



THE DEVELOPMENT TRENDS FOR THE PUBLIC-PRIVATE PARTNERSHIP IN THE SPHERE OF VOCATIONAL EDUCATION AND TRAINING IN THE EUROPEAN UNION COUNTRIES

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Abstract.

The actuality of the article was determined by the need to substantiate the main trends in the development of the public-private partnership in the field of vocational education and training in the European Union countries. The trends had to be considered in the establishment of a partnership between the government, business, the public and vocational (vocational and technical) education in Ukraine for the training of qualified workers according to the needs of labour market.

The goal was to identify and characterize the main trends in the development of the public-private partnership in the field of vocational education and training in the European Union countries, to ascertain the possibilities of considering them in domestic practice while realizing the potential of partnership in Ukrainian vocational (vocational and technical) education.

The methods included the study of scientific sources, legislative, regulatory and legal documents, empirical data on the development of the public-private partnership in the field of vocational education and training in the countries of the European Union to identify the state of the research problem. Theoretical analysis and synthesis, generalization of views on the investigated problem were used to determine the main trends in the development of the public-private partnership in the field of vocational education and training as well as for the formulation of conclusions.

The results were based on the analysis of the latest legislative, regulatory and legal documents, scientific sources and empirical data, which allowed to determine the main trends in the development of the public-private partnership in the field of vocational education and training in the European Union countries. The proposals for institutions of vocational (vocational and technical) education, private companies, enterprises, the public sector in the development of sustainable public-private partnership were formulated.

Conclusions. The main trends in the development of the public-private partnership in the field of vocational education and training in the European Union were highlighted. Firstly, the motivation for the development of the partnership was based on financial incentives for the training of qualified specialists and their further successful employment. Secondly, the public-private partnership was regulated by federal and regional legislation in the field of vocational education and training and was implemented on the basis of contractual relations and co-financing. Thirdly, the risks of the public-private partnership in the field of vocational education and training were related to issues of quality assurance and compliance of professional skills with the ever-changing requirements of the labour market. Fourthly, the role of the private sector was higher than the role of the regulator of the service provider in the field of vocational education and training, as the private sector had a greater interest in the quality of professional skills. Finally, the private sector was motivated to solve the problems that concern the professional skills compliance to the needs of the labour market and market competition.

Keywords: *public-private partnership, vocational education and training, trends, contractual relations, European Union.*

Introduction. The demand of society and the national economy for highly qualified and professionally mobile specialists especially in war and post-war times actualizes the role of the public-private partnership (PPP) as an effective mechanism for attracting private capital in the field of domestic vocational (vocational and technical) education and training (hereinafter VET) with the aim of modernizing its infrastructure, professional qualifications, developing educational programmes, introducing innovative forms and technologies of vocational training and professional development of teaching staff, systems for monitoring the quality of VET institutions graduates training for work and further education (Radkevych, 2012).

PPP as a system of contractual relations between public and private partners is introduced for mutually beneficial cooperation on a long-term basis with the aim of achieving social and economic effects. In particular, the public partner in contractual relations in Ukraine is the Cabinet of Ministers or another central/local executive body authorized by it, an economic entity operating on the basis of the state form of ownership, or an executive body of local self-government that is a party to a contract concluded within the framework of PPP (Verkhovna Rada Ukrainy, 2010). A private partner is a business entity that operates on the basis of a private form of ownership. Due to this form of interaction, the government is able to attract private companies to the implementation of PPP projects. That means sharing with the private sector the responsibility for the amount of capital investments in the development of VET. The capital investments are not affordable for the country's budget to provide independently in the conditions of martial law. PPP projects are financed through the resources of private partners, state and local budgets and other sources that are not prohibited by the law (Verkhovna Rada Ukrainy, 2010). At the same time, the private companies involved in the implementation of such projects receive state support by providing state and local guarantees at the expense of state and local budgets, access to innovations in the field of education and science.

One of the key external stakeholders of PPP is the public. Those can be trade unions, consumer protection agencies, religious organizations, professional associations and other non-governmental public organizations dealing with issues of social development (Radkevych, 2022).

