more thoughtfully and feel confident.

It has been substantiated that social partnership in vocational (VET) institutions is an objective requirement of the time to ensure the country's economy with qualified workers, to meet the needs of vocational education seekers in general cultural, intellectual, and professional development in the chosen field of activity. It has been found that the concept of «social partnership» is considered as the joint participation of employees of vocational (VET) institutions, state institutions, public organizations, enterprises, businesses, and individuals in activities aimed at solving specific tasks, coordinating the interests of social partners to ensure the country's economy with qualified workers. It has been shown that social partnership is the most critical factor in improving the quality of vocational training, adapting young professionals to new economic conditions, and securing them in jobs. It has been revealed that its highest value is related to improving forms of exchanging experience and information crucial for enhancing the effectiveness of professional training of future qualified specialists. The analysis of the activities of the Khmelnytsky Service Sector Vocational and Technical Education Center confirmed that establishing close partnership relations with state and non-state economic entities contributes to coordinating the work of all participants in the educational process, modernizing the educational environment of the institution, and improving the content and quality of professional training of future specialists.

1.4. FEATURES OF PUBLIC-PRIVATE PARTNERSHIP IN THE FIELD OF VOCATIONAL EDUCATION

ОСОБЛИВОСТІ ДЕРЖАВНО-ПРИВАТНОГО ПАРТНЕРСТВА У СФЕРІ ПРОФЕСІЙНОЇ (ПРОФЕСІЙНО-ТЕХНІЧНОЇ) ОСВІТИ

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Актуальність зумовлюється постійними змінами і викликами у сфері професійної освіти та розвитку державно-приватного партнерства; необхідністю адаптації людей до нових технологічних та економічних реалій, що вимагає пошуку нових шляхів співпраці між державними установами та приватним сектором в галузі освіти; потребою вітчизняної професійної освіти у створенні ефективних методичних рекомендацій для розвитку державно-приватного партнерства для покращення якості професійної освіти, підвищення конкурентоспроможності випускників закладів професійної (професійно-технічної) освіти на ринку праці та інноваційного розвитку української економіки. Здійснено аналіз законодавчих та нормативно-правових документів з розвитку державно-приватного партнерства; ідентифіковано та проаналізовано сучасні моделі державно-приватного партнерства; виявлено й охарактеризовано їхні особливості та переваги, що можуть бути використані для покращення державно-приватного партнерства в галузі професійної освіти в Україні; відзначено існування зв'язку між ефективністю партнерства та якістю підготовки майбутніх фахівців; окреслено значущі можливості та перспективи цієї форми співпраці. Сучасними моделями державно-приватного партнерства в галузі професійної (професійно-технічної) освіти є: модель партнерства на законодавчому рівні (основна увага приділяється регулюванню відносин між державними та приватними суб'єктами освіти шляхом ухвалення відповідних законів та нормативних актів); модель проєктної співпраці (акцент зроблений на реалізації конкретних освітніх проєктів і програм спільно з приватними компаніями та організаціями); модель спільного фінансування та ресурсного забезпечення (партнери спільно фінансують освітні програми та забезпечують доступ до необхідних ресурсів); модель партнерства у формі підприємницької діяльності (включає співпрацю з приватними підприємствами та створення спільних освітніх підприємств). Існує зростаючий інтерес з боку як державних, так і приватних суб'єктів до участі у партнерствах в галузі професійної освіти, що може бути сприятливим для подальшого розвитку цієї сфери. Позитивними аспектами державно-приватного партнерства є підвищення якості освіти, розширення можливостей фінансування та доступу до ресурсів, створення практичних можливостей для підготовки здобувачів освіти. До викликів, що існують на шляху розвитку партнерства віднесено: необхідність законодавчого

регулювання, забезпечення прозорості та ефективності співпраці, вирішення питань інтелектуальної власності.

The relevance of the article is determined by: the constant changes and challenges in the field of vocational education and the development of public-private partnerships; the necessity for people to adapt to new technological and economic realities, which requires finding new ways of cooperation between public institutions and the private sector in education; the need for domestic professional education to create effective methodological recommendations for the development of public-private partnerships to improve the quality of professional education, enhance the competitiveness of graduates of vocational education institutions in the labor market, and innovative development of the Ukrainian economy. The modern models of public-private partnership in the field of vocational education include: the partnership model at the legislative level (main attention is paid to the regulation of relations between public and private education entities through the adoption of relevant laws and regulations); the project collaboration model (focus is on the implementation of specific educational projects and programs in conjunction with private companies and organizations); the joint financing and resource provision model (partners jointly finance educational programs and provide access to necessary resources); the partnership model in the form of entrepreneurial activity (includes cooperation with private enterprises and the creation of joint educational enterprises). There is a growing interest from both public and private entities in participating in partnerships in the field of professional education, which can be favorable for the further development of this sector. The positive aspects of public-private partnership include improving the quality of education, expanding financing opportunities and access to resources, and creating practical opportunities for educational attainment. Challenges that exist in the development of the partnership include: the need for legislative regulation, ensuring transparency and effectiveness of cooperation, and resolving issues of intellectual property.

Ключові слова: державно-приватне партнерство, професій освіта, моделі співпраці, законодавче регулювання, переваги та виклики, партнерські відносини, якість освіти, фінансування освітніх програм, ефективність співпраці, перспективи розвитку.

Keywords: public-private partnership, vocational education, collaboration models, legislative regulation, advantages and challenges, partnership relations, education quality, education program financing, collaboration effectiveness, development prospects.

Public-private partnerships (PPPs) in the field of vocational education, as a significant aspect of contemporary educational systems, enable the combination of efforts by public and private entities to achieve common goals in training qualified professionals. In the context of global changes in labor market requirements and technological advancements, PPPs become a relevant strategy for enhancing the quality of education and ensuring the competitiveness of the workforce.

A scholarly analysis of the foundational aspects of PPPs in vocational education requires the examination and systematization of various facets of

this collaboration. Key aspects for scholarly scrutiny include: 1) the exploration of the legislative environment and normative legal framework defining the rules and conditions of PPPs in vocational education (the analysis includes an assessment of existing norms and their alignment with the needs and objectives of the educational system); 2) the investigation of different PPP models, their main characteristics, features, and implementation examples (models may encompass joint educational programs, partnership agreements, collective educational initiatives, etc.); 3) the analysis of the structure and characteristics of the partners in PPPs; this includes both public entities (educational institutions, governmental bodies) and the private sector (enterprises, civil organizations, business structures); 4) the determination of specific goals and tasks set before PPPs in vocational education (analyzing the potential for achieving these goals through cooperation).

The scholarly analysis of these aspects can contribute to a better understanding of the essence and effectiveness of public-private partnerships in vocational education. The research underscores the necessity of a systematic approach to comprehending and regulating PPPs, as this form of collaboration holds substantial potential for improving education and workforce development.

It should be noted that an important aspect of scholarly analysis is the adaptation of global experiences and best PPP practices to the specific conditions and needs of the Ukrainian vocational education system. By examining the aforementioned aspects, it is possible to formulate recommendations and strategies for further development and enhancement of PPPs in Ukraine, which is of great significance for the training of qualified professionals and for increasing the country's competitiveness in the international labor market.

The United Nations has proposed a public-private partnership (PPP) as a tool to achieve sustainable development goals. However, the issue regarding this concept is still insufficiently covered in the scientific literature. Some researchers, using a «bottom-up» approach, examined the concept and stages of PPP development focused on sustainability, as well as analyzed the status of PPP research, also focused on sustainability (Wang, & Ma, 2020). For us, the studies of the impact of public-private partnerships (PPPs) as a way to form synergy between public and private partners in order to overcome contemporary challenges and develop new opportunities are valuable (Rybnicek, Plakolm, & Baumgartner, 2020). In their study, they note that PPPs carry more risks than other projects. They developed a new

conceptual model of interdisciplinary perspective for bridging the gaps between research and practical implementation of public-private partnership in education. Modern models of vocational education and training in European Union countries were studied by domestic scientists with consideration of comparative analysis (Radkevych et al., 2018; Kruglov, 2018, p.57).

The features of engaging private partners in the training of skilled workers in the system of dual education in Germany were revealed in the works of O. Striltsiv (2019). The development of teachers and trainers in vocational education institutions in EU countries with the involvement of professional unions was substantiated in the study by O. Radkevych (2017).

The aim of the article: to conduct a theoretical analysis of public-private partnerships in the field of vocational education and to identify current models of its functioning.

Methods to investigate are: theoretical analysis of the source base – to study regulatory documents and laws that regulate public-private partnership in the field of vocational education and to determine its various models; comparative analysis – to identify common and distinctive characteristics of the detected models of public-private partnership, revealing the peculiarities of their functioning; expert assessment – to obtain recommendations regarding the prospects for the development of public-private partnerships in the field of vocational education in Ukraine.

As a result of studying the basic aspects of public-private partnership in the field of vocational education (hereinafter – VE), which were outlined in the introduction and sources, it can be concluded that this cooperation is important for improving the quality of education and training. The results of the partnership should be discussed according to the following key aspects:

1. Creating a conducive microclimate. Encouragement of private companies and educational institutions to partnership (Dyomina, 2021). This can include financial incentives, tax benefits, access to resources, etc. Creating a conducive climate in this context means creating conditions that encourage private companies and educational institutions to actively partner with state educational institutions. These conditions may include various benefits, such as: 1. Providing financial support or financial incentives that allow companies and educational institutions to save or generate additional income through participation in partnerships. This can include grants, subsidies, financial assistance, etc. 2. Reducing tax liabilities for companies actively interacting with educational institutions. For example, lowering income tax or other tax payments. 3. Providing access to various resources,

such as laboratories, equipment, libraries, databases, which help to improve the quality of education and research. Encouraging private companies and educational institutions through these measures promotes their active participation in public-private partnerships in the field of education.

2. Development of programs and courses. Joint development of curricula and courses between state and private educational institutions. Ensuring the relevance and compliance of the curricula with the needs of the labor market. The idea we propose concerns cooperation between state and private educational institutions in the development of curricula and courses in the field of vocational education. Here are some details and clarifications:

1. State and private educational institutions can join forces to create joint curricula that take into account the latest trends and requirements of the labor market.
2. One of the key goals of joint program development is to ensure the relevance and compliance of these programs with the needs of the modern labor market. To do this, it is necessary to include in the programs current technologies, skills, and knowledge that are in demand among employers.
3. During the development of joint programs, it is important to involve industry experts who can provide a valid opinion on the needs of the labor market. This will ensure their effectiveness and practicality.
4. Educational programs must be dynamic and subject to constant updating. To this end, it is important to create a corresponding mechanism for adaptation.
5. State and private partners must determine how the development and implementation of educational programs will be financed. This may include the distribution of financial obligations, grants, sponsorship, etc.

Such joint development of programs and courses can facilitate the creation of a much more effective and relevant educational system that satisfies the needs of both students and employers.

1. Monitoring. Identification of monitoring mechanisms and assessment of the results of public-private partnerships. Observation of the quality of education and student training. Let us clarify the monitoring mechanism and evaluation of results (Levin, 1999). Public and private partners should jointly develop a monitoring system that includes participation from both sides. This may mean conducting regular meetings, working groups, or webinars to discuss the current state of the partnership. It is important to identify key performance indicators of PPPs, such as the number of students who completed courses, the level of student and employer satisfaction, learning outcomes, etc. Data should be collected, analyzed, and used for decision making. Assessment of the quality of education: An important aspect of monitoring is the assessment of the quality

of education and student training. This can be done through audits, teacher evaluations, student surveys, and assessments of learning outcomes. Public and private partners should prepare regular reports on the results of their joint activities. These reports can be presented to relevant educational authorities, financial institutions, or other interested parties. Based on the results of monitoring and quality assessment, partners must be prepared to adjust their strategy and actions to improve outcomes. It is important to ensure public access to data and reports on the activities of public-private partnerships to ensure openness and transparency of processes. Monitoring and evaluation help ensure the effective operation of public-private partnerships and ensure the quality of education and training of students.

2. Joint projects and research. Encouragement of joint research projects and innovative initiatives. Facilitating the exchange of knowledge and technologies between public and private sectors. This thesis is very important and reflects current trends in the development of education and science. Here are some thoughts on this aspect:

- joint research projects enable the combination of efforts of public and private participants to develop new technologies, methods, and approaches in vocational education. This can contribute to the creation of innovative products and services that meet the modern labor market requirements;

- collaboration between public and private sectors enables the exchange of knowledge, research capabilities, and resources. It also includes access to laboratories, technological developments, and financial support;

- rapid changes in technologies and market conditions require flexibility and adaptation in the education system. Joint projects facilitate prompt response to changes and the implementation of new solutions;

- participation of students in joint projects and research gives them the opportunity to gain practical experience and skills that meet the needs of the labor market, which increases their competitiveness.

1. Training personnel within the framework of public-private partnership (PPP) in the field of Vocational Education and Training (VET) is crucial, as it aims to ensure the quality of education and the relevance of vocational training to the labor market needs. Let's consider some arguments:

Adaptation of educational programs. PPP can improve educational programs and courses, making them much more relevant and appropriate to the labor market needs. This helps learners acquire the necessary skills and knowledge for a successful career. The adaptation of educational programs is a vital element in vocational education, as it ensures the relevance and

compliance of training with contemporary labor market demands. In this process, PPP can play a key role, adapting educational programs and courses to the real needs and requirements of modern business and industry.

Key aspects of educational program adaptation through PPP include:

1. Assessment of labor market needs. Private companies have direct links to the labor market and understand which skills and competences are needed for a successful career. Collaborating with them allows educational institutions to gain important information about the current market demands.

2. Development of relevant courses. Based on information from private sector partners, new courses can be designed or existing ones updated. These courses can incorporate current technologies, methods, and practical skills that students can apply at work.

3. Practical experience. PPP can provide opportunities for students to gain hands-on experience at real workplaces within partner companies. This helps students apply theoretical knowledge in practice and develop practical skills.

4. Content actualization. Collaboration with private partners will facilitate continual updating of educational program content in response to industry changes, helping to prevent stagnation and obsolescence in education.

5. Provision of learning facilities. PPP can also assist in providing students with access to modern educational materials, equipment, and resources essential for learning in current conditions.

As a result of such adaptation of educational programs, learners gain valuable experience and skills, which are a significant advantage when seeking employment and further career development. This approach promotes the successful integration of graduates into the labor market and the sustainable development of the vocational education sector as a whole.

Practical training. For preparing qualified personnel, it is important to include practical training in educational programs. PPP can give learners the opportunity for internships and practice in companies specializing in the relevant field. Practical training plays a vital role in forming qualified personnel, so its inclusion in educational programs is an extremely important aspect. PPP can significantly enhance its quality by providing students and learners with the opportunity to gain valuable experience during internships and practice in companies specializing in the relevant industry.

Practical training provided through PPP has numerous undeniable advantages for students and learners. It facilitates the development of

practical skills and knowledge, preparation for the challenges of the modern labor market, and collaboration with potential employers.

One of the most important benefits is the opportunity to gain real work experience. Students can apply their theoretical knowledge and skills in practice, enriching their experience and preparing for future careers (Maroy, 2009).

The second important advantage is the opportunity for better familiarity with the demands of the labor market. During internships, students deepen their understanding of the expectations and requirements that are placed on professionals in their chosen field. Practical training contributes to the active development of practical skills, which are important for further career advancement. This helps students learn to perform real tasks and solve practical problems, which can be extremely useful in their professional activities. Additionally, during internships, students can actively build a network of contacts and acquaintances, which will become a valuable resource for further job searching and career growth.

Incidentally, it should be noted that practical training helps students better understand how their theoretical knowledge and skills are applied in practice. And this practical context can become a source for updating and improving the educational process.

Thus, public-private partnership in the field of practical training contributes to the improvement of the quality of education and the readiness of graduates for successful careers in their field, which is an important step in ensuring that education meets the demands of the labor market and in increasing the competitiveness of students.

Access to resources. Shared access to resources of both public and private partners can significantly enhance the quality of education. This includes lessons in appropriate, well-equipped laboratories, use of technical equipment, libraries, funding sources, and more. Access to resources is a key component of successful professional and vocational education in the modern world. PPP in this field can significantly improve the quality of education and provide students with more opportunities for development and self-improvement.

One of the key advantages of such a partnership is the shared access to resources that can be provided through the combined efforts of public and private partners (Patrinos, Barrera-Osorio, & Guáqueta, 2009). This means that pupils and students have the opportunity to use modern laboratories and technical equipment, which are usually too expensive for individual educational institutions. They also have access to larger libraries and other

sources of information, which expands their research and self-learning capabilities.

At the same time, access to laboratories and technical equipment allows students to gain practical experience and develop their own skills in real conditions. This is especially important in areas of activity where practical experience is crucial, such as engineering or medicine.

Libraries and sources of information expand students' possibilities for scientific research and studying relevant literature in their field. This makes their education much more informed and allows them to improve their skills and knowledge (Martens, Rusconi, & Leuze (eds.), 2007).

Finally, access to funding sources can support scholarships, grants, and other forms of financial aid for students, helping to lower the financial barrier to obtaining quality education.

All these opportunities provided by PPP in terms of access to resources contribute to improving the quality of education and preparing young professionals for the challenges of the modern world of work. Such an approach can ensure a much more successful and competitive career for graduates, contributing to the sustainable development of the professional education sector.

Updating the content of education. Partnership with private companies can assist in incorporating current and innovative contents into education. This is particularly important in fields that are rapidly changing, such as information technology. Updating the content of education becomes increasingly important in a fast-changing world where technologies and industrial standards are constantly evolving. The partnership with private companies in this context opens up numerous opportunities for improving the quality of education and incorporating current and innovative content into educational programs.

One of the key advantages of such a partnership is the ability to review and update curricula in accordance with contemporary standards and labor market needs. Private companies are always at the forefront of using the latest technologies and working methods, and they can help bring these innovations to education.

Additionally, private companies can also provide access to their specialists and experts who have practical experience and knowledge in specific fields. This allows students to gain constant insights and consultations from professionals who are actively working in the relevant areas. It is important to note that this opportunity becomes particularly relevant in fields undergoing rapid technological changes, such as

information technology, where new products and approaches appear daily (Maranto, 2005). Partnership with private IT companies, for example, helps pupils and students stay informed of the latest trends in this field.

In general, updating the content of education through collaboration with private companies becomes key in ensuring the primary educational goal: their graduates will be ready to meet the challenges of the modern world of work and will have current skills and knowledge that meet the needs of the modern market.

Career Opportunities. Public-private partnerships (PPPs) can assist students in gaining access to career opportunities and vacancies in private companies before they complete their education. This contributes to a higher level of employment and professional development of graduates. In the field of Vocational Education and Training (VET), PPPs offer unique opportunities for learners to build successful careers and ensure their employability before finishing their studies.

One of the key benefits is the opportunity to access career opportunities and vacancies in private companies. This provides learners with the chance to build contacts with potential employers, learn about current vacancies, and understand candidate requirements. Such access helps them to be one step ahead in the competitive job market.

Additionally, PPPs can facilitate the organization of internships and practical experiences in private companies. This enables learners to gain real work experience in specific industries and develop practical skills. Often, these internships can lead to job offers on a permanent basis even before graduation.

Overall, PPPs in vocational education open the door to a variety of career opportunities and support the successful launch of graduates on their path to professional growth and achievements.

Assessment of Results. It is important to assess the outcomes of education and training to ensure the effectiveness of the partnership and to timely adjust the programs, which is a critical component of PPPs in vocational education, as this process plays a crucial role in ensuring the efficacy of collaboration and the improvement of educational programs.

Firstly, assessing learning outcomes enables the determination of how successfully students have assimilated the material and developed the necessary skills. This is vital for verifying that the educational programs meet labor market needs and ensure high quality education.

Secondly, assessing learning outcomes provides the opportunity to evaluate the overall effectiveness of the PPP and to identify whether the

objectives of the collaboration were achieved, whether it helped students prepare for career challenges, and whether necessary adjustments were made to the programs.

Thirdly, assessing learning outcomes is a means of continuously improving the educational process. Information obtained during assessment can serve as a basis for changes and enhancements in educational programs, teaching methods, and approaches to training.

Furthermore, assessing learning outcomes promotes openness and transparency in collaboration between public and private partners, and allows all interested parties to assess the contribution of each and define the scope of responsibility.

In conclusion, assessing learning outcomes is an important part of PPPs in vocational education as it ensures the effectiveness of the collaboration, guarantees the quality of education, and supports the continuous improvement of educational programs and teaching methods.

Lifelong learning. Partnership can also promote continuous education and skill upgrading for workers already in the labor market, enabling them to remain competitive and meet the demands of the modern labor market.

Public-Private Partnership (PPP) in the field of Vocational Education and Training (VET) can also play a crucial role in supporting lifelong learning and the skill enhancement of workers, even when they are already in the labor market. This opportunity contributes to ensuring competitiveness and adaptation to the demands of the modern labor market.

The conditions of the modern labor market are extremely dynamic, and to maintain competitiveness, workers must continuously update their knowledge and skills. PPP can provide access to educational resources and opportunities for skill upgrading, including training according to current technologies and methods, as well as providing access to specialized courses and training. Such collaboration can become a mechanism for creating individual learning plans for employees that consider their needs and professional goals. Currently, this enables workers to manage their own learning and ensures their ability to adapt to new challenges and opportunities that arise in the labor market.

As a result, PPP becomes not only a mechanism for preparing new personnel but also a means to support the professional growth and development of individuals throughout their lives. It helps workers stay relevant and ready to meet the growing demands of the constantly changing world of work.

The information campaign is a critical component of Public-Private Partnerships (PPPs) as it can popularize and sustain this cooperation, attract resources and stakeholders, and help achieve its goals. The aim of the information campaign is to inform various stakeholders (students, teachers, private companies, NGOs, etc.) about the existence and benefits of PPPs in vocational education, and to encourage new partners and sponsors to support this collaboration. Various means and channels can be utilized to attain the campaign's objectives, such as websites and social media, press releases, brochures, webinars, conferences, infographics, videos, and other mass media tools. Within the campaign, it's crucial to convey key messages, like the advantages of PPPs (e.g., enhanced education quality, practical training for students, career growth opportunities), examples of successful projects and collaborations, and how to become part of this cooperation. Collaborating with media, including local press, radio, and television, is important for disseminating information about PPPs. This will draw more attention to the partnership and bring in new interested parties.

After the campaign, assessing its effectiveness is essential through website statistics, social media reports, surveys, or feedback from the target audience. Analyzing what worked and what didn't, and adjusting the strategy based on these insights, will improve future campaigns' outcomes.

Modern models of PPP in vocational education have been identified: the legislative partnership model (focusing on regulating relations between state and private educational entities through legislation and norms); the project collaboration model (emphasizing the implementation of specific educational projects and programs with private companies and organizations); the joint funding and resource provision model (partners jointly finance educational programs and provide necessary resources); the entrepreneurial activity partnership model (involving collaboration with private enterprises and the creation of joint educational ventures). It was found that there is a growing interest from both state and private entities in developing partnerships in vocational education, which may be favorable for the further development of this field. Positive aspects of PPPs have been defined: improved quality of education, expanded financing opportunities and resource access, and creation of practical training opportunities for students. The challenges existing in the development of partnerships have been characterized: the need for legislative regulation, ensuring transparency and efficiency of cooperation, and resolving intellectual property issues.

1.5. PUBLIC-PRIVATE PARTNERSHIP IN ENSURING THE QUALITY OF VOCATIONAL EDUCATION

ДЕРЖАВНО-ПРИВАТНЕ ПАРТНЕРСТВО У ЗАБЕЗПЕЧЕННІ ЯКОСТІ ПРОФЕСІЙНОЇ (ПРОФЕСІЙНО-ТЕХНІЧНОЇ) ОСВІТИ

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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. 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.

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 education. Methods: The study involves processing scientific sources, legislative and regulatory documents, and empirical data on enhancing the quality of vocational 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 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. 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.

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

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

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).

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.

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.

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.

1.6. SOCIAL PARTNERSHIP IN THE FIELD OF VOCATIONAL EDUCATION

СОЦІАЛЬНЕ ПАРТНЕРСТВО У СФЕРІ ПРОФЕСІЙНОЇ (ПРОФЕСІЙНО-ТЕХНІЧНОЇ) ОСВІТИ

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Актуальність теми зумовлена необхідністю обґрунтування ролі соціального партнерства у розвитку професійної (професійно-технічної) освіти шляхом налагодження партнерської взаємодії у модернізації змісту, форм, методів і технологій професійної підготовки майбутніх кваліфікованих робітників відповідно до вимог ринку праці. Мета: схарактеризувати напрями розвитку професійної (професійно-технічної) освіти на засадах соціального партнерства. Методи: вивчення наукових джерел, законодавчих і нормативно-правових документів, емпіричних даних – для з'ясування стану впливу соціального партнерства на розвиток професійної (професійно-технічної) освіти; теоретичний аналіз і синтез, узагальнення поглядів щодо досліджуваної проблеми. На основі аналізу сучасних освітніх концепцій, законодавчих і нормативно-правових документів, наукових джерел, емпіричних даних визначено напрями розвитку професійної (професійно-технічної) освіти на засадах соціального партнерства шляхом налагодження співробітництва між роботодавцями та їхніми об'єднаннями, представниками державних органів та місцевого самоврядування, трудовими колективами й професійними спілками, педагогічними працівниками закладів професійної (професійно-технічної) освіти. Виокремлено напрями розвитку професійної (професійно-технічної) освіти на засадах соціального партнерства: спільна відповідальність та виконання зобов'язань щодо забезпечення релевантності навчальних планів і програм потребам ринку праці; забезпечення активної участі партнерів у формуванні сучасних професійних кваліфікацій та наданні робочих місць для організації виробничого навчання; правове регулювання соціального партнерства; фінансування освітніх ініціатив та модернізації інфраструктури; впровадження інноваційних форм, методів і засобів навчання для адаптації освітнього процесу до швидкозмінних техніко-технологічних процесів у галузях економіки; професійна орієнтація та інформування молоді щодо перспектив різних професій, потреб ринків праці та можливостей професійного і кар'єрного розвитку; укладання довгострокових угод для працевлаштування випускників; підвищення кваліфікації педагогічних працівників; моніторинг та оцінювання якості професійної (професійно-технічної) освіти.

Relevance of this topic is determined by the need to justify the role of social partnership in the development of vocational (vocational-technical) education through

the establishment of collaborative interactions in modernizing the content, forms, methods, and technologies of vocational training for future skilled workers according to labor market demands. Objective: to characterize the directions of development of vocational (vocational-technical) education on the basis of social partnership. Methods: studying scientific sources, legislative and normative-legal documents, empirical data – to determine the impact of social partnership on the development of vocational (vocational-technical) education; theoretical analysis and synthesis, summarization of views regarding the researched problem. Based on the analysis of modern educational concepts, legislative and normative-legal documents, scientific sources, empirical data, the directions of development of vocational (vocational-technical) education on the basis of social partnership have been identified through the cooperation between employers and their associations, representatives of state bodies and local self-government, work collectives and trade unions, pedagogical staff of vocational (vocational-technical) education institutions. The directions of development of vocational (vocational-technical) education based on social partnership have been delineated: joint responsibility and fulfillment of obligations to ensure the relevance of curricula and programs to labor market needs; ensuring active participation of partners in shaping modern professional qualifications and providing workplaces for organizing production training; legal regulation of social partnership; funding educational initiatives and infrastructure modernization; implementation of innovative forms, methods, and tools of learning to adapt the educational process to rapidly changing technical and technological processes in various economic sectors; professional orientation and informing youth about the prospects of different professions, labor market needs, and opportunities for professional and career development; conclusion of long-term agreements for graduates' employment; enhancement of pedagogical staff qualifications; monitoring and evaluation of the quality of vocational (vocational-technical) education.

