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KEY ASPECTS OF PUBLIC-PRIVATE PARTNERSHIP IN THE FIELD OF VOCATIONAL (VOCATIONAL- TECHNICAL) EDUCATION

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Abstract.

The relevance of the article is determined by: the constant changes and challenges in the field of professional education and the development of public-private partnerships; the necessity for people to adapt to new technological and economic realities, which requires finding new ways of cooperation between public institutions and the private sector in education; the need for domestic professional education to create effective methodological recommendations for the development of public-private partnerships to improve the quality of professional education, enhance the competitiveness of graduates of professional (vocational-technical) education institutions in the labor market, and innovative development of the Ukrainian economy.

Purpose: to conduct a theoretical analysis of public-private partnership in the field of professional (vocational-technical) education and determine the modern models of its operation.

Methods: theoretical analysis of the source base – to study the normative documents and laws that regulate public-private partnership in the field of professional (vocational-technical) education and determine its various models; comparative analysis – to identify the common and distinctive characteristics of the identified models of public-private partnership, revealing the peculiarities of their operation; expert evaluation – to obtain recommendations regarding the prospects for the development of public-private partnership in the field of professional education in Ukraine.

Results: an analysis of legislative and regulatory documents on the development of public-private partnerships has been carried out; contemporary models of public-private partnership have been identified and analyzed; their features and advantages have been revealed and characterized, which can be used to improve public-private partnership in the field of professional education in Ukraine; the existence of a link between the effectiveness of the partnership and the quality of future professionals' training has been noted; significant opportunities and prospects for this form of collaboration have been outlined.

Conclusions. The modern models of public-private partnership in the field of professional (vocational-technical) education include: the partnership model at the legislative level (main attention is paid to the regulation of relations between public and private education entities through the adoption of relevant laws and regulations); the project collaboration model (focus is on the implementation of specific educational projects and programs in conjunction with private companies and organizations); the joint financing and resource provision model (partners jointly finance educational programs and provide access to necessary resources); the partnership model in the form of entrepreneurial activity (includes cooperation with private enterprises and the creation of joint educational enterprises). There is a growing interest from both public and private entities in participating in partnerships in the field of professional education, which can be favorable for the further development of this sector. The positive aspects of public-private partnership include improving

the quality of education, expanding financing opportunities and access to resources, and creating practical opportunities for educational attainment. Challenges that exist in the development of the partnership include: the need for legislative regulation, ensuring transparency and effectiveness of cooperation, and resolving issues of intellectual property.

Keywords: *public-private partnership, professional (vocational-technical) education, collaboration models, legislative regulation, advantages and challenges, partnership relations, education quality, education program financing, collaboration effectiveness, development prospects.*

Introduction. Public-private partnerships (PPPs) in the field of vocational education, as a significant aspect of contemporary educational systems, enable the combination of efforts by public and private entities to achieve common goals in training qualified professionals. In the context of global changes in labor market requirements and technological advancements, PPPs become a relevant strategy for enhancing the quality of education and ensuring the competitiveness of the workforce.

A scholarly analysis of the foundational aspects of PPPs in vocational education requires the examination and systematization of various facets of this collaboration. Key aspects for scholarly scrutiny include: 1) the exploration of the legislative environment and normative legal framework defining the rules and conditions of PPPs in vocational education (the analysis includes an assessment of existing norms and their alignment with the needs and objectives of the educational system); 2) the investigation of different PPP models, their main characteristics, features, and implementation examples (models may encompass joint educational programs, partnership agreements, collective educational initiatives, etc.); 3) the analysis of the structure and characteristics of the partners in PPPs; this includes both public entities (educational institutions, governmental bodies) and the private sector (enterprises, civil organizations, business structures); 4) the determination of specific goals and tasks set before PPPs in vocational education (analyzing the potential for achieving these goals through cooperation).

The scholarly analysis of these aspects can contribute to a better understanding of the essence and effectiveness of public-private partnerships in vocational education. The research underscores the necessity of a systematic approach to comprehending and regulating PPPs, as this form of collaboration holds substantial potential for improving education and workforce development.