A common type of PPP in Ukraine is educational and practical industrial centres on the basis of VET institutions. PPP are also realized in formation of a

regional order for the training of qualified specialists, preparation of legislative and regulatory documents, development of professional and educational standards, anticipatory updating of the professional education content considering technical and technological changes in the branches of economy, implementation of industrial training and practice at workplaces (dual education system), organization of the teaching staff training in the conditions of high-tech industries, participation of social partners in state qualification commissions, supervisory and regional councils of vocational education, conducting professional orientation, development of mentoring at work, etc. (Radkevych, 2011). The experience of PPP development shows the effectiveness of partnership relations between the government and the private business in attracting investment resources for the implementation of projects in the field of VET in order to meet the needs of the labour market in qualified specialists (Basył et al., 2020). At the same time, there is a need to analyse the main trends in the development of the PPP in the field of vocational education and training in the European Union (EU) and the implementation of progressive ideas in the domestic practice of partnership between the government, business and the public in the training of qualified specialists according to the needs of the labour market.

Sources. The interaction between domestic public and private partners on a contractual basis is regulated by the Laws of Ukraine "On Public-Private Partnership" (Verkhovna Rada Ukrainy, 2010), "On Employer Organizations, Their Associations, Rights and Guarantees of Their Activities" (Verkhovna Rada Ukrainy, 2013), as well as its specifics are determined in the National Economic Strategy for the period until 2030 (Cabinet of Ministers of Ukraine, 2021), the State Strategy for Regional Development for 2021-2027 (2020) and in the Sustainable Development Goals of Ukraine for the period until 2030 (Verkhovna Rada Ukrainy, 2019). The public-private partnership in the field of VET is also regulated by educational legislation, namely: the Law of Ukraine "On Education" (Verkhovna Rada Ukrainy, 2017), the Law of Ukraine "On Vocational (Vocational and Technical) Education" (Verkhovna Rada Ukrainy, 1998).

The goals of partnership development in the field of vocational education and training are updated in the tasks of the Strategy for the Development of Vocational (Vocational and Technical) Education for the period until 2023 (Ministerstvo osvity i nauky Ukrainy, 2020). In particular, the task under the direction "Implementation of PPP

projects" provides for creation of educational and practical centres with the participation of private partners, joint financing of VET institutions, involvement of production workers in teaching in VET institutions. The direction of "Involvement of employers, business partners, public associations in the implementation of innovative production technologies, forms and methods in VET, evaluation of learning outcomes provides internships of VET teachers in production companies and service industries within the scope of professional activity, involving employers in the development/updating of VET standards and educational programmes, spreading the practice of VET according to the dual education system. Conceptual provisions regarding the modernization of vocational education and training on the basis of PPP are disclosed in the concepts of implementation of state policy in the field of vocational education and training "Modern Vocational (Vocational and Technical) Education" for the period until 2027 (Cabinet of Ministers of Ukraine, 2019); implementation of the dual education system (Cabinet of Ministers of Ukraine, 2018), etc.

In the EU countries the interaction of service providers in the field of vocational education and training is regulated by federal and regional legislation, as well as reflected in the materials of the Declaration of the European Ministers for Vocational Education and Training, and the European Commission, on enhanced European cooperation in vocational education and training (European Centre for the Development of Vocational Training, 2002), The Bruges Communique on enhanced European Cooperation in Vocational Education and Training (European Centre for the Development of Vocational Training, 2010), Rethinking Education: Investing in Skills for Better Socio-Economic Outcomes (European Centre for the Development of Vocational Training, 2012).

The goal was to identify and characterize the main trends in the development of the PPP in the field of vocational education and training in the EU countries, to find out the possibilities of taking them into account in the domestic practice of partnership in vocational (vocational and technical) education of Ukraine.

The methods included the study of scientific sources, legislative, regulatory and legal documents, empirical data on the development of the public-private partnership in the field of vocational education and training in the countries of the European Union to identify the state of the research

problem. Theoretical analysis and synthesis, generalization of views on the investigated problem was applied to determine the main trends in the development of the public-private partnership in the field of vocational education and training as well as for the formulation of conclusions.

Results and discussion. In the EU the PPPs in the field of vocational education and training are used for the public provision of services by the public sector for the construction or modernization of educational infrastructure, while private partnership refers to any initiatives related to the private or non-state sector. This includes civil non-profit organizations and those associated with making a profit (Latham, 2006). For the latter, they tend to be corporations that have the resources and willingness to take on social responsibility.

In a broad sense, PPPs are considered as a form of interaction between state authorities and businesses in the social and economic spheres, regardless of the goals, terms, and procedures of such interaction. For example, it can be government purchases, leases, contracts for the delivery of goods, provision of services, etc. In a narrower sense, PPPs are interpreted as a mechanism for the use of private capital with the help of business people, who make it possible to expand the capabilities of the public sector and private companies through the allocation of additional funds for investments in the development of infrastructure and professional skills of employees.

