



THE ROLE OF ADVISORY BODIES IN THE DEVELOPMENT OF VOCATIONAL EDUCATION

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Abstract

The relevance of the article is driven by the need to develop vocational education and adapt it to rapid changes in the labor market and technological innovations. Advisory bodies play a crucial role in this process by facilitating the integration of vocational education with economic demands. They ensure that educational programs align with contemporary professional standards and support the introduction of new technologies and teaching methodologies. Engaging representatives from business and civil society in advisory bodies expands the practical components of vocational training. Moreover, advisory bodies initiate innovative projects that enhance the competitiveness of vocational education graduates in the labor market. This synergy improves the quality of vocational training for future skilled workers, aligning it with employers' requirements.

The purpose of this study is to substantiate the role of advisory bodies in the development of vocational education and their impact on improving the quality of skilled workforce training in line with the demands of the modern labor market.

Research methods. The study employed an analysis of scientific literature and regulatory documents governing the activities of advisory bodies to examine them as an integral part of the vocational education system. A comparative method was used to analyze international experiences and documents outlining the role of advisory bodies in the development of educational programs and curricula to meet labor market needs. The interpretative method facilitated the formulation of conclusions and recommendations aimed at enhancing the effectiveness of advisory bodies in advancing vocational education.

Results. The study investigated key advisory bodies influencing the development and quality assurance of vocational education, substantiating their main functions (consultative, expert-analytical, coordination, informational-educational, monitoring, and evaluation). It clarified the composition and purposes of participation in such bodies, characterized the primary challenges they face, and formulated recommendations to improve their effectiveness.

Conclusions. Advisory bodies play a pivotal role in establishing connections between vocational education institutions, the labor market, governmental structures, and public organizations. Their main functions include analyzing economic trends, developing recommendations for modernizing vocational education content, participating in the formation of strategies and policies, fostering democratization in decision-making, adapting vocational education to current economic challenges, and integrating it into the international educational space. The influence of advisory bodies is determined by broad representation of various stakeholder groups, their authority, and experience in workforce training. Through their activities, graduates of vocational education institutions acquire competitive skills aligned with the needs of the modern labor market. Particular emphasis is placed on partnerships with businesses, ensuring the integration of practical experience into the educational process and promoting the development of dual education models. However, advisory bodies also face challenges, such as limited resources, inadequate funding, legal uncertainties, and weak communication among partnership participants. Improving their organization requires more precise definitions of their status, powers, and mechanisms of interaction with other educational process participants, enhanced funding, diversified formats of work, increased participation in international projects, and digitalization of communication processes.

Keywords: *vocational education, advisory bodies, labor market, employer councils, vocational education development councils, regional vocational education councils.*

Introduction. Under modern conditions, vocational education plays a key role in ensuring a country's economic growth and social development. Technological progress, globalization, and dynamic changes in the labor market require educational systems, and vocational education in particular, to be flexible and adaptive to new challenges (European Commission, 2020). In this context, advisory bodies have become an integral part of the modernization process in vocational education, contributing to its alignment with the contemporary needs of the economy and society. According to UNESCO recommendations, advisory bodies in education are defined as groups of experts and stakeholders that provide consultations to governments and educational institutions regarding policies and practices in education, particularly vocational education and training (UNESCO, 2019). These bodies ensure interaction between educational institutions, employers, government authorities, and other stakeholders to improve the quality of education and align it with labor market demands (World Economic Forum, 2020).

In Ukraine, where the vocational education system is undergoing reform, the role of advisory bodies is particularly significant. They are established to facilitate effective collaboration among educational institutions, governmental authorities, employers, and other stakeholders, aiming to develop and implement state policy in the field of vocational education. They serve as platforms for analyzing current trends, exchanging experiences, and providing recommendations for improving educational programs and enhancing the quality of professional training for specialists. In other words, advisory bodies in vocational education are collegial structures established to offer expert consultations and recommendations and to assist in decision-making related to the development of vocational education. The involvement of advisory bodies in shaping state educational policy, management, and the development of educational and training programs enables the integration of advanced technologies and innovations into the educational process, ensuring professional training of future qualified specialists in line with employers' requirements. Advisory bodies also facilitate the introduction of European standards into vocational education to improve its quality and competitiveness

on the international level (Ministry of Education and Science of Ukraine, 2020).

