



PUBLIC-PRIVATE PARTNERSHIP MODELS IN THE PROFESSIONAL TRAINING OF SPECIALISTS FOR THE CONTEMPORARY LABOR MARKET NEEDS

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Abstract

The relevance of the article is determined by the need to substantiate the characteristics of the application of public-private partnership models in the vocational training of specialists in institutions of vocational (vocational-technical) education, taking into account the contemporary needs of the labor market, capable of working effectively in high-tech manufacturing environments.

Objective: To identify and substantiate the characteristics of the application of public-private partnership models in the vocational training of specialists for the contemporary needs of the labor market.

Methods: Analysis of normative and scientific literature regarding the development of public-private partnerships in the field of vocational (vocational-technical) education and the summarization of its results – to identify the state of the problem's development and to clarify the characteristics of the application of public-private partnership models in the vocational training of specialists for the contemporary needs of the labor market.

Results: The characteristics of public-private partnership models in conducting the vocational training of specialists for the contemporary needs of the labor market have been determined and substantiated. The participation of private companies in co-financing programs for the vocational training of specialists, the modernization of the material and technical base of vocational (vocational-technical) education institutions, and the creation of conditions for internships for students and teaching staff of vocational (vocational-technical) education institutions at high-tech workplaces have been analyzed.

Conclusions: It has been found that the effectiveness of public-private partnerships in the vocational training of specialists is ensured through the implementation of models: joint financing of vocational (vocational-technical) education programs; internships for students of vocational (vocational-technical) education at partner enterprises; organization of dual form of vocational education; training of specialists on the order of enterprises. Among the characteristics of the application of public-private partnership models are: ensuring the quality of vocational training of specialists, reducing expenses from the state budget on the implementation of vocational (vocational-technical) education programs, increasing the level of employment in the profession of graduates, and strengthening the links between vocational (vocational-technical) education and private business. Recommendations have been formulated for activating public-private partnerships in the vocational training of specialists through organizing informational and educational work, improving the regulatory framework, ensuring funding for educational projects, coordinating efforts on the part of all interested partners, and enhancing transparency and accountability of their activities, in order to minimize the risks of corruption in the implementation of public-private partnership projects.

Keywords: public-private partnership, models, vocational (vocational-technical) education, labor market, specialists, private business.

Introduction. The globalization of economic processes and the dynamic development of modern technologies necessitate significant changes in the structure of the national economy and the labor

market. In particular, the automation and robotization of production processes, the widespread use in professional activity of technologies such as artificial intelligence, 3D printing, the Internet of Things, and

"big data," create a demand for specialists with new knowledge and skills in programming and technical maintenance of automated systems, big data analysis, and logistics. This is a crucial factor for the successful development of state enterprises and private companies. Under these conditions, public-private partnership (hereafter – PPP) is one of the key mechanisms for modernizing the system of vocational (vocational-technical) education (hereafter – V(TE)E) and ensuring that professional qualifications meet labor market needs through the combined efforts of state and private partners for financial and expert support in implementing innovations. Ultimately, ensuring the professional training of specialists, taking into account the current demands of the labor market, contributes not only to their individual professional development but also to the economic growth of the state as a whole.

Despite numerous advantages of PPP in professional training, there are certain challenges: insufficient awareness of V(TE)E institutions and private companies about the opportunities they can gain from implementing PPP projects, as well as experience in participating in such projects; the absence of a clear legal framework regulating PPP in the field of V(TE)E; insufficient funding for the implementation of PPP projects, coordination of efforts by all partnership participants, transparency, and accountability in the activities of PPP entities to minimize corruption risks, among others.

Sources. The legal foundations of contractual relations between interested parties in PPP are the Laws of Ukraine "On Public-Private Partnership" (2010), "On Education" (2017), as well as the provisions of the National Economic Strategy for the period up to 2030 (2021), Goals of Sustainable Development of Ukraine for the period up to 2030 (2019), Concept of the State Target Social Program for the Development of Vocational (Vocational-Technical) Education for 2022-2027 (2022), among others. Specifically, according to the Law of Ukraine "On Education" (2017), the state is tasked with developing educational standards based on competencies, introducing dual education, and licensing and accrediting V(TE)E institutions and certifying educational staff, among other responsibilities.