Ключові слова: соціальне партнерство, професійна (професійно-технічна) освіта, роботодавці, учні, освітній процес, ринок праці, напрями розвитку.

Keywords: social partnership, vocational (vocational-technical) education, employers, students, educational process, labor market, development directions.

In today's globalized world, which seeks solutions to the crises that periodically arise in socio-political and economic spheres, there is a compelled attention towards new forms of partnership interaction among various state institutions and social groups. Global experience proves that sustainable development in any field of activity is only possible under the condition of cooperation between state institutions and social groups in various dimensions.

In the socio-labor dimension, the term «social partnership» is interpreted as the joint activity of relationship subjects in the labor sphere, aimed at harmonizing interests and solving existing problems. The essence of these problems is primarily associated with the existence of the labor market, where there are sellers and buyers who must negotiate the terms of buying and selling labor services. Such a «bargain» must be conducted in accordance with certain rules and norms that protect the interests of both

sides, i.e., based on partnership relations and sophisticated «rules of the game.» According to the communicative dimension, social partnership involves continuous dialogue between the subjects of relations in the labor sphere, ensuring negotiation and contractual processes, and harmonizing interests. Based on this, it is legitimate to assert that social partnership is a special type of communicative relations in the socio-labor sphere, characterized by the application of various forms and methods of harmonizing the interests of employees, employers, and their representative bodies, striving for joint agreements, achieving consensus, and jointly implementing measures for various aspects of socio-economic development.

In the organizational-functional dimension, social partnership should be considered as a system of legal and organizational norms, principles, structures, procedures (measures), aimed at ensuring interaction between employees, employers, state authorities regarding the regulation of socio-labor relations at the national, sectoral, regional levels, and at the level of organizations. In the social dimension, the purpose of social partnership is to ensure a balance of socio-economic interests of workers and employers, facilitate mutual understanding between them, prevent conflicts and resolve disputes to create necessary conditions for gradual economic development, and improve the living standards of professionals. Therefore, social partnership can be an effective method of regulating socio-labor relations if it is implemented in innovative forms and based on the principles validated by scientists and confirmed in practice (Bilyi, 2015).

Social partnership is usually carried out at international (mega-economic), national (macroeconomic), sectoral and regional (meso-economic), and production (microeconomic) levels. The main subjects of social partnership in professional (vocational-technical) education (hereinafter P(VT)E) are employers and their associations, as well as the state and local self-government bodies. An important condition for the development of social partnership in Ukraine is the formation and development of civil society and its institutions. Their role, as an external party to the partnership, according to O. Radkevych (2022), lies primarily in social development, thus contributing to improving the quality of P(VT)E, modernizing its infrastructure, professional competence of pedagogical staff, and conducting analytical studies of the labor market, etc. In most countries of the European Union, these are organizations and movements of civil society (Dzhyha, 2011).

In this context, the importance of interdisciplinary research of social partnership in domestic P(VT)E is actualized, determined by a number of significant determinants: the necessity of institutionalization of social

partnership practically in all spheres of society - economy, culture, politics, education.

Social partnership in the field of P(VT)E is a relatively new category that emerged in connection with the change of ownership forms in our country. The purpose of social partnership is to ensure a special type of interaction between P(VT)E institutions and central and local executive bodies, employers' associations, trade unions, enterprises of various forms of ownership and subordination, employment services, and other interested partners, aimed at maximizing the harmonization of interests of all participants in this process (Shcherbak, 2008).

New forms of partner social interaction are especially in demand in modern Ukraine. In previous years, the production sectors of the economy experienced a significant shortage of skilled professionals due to their outflow to the countries of the European Union, where better working conditions were offered. This problem became particularly acute in construction and related industries. With the onset of the war, the number of skilled workers decreased both due to evacuation abroad and due to mobilization into the Armed Forces of Ukraine. Post-war reconstruction, in addition to colossal financial and material resources, will also require a significantly larger number of qualified professional personnel.

The legal regulation of social partnership in Ukraine is carried out in accordance with the Laws of Ukraine «On Public-Private Partnership» (2010), «On Social Dialogue in Ukraine» (2011). There exists a certain practice of partnerships between executive authorities, trade unions, and entrepreneurs' associations. Consultations on the formation and implementation of socio-economic policy are systematically conducted on a tripartite basis, agreements are concluded to ensure employment, improve work organization and motivation, and social guarantees at all levels (national, regional, sectoral). Within the framework of the General Agreement between the Cabinet of Ministers of Ukraine and trade union associations, about 70 sectoral, 27 regional, and 55,000 collective agreements are concluded annually. Their implementation is a real stabilizing factor in societal development.

The National Strategy for the Development of Education in Ukraine for the period up to 2021 (2013), approved by the Decree of the President of Ukraine of June 25, 2013, No. 344/2013, outlined the problems, challenges, and risks in the development and reform of VET (Vocational Education and Training). Social partnership in the development of VET gained a new impulse under modern conditions. In 2019, the Cabinet of Ministers of Ukraine approved the composition of the National Agency for Qualifications, whose main activities include monitoring and evaluating the effectiveness of

state policy in the field of qualifications, coordinating stakeholders, developing professional standards, forming a legislative base for the operation of qualification centers, and forecasting labor market needs in professional qualifications.

The Concept of the State Targeted Social Program for the Development of Professional (Vocational-Technical) Education for 2022-2027, approved in 2021, envisages creating conditions for quality training of qualified personnel in VET institutions in line with state policy priorities. The Program's goal is to create conditions for quality training of qualified specialists in line with state policy priorities, focused on personal development and integration into social life, and equal access to VET.

In 2021, in fulfillment of the Decree of the President of Ukraine «On Priority Measures for the Development of Professional (Vocational-Technical) Education» (2021), the Council for the Development of Professional (Vocational-Technical) Education was established as an advisory body to the President of Ukraine. The Council's sessions discuss issues of VET financing, including changes in financing approaches, prospects for increasing teachers' salaries, updating the mechanism for forming state orders for the training of qualified specialists, etc. In 2022, the procedure for approving regional orders during martial law was simplified. Now, regional orders are not coordinated with regional councils of vocational education but are approved only upon submission by local departments of education and science of regional state administrations (Key achievements of vocational education up to the full-scale invasion of the Russian Federation and under martial law conditions, 2022).

The research on the problem of state management of the functioning and development of the VET system is evidence of considerable attention of scientists to issues of improving the training of qualified workers in demand in the labor market (Hren, 2009). The conditions of interaction between the labor market and key stakeholders were defined by L. Ilyich (2017), and L. Shevchenko (2008) considered the impact of vocational education on the quality and competitiveness of the workforce and proposed measures to improve the interaction between the labor market and the market of educational services. O. Doronina (2016) identified the main problems of VET development in Ukraine and directions for its reform. V. Radkevich (2022) substantiated the principle of social partnership, according to which, in the scientist's opinion, the maximum coordination of interests of all partnership participants is ensured to overcome the mismatch of labor resources to labor market needs, reduce risks associated with socio-economic changes in society, improve the structure and management of VET institutions, and develop new directions for training qualified specialists, etc.

Of scientific interest are the research results of Y. Tsarova (2022) on the state of development of social partnership in VET institutions; S. Kravets (2022) on the regulatory support for the development of social partnership in the field of VET; O. Radkevich (2023), which substantiated the stages and technology of applying electronic means of internal control and quality assessment of VET, etc.

To characterize the development directions of VET (Vocational Education and Training) based on the principles of social partnership. The study of scientific sources, legislative and normative-legal documents, empirical data – to determine the state of social partnership's influence on the development of VET; theoretical analysis and synthesis, generalization of views regarding the researched problem.

The formation of an effective system of social partnership in the field of VET under contemporary socio-economic conditions is a complex process, influenced by a wide range of subjective and objective reasons. State authorities and public institutions, as management subjects, must jointly create an effective state-public mechanism capable of solving existing problems in VET. Social partnership in the VET market is effective when representatives of all interested parties work together, recognizing its benefits for each participant and society as a whole. Addressing these issues ensures the prestige of working professions, the quality of professional training of skilled specialists, and their competitiveness in the labor market.

Simultaneously, social partnership in VET requires mutual responsibility and fulfillment of obligations from all participants. Particularly, VET institutions should ensure the relevance of curricula, and employers should actively participate in forming professional qualifications and provide places for industrial training, internships, and student practices. The state, in turn, should create a legislative base and incentives for developing such partnerships. Consequently, state bodies play a role in coordinating and regulating the professional training process, forming a normative-legal base that regulates the interaction between all participants in the educational process and ensures funding for educational initiatives, including PPP projects. The state can also initiate special programs to support employers who actively cooperate with VET institutions, contributing to their development.

It is noted that public associations can act as intermediaries or advocates for student interests, engage in educational activities, promote awareness of the importance of VET, and influence educational policy. Initiatives arising from such interactions can include the development of educational modules and programs, organizing joint events, and preparing methodological materials. This not only enhances the quality of training of

skilled professionals but also adapts the VET system to dynamic technical-technological changes in the economy. Specifically, social partners' participation in developing training programs for various professional profiles is a key aspect of modern VET. For instance, large manufacturing companies can participate in developing curricula focused on skills for operating modern equipment and solving real production tasks. In this context, teachers engage in dialogue with business representatives to understand the qualifications and specializations most in demand in the labor market. Employers, in turn, participate in forming professional standards and provide workplaces for internships and industrial practice.

It is remarked that social partnership enables VET institutions to respond more flexibly to changes in production technologies. For this purpose, enterprises assist VET institutions in updating their material-technical base, providing access to high-tech equipment, and placing it at the educational-practical centers of the institutions.

Social partnership initiatives in VET include creating joint educational-practical centers and are one of the most effective ways to ensure the practical component of professional education. Such centers are established with the participation of VET institutions, employers, and, if necessary, state bodies, providing financial and regulatory support. They offer students a unique opportunity to gain practical experience, working with real equipment and in real production conditions. These centers enable students to apply theoretical knowledge in practice, which helps to better understand the learning material and develop professionally important skills. For example, in such centers, conditions of real production can be reproduced, where students can learn to assemble, adjust or repair equipment, perform technical measurements, or work with high-tech systems.

Additionally, joint educational and practical centers often implement mentorship programs, where experienced professionals from various fields share their knowledge and professional experience with students. This not only contributes to the development of professional competencies, but also enables students to understand the culture and values of a specific industry or company. Furthermore, these centers can serve as platforms for innovation, where students and teachers collaborate with business representatives to develop new products, technologies, and solutions. This not only enriches the educational process, but also fosters the development of entrepreneurial skills and innovative thinking in future professionals. It is important in the activity of these centers to ensure that the educational

process meets the real needs of the labor market, which is key to achieving a high level of employment for graduates of Vocational Education and Training (VET) institutions and meeting the needs of employers for qualified specialists.

To adapt the educational process to rapidly changing technical and technological processes in economic sectors, the implementation of innovative pedagogical technologies is crucial. This involves the use of interactive methods such as virtual and augmented reality, gamification of the learning process, and the use of online platforms for distance learning. Such approaches help increase students' motivation to assimilate educational material. Social partnership is important for maintaining a high level of professionalism of pedagogical workers throughout their professional life. In this context, long-term professional culture development programs are widely used, implemented through corporate training courses, online platforms, and other forms of education. This enables teachers to familiarize themselves with the latest achievements in relevant industries, as well as modern teaching methodologies during professional training, webinars, master classes from industry experts, and internships in industrial companies, etc. The effectiveness of social partnership depends on the systematic and strategic approaches to the development of VET. In this context, the development of long-term programs that include career guidance work, subsequent employment of graduates, and their continuous education is important. One of the key elements of long-term programs is career guidance work, which begins even before students enter VET institutions. This activity aims to inform young people about the prospects of various professions, labor market needs, and opportunities for professional development. Career guidance can be implemented through general secondary education institutions, career centers, job fairs, webinars, and other information campaigns. One of the main goals of social partnership is the employment of graduates of VET institutions. Long-term programs should include mechanisms for cooperation with employers to provide students with their first jobs. This can be achieved through agreements between the VET institution and companies, the creation of joint educational and practical centers, educational-industrial clusters, etc. Clear mechanisms for monitoring and evaluating the results of social partners' cooperation are necessary to ensure effectiveness and adjust long-term programs. In particular, monitoring should involve collecting data on the employment of VET institution graduates, their satisfaction with the acquired profession, and employer feedback. Evaluation can be carried out through regular

surveys, interviews, and analysis of graduates' professional development trajectories. Such mechanisms enable the identification of strengths and weaknesses of educational programs, as well as their adaptation to dynamic technical and technological changes in economic sectors.

Based on the above, it can be concluded that social partnership in the field of VET is an important tool for the professional training of qualified specialists and ensuring their competitiveness in the labor market. Accordingly, the state is a guarantor and regulator of this process, creating a legislative basis for social partnership in the field of VET. This includes legislative acts that regulate issues of internships, tax incentives for companies investing in the development of VET, and state support programs for educational institutions that actively cooperate with industry. Such incentives can include subsidies for equipment upgrades, grants for educational projects, and funding for additional professional development programs for pedagogical workers of VET institutions. Directions for the development of VET based on social partnership include: ensuring joint responsibility and fulfillment of obligations regarding the relevance of curricula and programs to labor market needs; forming modern professional qualifications and providing jobs for organizing production training with active participation of partnership subjects; legal regulation of social partnership; financing educational initiatives and modernizing infrastructure; introducing innovative forms, methods, and means of learning to adapt the educational process to rapidly changing technical and technological processes in economic sectors; professional orientation and informing young people about the prospects of various professions, labor market needs, and opportunities for professional and career development; concluding long-term agreements for graduate employment; improving the qualifications of pedagogical workers; monitoring and evaluating the quality of professional (vocational-technical) education. Thus, social partnership in the field of VET positively affects the formation of a quality educational environment, establishing interaction between educational institutions, employers, state bodies, and public organizations (associations) to develop professional and educational standards, curricula, technologies, and teaching methodologies.

1.7. VOCATIONAL TRAINING OF QUALIFIED WORKERS IN THE SEWING PROFILE UNDER THE TERMS OF PUBLIC-PRIVATE PARTNERSHIP

ПРОФЕСІЙНА ПІДГОТОВКА КВАЛІФІКОВАНИХ РОБІТНИКІВ ШВЕЙНОГО ПРОФІЛЮ В УМОВАХ ДЕРЖАВНО-ПРИВАТНОГО ПАРТНЕРСТВА

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Актуальність теми зумовлена трансформацією в умовах воєнного стану вимог роботодавців до професійних умінь і навичок кваліфікованих робітників швейної галузі; необхідністю відповідного перегляду й оновлення професійних та освітніх стандартів; потребою модернізації змісту професійної (професійно-технічної) освіти для повоєнного відновлення діяльності підприємств швейної промисловості та впровадження в заклади П(ПТ)О швейного профілю механізмів державно-приватного партнерства. Виявлено й охарактеризовано пов'язані з війною проблеми підготовки кваліфікованих робітників швейного профілю; узагальнити пропозиції вітчизняних стейкхолдерів щодо вдосконалення цього процесу на засадах державно-приватного партнерства. Методи дослідження: теоретичний аналіз джерел дослідження – для з'ясування стану підготовки фахівців для швейної промисловості в умовах воєнного стану; опитування – для виявлення пропозицій стейкхолдерів щодо вдосконалення підготовки кваліфікованих робітників швейного профілю на засадах ДПП. Здійснено теоретичний аналіз наукових джерел дослідження (офіційних матеріалів комітету Верховної Ради України з питань науки і освіти, Міністерства освіти і науки України далі МОН, статистичних даних Національного агентства кваліфікацій, освітніх програм підготовки кваліфікованих робітників швейного профілю, науково-педагогічної літератури з проблеми дослідження); проведено опитування стейкхолдерів галузі – для з'ясування пропозицій щодо покращення підготовки кваліфікованих кадрів для легкої промисловості в умовах воєнного стану і повоєнного відновлення галузі. З'ясовано фактори впливу воєнного стану на трансформацію ринку праці легкої промисловості та зміну вимог роботодавців до професійних умінь і навичок кваліфікованих робітників швейного профілю; за результатами опитування узагальнено пропозиції стейкхолдерів щодо покращення підготовки кваліфікованих робітників для легкої промисловості в умовах воєнного стану та повоєнного відновлення швейної промисловості на засадах державно-приватного партнерства; доведено необхідність оновлення професійних і освітніх стандартів, упровадження інтегрованих професій швейного профілю; виявлено потребу обґрунтування певних організаційно-педагогічних умов, які мають бути створені для цього в закладах П(ПТ)О.

The relevance of the topic is determined by the transformation (in the conditions of martial law) of employers' requirements for the professional skills and abilities of qualified workers in the garment industry; the need for appropriate revision and updating of professional and educational standards; the need to modernize the content of vocational (professional and technical) education (hereinafter referred to as V(VET)E) for the post-war recovery of garment industry enterprises and the introduction of public-private partnership mechanisms into V(VET)E institutions of the sewing profile. Purpose: to identify and characterize war-related problems of training skilled workers in the sewing field; to summarize the proposals of domestic stakeholders regarding the improvement of this process on the basis of public-private partnership (hereinafter referred to as PPP). Methods: theoretical analysis of research sources – to clarify the state of training of specialists for the garment industry in the conditions of martial law; survey – to identify proposals of stakeholders regarding the improvement of training of qualified workers of the sewing profile on the basis of PPP. A theoretical analysis of scientific research sources was carried out (official materials of the Committee of the Verkhovna Rada of Ukraine on Science and Education, the Ministry of Education and Science of Ukraine, then the Ministry of Education and Science of Ukraine, statistical data of the National Qualifications Agency of Ukraine, then NQA, educational programs for the training of qualified sewing workers, scientific and pedagogical literature from the research problem); a survey of stakeholders of the industry was conducted – to find out proposals for improving the training of qualified personnel for the light industry of Ukraine in the conditions of martial law and post-war recovery of the industry. The factors influencing the state of war on the transformation of the labor market of light industry and changing the requirements of employers for the professional abilities and skills of skilled workers in the sewing profile have been clarified; according to the results of the survey, the suggestions of stakeholders on improving the training of skilled workers for light industry in the conditions of martial law and the post-war recovery of the garment industry on the basis of public-private partnership are summarized; the necessity of updating professional and educational standards, introducing integrated professions of the sewing profile has been proven; the need to justify certain organizational and pedagogical conditions (that should be created for this purpose in V(VET)E institutions) has been identified.

Ключові слова: легка промисловість, державно-приватне партнерство, інтегровані професії, професійний стандарт «Майстер з пошиття одягу», кваліфіковані робітники швейної галузі, повосенне відновлення легкої промисловості.

Keywords: light industry, public-private partnership, integrated professions, professional standard «Master of tailoring», skilled workers of the garment industry, post-war recovery of light industry.

The light industry of Ukraine, like many other industries, was faced with today's challenges: the survival of enterprises from the military invasion of the Russian Federation, the relocation of companies to other regions of the country, the simultaneous solution of many strategic and tactical tasks of the development of production in new places.

The trends of socio-economic development of light industry tracked over the past decades indicate that enterprises have always focused on the

consumer, sewing women's labor resources and sources of raw materials, therefore, in general, they were spread throughout the territory of Ukraine. But the war led to the following: a significant number of women from the production staff of garment factories were evacuated, the sources of supply of raw materials were interrupted and completely changed, and the surviving production equipment was moved to other regions of the country. Many sewing enterprises were forced to stop their activities or significantly to reduce production volumes.

According to experts of the Institute of Economic Research and Political Consultations, due to the war, industry is expected to fall by 42.6%, while the GDP will decrease by 31%. Until 2021, light industry, one of the strategic segments of the national economy, which provided almost 5% of budget revenues and 2.6% of Ukrainian commodity exports. According to the results of surveys in July 2022, it was found that only 7% of enterprises work at 100% (Anhel & Hulik, 2022).

As you know, industries that provide life support recover better. Another difficult test – the release of new products – fell on the mostly female «shoulders» of sewing enterprises. Sewing factories and even small ateliers changed their assortment and began to sew unloading vests, thermal clothing, military clothing and other textile products for the needs of humanitarian centers and refugee shelters. The repurposing decision is an example of fighting in the rear, which not only allows the enterprise to continue functioning, but also directly helps the country. Undoubtedly, such enterprises are conscious, proactive businesses that set trends in the market. But for many manufacturers, such repurposing means the use of new materials and accessories, other technologies for processing products, and sometimes a significant renewal of production equipment. This rapid technologization, which significantly changes the production environment in the labor market, creates new challenges regarding professional skills and competencies.

Sewing professions have always been relevant and constantly in demand on the labor market, because the efficiency and growth of production volumes are determined by the availability of qualified personnel capable of professionally solving production tasks. But for the reasons mentioned, the shortage of workers in the garment industry has increased many times compared to the pre-war situation. This is evidenced by the data of the National Qualifications Agency (Fig. 1):

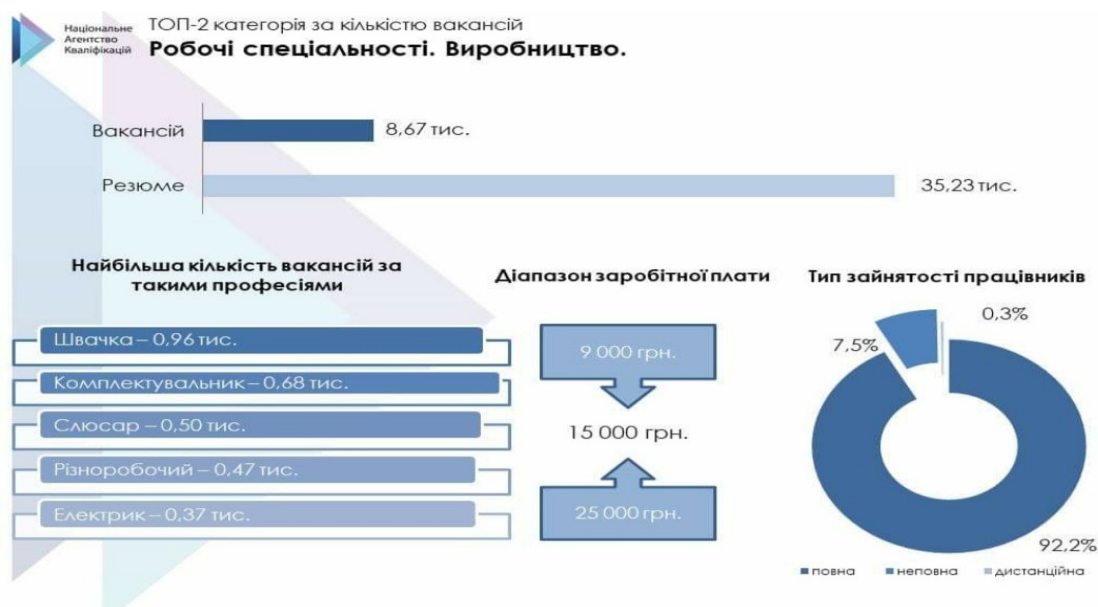


Fig. 1 State of demand and supply in the labor market of skilled workers of the sewing profile (website of the National Qualifications Agency of Ukraine)

The war hurt the V(VET)E institutions of the sewing profile of Ukraine. From almost 70 modern providers of quality services in the field of training the qualified workers in the sewing industry in all regions of Ukraine, many providers have been affected and relocated. But an important advantage of V(VET)E has always been its flexibility and quick response to the demands of the labor market: even in these difficult conditions, not only yesterday's school graduates, but also adults, immigrants who want to improve their qualifications or change their profession can study in educational institutions. Education can take place both full-time and part-time. Adaptation to the demands of the labor market during martial law stimulates the national V(VET)E to develop a system of training the skilled workers in cooperation with stakeholders for light industry.

Conceptual ideas that determine the priority of quality training of qualified sewing workers with a high level of professional competence and multi-functional skills, through the joint efforts of educators and employers on the basis of public-private partnership, are defined in the Laws of Ukraine «On Public-Private Partnership» (2010 No. 2404 -VI latest edition of 2015 N 817-VIII); «About education» (2017); «About vocational pre-university education» (2019); «On vocational (professional and technical) education» (1998, last edition 2021); «On Amendments to Certain Legislative Acts of Ukraine regarding the Functioning of the National Qualifications System», signed by the President of Ukraine on June 15, 2022, which through amendments to the Labor Code, the Law of Ukraine «On Education» defines the concept of «partial qualifications» in labor legislation, and modern

professional standards will now have an advantage over the outdated qualification characteristics (Article 96 of the Labor Code and Article 6 of the Law of Ukraine «About Salary»).

This legal document makes it possible to speed up the path to the workplace for people who have lost their jobs, to quickly learn the elements of a new profession and to get a job. These changes are very relevant for Ukrainians during the war: the concept of lifelong education has turned into a trend – «getting new qualifications for survival».

The article aims to identify the main problems of training the qualified workers of the sewing profile in the conditions of martial law and the post-war recovery of light industry; to analyze proposals of stakeholders to improve this process on the basis of PPP.

Research methods: theoretical analysis of research sources – to find out the state of training of specialists for the garment industry in the conditions of martial law; survey – to identify proposals of stakeholders regarding the improvement of training of qualified workers of the sewing profile on the basis of PPP.

Under modern conditions, the categories «efficiency» and «quality» are becoming the most important in the state policy of countries all over the world and the main orientation of international policy in the field of professional education and production. This also applies to light industry, which is rapidly developing technologically. Constant updating of production equipment, new materials and product processing technology are trends in the innovative development of sewing enterprises in the conditions of globalization processes of the economy and rapid technologization. These factors create new challenges for professional skills and competencies.

At the same time, in addition to this development of the light industry, the destructive factor of martial law and the relocation of many enterprises affected by the invasion of the Russian Federation continues. According to the statistics of the public association «Ukrlegprom», currently more than 60% of enterprises are micro-enterprises, 25% are small, and 12% are medium-sized. (Ukrlegprom, 2022). This reformatting created a need for specialists with broad qualifications, which forces us to review the content and effectiveness of traditional sewing professions: seamstress, tailor, cutter, which are constantly in demand on the labor market. These mono-professions in the conditions of martial law and in the post-war period have the prospect of merging into a consolidated profession, in which several mono-professions and/or types of professional activity are integrated for the purpose of training according to a single standard of VET (Nychkalo, 2000).

Training in integrated professions gives positive results and contributes to:

- rational use of study time when learning an integrated profession;

- increasing students' interest in learning and obtaining broad qualifications;
- optimization of training content;
- increasing the time for industrial training and practice;
- expanding and deepening the level of knowledge, skills, and abilities;
- significant cost savings for the training of future specialists.