Sources: The functioning of advisory bodies in the vocational education sector in Ukraine is regulated by several legal acts that define their status, powers, and principles of operation. The principles include transparency, collegiality, and accountability for decisions made. These principles are widely applied in the development of public-private partnerships in vocational education to ensure transparency in management as well as the efficiency of contractual relations and private investment regulation (Radkevych, 2022a). Key documents regulating the operation of advisory bodies in vocational education include: the Law of Ukraine "On Education" (2017), which provides for the possibility of creating advisory bodies to ensure public participation in education management. Article 28 of this law states that public self-governance in an educational institution is implemented through the activities of public councils and other advisory structures, which have the right to collectively address issues related to the organization and provision of the educational process, protection of the rights and interests of participants in the educational process, organization of leisure and health improvement, participation in public oversight (control), and in the management of the educational institution within the powers defined by the law and the institution's founding documents; the Law of Ukraine "On Vocational (Vocational-Technical) Education" (1998), which specifies norms regarding the creation of sectoral and regional councils for vocational education that perform consultative and coordinating functions. The law emphasizes the importance of cooperation with employers and their associations in shaping educational content; the Law of Ukraine "On Professional Pre-Higher Education" (2019), which, in Article 39, "Working and Advisory Bodies of Professional Pre-Higher Education Institutions," establishes the right to create advisory or advisory-consultative bodies (such as employer councils, investor councils, business councils, and educational-methodological councils) to develop strategies and directions for the educational and other activities of the institution, unless otherwise provided

by its founding documents; the Law of Ukraine "On Public Associations" (2012), which regulates the legal status of public organizations that may act as public advisory bodies in vocational education and defines the procedure for creating, operating, and terminating public associations that have the right to influence educational policy. According to Article 22 of this law, public authorities and local self-government bodies may involve public associations in the process of forming and implementing state policy and resolving local issues, including through consultations with public associations on significant matters of state and public life, developing draft normative legal acts, and establishing consultative and advisory bodies at state and local levels involving representatives of public associations.

Advisory bodies are the subject of research by many international organizations as they play a key role in aligning vocational education with labor market needs and improving its quality. According to UNESCO (2015), advisory bodies act as a bridge between vocational education and the labor market, ensuring the adaptation of educational programs to current economic needs. Research by the OECD (2019) highlights the active involvement of employers in the work of advisory bodies in vocational education institutions in EU countries to develop relevant educational and training programs and improve graduate employability. Such collaboration positively impacts the reduction of the gap between the skills provided to future specialists by educational institutions and those required in the workplace. Analyses of foreign sources underscore the critical role of regional and sectoral councils in vocational education in aligning educational programs with the needs of regional economies and specific industries. Scientific literature examines their role, challenges, and prospects for development. Regional councils, in particular, facilitate coordination between educational institutions, local authorities, and employers. They help identify regional labor market needs and adapt educational programs accordingly (Cedefop, 2013). According to research by the European Training Foundation (ETF, 2018), countries with developed vocational education and training systems have effectively functioning advisory bodies that actively cooperate with businesses and other partners. This ensures the flexibility of vocational education systems and their

ability to respond promptly to economic changes. For example, in countries like Germany and Switzerland, regional and sectoral councils, through collaboration between the state, business, and educational institutions, effectively influence the development of educational standards and programs, positively impacting the quality of professional training for specialists (Busemeyer & Trampusch, 2012). Studies of the specific functions of sectoral councils (OECD, 2010) show that they unite representatives of specific economic sectors and play a key role in developing professional standards and qualification requirements. At the same time, M. Pilz (2016) notes challenges in engaging all stakeholders in the activities of sectoral councils, as the interests of employers, educational institutions, and government authorities do not always align. As emphasized by Cedefop (2020), such challenges include insufficient coordination between different levels of governance and limited resources. According to ETF (2015), in certain EU countries, regional councils face difficulties in influencing national educational policy, reducing their effectiveness.

The theoretical foundations of the functioning of advisory bodies in vocational education have also been explored in the works of Ukrainian researchers. Specifically, the role of sectoral councils in the development of vocational education has been substantiated by O. Kozak (2017). He analyzed the necessity of active participation of sectoral councils in the formation of educational standards and curricula, considering the alignment of graduates' skills with modern technological requirements. In view of this, the researcher recommends improving the regulatory and legal support for the functioning of regional and sectoral councils, ensuring proper funding, and stimulating employers' participation in this process.

