



# STATE OF SOCIAL PARTNERSHIP DEVELOPMENT IN VOCATIONAL (VOCATIONAL-TECHNICAL) EDUCATION INSTITUTIONS

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## **Abstract**

*Relevance:* 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 «Khmelnysky 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).

*Results:* the social partnership in the educational practice of the State Educational Institution «Khmelnysky 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.

*Conclusions:* 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 «Khmelnysky 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.

**Introduction.** 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.

**Sources.** 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 appro-

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»).

**Methods.** 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).

**Results and discussion.** 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 global-

ization 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 pro-

duction 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 - SousVide 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 pot-holders, 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

cialist's personality is based. Therefore, it is essential to which the further professional development of a specreate 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.

**Conclusions.** 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.

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# СТАН РОЗВИТКУ СОЦІАЛЬНОГО ПАРТНЕРСТВА У ЗАКЛАДАХ ПРОФЕСІЙНОЇ (ПРОФЕСІЙНО-ТЕХНІЧНОЇ) ОСВІТИ

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## Реферат

*Актуальність:* 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).

*Результати:* 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.

*Висновки:* 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.

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

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