The practice of introducing integrated professions is also observed in the countries of the European Union, and the activity of employers in the development of professional standards is evidenced by statistics: in Belgium, Finland, France, Germany, Italy, Estonia, Latvia, more than 30% of educational programs were created in cooperation with employers; a significant part of these educational programs is implemented on the basis of the enterprise (Voronina-Pryhodii & Kravets, 2022). Synergy of efforts of employers and V(VET)E institutions in the process of their training is widely understood and important. The strengthening factor is the state policy in this area, which is actively developing legislatively, creating all the conditions for this fruitful cooperation: the active activity of the National Qualifications Agency of Ukraine ensures communication with the main stakeholders of the labor market, forecasts the market's needs for qualifications and coordinates the development of professional standards.

For the past seven years, the public association «National industry partnership in the light industry of Ukraine «Fashion Globe Ukraine» (hereinafter NIPLIU «FGU»)) has been cooperating with V(VET)E institutions and many domestic sewing enterprises-stakeholders regarding the improvement of the qualification level of future workers in the field of light industry, renewal of professional and educational standards. One of the directions of this cooperation is the study of the needs of employers in updating the nomenclature of labor professions and the study of the factors of sectoral changes in the economy:

- new requirements of the modern branch of light industry, innovative activities of enterprises and, accordingly, new functions of specialists performing professional activities;
- the demand of employers for integrated (enlarged) professions in the field of light industry, due to the emergence of the opportunity to respond more effectively and in a timely manner to the redistribution of personnel according to labor functions;
- the need to recognize the results of informal training and create conditions for the professional development of employees and the improvement of the quality of their work.

The latest studies of the problems of public-private partnership testify to the urgent need of small and medium-sized enterprises of light industry in the new consolidated profession «Master of tailoring clothes», which will

include the labor functions of such mono-professions as: «Seamstress», «Tailor» and «Cutter».

NIPLIU «FGU» made a proposal to create this profession together with specialists of the Institute of Vocational Education and Training of the National Academy of Educational Sciences of Ukraine. In 2021-2022, a joint effort of educators and employers developed a professional standard for the mono-profession «Master of Tailoring» (profession code according to the Classifier of Professions DK 003:2010 - 7439).

Within the limits of the defined professional qualifications, there may be partial qualifications according to the needs of the labor market («Junior master of tailoring», «Master of tailoring», «Senior master of tailoring»).

The working group of developers of the professional standard project, which consisted of scientists, teachers, methodologists of V(VET)E institutions, masters of industrial training, designers and constructors, worked on the professional standard project for several months. The main labor functions of a tailor were determined, uniform requirements for general and professional competences, the scope of knowledge, abilities and skills for the performance of the tailor's labor functions in the field of light industry were established. (National sectoral partnership in the light industry of Ukraine, 2021)

After a public discussion of the professional standard of the integrated profession «Clothing Master», it was transferred to the National Qualifications Agency and approved by the order of the Ministry of Economy dated 02.14.2022 No. 304-22. (National Qualifications Agency, 2022). The specified process is a guarantee of increasing the contingent of applicants in the field of V(VET)E, interested in the educational services of V(VET)E institutions of the sewing profile and obtaining educational and professional qualifications that are relevant in the labor market. The logical continuation is the development of an educational standard and educational programs for the profession «Master of tailoring».

The relevance of the development of standards is confirmed by the results of surveys among manufacturers of the sewing industry of various assortments regarding dissatisfaction with the level of professional competence among graduates of V(VET)E institutions of the sewing profile and allow us to formulate a proposal about the need to review, modernize and optimize the content of professional education:

- increasing time for industrial training, objectivity in calculating time for practical classes;
- updating the methodical base of the subject «Production technologies» in terms of modern production processing of sewing products;
- review of educational programs.

As part of a survey of industry stakeholders (employers, V(VET)E institutions and their graduates), a proposal was received, at least as an

experiment, to introduce specializations after the first basic years of study in V(VET)E institutions:

- master of tailoring men's outerwear,
- master of sewing women's light clothes,
- master of tailoring women's outerwear,
- a master of tailoring underwear and corset products, etc.

The modular principle of building curricula and educational programs makes it possible to form qualified workers' integrated competence in a certain field of professional activity based on mastering the content of the basic unit and specialized training modules. This will make it possible to train specialists as effectively as possible to perform complex production tasks, as it happened earlier in the system of training personnel for sewing enterprises, and the introduced unification was a temporary measure during the decline of the industry. Over the past 20 years, the situation has changed a lot, many manufacturers of a diverse assortment have appeared for both domestic and foreign sales markets. Today, graduates have basic knowledge and skills in the profession, but they get part of their knowledge in the workplace from a certain qualification. Thus, employers spend a lot of resources on training their employees. The return to specialization within the framework of public-private partnership will contribute to:

- effective training of workers in the sewing industry,
- implementation of training at workplaces, including quality internships, apprenticeship development and mentoring,
- the use of various elements of a dual form of education, which will help graduates of V(VET)E institutions to quickly transit from study to work.

This is a joint sphere of interaction between educators and employers who are ready to invest their resources in the process of training personnel for sewing enterprises. Today, the priorities of manufacturers are inclined towards the graduates of V(VET)E institutions, who from the first days of work in their profession are able to competently, efficiently and responsibly perform complex production tasks, ready for constant professional growth, social and professional mobility. The economic efficiency of professional training of future skilled workers, like the efficiency of any other type of activity, requires a specific assessment. However, the application of quantitative assessment is hindered by the huge variety of social and production-economic results that cannot be reduced to a single measure. At the same time, we believe that the main indicator of the effectiveness of professional training of qualified workers is their successful activity at the workplace and the economic efficiency of enterprises.

PPP has intensified the discussion on improving management in the field of vocational education and training, especially when companies experience a lack of professional skills among graduates of educational institutions, and the public sector does not have the resources to finance

vocational education and training programs. The implementation of result-oriented PPPs in various forms and types fits into the paradigm of new public administration. In the policy of professional education and training of the EU countries, such results are manifested in high-quality professional skills that are useful not only for individual students, but also for companies and society as a whole. This increases the value of joint actions of PPP stakeholders, the level of trust between state and private partners for investing in the development of professional education and training, contributes to the establishment of ties between V(VET)E institutions and enterprises, etc. (Radkevych, 2022).

Conclusions. Based on the analysis of research sources, the study of various factors of the influence of martial law on the transformation of the labor market of light industry, and the conduct of a survey of domestic stakeholders, the main tasks of improving the process of training the qualified workers for the garment industry on the basis of public-private partnership are summarized, namely:

- implementation of innovative educational programs for professional training and retraining of personnel, taking into account the proposals of employers and the requirements of the realities of martial law and the recovery of the post-war garment industry;

- the creation of integrated (enlarged) professions in the field of light industry, due to the emergence of the possibility to respond more effectively and timely to the redistribution of personnel according to labor functions;

- implementation of the system of confirmation of professional qualifications of light industry professions in accordance with European practices;

- improvement of the forms and mechanisms of motivation of employers for the organization on their bases of various types of educational and production activities, professional development and training of pedagogical workers;

- development of joint programs for young people related to effective career guidance, popularization of light industry professions and a network of V(VET)E institutions;

- improvement of labor market monitoring systems of light industry, tracking of transition processes from education to employment, taking into account changes in relocated enterprises and educational institutions during hostilities.

It has been found out that for the effective solution of these tasks, the activities of regional and local authorities, united unions of employers and entrepreneurs, professional unions, pedagogical workers of V(VET)E and scientists should be coordinated. For this purpose, certain organizational and pedagogical conditions should be created in V(VET)E institutions, the need for substantiation of which determines the perspective of further research.

CHAPTER 2

**PARTNERSHIP IN THE FIELD OF
VOCATIONAL EDUCATION:
EUROPEAN EXPERIENCE**



2.1. TRENDS IN THE DEVELOPMENT OF PUBLIC-PRIVATE PARTNERSHIP IN THE EUROPEAN UNION COUNTRIES

ТЕНДЕНЦІЇ РОЗВИТКУ ПУБЛІЧНО-ПРИВАТНОГО ПАРТНЕРСТВА В КРАЇНАХ ЄВРОПЕЙСЬКОГО СОЮЗУ

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Актуальність теми зумовлена необхідністю врахування позитивного досвіду розвитку публічно-приватного партнерства в країнах Європейського Союзу для вдосконалення державно-приватного партнерства в системі професійної освіти України. Виявлено й проаналізовано провідні тенденції розвитку публічно-приватного партнерства у професійній освіті європейських країн; з'ясування можливостей їх урахування у вітчизняній практиці налагодження державно-приватного партнерства у сфері професійної освіти. Методи: вивчення наукових джерел, законодавчих, нормативно-правових документів, емпіричних даних щодо публічно-приватного партнерства у професійній освіті – для виявлення його провідних тенденцій розвитку в європейських країнах; формування висновків і рекомендацій. На основі аналізу сучасних законодавчих, нормативно-правових документів, наукових джерел, емпіричних даних виявлено та проаналізовано провідні тенденції розвитку публічно-приватного партнерства у професійній освіті європейських країн: розширення учасників партнерства і розвиток його нових форм; вплив партнерства на підвищення якості професійної освіти; розроблення спільно з партнерами навчальних програм відповідно до вимог ринку праці; збільшення обсягів фінансування професійної освіти шляхом інвестицій державного та приватного секторів, а також міжнародних організацій тощо. Провідні тенденції розвитку ППП у професійній освіті європейських країн орієнтовані на: підвищення ефективності взаємодії між навчальними закладами, державними та приватними установами, громадськими, професійними й міжнародними організаціями; залучення малих, середніх і великих компаній до процесу розроблення нових кваліфікацій, стандартів, навчальних програм, впровадження інноваційних технологій професійного навчання; забезпечення рівного доступу до професійної освіти, робочих місць на ринку праці; збільшення фінансової підтримки навчальних закладів та підприємств, які здійснюють професійне навчання студентів тощо. Сформульовано пропозиції українським закладам професійної освіти для налагодження державно-приватного партнерства (ДПП), а саме: забезпечення ефективної комунікації між учасниками партнерства – для обміну досвідом і спільного використання ресурсів; визначення чітких умов, зобов'язань і ризиків між партнерами – для підвищення рівня їхньої відповідальності за якість реалізації проєктів ДПП; вдосконалення механізмів контролю та оцінювання

результатів співпраці – для своєчасного коригування напрямів розвитку партнерства; збільшення обсягів фінансової підтримки проєктів ДПП – для забезпечення стабільного функціонування закладів професійної освіти на основі додаткових ресурсів; розширення участі громадськості в реалізації проєктів ДПП – для підвищення престижності професійної освіти та її впливу на відновлення України в повоєнний час тощо.

The relevance of this article is dictated by the necessity to consider the positive experience of public-private partnership (PPP) development in European Union countries for the improvement of state-private partnership in Ukraine's vocational education system. The aim of the paper is to identify and analyze the leading trends in the development of public-private partnerships in vocational education in European countries; to explore the possibilities of their consideration in domestic practice for establishing state-private partnerships in the field of vocational education. Methods: The study employs the examination of scholarly sources, legislative and regulatory documents, and empirical data concerning public-private partnerships in vocational education to identify its leading developmental trends in European countries; the formation of conclusions and recommendations. Based on the analysis of contemporary legislative, regulatory documents, scholarly sources, and empirical data, leading trends in the development of public-private partnerships in vocational education in European countries have been identified and analyzed: the expansion of partnership participants and the development of its new forms; the impact of partnerships on enhancing the quality of vocational education; the joint development of curricula with partners according to labor market demands; the increase in funding for vocational education through investments from both the public and private sectors, as well as international organizations, among others. The leading trends in the development of PPPs in vocational education in European countries are oriented towards: enhancing the effectiveness of interaction between educational institutions, state and private establishments, civic, professional, and international organizations; involving small, medium, and large companies in the process of developing new qualifications, standards, educational programs, and implementing innovative vocational training technologies; ensuring equal access to vocational education and job opportunities in the labor market; increasing financial support for educational institutions and enterprises that provide vocational training for students, etc. Recommendations for Ukrainian vocational education institutions for establishing state-private partnerships (SPP) have been formulated, namely: ensuring effective communication between partnership participants for experience sharing and joint resource utilization; defining clear terms, obligations, and risks between partners to increase their accountability for the quality of SPP project implementation; improving mechanisms for control and evaluation of cooperation results for timely adjustment of partnership development directions; increasing the volume of financial support for SPP projects to ensure the stable functioning of vocational education institutions based on additional resources; expanding public participation in the implementation of SPP projects to enhance the prestige of vocational education and its impact on Ukraine's post-war recovery, among others.

Ключові слова: провідні тенденції; публічно-приватне партнерство, професійна освіта; європейські країни; успішні практики.

Keywords: sustainable leading trends; public-private partnership; vocational education; European countries; successful practices.

In the context of increasing globalization and technological changes in the economic sectors of most European countries, the role of public-private partnership (PPP) in vocational education is heightened. This is a crucial instrument that amalgamates resources from the private and public sectors to address specific challenges in vocational education, particularly in enhancing its quality and accessibility. This, in turn, positively impacts the national competitiveness of each country. To achieve this, many European countries initiate the development and implementation of various PPP projects based on principles of transparency, accountability, and efficiency. For instance, in Scandinavian countries, partners collaboratively develop PPP projects that adhere to these principles and jointly bear responsibility for their execution. A popular PPP project in Sweden is «Design-Build-Finance-Maintain-Operate» (DBFMO), aimed at the design, construction, financing, maintenance, and operation of facilities (Norre & Schmitz, 2013).

In the implementation of PPP projects in vocational education, considerable attention is given to issues of transparency and risk management. For this purpose, European countries actively employ mechanisms for PPP control and monitoring to ensure openness and objectivity in the decision-making process. During the implementation of PPP projects in vocational education, not only potential advantages are considered, but also possible limitations and risks. This includes the possibility of conflicts of interest, risks associated with insufficient funding, and the necessity for continuous monitoring and control to ensure the projects align with the interests of all partnership participants. This enables the creation of optimal conditions for practice-oriented learning for students, aimed at supplying enterprises with qualified and professionally mobile workers. The realization of PPP projects in vocational education requires appropriate funding and the establishment of favorable conditions for cooperation between partners.

The need for the development of such partnerships in Ukraine is driven by the heightened interest of the state, business, civil society, and educators in accelerating the modernization of vocational education, sustainable economic development, and social stability of society, including considering rapid technological progress characterized by expanding digitization processes, changing management approaches at various levels, etc. (Radkevych, 2022).

Sources. Cooperation between public and private partners to ensure quality vocational education in European countries is conducted according to labor market demands and under conditions of mutual benefit and equal opportunities for all partnership participants. The development of PPP in European countries is the subject of research by many international

organizations, including the European Commission (studies the development of PPP in EU countries); the European Centre for the Development of Vocational Training (formulates a consistent and coordinated policy in the field of vocational education, studies supply and demand for qualifications and skills in Europe); the International Labour Organization (studies relations between employers and workers in various countries around the world, including the European Union); and non-profit organizations, such as the European Employment Foundation, the Leadership and Innovation Fund (research and implement projects to support PPP in vocational education and employment in EU countries). Successful PPP practices in vocational education in European countries indicate that private companies assist educational institutions in acquiring high-tech equipment for laboratories, participate in the construction of educational infrastructure, update content, improve forms and means of education necessary for the professional training of qualified specialists, including in the dual system (Germany, Norway, Denmark, Belgium, Sweden, etc.). At the same time, PPP participants have the opportunity to agree on all aspects of such cooperation, considering financial conditions, obligations, resources, and other management and control issues for quality performance of agreements. In doing so, they comply with legal norms and ethical standards established by European and national legislation of each country.

Among the most important Swiss laws that delineate the duties and responsibilities of each party in Public-Private Partnerships (PPP) in the realm of vocational education, and the mechanisms for regulating their collaboration, are: the «Vocational Education Act,» which establishes the legal foundation for partnerships between public institutions and the private sector in vocational education; the «Youth Support Act,» which outlines the conditions for financial support for students obtaining vocational education in partnership with public institutions and the private sector; and the «Employment Act,» which specifies mechanisms for job placement and assistance in job-seeking for graduates of educational institutions.

In Austria, PPP in vocational education is also regulated by various laws, specifically: the «Vocational Education Act» (BAG, 2021) and the «Act on Cooperation between Educational Institutions and Industry.» These laws contain provisions for establishing partnership relations between educational institutions and private companies, thereby ensuring high-quality vocational education and practical skills for students with the aim of increasing their labor market readiness. In Germany, PPP is regulated by the «Vocational Education and Training Act,» which sets the rules for entering into contracts between public and non-public institutions, as well as regarding the financing of such partners. According to this law, private

partners provide practical training for students, while public institutions offer theoretical education and issue qualification certificates (BBiG, 2005).

Regulation of the development of PPP in vocational education in Finland is carried out according to the «Vocational Education Act» (International Labor Organization, 1998), which defines the role of government bodies, educational institutions, and enterprises in the implementation of PPP, as well as criteria and requirements for the participation of private companies in the financing and development of vocational education. In this context, of scholarly interest is the legislative act regulating PPP in vocational education in France, known as the «Freedom of Career Choice Act» (Legifrance, 2018). This Act establishes the basic principles and mechanisms for collaboration between public institutions, private companies, and educational institutions. Equally important is the «Vocational Training Reform Act» (Legifrance, 2014), aimed at simplifying the financing of vocational education and creating favorable conditions for the development of PPP in this sphere.

The foundation for the development of PPP in vocational education in many European countries is the dual education model, which combines theoretical knowledge with the acquisition of practical experience in production (Euler, 2013). In this regard, the role of the public sector, according to researchers F. Rauner and E. Smith (2010), lies in setting standards and regulating the educational process, while the private sector ensures the implementation of practical training and the timeliness of updating educational programs. The implementation of PPP projects in vocational education particularly facilitates the creation of innovative educational programs that meet the demands of the modern labor market and the needs of students in acquiring relevant qualifications, necessary for building a successful career in the industrial sector, as well as stimulating innovations in various sectors of the economy.

Objective: To identify and analyze leading trends in the development of public-private partnerships in vocational education in European countries; to explore the possibilities of their consideration in domestic practice for establishing state-private partnerships in the field of vocational education.

Methods: The study employs a comprehensive approach that encompasses the examination of scientific literature, legislative frameworks, and empirical data concerning public-private partnerships in vocational education. This methodology aims to identify leading development trends in European countries and to formulate conclusions and recommendations.

Results and Discussion: Among the prominent trends in the development of public-private partnerships (PPPs) in vocational education in European countries, one should highlight the expansion of partnership

participants and the evolution of new forms to ensure effective collaboration. This trend is manifested through strong governmental support in European countries. For instance, Lithuania introduced a new program in 2021, «Research and Development in Vocational Education,» which funds PPP projects. An increasing number of PPP agreements are being established, primarily between educational institutions and employers across various economic sectors, to align the training of future professionals with labor market needs (Denmark, Spain, Ireland).

Employer interest in collaborating with educational institutions is linked to the shift in the economic orientation of European countries towards new technological sectors requiring skilled labor (Slovenia). In Germany, the government actively supports this form of partnership by allocating additional financial resources. A successful example in the Netherlands is the «Student at the Workplace» program, which allows students to acquire professional qualifications on the job and facilitates further internships for skill development in real-world production settings (Robert van Weze, 2021).

In recent years, there has been a growing partnership between educational institutions and private companies. These collaborations result in joint ventures and services for professional training and skill enhancement (Austria); and training-production centers for energy sector specialists («Ignitis group,» Lithuania). An example in Latvia is the «Competency Development Program Based on Industrial Enterprise Orders,» which allows industrial enterprises to custom-order training for their employees from educational institutions.

In Greece, private companies assist government agencies in providing quality practical training for students, especially in the field of green economy and sustainable development. This enables private enterprises to meet their own labor needs, monitor PPP project implementation, identify challenges and opportunities for further partnership development, thereby positively impacting the number of trained professionals and the quality of vocational education (Denmark).

Significant interest in PPPs in vocational education is shown not only by large enterprises but also by small and medium-sized enterprises, as well as various social groups. This allows learners to gain practical experience and knowledge, thereby increasing their employability (Croatia), and ensures the availability of practical training for skilled workers, taking into account the needs of small and medium-sized enterprises (Slovenia, Romania, Italy). Public and non-profit organizations actively participate in PPP projects aimed at supporting the professional training of skilled workers in the modern economy (Finland, Sweden, France). Specifically, these

organizations contribute to aligning educational programs with societal and labor market demands. In addition, Italy has several professional associations and organizations that promote the development of PPPs in vocational education (Robert van Weze, 2021).

Regional chambers of commerce and industry are important participants in PPPs in most European countries. Collaboration with such partners contributes to the improvement of various forms of labor market needs assessment for skilled workers, the definition of the structure of professional qualifications (Italy, the Netherlands); the updating of the National Catalog of Qualifications (NCQ) with the participation of sectoral qualification councils (SCQ) (Portugal); the development and implementation of new vocational training programs focused on practical skills and competencies required by the labor market (France, Italy); and participation in examination commissions, among others (Radkevych, 2023).

Innovative forms of interaction between educational institutions and public institutions in some European countries include long-term partnership clubs (France). The partnership between educational institutions and foreign companies and organizations is expanding. For example, Belgian vocational schools and employers actively develop international partnerships that allow students to gain professional experience in other countries to deepen their professional knowledge and skills. Educational institutions in Sweden and Slovenia collaborate with international organizations that provide them with financial support for the professional training of skilled workers. Such a form of partnership promotes the exchange of experience and the use of best practices in the development of vocational education. The increasing number of PPP participants in vocational education in European countries indicates growing interest in this type of collaboration. For example, the public is widely involved in partnerships in vocational education in Sweden with the aim of ensuring its quality and aligning educational programs with societal and labor market demands; increasing the number of trained skilled workers.

Partnership between public institutions and private companies is implemented through various forms. For instance, these can include agreements between educational institutions and companies for organizing student internships or long-term collaboration aimed at implementing joint educational projects (Sweden); investment funds and other financial instruments that enable the attraction of private partner funds for the development of vocational education (Denmark); and joint ventures for providing services in professional training and staff development (Austria).

In Latvia, three types of public-private partnership (PPP) contracts are utilized: concession agreements between the public and private sectors,

wherein the private partner gains the right to operate and manage specific assets or services for a certain period; procurement contracts between the public and private sectors, wherein the private partner performs a specific service or implements a project as agreed upon with the government body; and joint venture agreements between the public and private sectors, wherein a joint enterprise is established for the implementation of a PPP project. The procedure for selecting the contract form depends on the nature and specificities of the PPP project.

The most crucial requirements for PPP projects in vocational education in European countries are their economic efficiency, social relevance, and the safeguarding of the rights and interests of the state and citizens. In this context, a comprehensive economic and legal assessment of the project is conducted prior to entering into a PPP agreement to ensure its compliance with legislative requirements and effective use of budgetary funds. In Estonia, the state and private enterprises collaborate on the development of vocational education within the framework of PPPs. This form of partnership enables the state and the private sector to jointly identify labor market needs, plan specialist training, and co-finance training programs.

One important aspect of PPPs in vocational education in European countries is the ongoing social dialogue between various stakeholders, enabling the discussion of issues and the search for joint solutions that consider the interests of all partners. For example, in Austria, joint commissions comprising representatives from the state, private sector, trade unions, and professional associations develop applicant selection criteria, quality standards, and educational programs. To support PPPs in vocational education in Austria at the local level, regional administrations and vocational schools collaborate with private companies and other stakeholders. These institutions actively interact with local enterprises, particularly small and medium-sized ones, to ensure effective integration of education and practice. They also promote information dissemination about vocational education and career opportunities among youth, students, and their parents (Pilz, 2018).

One of the modern forms of PPP in vocational education in Bulgaria is regional educational clusters that bring together public and private institutions, scientific organizations, and international partners (Ministry of Education and Science of the Republic of Bulgaria, 2021). These clusters facilitate the development of innovative approaches to vocational education and the exchange of experience and knowledge among different participants.

A significant trend is the impact of partnerships on improving the quality of vocational education. This is reflected in PPP initiatives aimed at

implementing standards, monitoring educational programs, developing innovative teaching methods, and enhancing the qualification levels of teachers and trainers. Specifically, this is addressed in the «Education and Training 2020» program (CEDEFOP, 2019). All partners involved in PPPs in vocational education must adhere to educational and assessment standards set by the state. This helps ensure consistency and quality of education, which are key success factors for partnerships. The standards for vocational education in European countries establish expected learning outcomes, providing clear benchmarks for ensuring the quality of the educational process in European educational institutions. For example, the application of the EFQM model in the European context enables the assessment of various aspects of the educational process, covering strategies, leadership, staff, partnership, resources, processes, products, and services, as well as their impact on end results (Dahlggaard et al., 2008).

The quality assurance process in vocational education encompasses data collection on quality indicators, the implementation of changes, and monitoring of results. An important element is feedback from stakeholders, including students, teachers, employers, and other participants in the educational process. Quality assurance in vocational education involves defining expected learning outcomes, monitoring student achievements, and continuously improving the quality of vocational education based on the results obtained. This process is embedded in the culture of the educational institution, stimulating continuous improvement. This is facilitated by the application of information and communication technologies, specifically: ensuring transparency and objectivity of assessment, accelerating information exchange, supporting monitoring and evaluation processes (Zawacki-Richter & Anderson, 2014). For example, Learning Management Systems (LMS), which are used in educational institutions in many European countries, enable tracking student progress, developing individual learning plans, and collecting detailed statistics for analysis (Watson & Watson, 2007).

An important tool in enhancing the quality of vocational education through Public-Private Partnerships (PPP) is accreditation, which typically involves the evaluation of educational programs, teacher qualifications, infrastructure, and student satisfaction. For instance, educational institutions employing Lean Six Sigma methodology consider stakeholder requirements, identify key quality indicators of vocational education, and then implement processes to improve these indicators (Antony, 2011).

Through PPP, a comprehensive management system is implemented that enables the introduction of innovative learning technologies (Grimsey & Lewis, 2007), such as artificial intelligence, cloud technologies,

blockchain, and the Internet of Things. These become effective tools for enhancing the quality of the educational process and prepare students for the challenges of the modern world. For example, the use of artificial intelligence in the educational process allows for the individualization of student learning at their own pace and according to their own preferences. The application of cloud technologies facilitates more efficient knowledge and resource sharing between students and teachers, thereby activating their collaboration (Bates, 2015).

Blockchain technology ensures the verification and storage of student educational information, elevating the level of their mobility and recognition of learning outcomes. Large IT companies actively participate in the implementation of PPP projects in the field of vocational education. Primarily, they invest in the development of the educational process of educational institutions so that students have access to the most modern knowledge and professional skills. This also stimulates the teaching staff for continuous self-improvement, the introduction of new methods, educational complexes, and forms of organizing classes (Hanushek et al., 2011).

Private investment serves as an important source of funding for the research activities of educational institutions, contributing to the development of modern learning technologies that positively impact the competitiveness of their graduates in the labor market. PPP projects encourage the implementation of flexible forms of learning, such as online courses and professionally oriented training. This opens up new opportunities for students who can acquire knowledge from various sectors of the economy and gain competencies that meet the demands of the modern labor market.