The peculiarities of the functioning of public consultative-advisory bodies, taking into account international experience, have been studied by T. Andriychuk (2024), particularly the dependence of this form of interaction with civil society not only on formal factors (type of bodies, method of formation, legal status) but also on integrity and attitude towards cooperation with the public. The features of interaction between public governance bodies and consultative-advisory bodies have been researched by I. Kovbas et al. (2022), and V. Nesterovych (2017)

explored the content of the concept of "consultative-advisory bodies" as a category of constitutional law. He stated that these bodies are currently a widespread organizational and legal form of direct interaction between the public and public authorities. The role of these bodies lies in ensuring interaction between state structures and civil society.

The prospects for the functioning of public advisory bodies have been revealed by L. Usachenko (2009). The article considers formal factors such as the types of bodies, methods of their formation, and legal status, as well as informal aspects, including integrity and attitude towards cooperation with the public. The author emphasizes the importance of public advisory bodies in the decision-making process and their impact on improving the quality of public administration. At the same time, insufficiently studied are the issues of the influence of advisory bodies on the development of vocational education, its adaptation to rapid changes in the labor market and technological innovations.

The purpose of the study is to substantiate the role of advisory bodies in the development of vocational education and their impact on improving the quality of training qualified workers in accordance with the needs of the modern labor market.

Research methods: analysis of scientific literature and regulatory-legal documents that regulate the activities of advisory bodies – to consider them as part of the integrated system of vocational education; comparative method – to analyze foreign experience and documents that define the role of advisory bodies in the development of educational programs and curricula and their compliance with labor market needs; interpretative method – to formulate conclusions and recommendations that allow increasing the effectiveness of the influence of advisory bodies on the development of vocational education.

Results and discussion. Advisory bodies, as instruments of public self-governance in vocational education, contribute to the democratization of management processes and ensure transparency in decision-making. They can function at various levels – from national to local – and cover a wide range of issues related to the development of vocational education. Advisory bodies often unite representatives of business and industry, which

allows ensuring the relevance of educational and training programs and the compliance of skills of graduates from vocational education institutions with the real requirements of employers. They can participate in the development of professional and educational standards, accreditation of educational programs, evaluation of the quality of vocational education, and the implementation of innovative teaching methods. Advisory bodies also play an important role in policy formation in the field of vocational education, providing recommendations to state bodies regarding strategic directions of its development, financing, and regulatory-legal regulation. This contributes to more effective use of resources and increases the competitiveness of future qualified specialists in national and international labor markets.

The main purpose of the activities of advisory bodies is to promote the integration of vocational education with the needs of the modern labor market, ensuring high employment prospects for graduates; analyzing and evaluating educational programs and standards; involving experts from various sectors of the economy in developing recommendations for improving the content of educational programs, increasing the level of their practical component, and so on. In particular, the participation of advisory bodies in the processes of monitoring and evaluating educational programs allows identifying problematic issues and implementing measures to improve them, taking into account the principles of inclusivity and ensuring equal access to quality vocational education for all categories of the population. This positively affects the adaptation of educational programs to the needs of persons with special educational needs, ensuring their compliance with modern labor market requirements and technological trends. Advisory bodies monitor the compliance of educational programs with international requirements, implement pedagogical innovations in the educational process, initiate pilot projects, and create conditions for the application of digital technologies in vocational education, supporting the development of online learning, virtual and augmented reality technologies, and other digital tools. This expands access to quality vocational education. Advisory bodies also promote the professional development of teaching staff by conducting trainings, seminars, and exchanging

experiences, which positively affects the increase of their innovative competence (Radkevych, 2023).

Advisory bodies perform several critical functions aimed at developing and enhancing the quality of vocational education: a *consultative* function to provide recommendations on shaping educational policy, developing strategies for vocational education improvement, and refining the regulatory framework; an *expert-analytical* function to study labor market needs, analyze current trends in vocational education, and evaluate the effectiveness of educational and training programs; a *coordination* function to ensure collaboration among vocational education institutions, employers, government bodies, and other stakeholders for harmonizing joint actions (Ministry of Education and Science of Ukraine, 2021); an *informational-educational* function to disseminate information about innovative educational technologies, advanced teaching methods, and successful practices from other countries; and a *monitoring and evaluation* function to oversee the quality of vocational education, conduct audits, and accredit educational programs.

