



# REGIONAL FEATURES OF THE EUROPEAN PUBLIC-PRIVATE PARTNERSHIP SYSTEM IN THE FIELD OF PROFESSIONAL (VOCATIONAL) EDUCATION

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## Abstract.

*Relevance:* 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.

*Aim:* 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.

*Methods:* 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).

*Results:* 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.

*Conclusions:* 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.

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

**Introduction.** 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, Boro-dienko & 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 (Pryhodii, 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 article 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.

**Methods:** 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).

**Results and discussion.** 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 (Petroni, 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.

**Conclusion.** 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.

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# РЕГІОНАЛЬНІ ОСОБЛИВОСТІ ЄВРОПЕЙСЬКОЇ СИСТЕМИ ДЕРЖАВНО-ПРИВАТНОГО ПАРТНЕРСТВА У СФЕРІ ПРОФЕСІЙНОЇ (ПРОФЕСІЙНО-ТЕХНІЧНОЇ) ОСВІТИ

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## Реферат.

*Актуальність:* 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.

*Мета:* здійснити аналіз регіональних особливостей європейської системи державно-приватного партнерства у сфері професійної (професійно-технічної) освіти та на цій основі виокремлення рекомендацій на загальнодержавному рівні.

*Методи:* 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.

*Результати:* 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.

*Висновки:* 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.

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

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