In the implementation of quality control in vocational education, the experience of the United Kingdom is valuable, which has a number of regulatory bodies for this purpose. Specifically, Ofsted (2018) oversees the quality of education in educational institutions, covering educational programs implemented within the framework of PPP. This body ensures compliance with the quality standards of vocational education, utilizing the flexibility and resources of the private sector. PPP in vocational education in Denmark helps to provide access to quality education for a wide range of the population, regardless of socio-economic status and region of residence (Aarkrog, 2020).

Collaboration between the public and private sectors is crucial in the form of investments in technological infrastructure, ensuring regulation and evaluation of the quality of the educational process to guarantee its compliance with high standards (OECD, 2020). Specifically, to improve the quality and effectiveness of learning, private companies assist educational

institutions in accessing state-of-the-art equipment and production technologies (Austria, Belgium). In Latvia, PPP projects are aimed at developing educational infrastructure. For this purpose, the country has initiated the program «Strengthening the Material and Technical Base of Vocational Education,» which involves financing the repair and modernization of educational institutions with the participation of private companies (Ministry of Education and Science of Latvia, n.d.). The improvement of the quality of vocational training of qualified specialists in Lithuania is facilitated by the «VET centers of excellence» program, founded on the principles of pooling partner resources for the purpose of financing projects for the modernization of the material and technical base of workshops and laboratories of educational institutions (MSN News, n.d.).

The impact of PPP on improving the quality and accessibility of vocational education is exemplified by the «Build – Operate – Transfer» (BOT) model, which is widely used in Denmark (Budina et al., 2007). The peculiarity of this PPP model is that the private partner undertakes to build an infrastructure facility, operate it for a certain period, and then transfer it to state ownership. In Portugal, such projects aim to construct new buildings and structures of existing ones, with the aim of improving conditions for organizing the educational process and ensuring a proper level of comfort for students and teachers. The PPP project «Skolebygg» was also created in Norway for the modernization of the material and technical base of educational institutions, the introduction of modern production technologies (Greve & Mörth, 2010).

Among the leading trends in the development of Public-Private Partnerships (PPPs) in vocational education in European countries is the collaborative design of educational programs tailored to labor market demands. This process necessitates coordinated actions among all PPP stakeholders, including educational institutions, employers, and vocational education regulators. The aim is to adapt the educational process to the needs of the contemporary labor market, thereby facilitating high employability rates for graduates upon the completion of their studies. Programs developed in collaboration with partners enable the harmonization of the educational landscape, ensuring that students engage with curricula that meet the latest standards and requirements of specific sectors of European economies, such as industry, technology, and transportation.

Educators and trainers from educational institutions collaborate with private companies to better understand labor market needs and identify the most critical professional skills for students. This enables students to acquire the necessary practical experience during their studies, making them more effective in executing real-world technological projects.

The application of collaboratively developed educational programs contributes to educational institutions in most European countries, on one hand, enhancing the relevance of their courses and rapidly adapting their content to changes in the labor market by offering students new modules that meet contemporary employer demands. On the other hand, it improves students' ability to flexibly construct individual learning trajectories, selecting the most pertinent content modules for their future professional activities. This becomes particularly relevant in the context of rapid technological changes, where continuous updating of educational programs and adaptation to labor market demands are key factors in ensuring the quality of vocational education. For example, Lithuania is developing the initiative «Profesinio mokymo programos kokybės tobulinimo projektas» (Project for the Improvement of Quality of Vocational Training Programs), which involves the design and implementation of vocational education programs considering labor market needs and EU standards (MSN News, n.d.).

One of the key principles in the development of PPPs in vocational education in most European countries is the so-called «dual education,» which combines practical training at the workplace with theoretical instruction in vocational schools (Moretti et al., 2017). The role of the private sector in this process involves providing opportunities for practical training, including the creation of internship positions and conducive conditions for the professional development of young specialists. On the other hand, state institutions provide funding, regulatory support, and quality control of the education.

The dual vocational training program has gained significant popularity in Germany, Austria, and Switzerland due to its high efficacy and student success rates (Deissinger, 2015). For instance, in Germany, students in the dual education system acquire professional qualifications and practical experience necessary for employment in specific sectors (BMBF, 2020). This enhances their employability levels, as they possess real-world experience and knowledge that meet labor market demands.

An example of a successful Public-Private Partnership (PPP) in Austria's vocational education is the «Training with Maturity Certificate» program, which combines the acquisition of professional skills with obtaining a maturity certificate, enabling students to continue their education at universities (Pilz et al., 2017). The program is based on the collaboration of state institutions, vocational schools, and private companies in shaping the professional competencies of young people and opening new perspectives

for their career growth. Within this program, students undergo on-the-job training, acquire essential professional skills, and gain theoretical knowledge in vocational schools and specialized courses that complement their practical experience (Angetter-Pfeiffer, 2023).

Another example of PPP in vocational education is the «Training after Maturity Certificate» program, which allows students with a maturity certificate to receive vocational education within the framework of a dual education system. This program contributes to the preparation of qualified specialists for specific industrial sectors, meeting the labor market needs (Moretti et al., 2017). Students participating in this program receive support from both the state and the private sector, gaining access to practical training at workplaces and theoretical lessons in vocational schools.

These programs demonstrate that PPP in vocational education helps create effective mechanisms for preparing young specialists, considering labor market needs and current trends. Collaboration between state institutions, the private sector, and other organizations contributes to the development of a flexible, innovative, and competitive vocational education system that can adapt to labor market changes, respond to globalization challenges, and technological progress (Solga et al., 2014).

Within the framework of PPP, private companies assist educational institutions in creating educational programs that reduce bureaucracy levels and allow students to learn at their convenience, fostering the development of competencies necessary for remote work (Austria). Partnership in vocational education stimulates the development of new forms of learning, such as distance education, integrative courses, and educational programs that are more effective and convenient for students. In the Netherlands, for example, there is an increasing number of educational programs aimed at preparing students for work in innovative technological sectors (software development, cybersecurity, big data, etc.).

Moreover, private companies collaborate with educational institutions to develop international educational programs. This enables students to gain international experience and increase their opportunities to find work abroad. One of the successful examples of PPP in vocational education in Finland is the development of competence centers, such as Tampere Vocational College Tredu (Rees, 1997). These centers collaborate with enterprises, local and national government bodies, as well as foreign partners, to jointly develop innovative training programs and provide students with high-quality practical knowledge and skills (Cai et al., 2012).

Another trend is the increase in funding for vocational education through investments from both the public and private sectors, as well as international organizations. These can be investment grants, sponsorship programs that enable the pooling of funds from various budgets for the development of vocational education. For example, private investments contribute to the development of scholarship and grant systems for students and teachers, aiming to attract talented and motivated young people to the educational process. This stimulates the intellectual development of students, provides them with financial support, and helps open new career opportunities. In Portugal, the EU budget finances the «Learning for All» program, which provides opportunities for individuals to receive vocational education and lifelong learning (Springer, n.d). In Estonia, since 2011, a PPP program called «Partnership for Skills Development» has been funded (Estonian Qualifications Authority, n.d.). This program aims at developing, implementing, and evaluating new professional qualifications in collaboration with business structures and other interested partners. The increase in the level of private investment in vocational education becomes an integral part of the sustainable economic development of European countries. Private investments positively impact the modernization of infrastructure, the introduction of innovative technologies and teaching methods, which ultimately improves the quality of vocational education, making the training content relevant to the needs of the modern labor market. As an example, the situation in France can be cited when private partners widely participate in financing educational infrastructure projects, according to the specifics of the «Concession» model, they are responsible for the construction and operation of the infrastructure (Grimsey & Lewis, 2007).

In the United Kingdom, the PPP model called «Private Finance Initiative» is widely used, which involves private financing for the modernization of educational infrastructure (Akintoye et al., 2015). An example of PPP in the development of educational infrastructure for the professional training of qualified specialists is the program to strengthen the material and technical base of educational institutions in Latvia (Ministry of Education and Science of Latvia, (n.d.)) and the project to finance the renovation and modernization of educational premises with the participation of private investors (CEDEFOP, 2019).

In Sweden, the state acts as the primary investor in vocational education, while partnership with the private sector serves as an important supplement to the public education system. This enables an elevated level of employer influence on the quality of vocational training and ensures its

alignment with their needs. According to Danish legislation, enterprises participate in the financing of vocational education projects, granting them the right to influence the curriculum and the selection of students for practical training. The state, in turn, provides financial support to educational institutions, organizes the educational process, and ensures compliance with educational standards.

Various funding and support programs for Public-Private Partnerships (PPP) exist in vocational education, including the «Dual VET Mobility» funding program, which promotes student and teacher mobility between educational institutions and companies in different European countries (Austria, Denmark, Germany, etc.). In Germany, there are instances where public authorities and private enterprises jointly finance, develop, and implement PPP projects in vocational education that hold strategic importance for the country. Such projects are associated with the construction of educational institutions, modernization of their material and technical base, and more. Additionally, projects must meet environmental safety and energy efficiency requirements and also be beneficial for private enterprises. Partnerships may be established for a specific period, after which the state can either regain control over the PPP project or continue collaboration with the private enterprise.

Within the framework of the partnership, private enterprises are usually responsible for the technical implementation of the project and its financing, while the state provides land and infrastructure and also establishes the rules for regulating and monitoring the partnership's activities. In Estonia, the state provides funding for specialist training programs through PPPs. Moreover, the state allocates grants to private enterprises for the implementation of joint projects in vocational education.

Active involvement of state institutions, the private sector, and educational management bodies in the regulation and financing of PPPs contributes to the support of initiatives in vocational education. Specifically, Denmark has several funding programs and incentives for cooperation between the private and public sectors in the development and implementation of innovative educational projects (Ministry of Higher Education and Science, 2020). In Slovenia, the financing of PPP projects in vocational education is provided at various levels: by the central government, regional and local authorities, as well as private investors. In particular, the Regulation on Investment in Vocational Education (RFOI) (Uradni list, 2007) establishes the procedure for co-financing projects and programs implemented within the framework of PPPs. Furthermore, active

collaboration with international organizations facilitates the attraction of financial and technical support for the implementation of projects in vocational education, thereby enabling the enhancement of its quality in European countries.

Conclusions. Overall, Public-Private Partnership (PPP) in vocational education in European countries represents a dynamic and hybrid form of collaboration. The leading trends in its development may depend on various factors such as economic conditions, political climate, legislative changes, among others. However, a general vision persists regarding the importance of collaboration between the state and private companies in preparing qualified specialists in accordance with the needs of the contemporary labor market. The analysis of leading development trends in PPP in vocational education in European countries indicates that they are oriented towards: enhancing the effectiveness of interaction among educational institutions, governmental and private entities, civil, professional, and international organizations; involving small, medium, and large companies in the process of developing new qualifications, standards, curricula, and implementing innovative vocational training technologies; ensuring greater accessibility, innovation, and quality of vocational education and its linkage with the labor market; increasing financial support for educational institutions and enterprises that provide practical training for students, among others. Simultaneously, this type of partnership is implemented considering the specific economic conditions of European countries, their educational systems, and labor market needs. Therefore, approaches to the development of PPP in vocational education differ in each European country. For example, in countries with low levels of technological development, programs for financial support of educational institutions may be important, while in countries with high levels, funding for training future specialists for innovative sectors of the economy may be more relevant.

The experience of developing PPP in vocational education in European countries serves as an example for other countries, including Ukraine, which aims to reform its vocational education system and provide its citizens with the opportunity to acquire competitive professions and skills for successful careers. Therefore, the identified advantages of development trends in PPP in vocational education in European countries should be considered in domestic practice of establishing PPP in the field of vocational education, namely: ensuring effective communication between partnership participants for experience sharing and joint resource utilization; defining clear terms of obligations and risks between partners to increase their

accountability for the quality of PPP project implementation; improving mechanisms for control and evaluation of cooperation results for timely adjustment of partnership development directions; increasing the volume of financial support for PPP projects to ensure stable functioning of vocational education institutions based on additional resources; expanding public participation in the implementation of PPP projects to enhance the prestige of vocational education and its impact on Ukraine's post-war recovery, among others.

For this purpose, in Ukraine, it is necessary to ensure:

1. Improvement of state policy that would support PPP projects by creating special financing programs and state incentives for enterprises collaborating with vocational education institutions in preparing future qualified specialists.

2. Development of legal foundations for enterprise participation in implementing PPP projects regarding the organization of industrial practice, internships, mentor training, and also dual forms of vocational education.

3. Involvement of a wide range of interested parties, including representatives of authorities, business, industry, service sector, educators, students, and the public in the development and implementation of PPP projects in the field of vocational education to enhance its quality, relevance to labor market needs, and prestige in society.

4. Increase in investments for the modernization (renewal) of educational infrastructure and material and technical base, establishment of new vocational education institutions, educational-practical and qualification centers, centers of professional excellence, career centers, production workshops, laboratories, dormitories, dining facilities, among others.

Creation of conditions for expanding interaction between enterprises and vocational education institutions at national and international levels with the aim of shaping the content of vocational education considering labor market requirements, development of professional and educational standards, and implementation of innovative learning technologies, among others.

2.2. EUROPEAN MODELS OF PUBLIC-PRIVATE PARTNERSHIP IN THE FIELD OF VOCATIONAL EDUCATION

ЄВРОПЕЙСЬКІ МОДЕЛІ ПУБЛІЧНО-ПРИВАТНОГО ПАРТНЕРСТВА У СФЕРІ ПРОФЕСІЙНОЇ ОСВІТИ

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Актуальність теми 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. На основі результатів дослідження визначено 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. 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. 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; ресурсоорієнтовану, 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 проєктів 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.

The relevance of the topic 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. 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.

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

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

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.

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 Partner-

schaften, 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.

The objective is: 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. The research methods are: 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.

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 economic 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 with-in the dual education system. Despite the fact that entrepreneurs participating in such a program invest significant amounts, they receive substantial benefits. 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 infra-structure, 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.

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.

2.3. PUBLIC-PRIVATE PARTNERSHIP SYSTEMS IN THE FIELD OF VOCATIONAL EDUCATION IN EUROPEAN COUNTRIES

СИСТЕМИ ДЕРЖАВНО-ПРИВАТНОГО ПАРТНЕРСТВА У СФЕРІ ПРОФЕСІЙНОЇ ОСВІТИ В ЄВРОПЕЙСЬКИХ КРАЇНАХ

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Глобалізаційні процеси у економічних відносинах, організації освіти та суспільного життя країн світу, інтеграція державного та приватного сектору економіки у сфері професійної (професійно-технічної) освіти та зайнятості, актуалізують необхідність аналізу європейського досвіду зі створення програм державно-приватного партнерства в галузі освіти. Постійне обговорення питання розвитку державно-приватного партнерства у країнах Європи, актуалізація не лише позитивного досвіду, що є спільним для кількох держав, а й наявність дебатів щодо зміни ролі органів державної влади вказує на наявність певних регіональних протиріч та особливостей. Здійснено аналіз регіональних особливостей європейської системи державно-приватного партнерства у сфері професійної (професійно-технічної) освіти та на цій основі виокремлення рекомендацій на загальнодержавному рівні. Методи дослідження: теоретичні (індукція, синтез, узагальнення); емпіричні (вивчення та аналіз нормативно-правових документів у сфері державно-приватного партнерства, професійної освіти, соціального захисту населення та ринку праці, програм державно-приватного партнерства з професійної підготовки кваліфікованих робітників, результатів діяльності закладів професійної (професійно-технічної) освіти країн Європи. Встановлено, що загальними проблемами розвитку державно-приватного партнерства у країнах Європи є: узгодження прав та обов'язків державного та приватного сектору; запровадження чітких та прозорих механізмів регулювання фінансових витрат; формування алгоритмів виконання проєктів без затримки; наявність різних форм договорів державно-приватного партнерства та їх сумісність із правовою (національною, регіональною чи місцевою) базою. Значна частина населення бере участь у «програмах активного ринку праці» (ALMP), що підтримуються як з боку держави так й приватним сектором економіки. При розробці таких програм виникають певні суперечки та проблеми між державними та приватними партнерами, що пов'язані з розподілом прав та обов'язків,

боротьбою за управління фінансовими ресурсами та відмовою від розвитку інфраструктури. У процесі розвитку вітчизняної системи державно-приватного партнерства у сфері професійної (професійно-технічної) освіти варто: врахувати вимоги Європейського союзу до законодавства щодо державно-приватного партнерства; відповідно модернізувати положення Закону «Про професійну (професійно-технічну) освіту»; розробити алгоритми практичної підготовки фахівців на засадах державно-приватного партнерства.

Globalization processes in economic relations, organization of education and public life of the world, integration of public and private sectors of the economy in professional (vocational) education and employment highlight the need to analyze European experience in creating public-private partnership programs in education. The constant discussion of the development of public-private partnerships in European countries, the actualization of not only positive experiences that are common to several states, but also the debate on changing the role of public authorities indicates the presence of certain regional contradictions and peculiarities. The aim is to analyze the regional features of the European system of public-private partnership in the field of professional (vocational) education and on this basis to highlight the recommendations at the national level. The research methods are: theoretical (induction, synthesis, generalization); empirical (study and analysis of legal documents in the field of public-private partnership, vocational education, social protection and labor market, public-private partnership programs for training of skilled workers, the results of professional (vocational) education in Europe). It is established that the common problems of public-private partnership development in European countries are: harmonization of rights and responsibilities of the public and private sector; introduction of clear and transparent mechanisms for regulating financial costs; formation of algorithms for project execution without delay; the existence of various forms of public-private partnership agreements and their compatibility with the legal (national, regional or local) base. Much of the population participates in Active Labor Market Programs (ALMPs), which are supported by both the state and the private sector. The development of such programs raises certain disputes and issues between public and private partners related to the division of rights and responsibilities, the struggle for financial resource management and the refusal to develop infrastructure. In the development process of the domestic system of public-private partnership in the field of professional (vocational) education it should be: taken into account the requirements of the European Union to the legislation on public-private partnership; modernized the provisions of the Law «On Professional (Vocational) Education» accordingly; developed algorithms of practical training of specialists on the basis of public-private partnership.

Ключові слова: публічно-професійна (професійно-технічної) освіта, державно-приватне партнерство (ДПП), регіональні особливості ДПП, проблеми ДПП, підготовка молоді до самозайнятості.

Keywords: vocational education, public-private partnership (PPP), regional features of PPP, PPP problems, preparation of youth for self-employment.

Globalization processes in economic relations, organization of education and public life of the world, integration of public and private sectors of the economy in professional (vocational) education and employment, highlight the need to analyze European experience in creating public-private partnership programs in education. In order for young people and adults to acquire the competencies needed for employment, vocational education and training systems in Europe are creating various forms of cooperation between the public and private sectors (Kravets, 2017). Public-private partnership, which focuses on the development of professionally important competencies, is one of the forms of cooperation in the system of professional (vocational) education in European countries (Radkevych, Borodienko & Kravets, 2021).

Solving the problems of social protection of the population is associated with the problem of preparing the younger generation to choose a profession, followed by adaptation to labor market conditions. As a result, a new educational system is being formed to prepare young people for employment, where close cooperation between government agencies and the fund is a major trend for all countries. However, different theoretical approaches and practical measures are used in different countries to organize and operate such a system of preparing the younger generation for employment (Pryhodi, 2011).

Today, the system of public-private partnership is considered a political and ideological issue. The question of whether public-private partnership is an appropriate approach to the provision of services is being raised. Some European countries (Belgium (Flanders), Bulgaria, Greece, Slovenia and Switzerland) still believe that they need to go a certain way before reaching a possible consensus on working schemes as a reasonable and justifiable means of providing public services. Norway emphasizes that public-private partnership can also be problematic in terms of democratic control. When services or maintenance are delegated to a third party, the electorate inevitably loses some of its control over how these activities are carried out. Then the question arises of the proportionality of losses and gains in the introduction of PPP (Present problems or challenges, 2008, p. 11).

However, the constant discussion of the development of public-private partnership in European countries, the actualization of not only positive experiences that are common to several states, but also the debate on changing the role of public authorities indicates the presence of certain contradictions and regional differences.

The aim of the paper is to analyze the regional features of the European system of public-private partnership in the field of professional (vocational) education and on this basis to highlight the recommendations at the national

level. The research methods are: theoretical (induction, synthesis, generalization); empirical (study and analysis of legal documents in the field of public-private partnership, vocational education, social protection and labor market, public-private partnership programs for training of skilled workers, the results of professional (vocational) education in Europe).

The current stage of development and consolidation of public and private segments of Europe is inextricably linked with the development of national systems of professional (vocational) education and employment of the younger generation within the European and global labor market, the impact of global European institutions on employment and professional training, as well as strengthening the role of international organizations in determining the priorities of professional (vocational) education in Europe and individual countries (Radkevych, Luzan & Kravets, 2017).

In the course of comparative and pedagogical research conducted to identify common and distinctive features in approaches to the implementation of the strategy of preparing young people for employment on the basis of public-private partnership in countries with different models of pre-vocational and professional education, it is necessary to accelerate the process of transition of a specialist from a professional (vocational) education institution to a workplace, to prevent long periods of unemployment or complete withdrawal of a specialist from a particular labor market, to establish stable labor relations between young professionals and enterprises.

According to A. Brown and J. Kettle (2012), politicians in many countries are resorting to active labor market programs – ALMP. Four categories of programs are most often used (Caliendo & Schmidl, 2016):

- training in the labor market;
- job search assistance and monitoring;
- wage subsidies;
- work in the public sector.

Based on the analysis of the experience of public-private partnership in the field of professional (vocational) education in preparing young people for employment, it is established that this system is in a state of constant development and therefore governments and businesses in Europe face certain common problems:

– reconciling the rights and responsibilities of the public and private sectors (in the report of the European Court of Auditors, entitled «Public-Private Partnership in the EU: widespread shortcomings and limited beliefs»), public-private partnership performance indicators have been

criticized in several EU countries, stating that they «have not always managed effectively and have not provided adequate value for money» (Public Private Partnerships in the EU: Widespread shortcomings and limited benefits, 2018, p. 49);

– income, distribution and features of financial resources (as noted by M. Romero (2018), in the report «The European Network on Debt and Development (Eurodad)» it is stated that in the development of estimates and implementation of joint projects there is twice or more affordability threshold set by the government and the World Bank at the beginning of the project);

– projects implemented under public-private partnership programs are delayed (as noted by J. Gouache (2017), in a sample of 500 projects of each modality (traditional and public-private partnership contracts) there were delays in about 92% of cases, of which 26% were projects implemented within the framework of public-private partnership);

– shifting the focus of government from the public to the private sector (public-private partnership involves long-term contractual arrangements whereby the private sector provides infrastructure and services traditionally provided by the public sector, such as hospitals, schools, roads, water supply and sanitation. As a rule, this infrastructure is non-profit, which reduces the interest in their development in the absence of public funding (Gondard & Salom, 2018);

– frequent renegotiation of contracts (due to the need to constantly take into account changes in market prices and coordinate project costs with government agencies); failure to re-contract will reduce the overall well-being of the project participants and in some cases may threaten the credibility of the public-private partnership system (Progress and problems in PPPs, 2020);

– different forms of public-private partnership agreements and their compatibility with the legal (national, regional or local) base (each country has its own rules and principles of accounting that determine different attitudes to infrastructure) (roads, water, schools, hospitals, etc.), there are problems with how to reflect the public sector in the balance sheet – as an asset or liability (Present problems or challenges, 2008, pp. 11-12)).

In addition to the general problems of Europe in the development of public-private partnership in the field of professional (vocational) education, there are national (regional) features related to the socio-economic development processes of each country.

There are two types of public-private partnership: contractual partnerships and institutional partnerships, in the context of which mixed institutions are created, involving public and private capital. The main difference between them can be found in the financial relationship between government, private partner and citizens as users of infrastructure or services. Under a state contract, the state body pays a private partner, while in the context of a concession, users pay their contributions directly to a private company (fees, entrance tickets, transport tickets, etc.). Public-private partnership covers two types of interaction between the public and private spheres: public contracts and concessions (Issues with Road PPP Projects, 2021).

In general, the provisions on partnerships are in line with the general definition, but retain national features and therefore create a different picture in Europe.

The situation in Bulgaria (Ganeva, 2013), Serbia (Gazivoda, 2019) and Slovenia (Ferk, 2018) remains interesting. There is no generally accepted definition of public-private partnership in these countries, but national legislation nevertheless provides a basis for a common understanding of the term.

In Belgium, it is expected that cooperation can be established outside the legal framework for public contracts, which provides for the obligation to announce public tenders (Vreys, 2020).

Luxembourg points out that national legislation does not recognize concessions for public services, but at the same time directly implements European Union directives on public contracts and concessions into national law, which sometimes leads to internal contradictions. The decision is transferred to the level of municipalities, which must make sure that they respect European rules in this area (Fayot, 2021).

In addition, in Luxembourg (Fayot, 2021), Sweden (Athias, Macina & Wicht, 2019) and the United Kingdom (Hadrill, Calder & Richards, 2021), legislation regulating the activities of local authorities (competition rules, public procurement or accounting rules), may also impose restrictions on municipalities (or inter-municipal structures) in cooperation with private partners.

Finland establishes that municipalities must have the institutional competence to engage in public-private partnership, and contracts with private partners must also be based on current business rules (Laaksonen & Uusitalo, 2018).

Slovenia has developed special legislation for the development of public-private partnership (Ferk, 2018). Discussions on drafting a new law were also held in Latvia (Public-private partnership, 2020). At the same time, Estonia plans to review the need for such legislation in the near future (Petrone, 2021).

Latvia (Public-private partnership, 2020), Lithuania (Jagminas, Marcinkevičiūtė, Normantas & Šiaudinis, 2018), Serbia (Gazivoda, 2019) and Switzerland (Lienhard, 2006) clearly state the need to develop existing legislation and create a new and clearer legal framework for public-private partnership.

In this regard, it should be noted that in Ukraine the Law «On Public-Private Partnership» was adopted in 2010. At the same time, Bulgaria (Ganeva, 2013), Lithuania (Jagminas, Marcinkevičiūtė, Normantas & Šiaudinis, 2018) and Serbia (Gazivoda, 2019) decided on public-private partnership in order to meet the criteria for EU accession, as this legal aspect is actively supported by the European Union. Serbia explicitly states that this is the main reason for engaging in this type of legal review.

The experience of Romania is significant. Previously, the country had a special law regulating public-private partnership agreements, but this law was repealed because it was recognized as a significant obstacle to successful cooperation between the public and private sectors (Albulescu, Ursu & Vigdorovits, 2013).

In Belgium, there are problems between regions. Wallonia has issued a decree on public-private partnership, which requires legal change at the federal level, and other regions are not yet considering this issue (Vreys, 2020).

Bulgaria (Ganeva, 2013) and Italy (Egidi, Leonforte & Nobile, 2022) clearly indicate that, depending on the type of public-private partnership, specific legal provisions may apply, such as energy legislation, regional development, best practices in partnership, cultural heritage, waste collection, water supply, etc.

This situation leads to different types of legislation, from a more general level to a more specific one. Only in some cases, specific legislation on public-private partnerships was created. However, in many countries where an integrated approach is being developed, this is still the case. This leads to a situation where people or institutions wishing to participate in projects have to consider different legal sources to ensure that projects are implemented legally.