Partnership is used for activities that require joint definition of goals, decision-making and awareness of risks. Therefore, PPP focuses on the joint responsibility of both the public and private sectors for the development of professional skills, maintenance of infrastructure and provision of various services. Taking that into consideration, the interest of all governments of the world in PPP is growing (Moore, 2005). That form of partnership was recognized in 1992 at the UN conference on sustainable development of the environment, the Earth Summit in Rio.

There are several ways to classify PPP development guidelines, including those related to the cost-benefit analysis and those related to the PPP project management. In order to implement the first type of PPP projects, a mathematical model was developed (Hart, 2003). It is used to determine the advantages of such a partnership. For the implementation of PPP management projects, the National Association of State Information Directors proposed a practice-oriented model. According to the model the PPP projects in the field of vocational education and training are implemented more effectively (NASKIO, 2006). The model consists of eight blocks, the content of

which includes interest on the part of management, statutory basis for partners, direct involvement of the public sector, a qualitatively developed plan, effective communication with interested parties, extended opportunity, success of partners, clearly defined management processes. For example, Microsoft Corporation in the EU countries, based on the practice-oriented PPP model, develops partnerships with Ministries of Education, central and local authorities, other public and private organizations to enable students and teachers of educational institutions to realize their full potential in learning and teaching on the basis of digital technologies. Microsoft's initiative includes educational grants, Fresh Start for Computers and licensing programs. The results of this partnership are the development of a curriculum for managing the professional development of teaching staff in educational institutions on the digitalization of education (Quah et al., 2010).

PPPs are also considered as an effective way of managing state assets and providing certain services to citizens, institutions, educational institutions, etc., that is, a "tool of modern state management" as well as a way to reduce risks in infrastructure projects. Under those conditions, the public sector is fully insured against risks related to assets (including design, construction, operation of infrastructure) and becomes the buyer of the product, therefore, the government does not pay if the service is not provided or is provided in violation of requirements and standards. In the EU countries, PPPs is expected more than from ordinary social partnership, namely long-term relations for finding new solutions and achieving a common goal. Under modern conditions, PPP projects are a key means of achieving the goals of sustainable development of society, economy, etc. Researchers believe that the means of realizing the goals of sustainable development include the spread of high technologies, the development of human potential, quality education and global partnership (Huang & Qubria, 2015). The greatest influence on the goals of sustainable development is carried out through the implementation of PPP projects in the field of education and, in particular, vocational education and training. The participation of a private partner in educational projects makes it possible to increase the level of graduates' employment in the acquired profession, to expand design and construction opportunities through the construction of energy-efficient educational institutions, and the introduction of innovative technologies into the educational process. After all, expanded access to technological innovations within the PPP framework contributes to the growth of professional skills,

the development of new educational courses in order to meet dynamic technical and technological changes in production.

The real contribution of PPP to the achievement of the sustainable development goals over the next 15 years in the EU countries is to create a digital platform for using its capabilities in matters of environmental transformation and building a better world, as well as international integration, joint decision-making, expanding partnerships in the field of professional education and training, considering the private sector and strategies for resource provision of partnerships in the EU. In addition, social integration is ensured with non-commercial partners who deal with the problems of youth unemployment, including migrants, etc. The implementation of PPP projects in the EU countries makes it possible to establish interaction between the world of work and service providers in the field of vocational education and training using various means: a combination of training in an educational institution and in the production company (dual education system), professional orientation, participation of employers in the development of professional qualifications, educational programmes, curricula, assessment standards, etc. Such a contribution to the development of professional skills is especially important in those areas of the economy where there is a need for qualified personnel, especially for newly established enterprises.

PPP has significant potential for improving the quality and availability of vocational education and training in the informal economy. We mean the companies that work in the informal sector of the economy and are not included in the official communication environments between public educational institutions, organizations and employers. The educational strategies and tools necessary for the development of partnerships are discussed in those official communication environments. The informal economy has a negative impact on the private sector's use of public funds under PPP. At the same time, there are opportunities to encourage PPP in the informal economy, where they can potentially have an impact on improving the quality of vocational education and training.

In the EU countries, there is a growing interest in the implementation of PPP projects at the local level, with a bias towards partnerships between individual educational institutions and commercial firms. They play an important role in determining the local labour market demand for professional skills in order to shape the system of vocational education and training to meet those needs. Involvement of providers of vocational education and training services

with experience in the informal sector of the economy helps to reduce risks caused by problems of quality assurance and employment of graduates or financial incentives. In this context, the following things are important, motivation of PPP participants in the development of high-quality professional skills and employment, transparent legal and financial conditions, awareness of risks and tools for their prevention. After all, each partner alone cannot achieve this result.