Based on the research results on PPP issues in the field of Vocational Education and Training

(hereafter – VET), domestic researchers have identified its main directions: strengthening cooperation between the parties of PPP, including state institutions, VET institutions, the private sector, and the public to improve the quality of professional training of specialists (Radkevych, 2022); creation of joint programs that facilitate the development of VET in conditions of war and post-war times (Radkevych, 2023); implementation of systemic monitoring of VET and evaluation of its results (Kravets, 2022); ensuring accessibility of VET for all population categories, regardless of residence and social status or the consequences of the state of war (Popova, 2022). Furthermore, PPP in the field of VET is viewed by scholars as a system of long-term, mutually beneficial contractual economic and organizational relations between public and private entities aimed at attracting additional investments in the development of vocational education, increasing the level of joint responsibility for decision-making that represents public interest, and achieving pedagogical, social, and economic effects (Radkevych, 2022).

An innovative form of PPP in professional training, as highlighted by O. Strilets, is dual training, the implementation of which positively affects the quality of VET and the employment rate of graduates (2019). According to foreign researchers (Frank et al., 2016), the effectiveness of the dual education system lies in combining education in vocational institutions with practice in enterprises. This model enables students to acquire the necessary practical skills, enhancing their competitiveness in the job market. Research results have concluded that implementing dual education requires maintaining close cooperation between educational institutions and enterprises to match educational programs with the real needs of production. This approach has already been implemented in Germany and other European countries, where it has proven its effectiveness.

Scientific interest is represented by the research of Hodge & Greve (2017) regarding the development of public-private partnerships in the field of professional training in European countries. They believe that the main purpose of such partnerships is to ensure the adaptation of professionals to the demands of the modern labor market and the effective use of resources in professional activities. Meanwhile, the analysis of the European labor market's needs for professionals

indicates an increase in demand, as in Ukraine, for IT specialists, automated production line operators, construction installers and technicians, masters of industrial equipment maintenance, etc. This demand for professions is driven by rapid technology development and the necessity of implementing innovative educational solutions in the production process (Schwab, 2015).

The purpose of the article: to identify and justify the peculiarities of applying models of public-private partnerships in the professional training of specialists for the current needs of the labor market.

Methods: analysis of regulatory and scientific literature on the development of public-private partnerships in the field of professional (vocational-technical) education and the generalization of its results – to determine the state of problem development and understand the peculiarities of applying models of public-private partnerships in the professional training of specialists for the current needs of the labor market.

Results and discussion. The system of vocational (technical) education plays an important role in the professional training of specialists who meet the current needs of the labor market. It concerns not only the possession of technical knowledge but also a set of soft skills that enable professionals to effectively perform their duties, work in a team, learn quickly, adapt to changing conditions in the production processes, and communicate effectively. Additionally, important skills related to work safety, environmental responsibility, and the need to work in stressful conditions are crucial. To ensure the professional training of specialists meets the needs of the modern labor market, it is essential to form skills of critical thinking (the ability to analyze situations, make decisions, and solve problems); flexibility and adaptability (readiness to learn new technologies and methods of work, the ability to quickly adapt to changes) (Autor, 2019). For this, it is vital that educational programs are adapted to the current demands of employers and take into account the latest technological achievements. Moreover, it is very important to ensure close cooperation between vocational (technical) institutions and private companies to develop educational programs that reflect the current needs of the labor market. In this context, the role of PPP in professional training of specialists, based on the

principles of: mutual benefit, where all participants of PPP gain certain benefits from cooperation; voluntariness, according to which participation in PPP is voluntary; equality, so that all participants of PPP have equal rights and obligations; transparency, according to which information about the activities of PPP should be open and accessible to all interested parties; responsibility, according to which all participants of PPP are responsible for fulfilling their commitments.

The peculiarities of PPP in the professional training of specialists are characterized by the application of organizational models, which vary in forms of cooperation, resource allocation, and partnership responsibilities, namely: joint financing of VET programs; internships for VET candidates at partner enterprises; organization of dual forms of professional education; and training of specialists on the orders of enterprises. Specifically, the characteristics of the model of joint financing of VET programs include the pooling of resources from private companies and public institutions to finance educational programs and curricula for the professional training of qualified specialists, which enhances the quality and provides modern technical equipment for VET institutions. This approach reduces the burden on the public budget and attracts additional resources for the modernization of VET (Lewis et al., 2021). Additionally, PPP stimulates the introduction of innovations into educational programs. The private sector often serves as a source of cutting-edge technologies and methods that can be integrated into the educational process. This enables VET institutions to be at the forefront of scientific and technical progress and to train specialists who possess up-to-date knowledge and skills. Furthermore, collaboration with private business also promotes the development of entrepreneurial competence in future specialists, which is essential for the modern knowledge economy, where innovation and entrepreneurship become key factors in an individual's professional success.