The analysis of regional features of the European system of public-

private partnership in the field of professional (vocational) education, experience in implementing programs, give grounds for formulating a number of proposals for their practical use:

- to take into account the requirements of the European Union to the law on public-private partnership in order to meet the criteria for accession to the EU;

- to update the provisions of the current Law of Ukraine «On Professional (Vocational) Education» or fix in the bill «On Vocational Education» the importance and mechanisms of providing educational services on the basis of public-private partnership;

- to develop algorithms for practical training of applicants for professional (vocational) education on the basis of public-private partnership.

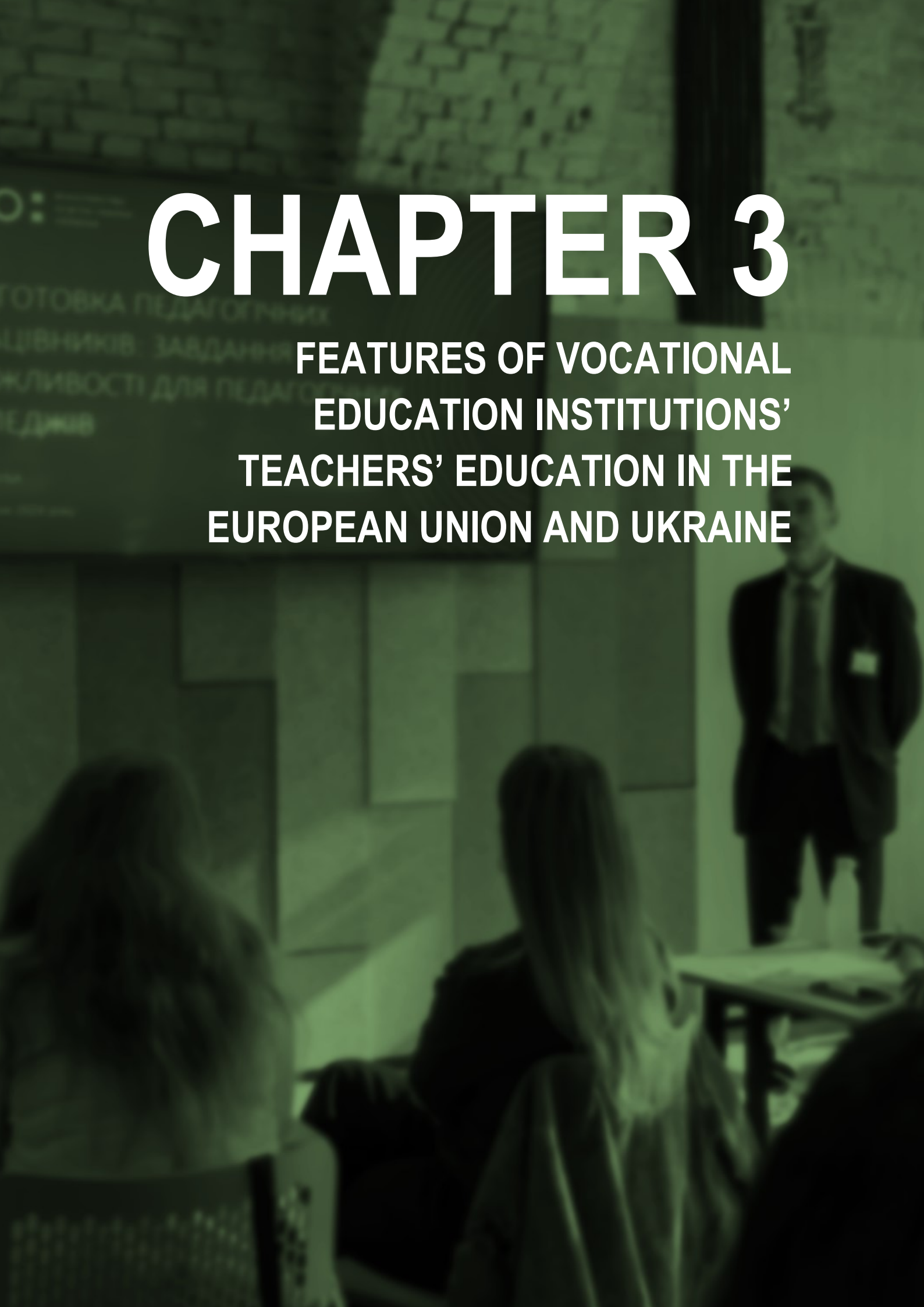
Common problems in the development of public-private partnership in European countries are: harmonization of rights and responsibilities of the public and private sectors; introduction of clear and transparent mechanisms for regulating financial costs; formation of algorithms for project execution without delay; the existence of various forms of public-private partnership agreements and their compatibility with the legal (national, regional or local) base.

Much of the population participates in Active Labor Market Programs (ALMPs), which are supported by both the state and the private sector. The development of such programs raises certain disputes and issues between public and private partners related to the division of rights and responsibilities, the struggle for financial resource management and the refusal to develop infrastructure.

In the process of developing the domestic system of public-private partnership in the field of professional (vocational) education, it is important to take into account the requirements of the European Union to the legislation on public-private partnership; to update the provisions of the Law of Ukraine «On Professional (Vocational) Education» accordingly; to develop algorithms of practical training of specialists on the basis of public-private partnership.

CHAPTER 3

FEATURES OF VOCATIONAL
EDUCATION INSTITUTIONS'
TEACHERS' EDUCATION IN THE
EUROPEAN UNION AND UKRAINE



3.1. TRAINING OF VOCATIONAL EDUCATION TEACHERS IN UKRAINE: MODERN APPROACHES TO STANDARDIZATION

ПІДГОТОВКА ПЕДАГОГІВ ПРОФЕСІЙНОГО НАВЧАННЯ В УКРАЇНІ: СУЧАСНІ ПІДХОДИ ДО СТАНДАРТИЗАЦІЇ

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Актуальність дослідження стандартизації професійної підготовки педагогів професійного навчання визначається необхідністю швидкої адаптації системи професійної освіти до змін, що відбуваються в різних сферах суспільного життя, до умов динамічного розвитку галузей економіки, оскільки її зміст необхідно формувати з випередженням і адаптувати до вимог роботодавців та

ринку праці. Здійснено аналіз стану стандартизації професійної підготовки педагогів професійного навчання в Україні. Методи: аналіз нормативної, наукової літератури та узагальнення його результатів – для виявлення стану розробленості проблеми; порівняння – для виявлення особливостей професійного та освітнього стандарту підготовки педагогів професійного навчання. Обґрунтовано особливості стандартизації професійної підготовки педагогів професійного навчання, здійснено порівняльний аналіз змісту професійного стандарту «Педагог професійного навчання» та Стандарту вищої освіти України з галузі знань 01 – «Освіта/Педагогіка» спеціальності 015 – «Професійна освіта» (за спеціалізаціями). Процеси стандартизації освіти свідчать про її складність, комплексність та різнофакторність. Дієвість стандартизації освіти забезпечується активною участю педагогічних працівників у генеруванні ідей та практичного їх втілення щодо вдосконалення професійної підготовки майбутніх фахівців й вирішення проблем в освіті. Серед основних труднощів в роботі зі стандартизації професійної підготовки педагогів професійного навчання є як об'єктивні (недостатня фінансова підтримка з боку міжнародних партнерів та донорів; відсутність єдиного інформаційного порталу національного рівня, доступного для широкого кола користувачів; низький рівень залучення роботодавців, профільних центральних органів виконавчої влади, недержавних центрів із підготовки кадрів на виробництві, асоціацій закладів освіти, педагогів, науковців тощо), так і суб'єктивні чинники (відсутність досвіду у виконавців; перевантаження працівників центральних органів виконавчої влади та інших заінтересованих сторін іншою плинною та оперативною роботою; низький рівень мотивації виконавців та ін.). Позитивним кроком є створення та забезпечення повноцінної діяльності Національного агентства кваліфікацій, Національного реєстру кваліфікацій та Національного сайту НСК; створення кваліфікаційних центрів, галузевих (професійних) рад з розвитку кваліфікацій, розроблення професійних стандартів.

The study relevance of the vocational teacher training standardisation is determined by the need for rapid adaptation of the vocational education system to changes in various spheres of public life, as well as the dynamic development of economic sectors, the requirements and needs of the modern labour market for qualified specialists. Purpose is to analyse the standardisation state of vocational teacher education in Ukraine. Methods are: analysis of normative and scientific literature and generalisation of its results to identify the development state of the problem and to clarify the features of the professional standard for the training of vocational teachers. The article substantiates the peculiarities of standardisation of professional training of vocational teachers, analyses the content of the professional standard «Vocational Teacher», describes the functions and competences of a vocational teacher that should be taken into account when updating the educational standard. The processes of education standardisation demonstrate its complexity, complexity and multifactoriality. The effectiveness of education standardisation is ensured by the active participation of teachers in generating ideas and their practical implementation to improve the professional training of future specialists and solve problems in education. The problems of standardising the professional training of vocational teachers include the following factors: objective (insufficient financial support from international partners and donors; lack of a single national-level information portal accessible to a wide range of users; low level of

employers' involvement, relevant central executive authorities, non-governmental on-the-job training centres, associations of educational institutions, teachers, researchers, etc.); subjective (experience lack of the executors; overload of central executive authorities employees and other stakeholders with other fluid and operational work; low level of motivation of the executors, etc.). The successful standardisation of education is facilitated by the functioning of the National Qualifications Agency, the creation of the National Qualifications Register and the website of the National Qualifications System, and the activities of qualification centres and sectoral (professional) councils for the development of qualifications.

Ключові слова: стандартизація, стандартизація освіти, професійний стандарт, освітній стандарт, педагог професійного навчання.

Keywords: standardisation, standardisation of education, professional standard, educational standard, vocational teacher.

In the context of the dynamic development of economic sectors, updating and standardising the training of vocational teachers is an important and challenging task, as its content needs to be shaped proactively and adapted to the requirements of employers and the labour market. The terms «standardisation of education» and «standardisation of professional training» are based on the general concept of «standard». Standard (from the English standard – norm, sample) in the broad sense of the word is a sample, benchmark, model, which are taken as a basis for comparing other similar objects with them (Chernilevskyi, 2008).

The Law of Ukraine «On Standardisation» (2014) defines this concept as «...a normative document based on consensus, adopted by a recognised body, which establishes rules, guidelines or characteristics for general and repeated use in relation to activities or their results, and is aimed at achieving an optimal degree of orderliness in a particular area». A standard as a regulatory and technical document establishes a set of rules, requirements, norms for the object of standardisation and is approved by a competent authority, meaning an agreement on norms or specifications.

Yu. Vitrenko (2021) in the Encyclopaedia of Education notes: «Standardisation in education is an activity that consists in establishing provisions for general and repeated use in relation to existing and potential tasks and is aimed at achieving an optimal degree of orderliness in the field of education. The objects of standardisation are: educational services as a result of economic activity of relevant institutional units; processes of producing and provision of educational services; measuring compliance processes of actual results and actual processes of educational services producing with the established requirements» (p. 976).

Accordingly, education standardisation is a procedure that determines the establishment of regulatory requirements of qualification standards for

educational outcomes (competences) of graduates of educational institutions, ensures a permanent comparison of educational achievements of students with the goals of their competence-based training for its correction, ensures the achievement of appropriate levels of quality of training in educational institutions through innovative content and teaching technologies, and promotes the convertibility of levels of education within the state and abroad. It is aimed, first of all, at achieving the proper quality of training through the tools of organising educational activities, specifying learning objectives and outcomes (Kalenskyi et al., 2018).

Standards should become a means of providing state guarantees for the quality of education at the fundamental level, create maximum variability in content in order to quickly take into account changing priorities in the labour market, and serve as a link between the vocational education system and the labour market.

The substantiation of the theoretical, methodological and practical foundations of education standardisation is given considerable attention by well-known domestic scholars. In particular, standardisation in education, according to Yu. Vitrenko, should be considered as an activity that consists in establishing provisions for general and repeated use in relation to existing and potential tasks and is aimed at achieving the optimal degree of orderliness in education (2021, pp. 976-977). D. Chernilevskyi (2008) emphasises that if standardisation is considered not only as «development and approval of standards», but also as an officially established procedure for implementing its provisions and adherence to the requirements for competence training at the stages of goal setting, selection and structuring of educational content, organisation of students' mastery of competences, assessment of their competence achievements (in particular, independent), it is possible to significantly improve the quality of the education system. V. Luhovyi and Zh. Talanova (2017) call the standardisation of vocational education the main tool for achieving the goals of competence-based learning.

Based on the leading ideas of the development of European systems of vocational education and training, V. Radkevych, P. Luzan and S. Kravets (2017, pp. 259-267) identify the main vectors of standardisation, which are: development of professional and educational standards, educational programmes based on a competence-based approach/learning outcome, training of standards developers, increasing their readiness to implement legislative innovations in the education system. According to these researchers, the concept of developing professional and educational standards should take into account the provisions of the functional and competence approaches, which are based on a functional analysis of labour

activity, structurally consisting of the main labour functions and actions, as well as the selection and structuring of the professional knowledge, skills and abilities necessary for their performance (Radkevych & Kravets, 2021).

The importance of standardisation principal S. Goncharenko, N. Pasternak, and O. Radkovska (1998, p. 2) explain it as «the requirements to take into account the structure of the education system and ensure continuity between its various links, focus on goals formulated in accordance with the new paradigm of education and ensure diagnosticity of its results».

In standardising the professional training of vocational teachers, it is advisable to take into account the specifics of their professional activity, which combines the functions of an apprenticeship master and a teacher of special and profile-oriented disciplines. The integration of the vocational teacher functions is important in the context of training skilled workers, the introduction of innovative and information technologies, and non-productive professions (Shcherbak, 2021).

The purpose of the paper is to analyse the standardisation state of vocational teacher training in Ukraine. Methods are: analysis of normative, scientific literature and generalisation of its results – to identify the development state of the problem and to clarify the features of the professional standard for the training of vocational teachers.

The strategy of vocational education, in modern conditions, is result-oriented and includes: substantiation of national goals of vocational education; designing a system of mutual responsibilities of all participants in the educational process; development of a multi-level system of expected learning outcomes; development of assessment criteria and new forms of assessment of learning outcomes; creation of curricula based on expected results in educational fields; development of a system for monitoring the quality of education; development of education as an open system; comparative analysis of the real achievements of educational systems in the world. This educational methodology is the basis for the innovative development of education systems and causes significant changes, in particular: in the content of education; in the organisation and methodological support of learning processes; in the assessment of learning outcomes; in the qualification system, etc. Accordingly, standardisation is understood as a process of approximation of criteria and requirements to learning outcomes, i.e., to the competences of graduates of educational institutions. Based on the above, it can be concluded that there should be three types of standards in education: a professional standard; an educational standard; and an assessment standard.

A key feature of successful education standardisation is achieving a match between the level of graduates' qualifications and labour market

requirements. A qualification, in turn, is defined in the National Qualifications Framework as «an official result of assessment and recognition that is issued when the competent authority has established that a person has achieved competences (learning outcomes) according to specified standards» (Cabinet of Ministers of Ukraine, 2011). Thus, the content of qualifications is determined by professional and educational standards.

Standardisation of professional training of vocational teachers in Ukraine is being implemented on the basis of taking into account the specific characteristics of the activities of educational institutions pedagogical staff. The purpose of a vocational teacher is to provide theoretical training in vocational education institutions in a range of disciplines of general professional and special cycles, as well as industrial training in laboratories, workshops of vocational education institutions and at workplace. Its main activity is creative and innovative work, including the study of the labour market, the specifics and prospects of the industry and regional enterprises, on the basis of which the project of the content (curriculum documentation) and procedural blocks (individualised activity-based learning methods, comprehensive didactic tools) of the educational process is created. In addition, the activities of such specialists involve the implementation of proprietary teaching methods and technologies, organisation and implementation of the educational process based on a balanced combination of industrial training and productive work based on the creative use of innovative production technologies.

The vocational teacher monitors the results of the educational process, predicts trends in the development of the production sector and prospects for updating the content of vocational education. Accordingly, the activity of a vocational teacher is based on a combination of the functions of a teacher, master, methodologist, and educator. In this context, the content of training of such specialists has an integrative nature, covering psychological, pedagogical and sectoral components. The organisation and especially the methods of vocational training are aimed at preparing teachers for future specialists to acquire relevant professions/specialities.

Thus, the emphasis is not on the subject matter, but on the professional qualification requirements for a specialist, general and professional competences defined by the industry, which are then transformed into the subject structure of the general professional and special cycles of the curriculum and fill each educational component with content. The issues of training of vocational teachers are considered in conjunction with the training of qualified personnel of enterprises. The integrating factor is professional activity, the nature and content of which is determined by the

requirements of employers for the training of workers and which, in turn, determines the requirements for the training of vocational teachers. Changes in production processes affect the professional activity of a teacher both indirectly, through changes in the requirements for a skilled worker, as well as through the content and process of his/her training, and directly, through production factors of professional activity. Changes in the educational sector are also reflected in the professional activities of vocational teachers. Both pedagogical means of professional activity (methods, forms of education and upbringing, methods of research and forecasting of pedagogical phenomena, etc.) and production means (equipment, technological equipment, cutting and measuring tools, materials, technical and technological documentation, methods and forms of labour organisation, production process, technical and technological methods of researching technical phenomena, etc.) are undergoing significant transformations. The professional activity of the teacher uses active teaching methods (problem-based learning methods, research methods, business games, etc.), project-based, interactive, personal development, contextual technologies; modern forms of education (individual, dual, distance, blended, etc.), digital learning tools, high-tech equipment, which the vocational teacher should be able to manage.

The results of studying the peculiarities of professional activity of a vocational teacher form the basis for developing and updating the content of a professional standard – a product of collective activity of employers, representatives of education, industry, public and other associations. In particular, ensuring partnerships between the education sector and the labour market for the development of the national qualifications system and the development of professional and educational standards is possible through public-private partnerships (Voronina-Pryhodii & Kravets, 2022).

A public-private partnership is a mechanism for coordinating actions and sharing responsibilities between public and private parties to a partnership, used to formulate, develop, finance, manage and support projects in the field of vocational education (Radkevych et al., 2020). According to the Concept for the Implementation of the State Policy in the Field of Vocational Education and Training «Modern Vocational Education and Training until 2027» (Cabinet of Ministers of Ukraine, 2019), the development of public-private partnerships involves the participation of all stakeholders, including employers, in the development of professional standards, education standards and educational programmes, and the development of the National Qualifications System. Specific processes of such interaction include: development and approval of professional standards for various sectors of the economy; system introduction of professional qualifications confirmation/recognition in Ukraine obtained in

other countries; awarding and confirmation of professional qualifications by qualification centres; implementation of innovative educational programmes for vocational training and retraining of personnel for various production sectors, including through dual education, implementation of joint programmes of educational institutions, public administration, business structures and NGOs, and cooperation with international structures, etc. (Kravets, 2022, c. 138).

In a new sense, professional standards define the labour functions of specialists within a certain type of economic activity and describe them in terms of knowledge and skills in a standardised manner. Their value lies in the fact that they create opportunities for introducing uniform requirements for the performance of labour functions, independent assessment of the competencies of specialists, including those acquired through non-formal education, and ensuring an appropriate level of labour quality. For employers, they can form the basis for identifying and describing the skills and abilities required for the successful functioning of specialists in specific jobs, developing job descriptions, professional development programmes, and evaluating its results. In accordance with the professional standard, employees can self-assess their professional competence.

New approaches to the development of professional standards have been substantiated (Radkevych et al., 2017), in line with the rapidly changing needs of the modern labour market.

In modern conditions, a professional standard is developed for a particular profession or group of professions. Accordingly, in the future, the professional standard should correspond to a specific job function in the context of a certain type of economic activity, as well as to the quality criteria approved by the authorised state body.

The development of the professional standard «Vocational Teacher» was first initiated by the Institute of Vocational Education of the National Academy of Educational Sciences of Ukraine in 2019 and completed in 2020 (Order of the Ministry of Economy No. 1182 of 20.06.2020).

The working group carried out a functional analysis, the first stage of which involved collecting information on: labour functions performed by vocational teachers; the list of items and means of labour, equipment, facilities, materials and tools used in professional activities; provisions of current regulations and normative and technical documents that define requirements for the content and quality of professional activities; general and professional competences; requirements for knowledge, skills, abilities and other competences of a vocational teacher; requirements for vocational teachers in terms of qualification level, medical contraindications to work, work experience, level of education, availability of documents on the award

of professional qualifications, additional requirements for the performance of labour functions.

At the second stage, a list of labour actions/operations was formed, which were grouped into labour functions.

An expert assessment of the use frequency and importance of each job function for the purpose of possible addition to the list was carried out at the third stage of the functional analysis.

During the fourth stage of functional analysis, the final list version of vocational teacher labour functions was formed by sequencing them. For each job function, a list of necessary items and tools was created.

At the fifth stage, a list of professional and general competences, required knowledge, skills and abilities was compiled, which was also subject to expert evaluation. This approach is based on the use of professional standards in the development of educational standards/programmes and training modules, for attestation and certification of personnel and the awarding of professional qualifications.

Based on the results of the expert evaluation, the draft professional standard «Vocational Teacher» includes the following functions

- planning the educational process;
- implementation of the educational process;
- implementation of self-educational activities;
- implementation of methodological work;
- conducting research and experimental activities;
- monitoring of educational activities;
- conducting career guidance and supporting the career development of students.

The professional and general competences of a vocational teacher were defined in accordance with the functions of an apprenticeship master and a vocational teacher. They were presented as separate components in the structure of the draft professional standard.

The prepared draft professional standard was subject to public discussion, which was joined by the staff of the Educational and Methodical Center for Vocational Education in Luhansk Oblast, The National Research Centre for Vocational Education of the National Academy of Educational Sciences of Ukraine and vocational (vocational and technical) education institutions (Regional Center for Vocational Education of Electrical, Mechanical and Service Technologies in Kharkiv Oblast; State Educational Institution «Podil Center for Vocational Education»; State Educational Institution «Regional Center for Vocational Education of Construction Technologies of Kharkiv Oblast»; State Educational Institution «Kharkiv Higher Vocational School No. 6»; State Educational Institution of

Vocational (Vocational and Technical) Education «Central Ukrainian Vocational Construction Lyceum»; State Vocational Educational Institution «Kharkiv Higher Vocational School of Services»; State Educational Institution «Kupiansk Regional Center for Vocational Education»; State Educational Institution «Zhytomyr Service Center», State Educational Institution «Kropyvnytskyi Professional Lyceum of Consumer Services»; Krasnokutsk Professional Agricultural Lyceum; Velykonovosilkiivskyi Professional Lyceum).

Following an inspection by the Ministry of Economy of Ukraine of compliance with the requirements of the Procedure for the Development and Approval of Professional Standards, the draft standard «Vocational Teacher» was approved and entered into the Register of Professional Standards.

Due to the need to respond promptly to the requirements of the labour market in 2022, the Institute of Vocational Education of the NAES of Ukraine in cooperation with higher and professional higher education institutions that train students in educational programmes in the field of knowledge 01 – «Education / Pedagogy», specialty 015 – «Vocational Education» (by specialization) (Anton Makarenko Kyiv Vocational and Pedagogical College, Kryvyi Rih National University (Department of Vocational and Social Sciences and Humanities Education)), institutions of vocational (vocational and technical) education (Educational and Research Center for Vocational Education of the National Academy of Educational Sciences of Ukraine, SEI «Vocational School No. 8 in Chernivtsi», SEI «Khmelnyskyi Center for Vocational Education in the Service Sector», Vinnytsia Higher Vocational School for the Service Sector, Zaporizhzhia Higher Vocational School of Fashion and Style, Dnipro Center for Vocational Education), vocational education and training centers (Training and Methodical Center for Vocational Education in Sumy Oblast, Scientific and Methodical Center for Vocational Education and Training of Academic Staff in Khmelnytskyi Oblast), the All-Ukrainian Association of Vocational Education Workers, carried out the amendments to the professional standard «Vocational Teacher». The proposed amendments concerned the conditions for admission to work in the profession; the list of documents confirming professional and educational qualifications; and information on initial professional training and advanced training. The legal framework regulating the relevant professional activities was added with the Law of Ukraine «On Occupational Safety and Health» was added to Resolution of the Cabinet of Ministers of Ukraine of 21.08.2019 No. 800 «Some issues of professional development of pedagogical and scientific-pedagogical workers», Order of the Ministry of Education and Science of Ukraine of 26.12.2017 No. 1669 «On approval of the Regulation on the organisation of work on labour

protection and life safety of participants in the educational process in institutions and educational institutions», State Educational Standards.

The list of general competences of a vocational teacher was supplemented by the following abilities: to bear personal responsibility for intellectual and cultural property and the results of professional decision-making; to communicate within the framework of professional activity; to communicate on professional issues in the state and foreign languages (orally and in writing); demonstrate leadership skills and entrepreneurship; comply with occupational health, safety and civil protection rules; manage conflicts; apply digital technologies; be open to multiculturalism and gender diversity; adhere to ethical standards of behavior; act as a responsible citizen and participate in social life, exercise their rights and responsibilities, and understand the values of civil society and the need for its sustainable development.

The list of professional competences of a vocational teacher includes the ability to plan: classes in vocational-theoretical and vocational-practical training, various forms and types of organization of vocational training and educational work, the educational process in non-standard conditions, interaction with various subjects of educational activity, the educational process in an inclusive environment; to select methods, means, technologies of teaching, upbringing and development of students; to form the content of educational components in accordance with the requirements of educational standards/programmes; to carry out: the educational process using various forms, types, methods, means and technologies of teaching, control and assessment of students' learning outcomes, the educational process in non-standard conditions, creating a safe educational environment based on compliance with the rules of life safety, labour protection and civil protection, professional development through formal, non-formal and informal education, methodological work, conducting methodological activities in accordance with the work plans of methodological structural units of educational institutions and other subjects of educational activity, experimental work, project activities in the field of education, national and international education and partnership projects, monitoring of professional qualifications in demand in the labour market; mastering promising pedagogical experience and applying it in professional activities; advising students on career development, maintaining contacts with enterprises and organisations on planning the career development of students.

Additionally, the function of project activities has been singled out, and the functions of career guidance and career counselling for students have been separated. The list of knowledge, skills, and abilities required of teachers has also been substantially clarified.

Considerable attention is paid to the reflection in the professional standard of competences related to the ability of a vocational teacher to carry out professional activities, taking into account the requirements of state standards and using the opportunities for partnership with all subjects of the educational process.

The development of professional standards based on a competency-based approach has a significant impact on improving the system of development and implementation of educational standards, which serve as a social guarantee for members of society to be competitive in the domestic and global labour markets.

At the same time, the standard of higher education of Ukraine in the field of knowledge 01 – «Education/Pedagogy», specialty 015 – «Vocational Education» (by specialization) for the first (bachelor's) level of higher education, approved and enacted in 2019 (Order of the Ministry of Education and Science of Ukraine of 21.11.2019 No. 1460), does not meet the updated professional standard «Vocational Teacher» (2022).