Considering that, the development trends of the PPP in the field of vocational education and training in the EU countries include, firstly, ensuring the development of partnership participants motivation, aimed at improving the qualifications and employment of graduates. That is the basis of the partnership and goes beyond financial incentives. Secondly, the PPP is open to new members. Thirdly, the partnership can operate only within the framework of the Law on Vocational Education and Training and its formal administrative basis, the memorandum. Fourthly, co-financing mechanisms have many options and often combine more than one. Fifthly, risks in the field of professional skills development are related to issues of compliance of the content of professional education and training with the constantly changing requirements of the labour market. Sixthly, risks are reduced by ensuring the quality of vocational education and training, by mechanisms for monitoring the labour market and professional potential. Seventhly, the role of the private partner is higher than the role of the regulator of the service provider in the field of vocational education and training, as it is more interested in the development of vocational education and training. Eighthly, the private sector is motivated to ensure the quality of professional skills, and therefore to solve the problems of their compliance with the needs of the labour market and market competition.

In order to make the PPP effective, the various parties of the partnership define a holistic perspective on the development and implementation of the project initiative. It should be noted that this approach will only work if all partners have a good understanding of the socio-cultural contexts of vocational education and training or the ownership of the interested parties. To avoid misunderstandings, PPP partners negotiate and define project or program accountability to their key stakeholders. Another important dimension of PPP is innovation sustainability, that is, the ability of innovations to persist over time in educational institutions. Therefore, accountability and sustainable development are effective for

PPP as two main issues that are discussed and resolved between the partners of the governments of many countries around the world.

Most PPP projects contribute to the acceleration of educational reforms taking into account the rapid technological progress characterized by the expansion of digitalization and further maladaptation of youth from lower socio-economic levels. This form of partnership is effective under the following conditions: ensuring a holistic approach to the management of PPP projects or innovation, considering the context of implementation, introduction of innovations, determination of joint ownership of all interested parties of the PPP or innovation project, etc. According to the content of their activities, PPPs are open and semi-open for new partners in countries with large-scale and integrated partnership structures (Austria, Belgium, France, Italy, the Netherlands, Norway, Sweden). For example, the dual education system in Germany is an example of social partnership in the context of labour market training, which is based on a tradition of political initiatives, cooperation and trust-building. Where vocational education and training partnerships are nascent and roles are not yet clearly defined between the private sector, which claims existing skills needs, and the education service providers who develop educational programmes, PPP partners initiate such innovations as lifelong learning. That leads to the joint management of educational institutions or the participation of companies in the implementation of tasks related to the development of professional skills in the relevant sectors of the economy.

According to the hypotheses, some PPPs contribute to the development of the system of professional education and training, improving the existing educational structures. For this, the interaction between PPP participants should be dynamic, taking into account participation in the development of educational programmes. Depending on the quality of interaction between PPP participants, the quality of learning outcomes is also regulated. The PPPs in the field of vocational education and training in the EU countries are also considered as a response to the growing disparity between the demand and supply of qualified specialists on the labour market. This phenomenon is a mechanism for the coordination of actions and the distribution of duties and responsibilities between public and private stakeholders for the formulation, development, financing, management or support of participation in joint projects in the field of vocational education and training. Such PPP projects provide for the introduction of innovations in the practice of developing professional skills

in order to remain at the advanced level, expanding opportunities for cooperation in collecting information about the labour market, mobilizing resources and organizing joint actions in the field of vocational education and training.

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 programmes. Under such conditions, a result-oriented PPP can be implemented, which in various forms and types fits into the paradigm of new public administration. In the policy of vocational 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 public and private partners for investing in the development of professional education and training, promotes the establishment of networks between educational institutions and enterprises, etc.

Conclusions. Therefore, the introduction of PPP in the field of vocational education and training in the EU countries enabled many governments to ensure the modernization of educational infrastructure, access of educational institutions to high-tech equipment, machinery, innovative production technologies, etc. At the same time, in the developing countries, the implementation of PPP projects depended on full or partial state funding, as well as the use of private capital to achieve the educational goals of the public sector. However, state funding did not bear significant costs in PPP projects. This enabled the public sector to simultaneously participate in many infrastructure projects or solve important social problems.