It should be noted that an important aspect of scholarly analysis is the adaptation of global experiences and best PPP practices to the specific conditions and needs of the Ukrainian vocational educa-

tion system. By examining the aforementioned aspects, it is possible to formulate recommendations and strategies for further development and enhancement of PPPs in Ukraine, which is of great significance for the training of qualified professionals and for increasing the country's competitiveness in the international labor market.

Sources. The United Nations has proposed a public-private partnership (PPP) as a tool to achieve sustainable development goals. However, the issue regarding this concept is still insufficiently covered in the scientific literature. Some researchers, using a "bottom-up" approach, examined the concept and stages of PPP development focused on sustainability, as well as analyzed the status of PPP research, also focused on sustainability (Wang, & Ma, 2020). For us, the studies of the impact of public-private partnerships (PPPs) as a way to form synergy between public and private partners in order to overcome contemporary challenges and develop new opportunities are valuable (Rybnycek, Plakolm, & Baumgartner, 2020). In their study, they note that PPPs carry more risks than other projects. They developed a new conceptual model of interdisciplinary perspective for bridging the gaps between research and practical implementation of public-private partnership in education. Modern models of vocational education and training in European Union countries were studied by domestic scientists with consideration of comparative analysis (Radkevych et al., 2018; Kruglov, 2018, p.57).

The features of engaging private partners in the training of skilled workers in the system of dual education in Germany were revealed in the works of O. Striltsiv (2019). The development of teachers and trainers in vocational education institutions in EU countries with the involvement of professional unions was substantiated in the study by O. Radkevych (2017).

The aim of the article: to conduct a theoretical analysis of public-private partnerships in the field of vocational (vocational-technical) education and to identify current models of its functioning.

Methods: theoretical analysis of the source

base – to study regulatory documents and laws that regulate public-private partnership in the field of vocational (vocational-technical) education and to determine its various models; comparative analysis – to identify common and distinctive characteristics of the detected models of public-private partnership, revealing the peculiarities of their functioning; expert assessment – to obtain recommendations regarding the prospects for the development of public-private partnerships in the field of vocational education in Ukraine.

Results and discussion. As a result of studying the basic aspects of public-private partnership in the field of vocational (vocational-technical) education (hereinafter – V(TE)E), which were outlined in the introduction and sources, it can be concluded that this cooperation is important for improving the quality of education and training. The results of the partnership should be discussed according to the following key aspects:

1. Creating a conducive microclimate. Encouragement of private companies and educational institutions to partnership (Dyomina, 2021). This can include financial incentives, tax benefits, access to resources, etc. Creating a conducive climate in this context means creating conditions that encourage private companies and educational institutions to actively partner with state educational institutions. These conditions may include various benefits, such as: 1. Providing financial support or financial incentives that allow companies and educational institutions to save or generate additional income through participation in partnerships. This can include grants, subsidies, financial assistance, etc. 2. Reducing tax liabilities for companies actively interacting with educational institutions. For example, lowering income tax or other tax payments. 3. Providing access to various resources, such as laboratories, equipment, libraries, databases, which help to improve the quality of education and research. Encouraging private companies and educational institutions through these measures promotes their active participation in public-private partnerships in the field of education.

2. Development of programs and courses. Joint development of curricula and courses between state and private educational institutions. Ensuring the relevance and compliance of the curricula with the needs of the labor market. The idea we propose concerns cooperation between state and private educational institutions in the development of curricula and courses in the field of vocational education. Here are some details and clarifications: 1. State and

private educational institutions can join forces to create joint curricula that take into account the latest trends and requirements of the labor market. 2. One of the key goals of joint program development is to ensure the relevance and compliance of these programs with the needs of the modern labor market. To do this, it is necessary to include in the programs current technologies, skills, and knowledge that are in demand among employers. 3. During the development of joint programs, it is important to involve industry experts who can provide a valid opinion on the needs of the labor market. This will ensure their effectiveness and practicality. 4. Educational programs must be dynamic and subject to constant updating. To this end, it is important to create a corresponding mechanism for adaptation. 5. State and private partners must determine how the development and implementation of educational programs will be financed. This may include the distribution of financial obligations, grants, sponsorship, etc.

Such joint development of programs and courses can facilitate the creation of a much more effective and relevant educational system that satisfies the needs of both students and employers.