In the context of vocational education, advisory bodies may include representatives from: vocational education institutions, to provide information about educational and training programs and resource needs; employers and trade unions, to ensure the relevance of skills and competencies acquired in vocational institutions; government bodies, to align educational policy with national development priorities; and civil society organizations and experts, to incorporate social aspects and innovative approaches into vocational education.

Advisory bodies in vocational education can be classified by their status, field of activity, and level of influence. The main types of such bodies include state, public, and international advisory bodies. Specifically, *state advisory bodies* are established by the government or relevant ministries to provide expert recommendations on the development of vocational education at the national level. They participate in forming national educational policies, developing state standards and qualification requirements, and ensuring that vocational education meets economic demands. An example of such a body in Ukraine is the *National Qualifications Agency*, a key collegial body in the field of vocational

education and qualifications, which coordinates the implementation of the National Qualifications Framework (Cabinet of Ministers of Ukraine, 2019). The agency is responsible for developing and implementing the National Qualifications Framework, collaborating with sectoral councils, and ensuring the alignment of qualifications with labor market needs.

A common form of interaction between state authorities, local governments, and civil society institutions or citizens is *public advisory (consultative) bodies*. These bodies can be established both at the national level (by governments, executive authorities, and, less frequently, parliaments or presidents) and at the local level (by local self-government bodies, communities, or non-governmental organizations). Each has specific functions and tasks, and their structure can be complex, involving agreements between parties, including the state (Radkevych, 2022c). Such bodies include professional associations, employer unions, non-governmental organizations, and other entities representing public and business interests. They help establish connections between vocational education institutions and the labor market, provide recommendations on the content of educational and training programs, organize internships and practical training for students, and ensure the flexibility and adaptability of vocational education to contemporary challenges. A notable example is the *Council for the Development of Vocational Education* under the President of Ukraine (Presidential Decree, 2021). Its primary tasks include monitoring the development of vocational education and ensuring citizens' right to quality and accessible vocational education; analyzing Ukrainian legislation in vocational education and preparing proposals for its improvement; studying labor market trends and forecasting priority directions and pathways for the development of vocational education; proposing the formation of modern professional competencies necessary for personal and professional development; addressing issues related to enhancing the capacity of vocational education institutions, including improving financing mechanisms; and fostering collaboration among state authorities, local governments, enterprises, institutions, and vocational education establishments to create a modern educational environment that ensures citizens' rights

to quality and accessible vocational education and respects the rights of participants in the educational process.

In the formation and implementation of regional policy in vocational education, *regional councils for vocational education* play a crucial role (Ministry of Education and Science of Ukraine, 2017). Their main tasks include promoting the formation and implementation of regional vocational education policies; providing proposals for developing regional strategies for vocational education; initiating studies on the state and trends of regional labor markets; preparing forecasts for skilled labor needs in regional labor markets; developing proposals for regional training orders for workers and specialists based on labor market analyses; approving regional training orders for workers and specialists; recommending the development of vocational education networks and their financing; ensuring access to vocational education; supporting the modernization of the material and technical base of vocational education institutions and introducing modern production technologies into the educational process; attracting domestic and foreign investors and international projects to support regional vocational education; fostering public-private partnerships; promoting the implementation of dual education and workplace training; and providing recommendations on defining regional policies in career guidance and creating lifelong learning opportunities.

Advisory bodies also play an important role in the development and updating of professional standards, ensuring consistency between educational outcomes and professional requirements. For instance, *sectoral expert councils*, in collaboration with employers, develop professional standards that define the requirements for professional competencies (National Qualifications Agency, 2023). This enhances the quality of vocational education and facilitates the recognition of qualifications at both national and international levels. Furthermore, *employers' councils at vocational education institutions* help establish effective links between vocational schools and employers to improve the quality of vocational training through systematic collaboration with enterprises and organizations. Their role includes identifying priority areas for vocational training in response to labor market needs, developing strategies

for vocational institutions considering current trends and technological changes in various industries, conducting expert evaluations of educational program content, providing recommendations for improving the quality of practical training, supporting the modernization of the material and technical resources of vocational training facilities to introduce new production technologies, analyzing regional employment opportunities for graduates, and attracting additional funding for vocational institutions.