The economically developed EU countries mostly had a small share of state financing of PPP projects and rely entirely on private partners. The main advantages of the participation of private partners in PPP projects in the field of vocational education and training were quick and effective decision-making as well as the ability to implement innovations. The strengths of state partners included responsibility and political authority, the ability to negotiate and provide financial and economic preferences to private companies. Their participation in

PPP projects was supported by the public sector at political, legal and financial levels. The result of combining public and private resources contributed to the implementation of effective business decisions in the modernization of the material and technical base of educational institutions, reducing the time for making decisions aimed at ensuring the quality of vocational education and training.

The experience of PPP development in the EU countries in the field of vocational education and training was significant for the implementation of the partnership between VET institutions and business entities of Ukraine. In particular, it was important for the public sector to participate in the construction, modernization of educational infrastructure, formation of the quality assurance system, promote the development of professional skills and graduates' employment, the implementation of scientific research, the development of social partnership and interaction with representatives of the public, etc. It was expedient for private companies to invest in high-tech equipment, machinery, training technologies, participate in the development of professional standards, educational programmes, complexes of educational and methodological support as well as facilitate the evaluation of learning outcomes by monitoring and documenting learning achievements considering dynamic technical and technological changes in the economic sectors. VET institutions were offered together with partners to provide vocational training at the workplace (dual education system), proactively update the content of vocational education, to implement advanced forms and technologies of education as well as contribute to increasing the teaching staff and mentors from enterprises expertise, etc.

The experience of international organizations, in particular the International Labour Organization, UNESCO, the European Education Fund, as well as the help of development investment banks, donor agencies, etc., are valuable in the implementation of PPP projects in the field of VET in Ukraine. They encourage VET teachers' participation in international projects, professional excellence centres opening as well as the training of PPP participants in the management of vocational education, aimed at achieving the goals of sustainable development of society and the economy.

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ТЕНДЕНЦІЇ РОЗВИТКУ ДЕРЖАВНО-ПРИВАТНОГО ПАРТНЕРСТВА У СФЕРІ ПРОФЕСІЙНОЇ ОСВІТИ І НАВЧАННЯ В КРАЇНАХ ЄВРОПЕЙСЬКОГО СОЮЗУ

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Реферат.

Актуальність статті зумовлюється необхідністю обґрунтування основних тенденцій розвитку державно-приватного партнерства у сфері професійної освіти і навчання в країнах Європейського Союзу для їх врахування у налагодженні в Україні партнерства держави, бізнесу, громадськості й професійної (професійно-технічної) освіти у підготовці кваліфікованих робітників відповідно до потреб ринку праці.

Мета: виявити та схарактеризувати основні тенденції розвитку державно-приватного партнерства у сфері професійної освіти і навчання в країнах Європейського Союзу, з'ясувати можливості їх врахування у вітчизняній практиці в реалізації потенціалу партнерства у професійній (професійно-технічній) освіті України.

Методи: вивчення наукових джерел, законодавчих, нормативно-правових документів, емпіричних даних щодо розвитку державно-приватного партнерства у сфері професійної освіти і навчання в країнах Європейського Союзу – для виявлення стану проблеми дослідження; теоретичний аналіз і синтез, узагальнення поглядів щодо досліджуваної проблеми – для визначення основних тенденцій розвитку державно-приватного партнерства у сфері професійної освіти і навчання, формулювання висновків.

Результати: на основі аналізу сучасних законодавчих, нормативно-правових документів, наукових джерел, емпіричних даних визначено основні тенденції розвитку державно-приватного партнерства у сфері професійної освіти і навчання в країнах Європейського Союзу, сформульовано пропозиції закладам професійної (професійно-технічної) освіти, приватним компаніям, підприємствам, державному сектору в розвитку сталого державно-приватного партнерства.

Висновки: виокремлено основні тенденції розвитку державно-приватного партнерства у сфері професійної освіти і навчання в країнах Європейського Союзу: мотивація розвитку партнерства ґрунтується на забезпеченні фінансових стимулів підготовки кваліфікованих фахівців для їх працевлаштування на ринку праці; державно-приватне партнерство регулюється федеральним і регіональним законодавством у сфері професійної освіти і навчання та реалізується на основі договірних відносин і співфінансування; ризики державно-приватного партнерства у сфері професійної освіти і навчання пов'язані з питаннями забезпечення якості та відповідності професійних навичок вимогам ринку праці, що постійно змінюються; роль приватного сектора вища, ніж роль регулятора провайдера послуг у сфері професійної освіти і навчання, оскільки він має більшу заінтересованість у якості професійних навичок; приватний сектор умотивований вирішувати проблеми відповідності професійних навичок потребам ринку праці й ринкової конкуренції.

Ключові слова: державно-приватне партнерство, професійна освіта і навчання, тенденції, договірні відносини, Європейський Союз.

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