1. *Monitoring.* Identification of monitoring mechanisms and assessment of the results of public-private partnerships. Observation of the quality of education and student training. Let us clarify the monitoring mechanism and evaluation of results (Levin, 1999). Public and private partners should jointly develop a monitoring system that includes participation from both sides. This may mean conducting regular meetings, working groups, or webinars to discuss the current state of the partnership. It is important to identify key performance indicators of PPPs, such as the number of students who completed courses, the level of student and employer satisfaction, learning outcomes, etc. Data should be collected, analyzed, and used for decision-making. Assessment of the quality of education: An important aspect of monitoring is the assessment of the quality of education and student training. This can be done through audits, teacher evaluations, student surveys, and assessments of learning outcomes. Public and private partners should prepare regular reports on the results of their joint activities. These reports can be presented to relevant educational authorities, financial institutions, or other interested parties. Based on the results of monitoring and quality assessment, partners must be prepared to adjust their strategy and actions to improve outcomes. It is important to ensure public access to data and reports

on the activities of public-private partnerships to ensure openness and transparency of processes. Monitoring and evaluation help ensure the effective operation of public-private partnerships and ensure the quality of education and training of students.

2. *Joint projects and research.* Encouragement of joint research projects and innovative initiatives. Facilitating the exchange of knowledge and technologies between public and private sectors. This thesis is very important and reflects current trends in the development of education and science. Here are some thoughts on this aspect:

- joint research projects enable the combination of efforts of public and private participants to develop new technologies, methods, and approaches in vocational education. This can contribute to the creation of innovative products and services that meet the modern labor market requirements;

- collaboration between public and private sectors enables the exchange of knowledge, research capabilities, and resources. It also includes access to laboratories, technological developments, and financial support;

- rapid changes in technologies and market conditions require flexibility and adaptation in the education system. Joint projects facilitate prompt response to changes and the implementation of new solutions;

- participation of students in joint projects and research gives them the opportunity to gain practical experience and skills that meet the needs of the labor market, which increases their competitiveness.

1. *Training personnel* within the framework of public-private partnership (PPP) in the field of Vocational Education and Training (VET) is crucial, as it aims to ensure the quality of education and the relevance of vocational training to the labor market needs. Let's consider some arguments:

Adaptation of educational programs. PPP can improve educational programs and courses, making them much more relevant and appropriate to the labor market needs. This helps learners acquire the necessary skills and knowledge for a successful career. The adaptation of educational programs is a vital element in vocational education, as it ensures the relevance and compliance of training with contemporary labor market demands. In this process, PPP can play a key role, adapting educational programs and courses to the real needs and requirements of modern business and industry.

Key aspects of educational program adaptation through PPP include:

1. Assessment of labor market needs. Private companies have direct links to the labor market and understand which skills and competences are needed for a successful career. Collaborating with them allows educational institutions to gain important information about the current market demands.

2. Development of relevant courses. Based on information from private sector partners, new courses can be designed or existing ones updated. These courses can incorporate current technologies, methods, and practical skills that students can apply at work.

3. Practical experience. PPP can provide opportunities for students to gain hands-on experience at real workplaces within partner companies. This helps students apply theoretical knowledge in practice and develop practical skills.

4. Content actualization. Collaboration with private partners will facilitate continual updating of educational program content in response to industry changes, helping to prevent stagnation and obsolescence in education.

5. Provision of learning facilities. PPP can also assist in providing students with access to modern educational materials, equipment, and resources essential for learning in current conditions.

As a result of such adaptation of educational programs, learners gain valuable experience and skills, which are a significant advantage when seeking employment and further career development. This approach promotes the successful integration of graduates into the labor market and the sustainable development of the vocational education sector as a whole.

Practical training. For preparing qualified personnel, it is important to include practical training in educational programs. PPP can give learners the opportunity for internships and practice in companies specializing in the relevant field. Practical training plays a vital role in forming qualified personnel, so its inclusion in educational programs is an extremely important aspect. PPP can significantly enhance its quality by providing students and learners with the opportunity to gain valuable experience during internships and practice in companies specializing in the relevant industry.

Practical training provided through PPP has numerous undeniable advantages for students and learners. It facilitates the development of practical skills and knowledge, preparation for the challenges of the modern labor market, and collaboration with potential employers.