The processes of education standardisation demonstrate its complexity, complexity and multifactoriality. The effectiveness of education standardisation is ensured by the active participation of teachers in generating ideas and their practical implementation to improve the professional training of future specialists and solve problems in education.

The problems of standardising the professional training of vocational teachers include the following factors: *objective* (insufficient financial support from international partners and donors; lack of a single national-level information portal accessible to a wide range of users); low level of involvement of employers, relevant central executive authorities, non-governmental on-the-job training centres, associations of educational institutions, teachers, researchers, etc.); *subjective* (experience lack of the performers; overload of employees of central executive authorities and other stakeholders with other fluid and operational work; low level of performers motivation, etc.).

The successful standardisation of education is facilitated by the functioning of the National Qualifications Agency, the creation of the National Qualifications Register and the website of the National Qualifications System, and the activities of qualification centres and sectoral (professional) councils for the development of qualifications.

3.2. SUBSTANTIATION OF PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF PROJECT CULTURE OF VOCATIONAL TRAINING TEACHERS

ОБҐРУНТУВАННЯ ПЕДАГОГІЧНИХ УМОВ РОЗВИТКУ ПРОЕКТНОЇ КУЛЬТУРИ ПЕДАГОГІВ ПРОФЕСІЙНОГО НАВЧАННЯ

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Актуальність сформованість проектної культури особистості педагогічного працівника впливає на його професійний розвиток та здатність здійснювати педагогічну діяльність й організовувати освітній процес, для цього мають бути виокремлені конкретні педагогічні умови, які б комплексно сприяли розв'язанню дослідницьких завдань щодо позитивної динаміки досліджуваного феномену. Обґрунтовано педагогічні умови розвитку проектної культури педагогів професійного навчання. Методи дослідження: теоретичні: теоретичний аналіз – з метою вивчення наукової літератури – для визначення комплексу педагогічних умов розвитку проектної культури педагогів професійного навчання; аналіз і синтез – для обґрунтування змісту педагогічних умов проектної культури педагогів професійного навчання; емпіричні: експертне оцінювання – для відбору найефективніших педагогічних умов досліджуваного явища; статистичні: ранжування – для виявлення більш вагомих педагогічних умов проектної культури педагогів професійного навчання. Здійснено визначення дефініції «педагогічні умови» як основного методологічного концепту дослідження розвитку проектної культури педагогів професійного навчання; охарактеризовано тлумачення дефініції «педагогічні умови розвитку проектної культури педагогів професійного навчання»; визначено, що розвиток проектної культури педагогів професійного навчання підпорядковується певним педагогічним умовам, які ґрунтуються на цілеспрямованому відборі змісту, форм, методів, необхідних для реалізації цього процесу та досягнення відповідних дидактичних цілей; методами експертних оцінок та ранжування виявлено перелік найбільш вагомих педагогічних умов проектної культури педагогів професійного навчання та доведено їх значущість у розвитку досліджуваного явища. Кожна з окреслених педагогічних умов розвитку проектної культури педагогів професійного навчання спрямована на формування їхнього професіоналізму, творчого потенціалу та педагогічної майстерності; визначені педагогічні умови будуть враховані у подальшому при розробленні відповідної методики, що забезпечить системність, послідовність і цілеспрямованість досліджуваної проблеми.

The formation of a project culture in the personality of a pedagogical worker influences his pro-fessional development and the ability to carry out educational activities and organize the educational process. For this, specific pedagogical conditions must be distinguished, which would comprehensively contribute to solving research tasks regarding the positive dynamics of the studied phenomenon. Objective: to substantiate the pedagogical conditions for the development of project culture in teachers of vocational training. Methods: Theoretical: theoretical analysis - to study scientific literature - to determine the complex of pedagogical conditions for the development of project culture in teachers of vocational training; analysis and synthesis - to substantiate the content of the pedagogical conditions of the project culture of teachers of vocational training. Empirical: expert evaluation - to select the most effective pedagogical conditions of the studied phenomenon; statistical: ranking - to identify more significant pedagogical conditions of the project culture of teachers of vocational training. The definition of «pedagogical conditions» as the main methodological concept of the study of the development of project culture in teachers of vocational training has been determined; the interpretation of the definition of «pedagogical conditions for the development of project culture of teachers of vocational training» has been characterized; it has been determined that the development of project culture in teachers of vocational training is subject to certain pedagogical conditions, which are based on the purposeful selection of content, forms, methods necessary for the implementation of this process and the achievement of relevant didactic goals; by methods of expert evaluations and ranking, a list of the most significant pedagogical conditions of the project culture of teachers of vocational training has been identified, and their significance in the development of the studied phenomenon has been proven. Each of the outlined pedagogical conditions for the development of project culture in teachers of vocational training is aimed at forming their professionalism, creative potential, and pedagogical skills; the identified pedagogical conditions will be taken into account in the future in the development of the relevant methodology, which will ensure the systematicity, consistency, and purposefulness of the studied problem.

Ключові слова: навчання, педагогічні умови, проєктна культура, майбутні інженери-педагоги, професійна (професійно-технічної) освіта, заклади професійної (професійно-технічної) освіти

Keywords: public-private. education, pedagogical conditions, project culture, teachers, vocational (vocational-technical) education, institutions of vocational (vocational-technical) education

The effectiveness of the educational process in institutions of various types and forms of subordination depends on organizational, pedagogical, material-technical, psychological, social, and cultural factors. In specific studies concerning the development of relevant processes, phenomena, and objects, these are integrated by a set of the most priority circumstances and determine the content of pedagogical conditions.

Considering that the level of formation of project culture in the personality of a pedagogical worker influences his professional development and the ability to carry out pedagogical activity and organize the educational process, it is undeniable that for this process, such pedagogical conditions

must be distinguished, which would comprehensively contribute to solving research tasks regarding the positive dynamics of the studied phenomenon.

Based on the study of scientific works on the essence and significance of pedagogical conditions, we observe their important role in ensuring the quality of the educational process. For example, E. Khrykov (2011) notes that pedagogical conditions do not contradict the laws and principles but ensure harmonization, optimization, and effectiveness of the educational process, contribute to its quality improvement; P. Luzan (2004) considers pedagogical conditions as circumstances that provide a series of factors and give the teacher the opportunity to organize active educational-cognitive activity of students; V. Manko (2000) understands them as an interconnected set of parameters and external characteristics of the educational process to ensure a high level of its effectiveness; according to S. Alekseeva (2020), they are a component of the educational process, which allows fulfilling specific pedagogical tasks.

In turn, the researcher A. Lytvyn (2014) notes that pedagogical conditions are a complex of specially designed general factors influencing external and internal circumstances of the educational process and personal parameters of all its participants; which ensure the integrity of education and upbringing in the information-educational environment of the educational institution according to the requirements of society and labor market demands, contribute to the comprehensive harmonious development of the personality and create favorable opportunities for revealing its talents, considering needs, and forming universal and professionally important qualities, key qualifications, general and professional competencies. O. Radkevych (2020) interprets pedagogical conditions as circumstances that facilitate the effective formation or development of the pedagogical process, phenomenon, object.

In striving to achieve results, a combination of defined conditions can influence the course of the educational process or phenomenon, contributing to its effectiveness. Since we are revealing the meaning of the concept «pedagogical conditions,» it is logical to state that this refers to circumstances related to the managerial aspects of planning, organizing, and conducting the educational process in an institution of professional (vocational-technical) education, and with the external and internal educational environment in which the educational, scientific-research, and educational activities of students take place (Kravets, 2019). This activity is primarily aimed at enabling them to acquire professional knowledge, skills, and competencies, developing high personal qualities, and forming

professional competence, among others. The purpose of the article is to substantiate the pedagogical conditions for developing the project culture of teachers in professional education. Methods: theoretical: theoretical analysis – to study scientific literature – to define a complex of pedagogical conditions for developing the project culture of teachers in professional education; analysis and synthesis – to substantiate the content of pedagogical conditions of the project culture of teachers in professional education; empirical: expert assessment – to select the most effective pedagogical conditions of the studied phenomenon; statistical: ranking – to identify more significant pedagogical conditions of the project culture of teachers in professional education.

The development of the project culture of teachers in professional education is subject to certain pedagogical conditions based on the purposeful selection of content, forms, methods necessary for the realization of this process, and achieving corresponding didactic goals. They also include aspects that facilitate the harmonization and optimization of the educational process, should not contradict pedagogical laws and principles, and contribute to enhancing the effectiveness of pedagogical activity (Khrykov, 2011).

Components of pedagogical conditions affect the elements of the educational process, in particular: the organization of education, distribution of educational time, planning and methodology of teaching material; the availability of educational aids, textbooks, information resources; creating a comfortable educational environment, using technical equipment and other material resources; implementing various teaching methods, including interactive, group, project, and others; ensuring an individual approach to personality, taking into account its individual needs and features; creating conditions for the safety and health of the individual, compliance with sanitary and hygienic norms and safety rules; creating an atmosphere of mutual understanding, cooperation, and trust, positive interpersonal relationships. With such an approach, didactic goals are achieved, the effectiveness of the pedagogical process is ensured, and the harmonious development of the personality is facilitated.

Pedagogical conditions are an artificially created environment in the educational process that facilitates the achievement of the set goal (Krivonos, 2016). V. Manko (2000) shares a similar view, considering that pedagogical conditions should be seen as factors influencing the process of achieving the goal. These conditions are divided into external (educational environment, atmosphere of cooperation, communication, etc.) and internal (individual

properties, skills, motivation, etc.). Therefore, pedagogical conditions are a combination of internal parameters and external characteristics of functioning that ensure high effectiveness of the educational process and meet the psycho-pedagogical criteria of optimality.

In accordance with the tasks set, we generalize the conditions that allow creating an optimal environment for the development of the personality of a professional training teacher capable of solving professional tasks related to designing, planning, organizing, and controlling the implementation of projects. Such conditions include various aspects regarding the creation of a comfortable and safe environment; providing an individual approach to the personality considering their psychological features and needs; using effective methods, taking into account individual peculiarities; organizing cooperation to achieve common goals; creating conditions for the development of creative and cognitive abilities of the personality.

It is important for our research that pedagogical conditions are a set of actions and interactions that ensure progressive changes in the holistic functioning of the educational process and contribute to the formation of relevant competencies, including project competency. We agree with Y. Shafran (2018), who believes that pedagogical conditions are factors that arise in the process of professional training and determine the formation of professional competence. Project competence is an integral characteristic of the subject of activity, manifested in the ability and readiness of the personality for independent theoretical and practical activities in developing and implementing projects in various fields of social practice (Krivonos, 2016). The process of forming project culture is personally significant and considered successful if the individual: realizes the value and meaning of their own existence, other people, living beings; possesses the basic foundations of culture at the level of general culture competence; achieves methodological competence in one or several subject areas as a level of education; can establish successful social communications; reaches a level of socialization that ensures autonomous life activity; is capable of developing a technology for achieving goals, predicting results, adjusting their own activity; has methods of orientation in the labor and services market, self-presentation of professional abilities; realizes the need for continuous self-education, self-development (Kovalchuk, 2011). In general, project culture and project competence are interconnected, as project culture can influence which competencies are considered important for the successful execution of projects, while project competence can help realize this culture.

Project culture encompasses ways of thinking, approaches to work, values, and principles that define how an individual works on projects. For instance, project culture may include collaboration, communication, innovation, and dynamism. Conversely, project competence encompasses the knowledge, skills, and abilities that aid in success-fully executing projects. For example, project competence may involve project management, team-work, strategy development, and planning. Thus, the synergy of project culture and project competence can determine the success of projects. For instance, if project culture supports communication and collaboration, then project competence in teamwork can become a key factor for a project's success. Additionally, project competence can help embody the values and principles of project culture into actual activities.

Therefore, the development of project culture is about forming the ability to successfully and efficiently organize, plan, and execute projects. A high level of project culture development implies knowledge from various aspects of project management, skills in managing projects, including understanding project methodology, mastering planning techniques, communications, work coordination, results evaluation, etc. According to the set objectives, it is necessary to discuss the conditions that enable the creation of an optimal environment for the development of project culture.

To determine the pedagogical conditions for the development of project culture among vocational education teachers, our study employed the focus group method and expert evaluations.

The focus group method was used to generate pedagogical conditions for the development of project culture among vocational education teachers. This method involves collecting data and discussing with a professional group of specialists the issues of developing project culture among vocational education teachers. The main advantages of focus groups as a research method are professional evaluation (systematization, generalization, justification, identification of weaknesses and strengths of the studied process), interactivity (opportunity for discussion, generating new ideas, debating), flexibility, and cost-effectiveness (conducting a focus group session does not require complex equipment or infrastructure). As a result of the focus group's work, a list of relevant pedagogical conditions for the development of project culture among vocational education teachers was substantiated, requiring further elaboration: specification and evaluation. The processing of focus group results was conducted using the expert evaluation method, which involved selecting the most effective proposals.

Specifically, expert evaluation is a method that involves professional assessment and expert determination.

Expert assessment of the pedagogical conditions for the development of project culture among professional education teachers was conducted by two groups of experts, according to a specially developed methodology, which ensures objectivity in data processing, interpretation of results, and orientation towards a high level of result stability under standard conditions with repeatability of measurements.

The expert assessment was carried out through ranking (the process of determining ranks as relative quantitative assessments of degrees of difference according to qualitative characteristics, i.e., arranging magnitudes in a certain order according to the degree of importance and significance). If, in the expert's opinion, a pedagogical condition most significantly influences the development of project culture among professional education teachers, it is assigned rank 10; the least influential condition is assigned rank 1. The determined sum of ranks allows for the calculation of significance indicators and the construction of a matrix of transformed ranks of pedagogical conditions for the development of project culture among professional education teachers.

For evaluating the consistency of experts' opinions, the concordance coefficient was calculated, the significance of which is verified by Pearson's consistency criterion (χ^2).

According to the procedure, expert assessment involves identifying the most significant pedagogical conditions that contribute to the development of project culture among professional education teachers. The results of processing expert information and evaluating the consistency of experts' opinions demonstrated a high level of agreement among experts regarding the significance of the proposed pedagogical conditions for the development of project culture among professional education teachers.

Thus, the formation of motivation among professional education teachers for the development of project culture is the first pedagogical condition. We believe that the development of project culture among professional education teachers will be much more effective if there is organized, continuous work on forming motivation. In modern scientific and pedagogical research, motivation is defined as a set of motives, which can be ideals, professional values, goals, interests, personal needs. It should be noted that positive motivation can play the role of a compensating factor in the case of insufficiently high abilities, while developed abilities cannot replace the absence of a motive and guarantee success in the process. A

motive act as a conscious factor that de-termines the direction of actions and deeds of a person. Motivation is a set of internal and external driving forces that prompt a person to action, set the boundaries and forms of activity, and add direction to this activity, aimed at achieving certain goals (Dykan, 2008). The influence of motivation on a person's behavior depends on numerous factors, which form groups: needs as the basis of activity; reasons that determine the choice of activity, depending on the orientation of the person; subjective experiences, emotions as forms of regulation (self-regulation) are largely individual and can change under the influence of feedback from the person's activity.

Motivation, as a personality trait, is a system of goals and needs that drive active knowledge acquisition, mastery of skills and abilities, and a conscious attitude towards the profession (Pinska, 2009). The formation of teachers' motivation in vocational training for developing project culture depends on: the awareness of immediate and prospective goals; creating an image of a successful professional in the chosen field; understanding the theoretical and practical significance; novelty of information; professional orientation; maintaining interest; creating a positive psychological climate.

The process of motivating teachers in vocational training to develop project culture will be successful provided there is a development of cognitive interest, components of which include emotional impressions, initiatives, intellectual achievements, etc. The development of such interest is ensured by the use of active methods (discussions, role-playing games, trainings, practical work); emotional intensity; creating a favorable emotional climate; organizing productive intragroup activities; analyzing successes and reasons for failures. It is important in motivation formation to realize the need for achieving success, which fosters goal setting and underlies perseverance in solving professional tasks. We note that if the need for achievement is not realized, there is a high likelihood of decreased activity success. Therefore, it is essential to create necessary factors for its realization (Radkevych, etc, 2020). The use of active and innovative forms and methods, creating a comfortable atmosphere for communicative interaction, awareness of immediate and prospective goals of professional development; identifying with a successful professional model; developing a positive self-concept and adequate professional self-assessment contribute to the active formation of teachers' motivation in vocational training for project culture development.

Another pedagogical condition identified is the necessity to develop a modular program for the development of project culture in vocational

training teachers. This condition aims at forming the cognitive component of project culture development in teachers, presupposing knowledge about using principles and methods of project management to achieve results in various fields and the theoretical readiness for its implementation, namely: to implement the modular program according to a clear structure and transparent implementation plan; monitor the program and its components through teacher surveys to assess teaching, learning, and evaluation; use systems of feedback for analyzing evaluation results and expected developments in the subject area, taking into account societal needs and the scientific community; use the obtained information to improve the program as a whole and its components, particularly teachers' knowledge about project culture. This contributes to:

1. Successful project implementation, as it includes knowledge of planning, execution, and control methods and tools;
2. Communication and collaboration: for successful project implementation, it is necessary to know how to effectively communicate with other project participants, how to avoid conflicts, and how to maintain positive relationships;
3. Leadership and team management: for successful project implementation, it is necessary to know how to manage a team and use leadership qualities to achieve common goals;
4. Effective resource use: for successful project implementation, it is necessary to know how to efficiently use resources, budget, time, etc;
5. Risk avoidance and management: for successful project implementation, it is necessary to know how to identify and assess risks that may arise during the project and how to make decisions regarding their management.

The contextual analysis of the content of the modular program for the development of project culture in vocational education teachers should enhance potential opportunities for the formation and expansion of theoretical knowledge and practical skills regarding the possibility of renewing the components of project culture in the educational context. Therefore, it is necessary to promote the development of original authorial programs that improve the system of theoretical and practical training in the development of project culture, both for future teachers of vocational education in higher education institutions and for teaching staff who are upgrading their professional qualifications.

Identifying the pedagogical condition for implementing the technology of developing project culture in vocational education teachers is

appropriate. The realization of this pedagogical condition involves developing a set of goals, content, didactic process, and organizational forms for the development of project culture. Developing the technology for the development of project culture in vocational education teachers is intrinsically linked to pedagogical activity and is based on adhering to systemic, culturological, humanistic, competence-based, subjective, personal-developmental, active, and other approaches. It is important to emphasize the significance of the competence-based approach, at the core of which is the orientation towards achieving a symbiosis of knowledge, skills, and abilities, and forming readiness to solve project tasks in the context of modern challenges. The content and procedural aspect of the technology can be implemented both in the educational environment and in the conditions of production and the service sector. In the context of innovative progress in production, technical-technological changes, and dynamic changes in the labor market, the content of the technology for developing project culture in vocational education teachers must «extend beyond the educational environment, actively utilize the resources of public-private partnership and the possibilities of dual education to study current trends in production and the service sector, have a proactive nature, and be open to reevaluation, adaptation to new requirements, and priority development directions of the state» (Kravets, 2019).

The implementation of the technology for developing the project culture in vocational education teachers presupposes both the expansion and consolidation of knowledge, as well as the realization of self-control in mastering educational material and self-assessment. Thus, the effective aspect of the technology involves diagnosing the final level of project culture formation in a vocational education teacher, particularly on a reflective basis. Reflective processes enable the reevaluation of personal experience and the design of self-management of one's professional development.

In the modern digital society, the range of tools for professional development is significantly expanding. Therefore, it is logical to identify the pedagogical condition for using digital resources in the independent development of project culture in vocational education teachers. This can be implemented through the combination of computer, electronic, informational, information-communication, telecommunication, and distance technologies using such digital means as: electronic textbooks (subject educational systems, subject educational environments); electronic study guides (educational and educational-control, interactive resources; reference books and dictionaries); electronic educational-methodical com-

plexes (subject educational and program-methodical complexes, subject educational-methodical environments; innovative educational-methodical resources); electronic editions of control (tests, test tasks, methodical recommendations on testing; instrumental tools).

The use of digital resources in the independent development of project culture will ensure media literacy for processing and critically evaluating informational data, safety and collaboration on the Internet, knowledge about various digital technologies and devices, the ability to use open resources and technologies for professional development, the formation of skills to effectively use digital services, understanding of coding concepts, elements of artificial intelligence, virtual and augmented reality, etc. Educators must understand how digital resources can support communication, collaboration, creativity, and innovation; be aware of their functional features, limitations, consequences, and risks of use; understand the general principles, mechanisms, and logic underlying the creation of these digital services; know the basics of operation and use of various digital devices, computer programs, and networks; critically evaluate the reliability and authenticity of information sources, the impact of information and data on consciousness and personal development, on decision-making, and also recognize the ethical aspects associated with the use of digital resources in the independent development of project culture in professional education teachers.

Thus, we have identified and justified the pedagogical conditions for the development of project culture in teachers of professional education, which include: forming the motivation of teachers of professional education for the development of project culture; developing a modular program for the development of project culture in teachers of professional education; implementing technology for the development of project culture in teachers of professional education; using digital resources in the independent development of project culture in teachers of professional education. These conditions individually cannot fully ensure the effectiveness of the development of project culture, but their systematic unity will contribute to achieving positive dynamics in the development of the components of the studied phenomenon. The prospects for further research lie in the development and justification of a model for the development of project culture in teachers of professional education.

3.3. FEATURES OF COMMUNICATION OF PEDAGOGICAL STAFF OF VOCATIONAL EDUCATION INSTITUTIONS IN THE PROCESS OF PROJECT ACTIVITY

ОСОБЛИВОСТІ КОМУНІКАЦІЇ ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ ЗАКЛАДІВ ПРОФЕСІЙНОЇ ОСВІТИ У ПРОЦЕСІ ПРОЄКТНОЇ ДІЯЛЬНОСТІ

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Проектна комунікація спрямовується на здійснення постійної взаємодії педагогічних працівників закладів професійної освіти під час реалізації завдань проєктів. Комунікація в управлінні проєктною діяльністю передбачає усвідомлення всіма учасниками проєктної діяльності вимог та прогресу поетапного виконання проєктних завдань. Проектна діяльність передбачає забезпечення комунікації шляхом реалізації функцій та принципів проєктної взаємодії. Розкрито сучасні підходи до організації комунікації в проєктній діяльності педагогічних працівників закладів професійної освіти. Методи дослідження: Теоретичний аналіз – для з'ясування проблеми дослідження у науковій літературі та стану проєктної комунікації в закладах професійної освіти, визначення напрямів наукового пошуку; порівняння – з метою вивчення різних наукових підходів щодо розв'язання проблеми; аналіз і синтез – для обґрунтування функцій комунікації та форм вираження проєктної взаємодії. Комунікація в проєктній діяльності педагогічних працівників закладів професійної освіти посідає важливе місце особливо в частині координації та проєктної взаємодії. Комунікація в проєктній діяльності реалізується через форми вираження проєктної взаємодії, а саме: функціональну, соціальну, юридичну, адміністративну, асоціативну, територіальну, нав'язану, залежну та дотичну. На якості результатів проєктної діяльності позначаються конфліктні ситуації, що виникають під час взаємодії учасників і керівників проєкту: розклад роботи, фінансування, розподіл навантаження, проєктне управління, технічне (технологічне) залучення, пріоритетність виконання, розподіл ресурсів, надмірне навантаження учасників проєкту тощо. Проектна комунікація ґрунтується на врахуванні положень таких принципів організації проєктної діяльності: відкритість проєкту упродовж усього життєвого циклу; співпраця (кооперація) в проєктному середовищі (функціональна, соціальна, юридична, асоціативна, територіальна, дотична, ієрархічна тощо); відповідальність проєктних виконавців за якість виконання завдань. Комунікація в проєктній діяльності педагогічних працівників закладів професійної освіти забезпечується учасниками проєкту спільно із заінтересованими сторонами та стейкхолдерами. Успіх проєкту залежить від компетентності їх керівників та наявності в них: технічних знань, критичного мислення, комунікативних навичок,

здатності до співпраці, навичок роботи в команді та координації виконання проєктних завдань, досвіду управління ресурсами, лідерських якостей та ін.

Project communication aims to ensure constant interaction among the teaching staff of vocational education institutions during the implementation of project objectives. Project management communication presupposes that all project participants are aware of the requirements and progress of step-wise execution of tasks within a project. Project activities ensure communication by implementing the functions and principles of project interaction. Modern approaches to the organisation of communication in project activities of the teaching staff at vocational education institutions are described. Methods of research: theoretical analysis in order to explore the research problems in the scientific literature and the status of project communication at vocational education institutions and to define research avenues; comparison in order to investigate different scientific approaches to resolving the problem; analysis and synthesis in order to justify the functions of communication and forms of project interaction. Communication in project activities of the teaching staff at vocational education institutions plays an important role, especially in coordination and project interaction. Communication in project activities takes the forms of project interaction, namely: functional, social, legal, administrative, associative, territorial, forced, dependent and tangent. The quality of project outcomes is affected by conflicts that may arise during the interaction among project participants and managers concerning the following issues: work schedule, financing, workload distribution, project management, technical (technological) support, task priority, distribution of resources, overload of project participants, etc. Project communication is based on the consideration of the following principles of project management: transparency of the project throughout its lifecycle; cooperation in the project environment (functional, social, legal, associative, territorial, tangent, hierarchical, etc.); project parties' responsibility for the quality of their work. Communication in project activities of the teaching staff at vocational education institutions is ensured by project participants along with the parties involved and stakeholders. The success of a project depends on the competence of its managers and their expertise: technical knowledge, critical thinking, communicative skills, ability to cooperate, teamwork and project coordination skills, experience of resource management, personal qualities, etc.

Ключові слова: проєктна діяльність; взаємодія; принципи комунікації; комунікація; педагогічні працівники; заклади професійної (професійно-технічної) освіти.

Keywords: project activities; interaction; communication principles; communication; teaching staff; vocational (vocational and technical) education institutions.

Communicative interaction between participants aimed to ensure successful execution of project tasks plays an important role in the organisation of project activities. Thus, project communication does not only concern the development of an action plan, but it also involves constant interaction between the teaching staff of vocational education institutions and the parties involved, including stakeholders. The function of communication in project management presupposes that all communication

parties are aware of project requirements and progress. Participants, or beneficiaries, must be informed, directly or indirectly, about the ways and forms of project interaction.

The theoretical background of research on project communication of the teaching staff at vocational education institutions includes works by Ukrainian and foreign scholars: O. Borodienko, V. Radkevych, Z. Riabova, N. Kulalaieva, M. Korets, P. Klish, A. Vysotskyi, N. Petrenko, L. Kustrich, M. Homeniuk, H. Osovska and others.

The aim of the paper is to justify modern approaches to the organisation of communication in the project activities of the teaching staff at vocational education institutions. Research methods: theoretical analysis and overview of scientific literature in order to explore the status of the research problem and define research avenues; comparison in order to investigate different scientific approaches to resolving the problem; analysis and synthesis in order to justify communicative competence.

Team communication is crucial for project activities. Each research task directs the team to perform actions (what needs to be done, when and how), in other words it is instructions for actions. Therefore, project aims must be communicated to project participants clearly and consequently. The aims must be realistic and attainable. A reasonable approach to communication needs to be adopted in project activities.