In the context of the mentioned model, the activities of representatives of government bodies and private companies are conducted as follows: first, the needs of the labor market for qualified specialists are jointly identified; second, a working group is formed, comprising representatives of public institutions, private companies, and VET institutions;

third, the working group develops educational programs and curricula that meet the identified needs; fourth, the educational programs and curricula are tested and approved by the relevant authorities; fifth, VET institutions implement the educational programs developed with the participation of employers; sixth, the implementation of educational programs and curricula is monitored and evaluated. The advantages of the joint financing model of VET programs include: improving the quality of professional training of specialists, as the educational programs and curricula developed with the participation of employers better meet the needs of the labor market; reducing the costs of VET from the public budget through investments from private companies in the development of educational infrastructure and innovative educational programs; increasing the employment rate of graduates who have obtained VET through partnership programs, and more.

The specific model of PPP that ensures the organization of internships for VET (Vocational Education and Training) students at partner enterprises considers the provisions of PPP principles. According to these principles, all internship participants have different rights and duties and gain certain benefits from the collaboration; participation in the internship is voluntary, and information about the internship results must be open and accessible to all interested PPP parties; all participants are responsible for fulfilling their obligations. The internship mechanism can vary and ultimately includes acquiring practical work experience in their field for VET students, which significantly enhances their competitiveness in the job market. Furthermore, internships facilitate collaboration between VET institutions and employers, making the vocational training system more adaptable to the current labor market needs.

In Ukraine, internships are regulated by the "Law on Employment of the Population" (2013). To organize internships at partner enterprises, the following steps must be observed: a) signing an internship agreement between the VET institution and the enterprise, which defines the rights and obligations of the parties; b) developing an internship program that sets the goals, tasks, duration, and content of the internship; c) selecting VET students to participate in the internship; d) undergoing the

internship with specific tasks under the supervision of enterprise professionals; e) concluding the internship, receiving assessments and feedback from internship supervisors, etc. At the same time, there are certain challenges in organizing internships. For this purpose, it is advisable to clearly define the internship goals and select qualified mentors who can effectively teach and provide valuable professional advice. Moreover, it is important to consider that internships might be paid and not accessible for a significant number of VET students. Overall, internships are a valuable component of vocational training, helping future professionals gain practical experience, improve their employment prospects, and strengthen ties between VET institutions and private business.

Regarding the model of dual vocational education, it combines theoretical training in Vocational Education and Training (VET) institutions with practical training at partner enterprises. The features of implementing this model include: the presence of a contract for dual education and a curriculum that defines the theoretical and practical content components; the assessment of the educational outcomes of VET students by both the institution's teachers and the specialists from partner enterprises (mentors); and the attainment of a VET diploma, as well as a certificate of professional qualifications. Globally, there are many successful examples of implementing dual vocational education. Among the most well-known is the German "Duales System der Berufsausbildung" (DSBA), which has been in operation since 1969. Within the DSBA, students spend two to three years studying both at an educational institution and at an enterprise. This model is highly effective, with the employment rate of DSBA graduates being approximately 90% (Karriere bibel, 2022).

In Ukraine, the dual form of professional education is regulated by the Law of Ukraine "On Education" (2017). According to Article 9 of this law, this form involves combining the education of individuals in educational institutions (and other educational entities) with workplace training at enterprises, institutions, and organizations to acquire a specific qualification, typically based on a contract (Verkhovna Rada of Ukraine, 2017). According to the provisions of the Concept of Training Specialists through the Dual Form of Education (2018), an

equitable partnership is established between educational institutions to enable VET students to gain practical experience in applying competencies and adapting them in a professional context. The organization of the educational process is based on educational programs/standards for VET in specific professions/qualifications and working curricula, which are developed jointly with business entities and approved in the legally established order upon agreement with the business entity (Ministry of Education and Science of Ukraine, 2019).

In the Regulation on the Dual Form of Professional Post-Secondary and Higher Education, one of the main objectives identified is: enhancing the quality of training specialists according to the current labor market demands and the needs of employers by: modernizing the content and methods of implementing the practical component of the educational process; increasing the motivation of students to learn, and enhancing the role of employers in the training system at all stages from participating in the development of educational programs to assessing the outcomes of education (Ministry of Education and Science of Ukraine, 2023).

Advantages of the dual system of vocational education include the practical orientation of educational programs and curricula; employment in the profession; involvement of future specialists in the training process through mentorship from partnering enterprise workers; and funding of educational programs by employers.