One of the most important benefits is the opportunity to gain real work experience. Students can apply their theoretical knowledge and skills in practice, enriching their experience and preparing for future careers (Maroy, 2009).

The second important advantage is the opportunity for better familiarity with the demands of the labor market. During internships, students deepen their understanding of the expectations and requirements that are placed on professionals in their chosen field. Practical training contributes to the active development of practical skills, which are important for further career advancement. This helps students learn to perform real tasks and solve practical problems, which can be extremely useful in their professional activities. Additionally, during internships, students can actively build a network of contacts and acquaintances, which will become a valuable resource for further job searching and career growth.

Incidentally, it should be noted that practical training helps students better understand how their theoretical knowledge and skills are applied in practice. And this practical context can become a source for updating and improving the educational process.

Thus, public-private partnership in the field of practical training contributes to the improvement of the quality of education and the readiness of graduates for successful careers in their field, which is an important step in ensuring that education meets the demands of the labor market and in increasing the competitiveness of students.

Access to resources. Shared access to resources of both public and private partners can significantly enhance the quality of education. This includes lessons in appropriate, well-equipped laboratories, use of technical equipment, libraries, funding sources, and more. Access to resources is a key component of successful professional and vocational education in the modern world. PPP in this field can significantly improve the quality of education and provide students with more opportunities for development and self-improvement.

One of the key advantages of such a partnership is the shared access to resources that can be provided through the combined efforts of public and private partners (Patrinos, Barrera-Osorio, & Guáqueta, 2009). This means that pupils and students have the opportunity to use modern laboratories and technical equipment, which are usually too expensive for individual educational institutions. They also have access to larger libraries and other

sources of information, which expands their research and self-learning capabilities.

At the same time, access to laboratories and technical equipment allows students to gain practical experience and develop their own skills in real conditions. This is especially important in areas of activity where practical experience is crucial, such as engineering or medicine.

Libraries and sources of information expand students' possibilities for scientific research and studying relevant literature in their field. This makes their education much more informed and allows them to improve their skills and knowledge (Martens, Rusconi, & Leuze (eds.), 2007).

Finally, access to funding sources can support scholarships, grants, and other forms of financial aid for students, helping to lower the financial barrier to obtaining quality education.

All these opportunities provided by PPP in terms of access to resources contribute to improving the quality of education and preparing young professionals for the challenges of the modern world of work. Such an approach can ensure a much more successful and competitive career for graduates, contributing to the sustainable development of the professional education sector.

Updating the content of education. Partnership with private companies can assist in incorporating current and innovative contents into education. This is particularly important in fields that are rapidly changing, such as information technology. Updating the content of education becomes increasingly important in a fast-changing world where technologies and industrial standards are constantly evolving. The partnership with private companies in this context opens up numerous opportunities for improving the quality of education and incorporating current and innovative content into educational programs.

One of the key advantages of such a partnership is the ability to review and update curricula in accordance with contemporary standards and labor market needs. Private companies are always at the forefront of using the latest technologies and working methods, and they can help bring these innovations to education.

Additionally, private companies can also provide access to their specialists and experts who have practical experience and knowledge in specific fields. This allows students to gain constant insights and consultations from professionals who are actively working in the relevant areas. It is important

to note that this opportunity becomes particularly relevant in fields undergoing rapid technological changes, such as information technology, where new products and approaches appear daily (Maranto, 2005). Partnership with private IT companies, for example, helps pupils and students stay informed of the latest trends in this field.

In general, updating the content of education through collaboration with private companies becomes key in ensuring the primary educational goal: their graduates will be ready to meet the challenges of the modern world of work and will have current skills and knowledge that meet the needs of the modern market.

Career Opportunities. Public-private partnerships (PPPs) can assist students in gaining access to career opportunities and vacancies in private companies before they complete their education. This contributes to a higher level of employment and professional development of graduates. In the field of Vocational Education and Training (VET), PPPs offer unique opportunities for learners to build successful careers and ensure their employability before finishing their studies.

One of the key benefits is the opportunity to access career opportunities and vacancies in private companies. This provides learners with the chance to build contacts with potential employers, learn about current vacancies, and understand candidate requirements. Such access helps them to be one step ahead in the competitive job market.