A considerable part of communication duties is vested on project managers. For this purpose, they need to possess:

- technical knowledge (results of the cognition of technical and technological environment and its adequate reflection in the human's consciousness in the form of ideas, concepts, judgements, and theories. Technical knowledge includes: knowledge of basic technical and technological concepts: engineering, technology, technological process, technological culture, technical aesthetics, technical and technological environment, etc.; concept of technosphere; concept of engineering and technology as a result of human's intellectual and professional activity; knowledge of the key tendencies of engineering development and prospective technologies in the material sphere; concept of the relation and mutual development of the engineering, natural and mathematical domains of knowledge; understanding of the positive and negative impact of engineering and technology on humans and general rules of safe transformation; knowledge of the basic economic principles of engineering and technologies);

- critical thinking (a system of judgements used to analyse objects and events and produce justified conclusions, which allows people to

formulate justified judgements and interpretations and correctly apply the obtained results to situations and problems);

- communicative skills (integrated personal quality covering certain communication methods and techniques using which partners enter communicative situations, establish and maintain contacts and purposeful relations and achieve goals);

- ability to cooperate (the ability of two or more members of a project team to work together to achieve project aims);

- coordination skills (coordinating the actions of team members or subdivisions as is necessary to achieve aims and direct individual efforts towards attaining a common goal);

- teamwork skills (a group of people structured according to project activities with each member mutually complementing other members in project activities);

- experience of resource management (one of the main subsystems of project management, which includes planning, procurement, supplies, distribution, accounting, and control of resources. The notion of «resource» in project management methodology is interpreted as everything that a project possesses, including labour force, financial, material and technical resources of the project team, time (duration, deadlines), information, knowledge, and technologies);

- leadership (an essential component of manager's activity, his/her purposeful influence on the behaviour of individuals or an entire workgroup; the tools of this influence include the manager's communicative skills and personal qualities corresponding to the group's external and internal needs. In other words, it is the ability to influence individuals and project teams motivating them to work for the achievement of previously set aims.

Communication networks must be open throughout the project's lifecycle in order to ensure *successful project communication*. In addition to internal communication, proper external communication networks must be created (arranged, consulted) for project team members. In this regard, project managers must possess:

- optimism about the project and avoid openly criticising project outcomes both with project contractors and persons not involved in the project;

- a positive attitude and constructive encouragement of project contractors for the successful execution of important project tasks;

- the ability to use communication matrix as an element of motivating responsibility;

- the ability to simplify the multi-channel communication interface, which enables project contractors to directly approach project managers with propositions;
- the ability to define and use internal and external project communications;
- the ability to prevent or resolve organisational conflicts within project teams;
- the ability to encourage formal and informal relations within the project.

It should be noted that collaboration among project participants is necessary for *project cooperation*. It must be clearly presented as it is not sufficient just to express one's consent to participate in the project. Nowadays, it cannot be a guarantee of full-fledged cooperation. Project participants and beneficiaries must be convinced of the advantages of the project. For this, they need to meet, communicate and discuss positive and negative project outcomes. Some factors that impact cooperation in the project environment include project participants' needs, availability of resources, availability of the project budget, previous experience of project activities, occurrence of conflicts and lack of stable organisational support. A structured approach to communication must seek cooperation by taking into account the following factors: use of joint efforts; precedents for future projects; consequences of the lack of cooperation; the critical role of cooperation in project success; organisational influence of cooperation; establishing project deadlines; awards and bonuses for successful project activities.

Most of the projects fail due to the lack of cooperation between its participants as compared to other project factors. In order to ensure and preserve the cooperation of project participants, it is necessary to elicit the first positive reaction to the project in the process of communication. In this respect, the most positive aspects of the project can be ensured by communication. In project management, there are different types of cooperation, including *functional cooperation*. It is cooperation driven by functional relations between two groups of project participants. They can require respective functions that can be executed only by collaboration; *social cooperation*. It is cooperation based on social relations between two groups. Social relations mostly motivate cooperation that can be useful for carrying out project activities; *legal cooperation*. This type of cooperation is imposed by certain authoritative requirements. IN this case, project participants can have no choice but to cooperate; *administrative cooperation*. It is cooperation driven by administrative requirements that are necessary for two project groups to work together towards a common goal; *associative*

cooperation. This type of cooperation can also be called collegial. The level of this cooperation depends on the association between two groups; *territorial cooperation*. This is cooperation based on geographical proximity. If two groups are close to each other, they are bound to work together; *dependent cooperation*. This cooperation is due to the fact that one project group depends on the other group within an important project activity. This dependency is usually bilateral. One group depends on the other for some results, while the second group depends on the first one for other results; *forced cooperation*. In this type of cooperation, «external agents» must be involved to stimulate cooperation between two project groups. It applies to situations when two groups have no common ground for cooperation; *tangent cooperation*. It is cooperation with direct partners of approximately the same age. Based on tangent cooperation, project participants can be easily motivated to work as the existing tangent relations create an environment that contributes to project cooperation; *vertical (hierarchical) cooperation*. It means cooperation that follows the hierarchical structure of the project. For example, subordinates expect cooperation with their immediate superiors; *commitment*. Cooperation is based on the support of project ideas. Project participants are willing to assume responsibility, they readily and actively spend time on the project. The provision of resources (financial, productive) is one of the ways for the managers to express their commitment to the project and its team.

In the case of simultaneous implementation of several projects, relative priorities must be set for all project teams at the vocational education institution. Ensuring cooperation in most of the projects involves: establishing attainable project aims; clear-cut description of the necessary project activities; integration of project activity priorities with the existing priorities; elimination of fear of losing one's job due to industrialisation; avoidance and elimination of potential sources of conflict; adoption of the «open door» policy to resolve project participants' complaints; elimination of scepticism, promotion of project benefits, etc.

Coordination plays an important role in the project management at vocational education institutions and is part of the project pyramid (communication, cooperation and coordination). Thus, after the functions of *communication* and *cooperation* have been successfully initiated, the efforts of project contractors must be coordinated with each other, with the overall objective of the project activity and with the project aim in general.

In this respect, it seems reasonable to design a project responsibility diagram. The diagram must be designed using a responsibility chart, which is a matrix consisting of columns and rows including information about activities and contractors. The cells in the matrix are filled with codes

(abbreviations) denoting the roles of responsibility for each project activity. The matrix helps to avoid neglecting important communication requirements and responsibilities within the project team. It also helps resolve the following questions (Who deals with what kind of work? How long will it take? Who must inform whom and on what matters? Whose approval is required for particular actions? Who is responsible for what results? What staff changes/transfers are necessary? What kind of support is required from whom and when? Who will regulate conflict resolution?, etc.) (Table 1).

Table 1

Project responsibility matrix

Activity	Roles of responsibility			
	Project executive	Project manager	Project contractors	Reporting specialist
Action coordination		OK	OK, TK, 3I, MM, CK, ДС	
Action plan		OK		BA
Task execution			TK, 3I, MM, CK, ДС	
Project budget	AJI	OK		BA
Plan approval	AJI	OK		BA

It should be noted that there are conflicts in any project activities, which are due to different views on the development, execution, financing, etc. of actions within project tasks. It is also important to take into account the human factor as conflicts can be intentional and unintentional. Their occurrence creates obstacles to achieving maximum benefits from the project. The combination of communication, cooperation and coordination helps avoid conflicts in project activities. Thus, open and direct communication between project participants, collaboration, and continuous coordination of project activities have a positive influence on successful completion of project tasks. It is proposed to focus on several sources of conflicts. For example, *the scheduling conflict*. Conflicts may arise due to improper scheduling or sequencing of project activities. It is especially common in projects with a large number of project tasks or with two mutually dependent groups of contractors. Improper distribution of time for particular project actions cause discrepancies in project schedules (an example is the activity of international teams, when the start of work at 9 a.m. makes it impossible to collaborate with other project contractors due to different time zones in other countries). Project coordination can help avoid conflicts related to the scheduling of project tasks.

The *financial conflict* is no less important as the project cost may be unacceptable for the customers or end users. It will lead to the conflict of interests within the project. Even if the initial cost of the project was acceptable, lack of control over expenses in the process of execution and

implementation of project outcomes may lead to a conflict. It is due to improper allocation of the budget and lack of research on the financial justification of particular expenses. Communication and coordination can help avoid most of the negative consequences of conflicts related to expenses. If there are no clear requirements to key features of the project in general and project contractors and teams (groups), there will arise conflicts related to the efficiency of individual project contractors and teams (groups). Lack of clear-cut effectiveness (success) standards of project activities make each person assess their activities based on subjective judgements, which do not usually correspond to the collective opinion. Effectiveness (success) standards must be introduced in order to properly assess work and monitor the project progress.

To avoid the *management conflict*, there must be a bilateral union between the managers and the project team, which suggests that the managers should understand the team's needs and requirements as well as the managers' requirements. If no such compromise can be achieved, project management conflicts will arise. Lack of multilateral interaction can cause strikes and labour violations that lead to unachieved project aims. Communication, cooperation and coordination of project participants help create a favourable environment for an internal dialogue between the managers and project contractors.

If the technical component of the project activities is unproductive, the *technical conflict* may occur in the project. It is particularly relevant to industrial projects because project actions greatly depend on the technological component. It should be noted that lack of thorough research on the technical justification of the project will cause internal problems and a failure. Before starting a project, all the necessary resources, including computer equipment must be identified and the level of project contractor's informational culture must be determined for them to be able to carry out project activities.

Another type of conflicts is the *priority conflict*. It may arise when improperly set project aims are used within the entire project. In other words, it means that a value pyramid of project activities from primary to secondary ones has not been built. Thus, lack of a clearly defined sequence of project activities may force each project participant to set their own objectives that run counter the project aim. Lack of coordination of project aims among its contractors is another potential source of priority conflicts. To avoid this, it is necessary to build effective bilateral communication between the executives, managers, and project contractors. It should be noted that communication helps resolve priority conflicts at all project levels.

In each project, there are problems with *resource distribution*, which is the main source of conflict in project management. There arises the so-called «competition for resources», including personnel, tools, equipment, software, etc. Wrong and unequal distribution of resources leads to unsatisfied contractors and other project participants and sometimes disputes between project participants. To avoid this, it is necessary to discuss all project actions and the amount of resources required for the implementation at the beginning of the project. Besides, it is necessary to have approximately ~10-20% of reserves for force majeure situations.

Internal policy is important in project activities and demonstrates the distribution of project responsibilities among the executives, managers, and contractors. It should be mentioned that project responsibilities in the project must be clearly divided by internal project control so that none of the project participants could abuse their position. We shall note the incongruencies that may arise when project participants may gain some preferences unavailable to other participants as a result of personal relations with the executives. Such project contractors may be involved in a larger number of project activities regardless of their actual (low) or non-existent project experience (authority). To avoid this, it is necessary, before the beginning of the project, to specify project contractors, managers and list of works to be executed by people with respective education, certificates and skills. It will help to determine a distinct project leader.

A common problem in project activities is the *personal conflict*. The larger the project the more different people take part in it. It also increases the size of the management team required to continue successful work. It may cause internal competition when project contractors, managers, and executives are trying to reach understanding. To resolve this situation, it is necessary to indicate the spheres of interest and the fields of work assigned for execution. Thus, communication and distributed cooperation contribute to a decrease in conflict situations during project execution.

The communicative function suggests familiarisation of all people involved with project requirements. In this respect, project contractors and stakeholders must be expressly informed of the following: project scope; expected staff contribution for successful project completion; expected project cost in terms of human efforts and materials; project advantages; project implementation plan; possible adverse consequences of the project in case of its failure; alternatives, if any, for achieving the project aim; potential direct and indirect benefits of the project both for the organisation and individuals, etc. Taking into account the above guidelines concerning

internal communication, the risk of wrong interpretation will be minimized within the project system. Precise communication contributes to understanding between the managers and project contractors, which increases the potential of cooperation. Communicative approval of resource spending on the project improves communication, cooperation and coordination. It positively affects the achievement of project effectiveness.

In the process of communication, such concepts as «monitoring» and «control» are used that are unreasonable in the context of modern project activity. In the traditional understanding, «monitoring» and «control» were common, but modern working environment requires a loyal rather than strict approach, which is accompanied by authoritative control. Morphologically, the word «control» elicits a negative attitude in the person who executes control. For this reason, the terminologically neutral concept of project «tracing» or «reporting» is used in internal communication. Taking this into consideration, communication in project activities must become a basis for corrective control. In fact, initiative and preventive communication can help reduce the need for strict control over project team members.

In summary, project communication is crucial for the organisation of project activities of the teaching staff at vocational education institutions, in particular with regard to coordination and project interaction. In project communication, the forms of expressing project objectives are important as they influence the quality of relations among the teaching staff at vocational education institutions. They can be structurally divided into functional, social, legal, administrative, associative, territorial, forced, dependent and tangent. Thus, project communication is implemented vertically or horizontally. At the same time, it should be noted that different conflict situations may arise during project communication in connection with work scheduling, financing, load distribution, project management, technical (technological) support, task priorities, distribution of resources, overload of project participants, etc.

The principles of successful project communication include project transparency throughout its lifecycle; cooperation in the project environment (functional, social, legal, associative, territorial, tangent, hierarchical, etc.); project contractors' responsibility for the quality of their work.

3.4. TRAINING OF TEACHERS OF VOCATIONAL EDUCATION INSTITUTIONS IN GERMANY: PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS

ПІДГОТОВКА ВИКЛАДАЧІВ ЗАКЛАДІВ ПРОФЕСІЙНОЇ ОСВІТИ У НІМЕЧЧИНІ: ПСИХОЛОГО-ПЕДАГОГІЧНІ АСПЕКТИ

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Актуальність теми визначається євроінтеграційною спрямованістю України, що потребує імплементації кращого досвіду організації підготовки викладачів у Європейському Союзі; враховуючи зумовлені війною складні психоемоційні умови організації освітнього процесу в Україні важливим є аналіз досвіду психолого-педагогічної підготовки викладачів німецьких закладів професійної освіти. Виявлено особливості психолого-педагогічної підготовки викладачів закладів професійної освіти в Німеччині та обґрунтовано рекомендації щодо їх використання у психолого-педагогічній підготовці педагогів професійного навчання в Україні. Методи дослідження: аналіз та синтез – для визначення стану психолого-педагогічної підготовки викладачів закладів професійної освіти Німеччини; порівняльний аналіз – для пошуку спільного і відмінного у психолого-педагогічній підготовці викладачів закладів професійної освіти у Німеччині та в Україні; узагальнення – для формулювання висновків і рекомендацій щодо вдосконалення психолого-педагогічної підготовки педагогів професійного навчання в Україні. Встановлено, що кількість кредитів відведених на психолого-педагогічну підготовку викладачів в Україні та Німеччині, приблизно однакова; з'ясовано, що в національній системі підготовки викладачів закладів професійної (професійно-технічної) освіти більшу кількість кредитів на психолого-педагогічну підготовку відведено на бакалаврському рівні, у Німеччині – на магістерському; виявлено, що вітчизняні здобувачі освіти «академічну» психолого-педагогічну підготовку здебільшого отримують на бакалавраті, а в магістратурі вивчають лише окремі питання викладання дисциплін з обраної спеціалізації; практична підготовка в українських та німецьких закладах вищої освіти, де здійснюється підготовка викладачів для системи професійної (професійно-технічної) освіти, є схожою; суттєва відмінність спостерігається в організації підготовки здобувачів освіти до дослідницької діяльності (в Україні це здійснюється на магістерському рівні). Виявлено особливості психолого-педагогічної підготовки викладачів закладів професійної освіти в Німеччині (наявність загально-державного стандарту на 75 ECTS, які чітко розподілені за п'ятьма змістовими модулями, що повторюються на бакалаврському та магістерському рівнях з різним змістовим наповненням); сформульовано рекомендації щодо вдосконалення

підготовки викладачів для системи професійної освіти України (зосередити увагу на посиленні практичної складової вищої педагогічної освіти; більше часу приділяти питанням психологічного супроводу освітнього процесу; розробити єдиний стандарт психолого-педагогічної підготовки викладача закладу професійної (професійно-технічної) освіти з урахуванням сучасних тенденцій; розпочинати підготовку здобувачів освіти до проведення емпіричних досліджень на бакалаврському рівні).

Relevance of the article is determined by the European integration orientation of Ukraine, which requires the implementation of the best practices of teacher training in the European Union; given the difficult psychological and emotional conditions of the educational process in Ukraine caused by the war, it is important to analyse the experience of psychological and pedagogical training of teachers in German vocational education institutions. Aim: to identify the peculiarities of psychological and pedagogical training of vocational education institutions teachers in Germany and to substantiate recommendations for their use in the psychological and pedagogical training of vocational teachers in Ukraine. Methods: analysis and synthesis – to determine the state of psychological and pedagogical training of vocational teachers in Germany; comparative analysis – to find common and different features of psychological and pedagogical training of vocational teachers in Germany and Ukraine; generalisation – to formulate conclusions and recommendations for improving the psychological and pedagogical training of vocational teachers in Ukraine. It was found that the number of credits allocated for psychological and pedagogical training of teachers in Ukraine and Germany is approximately the same; it was found that in the national training system of vocational education institutions teachers a greater number of credits for psychological and pedagogical training are allocated at the Bachelor's level, in Germany – at the Master's level; it was discovered that domestic students receive «academic» psychological and pedagogical training mostly at the Bachelor's degree, and in the Master's degree they study only certain issues of teaching disciplines in the chosen specialisation; practical training in Ukrainian and German higher education institutions that provide teacher training for the vocational education system is similar; a significant difference is observed in the organisation of training for research activities (in Ukraine, this is carried out at the Master's level). The peculiarities of psychological and pedagogical training of vocational education institutions teachers in Germany (the national standard of 75 ECTS, which are clearly divided into five content modules that are repeated at the Bachelor's and Master's levels with different content) are identified; formulated recommendations for improving the teachers training for the system of vocational education in Ukraine (to focus on strengthening the practical component of higher pedagogical education; to devote more time to the issues of psychological support of the educational process; to develop the unified standard of psychological and pedagogical training of teachers of vocational education institutions, taking into account current trends; to begin preparing students for empirical research at the Bachelor's level).

Ключові слова: професійна освіта, педагог професійного навчання, психолого-педагогічна підготовка викладачів, педагогічна освіта, регіональні особливості підготовки викладачів у Німеччині.

Keywords: vocational education, vocational teacher, psychological and pedagogical training of teachers, teacher education in, regional peculiarities of vocational teacher training in Germany.

In the context of European integration trends in the development of national teacher education, it is necessary to analyse the current state and prospects of the development of relevant education in the European Union. The attention will be directly paid to the system of teachers training in Germany vocational educational institutions in terms of their psychological and pedagogical block mastering.

It should be noted that, unlike in Ukraine, the German education system traditionally falls within the jurisdiction of the federal states. Such a division has contributed to the development of different training models that give positive results. Thus, studying the experience of Germany offers a unique opportunity to evaluate different models of vocational teacher training and assess the relevance of their implementation for the teachers training in the system of vocational education in Ukraine (Voronina-Pryhodii, 2022).

The aim of research is to identify the peculiarities of psychological and pedagogical training of vocational education institutions teachers in Germany and to substantiate recommendations for their use in the psychological and pedagogical training of vocational teachers in Ukraine. Research methods include analysis and synthesis for determining the state of psychological and pedagogical training of vocational teachers in Germany; comparative analysis for finding common and different features of psychological and pedagogical training of vocational teachers in Germany and Ukraine; generalisation for formulating conclusions and recommendations for improving the psychological and pedagogical training of vocational teachers in Ukraine.

Sources reveal that throughout the 19th and 20th centuries, the process of forming a teacher training system in vocational education institutions in Germany demonstrated various educational tendencies: from «theorisation» of training to its complete practical orientation.

Only from the 1960s and 1970s, teacher training was returned to German universities. The reason for this change was the efforts of teachers at vocational education institutions to be treated equally with gymnasium teachers, while on the other hand, industry was becoming more knowledge-intensive and teachers were required academic education (Deissinger, 2004).

However, universities focused their efforts on teaching specialised (academic) knowledge, and as a result, the practical component was relegated as a secondary concern. It has become necessary to additionally address practical training after university education in the training of vocational education institutions teachers. Consequently, a two-stage system was formed (Pukas, 2019).

The first stage of training takes place at universities. The 9-semester course provides academic study in at least two subjects and is complemented by vocational and economic education. The stage concludes with a state examination, sometimes simultaneously with the diploma.

The second stage of training (Vorbereitungsdienst) is preparatory, conducted in so-called Studienseminaren (institutions responsible for the second stage), lasts 1.5–2 years, and concludes with a state examination.

Today, this two-stage system is still in force and is not questioned, although the transition to the Bachelor's/Master's system has brought with it a greater focus on subject-oriented didactics at universities.

In Germany, the concepts of «didactics» and «pedagogy» are differentiated: didactics is a discipline that deals with the science of teaching and learning in any field of knowledge, while pedagogy focuses on strategies, methods and various techniques related to teaching and learning.

In Germany, the concepts of «didactics» and «pedagogy» are differentiated: didactics is a discipline that deals with the science of teaching and learning in any field of knowledge, while pedagogy focuses on strategies, methods and various techniques related to teaching and learning. Pedagogy also refers to the teacher's ability to combine theoretical foundations or concepts with practical methods of knowledge transfer in teaching language-related issues, responding to and adapting to the learning strategies of the students. Finally, didactics is teacher-centred and is based on a combination of theoretical knowledge and practical experience. In contrast, pedagogy is learner-centred, as teaching should be adapted to the complex needs of students (Leon-Henri, 2020).

The stage of vocational teacher training at universities (9-semester study) consists of three parts (Berufsbildung – Ausbildung der Lehrpersonen, 2023):

- a key subject (e.g., electrical engineering, mechanical engineering, construction, computer science, business studies);
- a compulsory elective subject (e.g., German, English, politics, sports, physics, chemistry, mathematics, religion);
- vocational education.

Students complete their studies at the university with didactic research (the scope of which depends on the region) and practical training in schools and enterprises.

During the 18- to 24-month preparatory training at Studienseminaren, theory is integrated with practice, fostering the development of future teachers' pedagogical competence. Seminars, as well as individual consultations and trainings, help them to acquire the skills necessary to teach independently at a high level.

Despite this generally accepted structure, the federal states have partly developed different educational models. These differ primarily in the importance placed on teacher education and, to a greater or lesser extent, on school subject education.

There is a shortage of teachers in vocational education institutions in Germany. To address this issue, the Länder have developed Seiteneinstieg (preparatory courses) for the teaching profession. This allows, for example, engineers to start working as teachers while simultaneously undergoing pedagogical training in a Studienseminar (duration: approximately two years). Universities do not usually participate in this model (Voronina-Pryhodii, 2023).

Some federal states, such as Baden-Württemberg and North Rhine-Westphalia, have reintroduced vocational pedagogical education through Fachhochschulen (higher specialised schools). However, this educational model is not widespread.

According to the classification of R. Nickolaus (2008), standard models of vocational teacher training are divided into two classes: «teacher model» and «engineer model».

The model for teachers (developed and implemented in Hamburg) is characterised by:

- a wide range of specialisation courses aimed at specific teaching positions;

- fundamental pedagogical research. The main characteristics of the engineering model (used in Baden-Württemberg and Stuttgart) are as follows:

- mastering the educational material, similar to an engineering faculty;
- a limited number of pedagogical studies.

In practice, there are also mixed models that offer, for example, a small selection of specialised courses adapted to the requirements and content of a particular teaching position.

Ukraine has a clear institutional model of vocational teacher training. The Professional Standard «Vocational Teacher» (2022), the Standards of Higher Education of Ukraine of the first (Bachelor's) (2019) and second (Master's) (2020) levels in the speciality 015 Vocational Education (by specialisation) have been developed and approved, on the basis of which higher education institutions develop educational and professional training programmes for students with the professional qualification « Vocational Teacher » (Radkevych et al., 2023).

Thus, the focus will be on the university system of vocational teacher training in Germany.

In order to ensure the quality of university education in vocational and business education, the relevant section (Sektion Berufs- und Wirtschaftspädagogik) of the German Society for Educational Sciences (Deutsche Gesellschaft für Erziehungswissenschaft) decided to define mandatory standards in the form of a core curriculum for the subject of vocational and business education.

The first core curriculum was adopted at a general meeting in Osnabrück in 2003. The new version of the core curriculum was adopted at the regular general meeting of the section at the Pedagogical University of Schwabisch-Gmünd on September 25, 2014 (DGfE, 2014).

The curriculum includes five content areas for Bachelor's and Master's degrees, which are consistent in the subject of vocational and business education, and is designed for 75 ECTS (24 for Bachelor's degree, 51 for Master's degree).

Within the content module «Theories, Organisation, Structures of Vocational Training», Bachelor's degree students study 7.5 ECTS: vocational training systems, educational institutions, retraining system, career guidance, occupational choice, etc. Among the elective disciplines of vocational education and training they explore: theories, organisation, quality, history, policy and management of vocational education and training.

The Master's degree module provides an extensive study of vocational education and training (11.25 ECTS): contexts and determinants of vocational education and training, theories, organisation, quality, history, policy, management of vocational education and training.

The next content module «Professional Teaching, Learning, Development» within 4.5 ECTS at the Bachelor's level is devoted to the study of the basics of these phenomena. At the same time, it is the largest module in terms of ECTS (14.25) at the Master's level. Students study issues and problems of professional teaching, learning and development in depth. They can choose to study issues related to professional teaching, learning and development processes (including inclusion, competence development, emotional sphere, etc.). They also get theoretical and practical training in three areas: curriculum (including selection, structuring and legitimisation of learning objectives and content of vocational training); teaching and learning organisation (including development of learning and development situations in vocational education and training based on the theory of learning and development); assessment (including formative and summative assessment, coaching, evaluation of courses in vocational education and training).

In the Bachelor's degree, the content module «Areas of practice in vocational and business education» involves theoretical study of practical issues and problems, for example, during professional practice, internships in companies and/or schools, etc. (3 ECTS). Master's students undertake a *Schulpraktische Studien* (practical training) at a vocational school. They address practical issues and problems in vocational education and training (e.g., through projects of cooperation with professional practice, university schools, part of a practical semester, internships, etc.) This module is allocated 8.25 ECTS for masters, and 11.25 ECTS in total.

A separate module «Professionalization» is devoted to the study of the following issues: areas of activity for vocational and business teachers; the role of the teacher in vocational education (e.g., teacher, trainer or lecturer) - 1.5 ECTS at the bachelor's level. Master's students, on the other hand, study 6 ECTS on standards for the professionalization of teachers in vocational education and training (e.g. practical cooperation, university-school, parts of a practical semester), as well as self-reflection as a subject of vocational education and training.

The last content module is «Research Methodology»: at the Bachelor's level, it is aimed at organising research work and studying research methods (7.5 ECTS); at the Master's level, it is directly related to the organisation of research and the use of research results (11.25 ECTS). Thus, a total of 18.75 ECTS are allocated for research.

It should be emphasised that the Core Curriculum as a curriculum for the subject of Vocational and Business Education is part of the educational programmes that future teachers of vocational and business education complete. It should be implemented in close connection with other educational programmes and not act as a separate element of teacher education. This is facilitated by the structure of the core curriculum, which also meets the requirements for teacher education programmes.