Taking into account that Ukraine is a member of international organizations such as UNESCO (2019) and the International Labour Organization (2023), it assumes obligations to implement their recommendations regarding the development of advisory structures in vocational education. Specifically, these recommendations concern participation in the design of educational and training programs, assessment of the quality of vocational education, and ensuring that the content of training aligns with labor market needs. Advisory structures also contribute to discussions on the prospects for developing and improving the vocational education system, addressing key challenges faced by advisory bodies, and identifying potential solutions. These efforts are guided by trends in public-private partnerships in vocational education and training within the European Union (Radkevych, 2022b). Consequently, international advisory bodies operate in Ukraine at both global and regional levels, influencing the development of vocational education by facilitating the exchange of experiences and promoting the academic mobility of students and teaching staff. These bodies support the harmonization of Ukraine's vocational education system with international standards, foster innovation, and provide access to best practices. For example, UNESCO's Recommendations on Technical and Vocational Education and Training (2015) emphasize the importance of partnerships between the state, employers, and educational institutions.

Conclusions: The main advisory bodies influencing the development and quality assurance of vocational education include the Council for the Development of Vocational (Technical) Education under the President of Ukraine, regional councils for vocational (technical) education, sectoral expert

councils, employer councils at vocational education institutions, and international advisory bodies. These bodies perform several functions aimed at enhancing and developing vocational education. Their roles include: *consultative*, providing recommendations on educational policy formation, the development of strategies for vocational education, and improvements to the legal and regulatory framework; *expert-analytical*, studying labor market needs, analyzing current trends in vocational education development, and assessing the effectiveness of educational and training programs; *coordinative*, ensuring collaboration among vocational education institutions, employers, government bodies, and other stakeholders, and aligning joint actions; *informational-educational*, disseminating information about the latest educational technologies, innovative teaching methods, and successful international experiences; *monitoring and evaluation*, conducting quality control of vocational education, including audits and accreditation of educational programs.

Advisory bodies may include representatives from vocational education institutions, who provide information on educational programs and resource needs; employers and professional unions, who ensure the relevance of skills and competencies; government bodies, who align educational policies with national development priorities; and public organizations and experts, who address social aspects and innovative approaches in vocational education.

Advisory bodies play a pivotal role in developing vocational education by fostering links between vocational institutions, the labor market, and government structures, facilitating the integration of education with economic needs. They analyze economic sector trends and provide recommendations on the knowledge and skills future specialists should acquire. This enables vocational education graduates to remain competitive and in demand in the labor market. Representatives of advisory bodies participate in designing strategies and policies in vocational education, providing expert recommendations to government bodies to support informed decision-making and efficient resource use. Advisory bodies are also drivers of reform, focusing on modernizing vocational education, aligning it with European standards, and democratizing decision-making processes by incorporating diverse

stakeholder perspectives and ensuring transparency in their activities.

The impact of advisory bodies on vocational education development is significant and multifaceted. They act as catalysts for change, enhancing the quality of education and its alignment with current labor market demands while facilitating integration into the international educational space. Effective operation of advisory bodies ensures synergy among all stakeholders and creates conditions for the sustainable development of vocational education. Through these bodies, partnerships between educational institutions and employers are established. Their influence involves adapting vocational education content to contemporary economic requirements, increasing the practical orientation of training, and providing learners with real-world work experience (Ministry of Education and Science of Ukraine, 2020). Advisory bodies support the development of a continuous vocational education system, enabling professionals to update their knowledge and skills throughout their careers. Notably, partnerships with businesses and industries make it possible to engage employers in organizing internships and apprenticeships for vocational education students and sharing resources. Moreover, involving the public and vocational education students in advisory bodies helps consider the needs and expectations of learners, parents, and communities, thus improving the quality and accessibility of vocational education.

Despite their significant role, advisory bodies face several challenges, including limited resources and funding (insufficient financial support restricts the implementation of educational programs), inadequate legal support (a lack of clear legislative regulation complicates the activities of advisory bodies and reduces their efficiency), and communication barriers (insufficient interaction among stakeholders leads to uncoordinated actions and decision-making).