Additionally, PPPs can facilitate the organization of internships and practical experiences in private companies. This enables learners to gain real work experience in specific industries and develop practical skills. Often, these internships can lead to job offers on a permanent basis even before graduation.

Overall, PPPs in vocational education open the door to a variety of career opportunities and support the successful launch of graduates on their path to professional growth and achievements.

Assessment of Results. It is important to assess the outcomes of education and training to ensure the effectiveness of the partnership and to timely adjust the programs, which is a critical component of PPPs in vocational education, as this process plays a crucial role in ensuring the efficacy of collaboration and the improvement of educational programs.

Firstly, assessing learning outcomes enables the determination of how successfully students have

assimilated the material and developed the necessary skills. This is vital for verifying that the educational programs meet labor market needs and ensure high-quality education.

Secondly, assessing learning outcomes provides the opportunity to evaluate the overall effectiveness of the PPP and to identify whether the objectives of the collaboration were achieved, whether it helped students prepare for career challenges, and whether necessary adjustments were made to the programs.

Thirdly, assessing learning outcomes is a means of continuously improving the educational process. Information obtained during assessment can serve as a basis for changes and enhancements in educational programs, teaching methods, and approaches to training.

Furthermore, assessing learning outcomes promotes openness and transparency in collaboration between public and private partners, and allows all interested parties to assess the contribution of each and define the scope of responsibility.

In conclusion, assessing learning outcomes is an important part of PPPs in vocational education as it ensures the effectiveness of the collaboration, guarantees the quality of education, and supports the continuous improvement of educational programs and teaching methods.

Lifelong learning. Partnership can also promote continuous education and skill upgrading for workers already in the labor market, enabling them to remain competitive and meet the demands of the modern labor market.

Public-Private Partnership (PPP) in the field of Vocational Education and Training (VET) can also play a crucial role in supporting lifelong learning and the skill enhancement of workers, even when they are already in the labor market. This opportunity contributes to ensuring competitiveness and adaptation to the demands of the modern labor market.

The conditions of the modern labor market are extremely dynamic, and to maintain competitiveness, workers must continuously update their knowledge and skills. PPP can provide access to educational resources and opportunities for skill upgrading, including training according to current technologies and methods, as well as providing access to specialized courses and training. Such collaboration can become a mechanism for creating individual learning plans for employees that consider their needs and professional goals. Currently, this

enables workers to manage their own learning and ensures their ability to adapt to new challenges and opportunities that arise in the labor market.

As a result, PPP becomes not only a mechanism for preparing new personnel but also a means to support the professional growth and development of individuals throughout their lives. It helps workers stay relevant and ready to meet the growing demands of the constantly changing world of work.

6. *The information campaign* is a critical component of Public-Private Partnerships (PPPs) as it can popularize and sustain this cooperation, attract resources and stakeholders, and help achieve its goals. The aim of the information campaign is to inform various stakeholders (students, teachers, private companies, NGOs, etc.) about the existence and benefits of PPPs in vocational education, and to encourage new partners and sponsors to support this collaboration. Various means and channels can be utilized to attain the campaign's objectives, such as websites and social media, press releases, brochures, webinars, conferences, infographics, videos, and other mass media tools. Within the campaign, it's crucial to convey key messages, like the advantages of PPPs (e.g., enhanced education quality, practical training for students, career growth opportunities), examples of successful projects and collaborations, and how to become part of this cooperation. Collaborating with media, including local press, radio, and television, is important for disseminating information about PPPs. This will draw more attention to the partnership and bring in new interested parties.

After the campaign, assessing its effectiveness is essential through website statistics, social media reports, surveys, or feedback from the target audience. Analyzing what worked and what didn't, and adjusting the strategy based on these insights, will improve future campaigns' outcomes.

Conclusions. Modern models of PPP in vocational (vocational-technical) education have been identified: the legislative partnership model (focusing on regulating relations between state and private educational entities through legislation and norms); the project collaboration model (emphasizing the implementation of specific educational projects and programs with private companies and organizations); the joint funding and resource provision model (partners jointly finance educational programs and provide necessary resources); the entrepreneurial activity partnership model (involving collaboration with private enterprises and the creation of joint educational ventures). It was found that there is a growing interest from both state and private entities in developing partnerships in vocational education, which may be favorable for the further development of this field. Positive aspects of PPPs have been defined: improved quality of education, expanded financing opportunities and resource access, and creation of practical training opportunities for students. The challenges existing in the development of partnerships have been characterized: the need for legislative regulation, ensuring transparency and efficiency of cooperation, and resolving intellectual property issues.

