



# PRACTICAL TRAINING CENTRES AS INNOVATIVE STRUCTURAL UNITS FOR PROFESSIONAL TRAINING OF SPECIALISTS BASED ON PUBLIC-PRIVATE PARTNERSHIP

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## Abstract

*Relevance:* In the era of innovation, practical training centres within professional (vocational) education institutions are pivotal in preparing personnel that contribute to the economic stability of regions and the nation. To revitalise Ukraine's national economy, it is crucial to improve the quality of human capital by incorporating advanced technologies and materials into the educational framework.

*Aim:* to examine the role of practical training centres, based on public-private partnerships, in developing highly skilled workers in Ukraine; to establish their importance for advancing professional (vocational) education in an innovative society.

*Methods:* content analysis (to review documents and materials, identifying key trends and approaches); systematic analysis (to view practical training centres as part of the P(V)E system and clarify their interactions with stakeholders); an activity-based approach (to evaluate the objectives, functions and roles of these centres in P(V)E).

*Results:* The activities of PTCs in Ukraine dedicated to enhancing P(V)E are detailed as follows: Lviv Professional College of Service and Printing (the Interregional PTC for Computer Technologies "Digital Learning" improves training for both students and teachers, introduces new technologies and organizes courses and seminars; the PTC for the Use of Materials and Technologies from Sniezka-Ukraine LLC focuses on new construction technologies, professional development courses and student certification); Chernihiv Professional Lyceum of Railway Transport (the PTC for training installers of sanitary engineering systems offers specialized courses, ensures high-quality training and participates in professional skill competitions); Khmelnytskyi Centre for Vocational Education in the Field of Services (the PTC for Current Sewing Technologies and Design provides training and professional development for sewing operators; the PTC for Technological Innovations in the Food Industry and Restaurant Business organizes seminars and training sessions aimed at improving nutrition in educational institutions). These PTCs actively collaborate with enterprises, implement specialist training projects and integrate advanced technologies.

*Conclusions:* practical training centres, operating through partnerships with external stakeholders, foster new professional training methodologies and create platforms for formal and non-formal education. They play a significant role in training and retraining unemployed individuals, enhancing the qualifications of industrial training instructors and P(V)E teachers, as well as introducing cutting-edge technologies and advanced equipment.

**Keywords:** *practical training centre, public-private partnership, professional (vocational) education institution, innovative society.*

**Introduction.** Today, a significant challenge for an innovative society is the need for highly skilled workers, as their professionalism is crucial

for the economic stability of both regions and the nation as a whole. A key element in the revitalization of Ukraine's national economy is the quality of its human capital, which encompasses the attributes of

individuals engaged in innovative processes that create and produce advanced products, serving as a source of income. In this light, professional (vocational) education acts as vital capital for both individuals and society, providing a theoretical framework for enhancing professional qualifications tailored to diverse population groups (Radkevych, 2024). The current system of professional (vocational) education should aim to develop future specialists comprehensively, while also centring the curricula of professional (vocational) education institutions (hereinafter "PVEIs") on students' mastery of new technologies and materials.

**Materials.** The strategic advancement of the system for training highly skilled workers and the long-term strategy for human resource development, particularly in the context of building an innovative economy and a civilized market, is highly complex. This complexity arises from the fact that successful solutions depend on the synergistic interplay of numerous factors. One significant factor that determines the competitiveness of innovative systems is a highly qualified workforce (Kravets et al., 2023; Liulkova, 2023; Radkevych et al., 2023; Radkevych, 2024; Tsarova, 2022; Voronina-Pryhodii et al., 2022).

According to the Law of Ukraine "On Education" (2017), public-private partnership (PPP) in the field of professional (vocational) education (hereinafter "PVE") is an important prerequisite for establishing a highly qualified workforce amid rapid technological changes (Verkhovna Rada Ukrainy, 2017). This partnership involves attracting investments, improving educational infrastructure and enhancing the quality of educational services.

To ensure the quality of P(V)E, Radkevych (2022) defines PPP as "a system of long-term relationships characterized by contractual economic and organized interactions between state and non-state entities, aimed at attracting additional investments for P(V)E development, increasing shared responsibility in decision-making of common interest and achieving pedagogical, social and economic outcomes" (p. 2). The effectiveness of PPP largely relies on the intentional and systematic collaboration among employers, business representatives, government authorities, local self-governance bodies, professional associations, educational institutions and

others, all working together to advance the P(V)E system (Liulkova, 2023).

Thus, in light of the need for innovative economic development in the country, it became vital to create practical training centres for preparing qualified workers.

According to the Regulations on Practical Training Centres at Professional (Vocational) Educational Institutions (2012), a practical training centre (hereinafter "PTC") is a structural unit within a P(V)EI that is owned by the state or local government (Ministerstvo osvity i nauky, molodi ta sportu Ukrainy, 2012). The primary objective of the PTC is to enhance theoretical and practical training of students, as well as to improve the qualifications of teaching staff and employees of economic entities through the delivery of non-formal educational programmes in various formats.