To enhance the functioning of advisory bodies in vocational education, the following measures are essential: developing and implementing legislative acts that clearly define their status, authority, and mechanisms for interaction with other educational process stakeholders; allocating sufficient financial resources to support their activities, which would allow for the engagement of

qualified experts and the implementation of strategic projects; organizing training sessions, seminars, and programs to exchange experiences among advisory body members to improve their competence and effectiveness; active participation in international projects to exchange best practices and implement innovations; integrating digital tools into the activities of advisory bodies to optimize management processes and improve communication; actively involving business representatives in advisory bodies to adapt vocational education to labor market needs;

and introducing a dual system of vocational education that combines theoretical training with practical work in enterprises.

Thus, advisory bodies serve as platforms for collaboration among various stakeholders in the educational process. They play a crucial role in shaping a flexible and adaptive vocational education system capable of responding promptly to economic and technological changes, ensuring high-quality training for future specialists in line with labor market demands.

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РОЛЬ ДОРАДЧИХ ОРГАНІВ У РОЗВИТКУ ПРОФЕСІЙНОЇ ОСВІТИ

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Реферат:

Актуальність статті зумовлена необхідністю розвитку професійної освіти, її адаптації до швидких змін на ринку праці й у технологічних інноваціях. Дорадчі органи відіграють важливу роль у цьому процесі, сприяючи інтеграції професійної освіти з економічними потребами. Вони забезпечують відповідність освітніх програм сучасним професійним стандартам і підтримують впровадження нових технологій і методик навчання. Залучення представників бізнесу та громадськості до участі в дорадчих органах сприяє розширенню практичного складника змісту професійного навчання. Дорадчі органи також ініціюють інноваційні проекти, що підвищують рівень конкурентоспроможності випускників закладів професійної освіти на ринку праці. Така синергія підвищує якість професійної підготовки майбутніх кваліфікованих робітників професійної освіти відповідно до вимог роботодавців.

Метою дослідження є обґрунтування ролі дорадчих органів у розвитку професійної освіти та їх впливу на підвищення якості підготовки кваліфікованих робітників відповідно до потреб сучасного ринку праці.

Методи дослідження: аналіз наукової літератури та нормативно-правових документів, що регламентують діяльність дорадчих органів – для розгляду їх як частини інтегрованої системи професійної освіти; порівняльний метод – для аналізу зарубіжного досвіду та документів, які визначають роль дорадчих органів у розробленні освітніх програм і навчальних планів та їх відповідності потребам ринку праці; інтерпретаційний метод – для формулювання висновків і рекомендацій, що дає змогу підвищити ефективність впливу дорадчих органів на розвиток професійної освіти

Результати: досліджено основні дорадчі органи, що мають вплив на розвиток і забезпечення якості професійної освіти; обґрунтовано основні їхні функції (консультативну; експертно-аналітичну; координаційну; інформаційно-просвітницьку; моніторингово-оцінювальну); з'ясовано, хто і з якою метою може входити до їх складу; охарактеризовано основні виклики, з якими їм доводиться стикатися; сформульовано рекомендації з підвищення результативності діяльності.

Висновки: дорадчі органи відіграють ключову роль у забезпеченні зв'язку між закладами професійної освіти, ринком праці, державними структурами та громадськими організаціями; основні їх функції охоплюють аналіз економічних тенденцій, розроблення рекомендацій для модернізації змісту професійної освіти, участь у формуванні стратегій і політик, сприяння демократизації прийняття рішень, адаптації професійної освіти до сучасних економічних викликів та її інтеграції в міжнародний освітній простір; впливовість дорадчих органів визначається широким представництвом різних груп стейкхолдерів, їх авторитетом і досвідом роботи у сфері підготовки робітничих кадрів; завдяки діяльності дорадчих органів випускники закладів професійної освіти отримують конкурентоспроможні навички, що відповідають потребам сучасного ринку праці; особлива увага ними приділяється партнерству з бізнесом, що забезпечує інтеграцію практичного досвіду в освітній процес та розвиток дуальної форми здобуття професійної освіти; дорадчі органи стикаються також із викликами (обмежені ресурси, недостатнє фінансування, правова невизначеність, слабка комунікація між учасниками партнерства); потребують удосконалення механізми організації їхньої роботи (більш чітке визначення статусу, повноважень і механізмів взаємодії з іншими суб'єктами освітнього процесу; удосконалення фінансування; урізноманітнення форм роботи; активізація участі у міжнародних проектах; цифровізація комунікаційних процесів тощо).

Ключові слова: *професійна освіта, дорадчі органи, ринок праці, ради роботодавців, ради розвитку професійної освіти, регіональні ради професійної освіти.*

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