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Публікація підготовлена в рамках виконання завдань наукового дослідження Інституту професійної освіти НАПН України «Тенденції розвитку державно-приватного партнерства у сфері професійної (професійно-технічної) освіти (державний реєстраційний номер 0122U000539)

ОСНОВНІ АСПЕКТИ ДЕРЖАВНО-ПРИВАТНОГО ПАРТНЕРСТВА У СФЕРІ ПРОФЕСІЙНОЇ (ПРОФЕСІЙНО-ТЕХНІЧНОЇ) ОСВІТИ

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Реферат:

Актуальність статті зумовлюється: постійними змінами і викликами у сфері професійної освіти та розвитку державно-приватного партнерства; необхідністю адаптації людей до нових технологічних та економічних реалій, що вимагає пошуку нових шляхів співпраці між державними установами та приватним сектором в галузі освіти; потребою вітчизняної професійної освіти у створенні ефективних методичних рекомендацій для розвитку державно-приватного партнерства для покращення якості професійної освіти, підвищення конкурентоспроможності випускників закладів професійної (професійно-технічної) освіти на ринку праці та інноваційного розвитку української економіки.

Мета: здійснити теоретичний аналіз державно-приватного партнерства у сфері професійної (професійно-технічної) освіти і визначити сучасні моделі його функціонування.

Методи: теоретичний аналіз джерельної бази – для вивчення нормативних документів і законів, які регулюють державно-приватного партнерство у сфері професійної (професійно-технічної) освіти та визначення різних його моделей; порівняльний аналіз – для ідентифікації спільних і відмінних характеристик виявлених моделей державно-приватного партнерства, розкриття особливостей їх функціонування; експертне оцінювання – для отримання рекомендацій щодо перспектив розвитку державно-приватного партнерства в галузі професійної освіти України.

Результати: здійснено аналіз законодавчих та нормативно-правових документів з розвитку державно-приватного партнерства; ідентифіковано та проаналізовано сучасні моделі державно-приватного партнерства; виявлено й охарактеризовано їхні особливості та переваги, що можуть бути використані для покращення державно-приватного партнерства в галузі професійної освіти в Україні; відзначено існування зв'язку між ефективністю партнерства та якістю підготовки майбутніх фахівців; окреслено значущі можливості та перспективи цієї форми співпраці.

Висновки. Сучасними моделями державно-приватного партнерства в галузі професійної (професійно-технічної) освіти є: модель партнерства на законодавчому рівні (основна увага приділяється регулюванню відносин між державними та приватними суб'єктами освіти шляхом ухвалення відповідних законів та нормативних актів); модель проектної співпраці (акцент зроблений на реалізації конкретних освітніх проектів і програм спільно з приватними компаніями та організаціями); модель спільного фінансування та ресурсного забезпечення (партнери спільно фінансують освітні програми та забезпечують доступ до необхідних ресурсів); модель партнерства у формі підприємницької діяльності (включає співпрацю з приватними підприємствами та створення спільних освітніх підприємств). Існує зростаючий інтерес з боку як державних, так і приватних суб'єктів до участі у партнерствах в галузі професійної освіти, що може бути сприятливим для подальшого розвитку цієї сфери. Позитивними аспектами державно-приватного партнерства є підвищення якості освіти, розширення можливостей фінансування та доступу до ресурсів, створення практичних можливостей для підготовки здобувачів освіти. До викликів, що існують на шляху розвитку партнерства віднесено: необхідність законодавчого регулювання, забезпечення прозорості та ефективності співпраці, вирішення питань інтелектуальної власності.

Ключові слова: *державно-приватне партнерство, професійна (професійно-технічна) освіта, моделі співпраці, законодавче регулювання, переваги та виклики, партнерські відносини, якість освіти, фінансування освітніх програм, ефективність співпраці, перспективи розвитку.*

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