The PPP model "training specialists on enterprise orders" is characterized by private companies commissioning vocational education institutions to train specialists with the necessary professional knowledge and skills. To achieve this, private companies identify their needs for specialists with specific qualifications and professional

competencies, develop a professional training program that reflects the requirements of the private company, and implement it using their methods and resources. Upon successful completion of their professional training, specialists receive a diploma from the vocational education institution or a certificate confirming their professional qualifications (full or partial). In Ukraine, the training of specialists on private company orders is gaining popularity. Many Ukrainian vocational education institutions have partnership agreements with private companies that order professional training of specialists for their own business needs.

Conclusions. Public-private partnerships in professional training open up new opportunities for improving the quality of VET (Vocational Education and Training) and its alignment with the contemporary needs of the labor market. One of the promising mechanisms of PPP involves implementing various models of partnership in professional training, such as: co-financing of VET programs; internships for VET participants at partner enterprises; organizing dual education forms; and training specialists on enterprise orders. The features of applying PPP models include: ensuring the quality of professional training, reducing state budget expenses on implementing professional (vocational-technical) education programs, enhancing the employment rate of graduates in their fields, and strengthening the links between professional (vocational-technical) education and private business. To activate PPP in professional training, it necessitates organizing informational and educational work, improving the legal framework, ensuring financing for educational programs, coordinating efforts from all stakeholders, and enhancing transparency and accountability in their activities to minimize corruption risks in PPP projects.

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МОДЕЛІ ДЕРЖАВНО-ПРИВАТНОГО ПАРТНЕРСТВА У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ ФАХІВЦІВ ДЛЯ СУЧАСНИХ ПОТРЕБ РИНКУ ПРАЦІ

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молодший науковий співробітник лабораторії зарубіжних систем професійної освіти і навчання Інституту професійної освіти Національної академії педагогічних наук України, <https://orcid.org/0009-0008-4452-5104>, e-mail: julialulkova@gmail.com

Реферат:

Актуальність статті зумовлюється необхідністю обґрунтування особливостей застосування моделей державно-приватного партнерства у професійній підготовці фахівців у закладах професійної (професійно-технічної) освіти з урахуванням сучасних потреб ринку праці, здатних ефективно працювати в умовах високотехнологічного виробництва.

Мета: визначити та обґрунтувати особливості застосування моделей державно-приватного партнерства у професійній підготовці фахівців для сучасних потреб ринку праці.

Методи: аналіз нормативної й наукової літератури щодо розвитку державно-приватного партнерства у сфері професійної (професійно-технічної) освіти та узагальнення його результатів – для виявлення стану розробленості проблеми й з'ясування особливостей застосування моделей державно-приватного партнерства у професійній підготовці фахівців для сучасних потреб ринку праці.

Результати: визначено та обґрунтовано особливості моделей державно-приватного партнерства у здійсненні професійної підготовки фахівців для сучасних потреб ринку праці, проаналізовано участь приватних компаній у співфінансуванні програм професійної підготовки фахівців, модернізації матеріально-технічної бази закладів професійної (професійно-технічної) освіти, створенні умов для стажування здобувачів освіти і педагогічних працівників закладів професійної (професійно-технічної) освіти на високотехнологічних робочих місцях.

Висновки. З'ясовано, що ефективність державно-приватного партнерства у професійній підготовці фахівців забезпечується шляхом реалізації моделей: спільного фінансування програм професійної (професійно-технічної) освіти; стажування здобувачів професійної (професійно-технічної) освіти на підприємствах партнерів; організації дуальної форми професійної освіти; навчання фахівців на замовлення підприємств. До особливостей застосування моделей державно-приватного партнерства віднесено: забезпечення якості професійної підготовки фахівців, зменшення витрат з державного бюджету на реалізацію програм професійної (професійно-технічної) освіти, підвищення рівня працевлаштування за фахом випускників та зміцнення зв'язків між професійною (професійно-технічної) освітою і приватним бізнесом. Сформульовано рекомендації щодо активізації державно-приватного партнерства у професійній підготовці фахівців шляхом організації інформаційно-просвітницької роботи, вдосконалення нормативно-правової бази, забезпечення фінансування освітніх проєктів, координації зусиль з боку всіх заінтересованих партнерів, а також прозорості та підзвітності їхньої діяльності, щоб мінімізувати ризики корупції в реалізації проєктів державно-приватного партнерства тощо.

Ключові слова: державно-приватне партнерство, моделі, професійна (професійно-технічна) освіта, ринок праці, фахівці, приватний бізнес.

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