Other educational programmes that include vocational and business education components (e.g., elective and optional programmes) may also build on the core curriculum.

In fact, the Core Curriculum is the standard for the psychological and pedagogical training of teachers in vocational education in Germany, as it has been implemented in all universities offering vocational and business education programmes since 2017.

Thus, the system of vocational (psychological and pedagogical) training of teachers at vocational education institutions consists of five modules with the appropriate distribution of credits. It is established that the

number of credits allocated for psychological and pedagogical training of teachers in Ukraine and Germany is approximately the same. At the same time, the national system of teacher training in vocational education is characterised by the reverse distribution of credits for psychological and pedagogical training. As a rule, at the Bachelor's degree, domestic students receive the entire complex of «academic psychological and pedagogical training», and in the Master's degree they consider certain issues of teaching disciplines in their specialisation.

Whereas in Germany, the percentage ratio between Bachelor's and Master's degrees is dominated by Master's degrees (32% / 68%, this ratio is mandatory), in Ukraine this ratio is not standardised and varies: for Bachelor's degrees – from 60% to 75%; for Master's degrees – from 25% to 40%.

It was also found that educational and professional programmes of the first (Bachelor's) level have educational components of a purely psychological orientation. For example, «Psychology», for which some institutions allocate 8-10, and sometimes even 18.5 credits; «Age and Pedagogical Psychology» - 3-6 credits, etc.

Practical training is identical in Ukrainian and German higher education institutions that train vocational teachers. A significant difference is observed in the organisation of training students for research activities. The national system is characterised by the training of students on this issue at the Master's level and the allocation of 3-4 credits.

The peculiarities of psychological and pedagogical training of vocational education institutions teachers in Germany include: the availability of a national standard for 75 ECTS, which are clearly divided into five content modules that are repeated at the Bachelor's and Master's levels with different content. In order to improve the teachers training for the vocational education system of Ukraine, it is recommended to: focus on strengthening the practical component of higher pedagogical education; devote more time to the issues of psychological support of the educational process; develop a unified standard of psychological and pedagogical training of vocational teachers, taking into account current trends; begin to prepare students for empirical research at the Bachelor's level.

3.5. FEATURES OF TRAINING OF TEACHERS OF GENERAL EDUCATION INSTITUTIONS IN WESTERN EUROPE

ОСОБЛИВОСТІ ПІДГОТОВКИ УЧИТЕЛІВ ЗАКЛАДІВ ЗАГАЛЬНОЇ ОСВІТИ В КРАЇНАХ ЗАХІДНОЇ ЄВРОПИ

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Інтеграційні процеси у відносинах країн Європи та України з питань організації освіти та суспільного життя актуалізують необхідність аналізу європейського досвіду з підготовки майбутніх учителів, однак процес реформування системи освіти наразі має безліч проблем у підготовці висококваліфікованих фахівців у галузі освіти. Визначено специфіку професійно-педагогічної освіти у ведучих країнах Європейської Співдружності. Методи дослідження: аналіз – для визначення стану професійно-педагогічної підготовки майбутніх учителів у Німеччині, Франції та Італії; узагальнення – для формулювання висновків щодо стану підготовки майбутніх учителів. Встановлено, що в німецькій педагогічній освіті кінцевою метою впровадження форм навчання на основі запитів є підвищення професіоналізації майбутніх учителів, що можна описати двома міжнародно відомими концепціями – це: «вчитель як рефлексивний практик» і «вчитель як дослідник»; визначено, що у Франції, на всій території країни, існують єдині стандарти педагогічної освіти, інтеграція теоретичної, практичної та дослідницької складових професійної підготовки; складання конкурсного іспиту на заміщення вакантної посади у навчальних закладах різних типів у зв'язку з належністю педагогічних кадрів до категорії держслужбовців, компетентнісний підхід до очікуваних результатів навчання; розкрито, що італійська система педагогічної освіти базується на «послідовній моделі» підготовки вчителів середніх шкіл, за одно- або дворічною

програмою навчання, з формуванням предметної компетентності. Німеччина оголосила про значні інвестиції в цифровізацію освіти. Країна готується до фундаментальних змін у навичках своєї робочої сили, впроваджуючи цифрові ініціативи та переорієнтовуючи систему навчання дорослих. У Франції продовжується робота над покращенням освітніх результатів шляхом соціальної підтримки викладацького складу та збільшенням фінансування освітніх заходів. В цілому вчителі Італії, задоволені своєю працею (цей показник є однією з найвищих у ЄС), але невелика частка вважає, що їхня професія цінується суспільством. Перехід від навчання до праці залишається складним навіть для висококваліфікованих фахівців.

The integration processes in the relations between Europe and Ukraine on the organization of education and public life actualize the need to analyse the European experience in training future teachers, but the process of reforming the education system today has many problems in training highly qualified specialists in the field of education. The specifics of vocational teacher education in the leading countries of the European Community is determined. Methods: analysis to determine the state of professional and pedagogical training of future teachers in Germany, France and Italy; generalization to formulate conclusions about the state of training of future teachers. It is established that the ultimate goal of introducing inquiry-based learning in German teacher education is to increase the professionalization of future teachers, which can be described by two internationally known concepts: «teacher as a reflexive practitioner» and «teacher as a researcher»; it is determined that in France there are uniform standards of teacher education throughout the country, integration of theoretical, practical and research components of professional training; passing a competitive exam to fill a vacant position in educational institutions of various types due to the fact that teaching staff belong to the category of civil servants, a competency-based approach to the expected learning outcomes; the article reveals that the Italian teacher education system is based on a «sequential model» for secondary school teachers, which requires a strong disciplinary competence, followed by a one- or two-year training program. Germany has announced significant investments in the digitalization of education. The country is preparing for fundamental changes in the skills of its workforce by implementing digital initiatives and reorienting the adult education system. The teaching staff is aging, and Germany faces the challenge of replacing a large number of teachers. In France, efforts continue to improve educational outcomes and reduce inequality, with support for teaching staff and increased funding measures. The proportion of Italian teachers satisfied with their jobs is among the highest in the EU, but only a small proportion feel that their profession is valued. The level of higher education is low, and the transition from education to work remains difficult even for highly qualified people.

Ключові слова: професійна освіта, підготовка вчителів, німецька система педагогічної освіти, французька система педагогічної освіти, італійська система педагогічної освіти, особливості професійно-педагогічної освіти.

Keywords: teacher training, German system of teacher education, French system of teacher education, Italian system of teacher education, peculiarities of vocational teacher education

It is worth noting that the geographical location of our country and its cultural proximity to Europe gives us the opportunity and advantage to integrate into the European education system. However, the process of reforming the education system today has many problems in training highly qualified specialists in the field of education (Pryhodii, 2015).

In most countries of the Organization for Economic Cooperation and Development (OECD), the level of higher education has increased significantly among people aged 25-34. The average proportion of young people with a higher education increased from 27 percent in 2000 to 48 percent in 2021. In this age group, the proportion of people with higher education is 7 percentage points higher than the proportion of people with secondary education (OECD, 2022, p. 36). If current trends continue, in a few years, higher education will become the most common achievement among working-age adults in OECD countries.

In most developed countries, there are large regional differences in educational attainment. Urban regions tend to have a much higher proportion of people with higher education than rural areas, with the capital region often having the highest concentration of higher education.

The educational attainment rate measures the percentage of the population that has a formal qualification of a certain level as the highest level of education. It is often used as a proxy for human capital, even though formal qualifications do not necessarily mean that their holders have acquired the relevant skills that are in demand by employers (Lutz et al., 2014, pp. 14-15).

In many professions that are regulated at the national or professional level (e.g., teachers, doctors, etc.), achieving a certain formal qualification is an important requirement for entry. But even in professions where formal qualifications are not mandatory, employers tend to perceive formal qualifications as the most important signal of what knowledge and skills potential employees have acquired. They are especially important for recent graduates, but they often affect individuals' careers throughout their working lives.

Highly educated people tend to be more socially engaged, have higher employment rates and relative incomes. While educational attainment measures formal educational achievement rather than learning outcomes, higher levels are closely associated with higher literacy rates (OECD, 2022, p. 9).

The benefits of higher achievement offer strong incentives for people to continue their education. At the same time, many governments have adopted policies to expand access to education because of the social and economic benefits. Together, these have led to significant increases in educational attainment in the OECD and partner countries in recent decades.

While increasing educational attainment has brought important economic and social benefits, in some countries higher education levels may have grown faster than the labour markets' ability to absorb graduates. Moreover, even if raising educational attainment is beneficial on average, higher education will not bring equal benefits to everyone. As educational attainment is likely to continue to rise, it is important for governments and education providers to continuously improve how higher education meets current and future labour market needs in order to provide attractive education options beyond the higher education sector.

Integration processes in the relations between European countries and Ukraine on the organization of education and public life actualize the need to analyse the European experience in training future teachers (Voronina-Pryhodii & Kravets, 2022).

The objective of the paper is to determine the specifics of vocational and pedagogical education in the leading countries of the European Community. Research methods: analysis to determine the state of professional and pedagogical training of future teachers in Germany, France and Italy; generalization to formulate conclusions about the state of training of future teachers. The structure of teacher education in Germany is determined by the specifics of different educational systems in 16 states.

According to H.-G. Kotthoff and E. Terhart (2014, p. 79), J. Bauer, U. Diercks, L. Rösler, J. Möller and M. Prenzel, (2012, p. 107) after primary school, which is comprehensive for all students, lower secondary school is vertical. This school system, which can be described as a «mixed model» of a horizontally and vertically structured system, is also reflected in the teacher education system.

Thus, at the secondary school level, one can identify vertically differentiated areas of teacher education and a horizontally structured, comprehensive stage of teacher education for the primary school level. As a result of this mixture of horizontal and vertical structures there are many teaching degrees in different lands, ranging from teaching degrees for a specific type of school (e.g. in Bavaria) or teaching degrees for a combination of different school types (e.g. the teaching diploma for Hauptschule and Realschule in Baden-Württemberg) to teaching degrees for a specific school level (e.g. primary or lower secondary school) (Terhart, 2013, p. 6).

Despite the many different teaching degrees, the Abitur is a prerequisite for admission to all teacher education courses at the university. As the multifaceted structure indicates, teacher education in Germany is not a federal issue and is therefore organized and controlled by 16 lands.

To guarantee a minimum of uniformity and comparability in the teaching of educational courses and degrees across Germany, the Standing Conference of Ministers of Education and Cultural Affairs coordinates structural issues related to school education and teacher education (Kultus Minister Konferenz, 2022). However, this does not include the definition of admission requirements, which are determined by individual universities for certain subjects and/or teaching degrees.

Teacher education in Germany is divided into two stages. The first stage is conducted at the university and ends with the so-called «First State Examination» (Erstes Staatsexamen). Baden-Württemberg is an exception in this regard, as it is the only state that provides separate «universities of education» (Pädagogische Hochschulen) for the training of primary and lower secondary school teachers (Ministerium für Wissenschaft, 2022).

Overall, depending on the individual regulations of each land, the first university stage can last 6-7 semesters for primary school teachers and 8-9 semesters for upper secondary school teachers. In Germany, there is a tendency to harmonize the standard length of training between the different levels of teaching (e.g., Baden-Württemberg) and in some lands (e.g., North Rhine-Westphalia) this has «already» been achieved.

This can be seen as an important step towards raising the status of primary school teachers, as the length of the standardized training period is crucial for the teacher's subsequent salary. As for the curriculum of university teacher education, future teachers study two or three subjects closely related to the relevant academic discipline.

In addition, future teachers take classes in educational studies (including school pedagogy, educational psychology, philosophy and/or sociology of education) and undergo regular internships at schools. Depending on the lands and the degree of the teacher, these courses, together with practical internships, can account for up to 30 percent of the total study time (Mantel et al., p. 3).

While the first phase is clearly aimed at acquiring subject knowledge and relevant subject didactics (Fachdidaktik), the second phase is more practical and aims to prepare young teachers for their professional duties and school work.

The second stage, which lasts from 1.5 to 2 years, is independent of universities and is organized by special «Teacher training seminars» and «Training schools» under the supervision of the Ministry of Education of each Land (Deissinger et al., 2018, p. 34).

At this stage, during which prospective teachers are paid a moderate salary, they are expected to demonstrate their abilities in lesson planning, classroom teaching, and other responsibilities (e.g., assessment, school development) associated with the job of a teacher. The work of teachers and the development of their competencies are regularly and systematically

evaluated and monitored by teacher training seminar instructors and teachers (sometimes principals) of the relevant school. The «Second State Examination» (Zweites Staatsexamen) is taken after the successful completion of this second stage. Both the first and second exams are supervised and regulated by regulations issued by the Ministry of Education of each land, not the university (Kultus Minister Konferenz, 2022).

After successfully passing the «Second State Examination», most new teachers are appointed to a vacant position by the responsible school administration, mainly on the basis of their two exam grades and, to some extent, also taking into account personal data (e.g., marital status) and/or additional relevant qualifications.

In addition, since around 2005 (depending on the land), teachers can also apply for vacant teaching positions, and the individual school selects, in cooperation with the local or regional school authorities, the best and/or most suitable candidate according to its preferences (OECD, 2022, p. 147).

As a rule, teachers in Germany are civil servants and receive tenure three years after entering the service. If a newly qualified teacher does not want to be promoted, he or she can continue teaching throughout his or her career until retirement without being formally evaluated again (European Commission, 2022).

Consequently, in most cases, especially in primary schools, teaching is a «profession without a career» (Terhart, 2003, p. 144).

In terms of teachers' professional careers, German researchers M. Keller-Schneider and U. Hericks (2014) show that the first years of work are crucial for the further professional development of teachers. In studies of teachers' professional biographies, it is a fact that newly qualified teachers, in response to stress and insecurity, often adapt to the level of professional practice and competence of their colleagues. The change from the rather progressive attitudes acquired during initial teacher education to more traditional practices and routines that are primarily aimed at «survival in the classroom» is an expression of the process of «re-socialization» that occurs during the transition from university to the teaching profession (p. 306).

However, the specific ways in which teachers cope with stress and uncertainty during the first years of teaching depend on their personal traits and the professional experience they have and how they use it.

There is much less empirical evidence on the later stages of teacher professional development in Germany. According to S. Herzog (2014), the traditional assumption that a teacher's career will inevitably reach a «bitter end» should be questioned, as teachers experience increased levels of stress and their overall well-being deteriorates. He notes that this is partly due to the increase in life expectancy in general, but also to different patterns of work in the teaching career (p. 322).

To summarize, the ultimate goal of implementing inquiry-based learning in German teacher education is to increase the professionalization of future teachers, which can be described by two internationally known concepts: «teacher as reflexive practitioner» and «teacher as researcher.»

Teacher education in France has undergone three reforms in less than twenty years. Each new government that comes to power, in accordance with its party manifesto, seeks to restore teacher training, which is considered partly responsible for the failures of the French education system. These reforms have caused mixed reactions among professionals involved in the teacher education system (Lapostolle & Mabilon, 2022, p. 51).

In France, a teacher training reform was launched in 2019, amending the previous reform introduced in 2013. Its main goal is to create a curriculum that tries to better combine academic and professional learning, for the benefit of all teachers (Education and Training Monitor, 2019, p. 6).

This reform applies to teachers of the first level, who teach students aged 3 to 11 years (nursery school students aged 3 to 6 years, primary school students aged 6 to 11 years); teachers of the second level, who teach college students aged 11 to 15 years; and teachers of general, technical and vocational secondary schools, who teach students aged 15 to 18 years. First-level teachers receive multidisciplinary training in the subjects they will teach, while second-level teachers specialize in a single academic subject (mathematics, life and earth sciences, foreign languages, etc.). All these teachers are also undergoing internships in educational institutions (Wen Chong, 2010, p. 89).

Since 2010, teachers have been required to have a Master's degree. However, the current reform is accompanied by a new structure for MEEF (Métiers de l'enseignement, de l'éducation et de la formation / Teaching, Education, and Training Professions) Master's programs to prepare students who choose the teaching profession. This reform also introduced changes to the exams required for teacher recruitment, as in France teachers are recruited as civil servants and must pass written and oral exams. The importance of professional tests in these exams is especially appreciated.

The so-called INSPE (Institut national supérieur du professorat et de l'éducation) was created to replace the former ESPE (Ecole supérieure du professorat et de l'éducation). Like ESPE, INSPEs are centers (schools) affiliated with universities, but they are supposed to work more closely with the employing state, the Ministry of Education, which employs teachers. The new measures are expected to make more places for professional participants in INSPE governance. It is worth noting that political programs always value pragmatism and experience drawn from reality to the detriment of academic knowledge, which is considered too theoretical to be immediately useful (Former les enseignants de demain, 2020, p. 3).

Teacher education programs have three goals: to provide students with research training; to provide students with professional training; and to prepare students for the national recruitment exam.

However, it was difficult to simultaneously achieve these three goals related to the Master's program. The 2019 reform is aimed at solving these problems. According to it, professional training is placed at the centre of the Master's program, with exam preparation and research training organized around it. In practice, this means that the exam is held at the end of the second year of the Master's program, which means that the preparation time for it is two years. Thus, by the time they take the exam, students have more experience and will be more familiar with the realities of their future profession, as they will spend more time on internships in their first and second years. Professional training, which was less important in the first year due to exam preparation, could be given a more prominent place. The tests included in the exam also became more professional in nature (Lapostolle, & Mabilon, 2022, pp. 55-56).

The organization of professional training of teachers in France is carried out in one of four specialties (Le site du Ministère de l'éducation nationale, 2022): nursery and primary school teacher; secondary school teacher; chief advisor on educational work; theory and practice of education.

The main provisions of the teacher training system in France include (Saltykova, 2021, pp. 186-187): unified standards of teacher education throughout the country; integration of theoretical, practical and research components of professional training; passing a competitive exam to fill a vacant position in educational institutions of various types due to the fact that teaching staff belong to the category of civil servants; competence-based approach to expected learning outcomes.

The modern period of teacher education in Italy began with the reforms of the 1990s. In 1999, the «Inter-academic Higher School for Secondary School Teacher Education» (Scuola di Specializzazione Interateneo per la Formazione degli Insegnanti di Scuola Secondaria – SSIS) was introduced.

With the introduction of this institute, all future teachers in the Italian school system had to receive special training at the academic level. The SSIS was a regional institution formed by a consortium of universities in the region and managed by a director. One school for each region of Italy, with the exception of Valle d'Aosta (merged with Piedmont) and Molise (merged with Abruzzi) (Bernardi, 2009, p. 5).

This decision to merge the only universities was to avoid the spread of uncontrolled teacher training practices and the resulting unemployment of most graduates. SSIS had a close number of students set by the Ministry of Public Education in line with labour market trends.

The curriculum was designed for a two-year period (Pastore, 2020, p. 217):

– in the first year, the courses of the so-called «General Training» – Area Comune (four disciplines: General Education, Teaching Methods, Educational Psychology, Sociology of Education; all of them are accompanied by a laboratory program of practical classes) and some disciplines and their didactics (in many SSIS, courses are organized in three parts: Discipline Fundamentals, Discipline Didactics, and Didactics Laboratories of the Discipline; in the first part, students receive or deepen the content, in the second they begin to reflect on the content of teaching, in the third they begin to practice organizing the educational process and learning environment);

– in the second year of «Specialization» (Area di indirizzo), only the disciplines and didactics of school subjects that will be taught in secondary school are studied.

At the end of the training course and after the national exam, students are assigned to «subject groups» (classe di concorso), which qualifies them to teach a specific subject in a particular area of the secondary school system (Barbieri, 2010, p. 327).

The «subject groups» are established by the Ministry of Public Education: Italian language and literature; Latin language and literature; Greek language and literature; foreign languages and literature; mathematics and sciences; chemistry; computer science; technology; history; philosophy; education and social sciences; physical education; and fine arts.

The SSIS staff is made up of both academic faculty and experienced secondary school teachers hired on a part-time contract as school practice supervisors. This exchange of personnel partially closed the gap between the two institutions, the university and the high school: in terms of curriculum, the university filled the curriculum with high-quality disciplinary knowledge, sometimes unrealistically applicable in high school, and the high school provided the real context in which the theories were presented, sometimes contrasting the traditional way of doing things with methodological innovation and cultural deepening (Monticelli, 2017, pp. 249-250).

The Italian system of teacher education is based on a «sequential model» for secondary school teachers, where a strong disciplinary competence is required, followed by a one- or two-year training program. At the same time, special attention is paid to the main objects of learning and teaching (Severini, 2022):

- psychological foundations of learning and teaching;
- beliefs of teachers at the beginning of their career;
- modular organization of the curriculum;
- the impact of ICT in the teacher training system;

- didactic communication and educational relationships;
- assessment and improvement of teaching quality.

Teachers who have obtained a pedagogical qualification abroad (EU and third countries) and wish to practice the teaching profession in Italy can apply for recognition of their professional title in accordance with Directive 2013/55/EU, which is implemented in Italy by Legislative Decree No. 15 of January 28, 2016 (Ministère dell'Istruzione e del Merito, 2021).

You can apply for recognition in the following professions: kindergarten teacher; primary school teacher; secondary school teacher; high school teacher.

Recognition can be applied for teaching qualifications for which the person concerned is legally qualified in the country that issued the diploma and provided that the teaching qualifications are in line with the Italian school system (relevant profession). In the case of a discrepancy between the vocational training required in Italy and the training received by the person concerned, compensatory measures may be applied, in particular in the form of an aptitude test or the introduction of a period of adaptation in Italian educational institutions.

Germany has announced significant investments in digitalization, higher education and research in the next decade, as well as in school education. The country is preparing for a fundamental shift in the skills of its workforce by implementing digital initiatives and reorienting its adult learning system. The teaching staff is aging, and Germany faces the challenge of replacing a large number of teachers. Young people from unfavourable socioeconomic backgrounds and/or migrants continue to lag behind in education.

In France, work continues to improve educational outcomes and reduce inequality, with support for teaching staff and increased funding measures. The new law on education increases the duration of compulsory education and training from 3 to 18 years. The authorities face the challenge of balancing the rapid pace of reforms with the need to consult with stakeholders to ensure optimal impact. Implementation of the vocational education reform is well underway.

Italy's investment in education, especially in higher education, is well below the EU average. The share of teachers satisfied with their jobs is one of the highest in the EU, but only a small proportion believe that their profession is valued. Mandatory on-the-job training in vocational education and training could help provide more structured learning for students and ease the transition from education to work. The level of higher education is low, and the transition from education to work remains difficult even for highly skilled people.

AFTERWORD

The monograph “Theoretical foundations for the development of public-private partnership in vocational education” summarizes the key challenges, achievements and prospects for the development of public-private partnership in vocational education. The chapters of the monograph reveal the national context of the development of public-private partnership in vocational education and training; European experience of partnership in vocational education and training; peculiarities of training teachers of vocational education institutions in the European Union and Ukraine. The subject matter of the monograph is the basis for further discussions and systemic decisions necessary to increase the effectiveness of public-private partnerships in the field of vocational education and training in the context of war, post-war reconstruction and European integration.

The materials of the monograph show that in Ukraine there is a need to update the current and create modern legislation on the development of public-private partnerships in the field of vocational education; development of regulatory, scientific, organizational and methodological support, creation of a unified concept and long-term model for the development of public-private partnerships in the field of vocational education with defined mechanisms for enhancing the participation of private actors in the processes of improvement and modernization of the national vocational education.

Successful European practices of developing public-private partnerships in the field of vocational education are evidenced by the existence of a regulatory and legislative framework; developed financial mechanisms and strong financial capabilities of private partners; effective risk management tools; effective mechanisms for monitoring the agreements concluded; systematic actions and measures for concluding partnership agreements, potential and motivation of partners.

The development of public-private partnerships in the field of national vocational education requires a configuration of external factors and internal conditions that will facilitate the conscious involvement of public and private partners in effective joint actions.

Based on the generalization of the monograph's materials, the following recommendations for the parties to public-private partnerships in the field of vocational education are reasonable:

- ensure the restoration and creation of new educational and social infrastructure of vocational education and training institutions that were damaged as a result of Russia's invasion of Ukraine, and seek private companies that can provide financial and technical support for the implementation of public-private partnership projects;

- promote the development of social partnership and cooperation between vocational education and training institutions, the public and private sectors, and members of the public; ensure that the public is informed about the possibilities of public-private partnerships in vocational education and training;

- private companies to participate in the development of infrastructure facilities (laboratories, classrooms, workshops, training and practical centers, etc.) and the system of professional qualifications, modernization of the material and technical and teaching and methodological base of vocational education institutions, development and updating of professional standards, educational programs taking into account dynamic technical and technological changes in the sectors of the economy; to promote independent assessment of learning outcomes by monitoring and documenting the learning achievements of vocational education students;

- vocational (vocational-technical) education institutions to conclude cooperation agreements with private companies, which will define the roles and social responsibility of each party to the public-private partnership;

- vocational education institutions to ensure professional development of vocational teachers in accordance with the established requirements of professional and educational standards;

- for all parties to public-private partnerships to promote national and international projects aimed at ensuring equal access to quality vocational education and lifelong learning.

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THEORETICAL FOUNDATIONS FOR THE DEVELOPMENT OF PUBLIC-PRIVATE PARTNERSHIP IN VOCATIONAL EDUCATION

Monograph

Теоретичні засади розвитку державно-приватного партнерства у професійній освіті: монографія

У монографії представлено національний контекст розвитку державно-приватного партнерства у сфері професійної (професійно-технічної) освіти; висвітлено європейський досвід партнерства у сфері професійної освіти і навчання; охарактеризовано особливості підготовки педагогів закладів професійної освіти в країнах Європейського Союзу та в Україні.

Адресоване представникам законодавчої і виконавчої влади, громадських і професійних організацій, керівникам і педагогічним працівникам закладів професійної (професійно-технічної), фахової передвищої і вищої освіти, методистам науково (навчально)-методичних центрів (кабінетів) професійно-технічної освіти, науковцям, аспірантам, докторантам та всім, хто вивчає й реалізовує державно-приватне партнерство у сфері професійної (професійно-технічної) освіти.

Executive editor – Lyudmyla Yershova

Technical editor – Mykola Pryhodii

Bibliographic editor – Victoria Markova

Binding – Lyudmyla Shesterikova¹

Signed for publication on December 02, 2023. Format 60×84 1/8

Author's page – 13.5

Publisher:

«Ludmila Publisher»

Certificate of inclusion in the State Register of publishing entities of Ukraine, No. 5303 dated 02.03.2017.

«Ludmila Publisher»

P.O. Box 115, Kyiv, 03148, Ukraine

Tel./fax: +380504697485, 0683408332

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¹ Для папітурки використано зображення з мережі Інтернет: <https://medirent.ua/images/articles/2024/Partnerstvo.jpg>
Для ілюстрації розділів використано зображення з мережі Інтернет: https://lh3.googleusercontent.com/proxy/hpeFyBN9TIJh6zzVapyfOBxslDo7VvyTHDR7XGQtj-Or6jKGUbu6CjhurDQsaVSM-zxSi7aarp9AKLWmSPCfmwPPbZML5ht3l3LVAwHk_gqnEvinW4l1RSH6lO2JQv0Q_Ag ;
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