As part of the material and technical facilities of a P(V)EI, the PTC offers access to equipment for various user categories, including 1) students pursuing P(V)E; 2) unemployed individuals and professionals currently employed who wish to change their careers; 3) employees from other companies sent for professional development; 4) practical training instructors from other P(V)EIs who are completing internships.

The operation of PTCs based on PPPs is essential for P(V)E development for several reasons:

1. *Enhancing workforce training quality.* PTCs integrate theoretical knowledge with practical skills, thereby increasing the competitiveness of graduates.

2. *Updating curricula.* Collaboration between state educational institutions and businesses enables the rapid adaptation of educational programmes to meet market demands, incorporating the latest technologies.

3. *Infrastructure development.* PPPs provide funding and resources for equipping PTCs with the latest equipment, which improves the learning environment.

4. *Teacher professional development.* PTCs serve as platforms for professional development of teachers who implement new technologies into the educational process.

5. *Collaboration with businesses.* Strong connections between education and enterprises create opportunities for practical internships for students.

6. *Innovations and technologies.* PTCs facilitate the integration of new technologies into the educational process, enhancing its effectiveness.

Thus, PTCs based on PPPs are a vital component of the professional (vocational) education system, contributing to the improvement of workforce training quality and the adaptation of educational programmes to market needs.

The draft state budget for 2024 allocates 500 million hryvnias for the transformation of P(V)E in Ukraine, which includes the establishment of 100 PTCs (workshops) based at PVEIs (Ministerstvo osvity i nauky Ukrainy, 2023). These centres will be equipped with the advanced equipment to train students in the most in-demand professions necessary for the country's reconstruction.

The demand for skilled trades continues to grow, with 85% of job vacancies on the Work.ua platform corresponding to professions available at PVEIs. Forecasts from the Ministry of Economy indicate that by 2027, the key sectors of the economy will include construction and telecommunications (Ministerstvo ekonomiky Ukrainy, 2024). Many professionals in these fields are currently serving on the front lines, which further increases the need for skilled trades. To secure funding for the establishment of PCTs, PVEIs will participate in a transparent competition, demonstrating their readiness to create PTCs and collaborate with businesses.

The establishment of 100 workshops will create new educational opportunities for over 50,000 students, contributing to the overall development of PVEIs ((Ministerstvo osvity i nauky Ukrainy, 2023).). This initiative will enable institutions to learn how to develop project plans, analyze market trends and forecast professional needs, while also laying the groundwork for their autonomy and financial sustainability. The workshops will encompass various profiles, including agriculture, repair, fashion design and culinary arts, with specific profiles determined in collaboration with local authorities and businesses based on regional needs. Students from grades 9 and 11, as well as adults, including veterans and internally displaced persons, will have

the opportunity to train in these workshops. Additionally, PVEIs will be able to reissue training licenses without going through the licensing process ((Ministerstvo osvity i nauky Ukrainy, 2023).).

**Aim:** to examine the role of practical training centres, based on public-private partnerships, in developing highly skilled workers in Ukraine; to establish their importance for advancing professional (vocational) education in an innovative society.

**Methods.** To accomplish the objectives of the article, the following methods were employed: *content analysis*, which involved examining documents, reports, curricula and other materials related to the activities of PTCs to identify key trends and approaches; *systematic analysis*, which viewed PTCs as components of a larger P(V)E system, including an examination of the relationships among stakeholders (educational institutions, businesses and government agencies); *a functional approach*, which assessed the activities of PTCs concerning their tasks, functions and roles within the P(V)E system.

**Results and discussions.** The labour market situation in Ukraine today is largely influenced by employers, who justifiably demand that P(V)EIs equip students with knowledge and skills that align with the current level of technological and technical advancement in various economic sectors. Simultaneously, P(V)EIs emphasize to employers that the preparation of qualified workers is a shared challenge that requires a comprehensive approach (Kravets et al., 2023). To effectively meet employers' demands for the quality of professional training for future skilled workers and swiftly respond to shifts in the labour market, a robust system of collaboration with employers is essential. This includes, in particular, the creation of innovation-based structural units within P(V)EIs under public-private partnership (PPP) principles. Additionally, employers play a key role in the employment of graduates and actively contribute to shaping the educational process. This collaboration is evolving into new directions, taking the form of specific mechanisms and models of social partnership, as well as proposals from social partners to enhance curricula and programmes for vocational-theoretical and vocational-practical training, aimed at ensuring students master the latest technologies (Tsarova, 2022). The organization of

round-table discussions and seminars facilitates adjustments to the educational process to meet enterprise requirements, while also providing informational and methodological support for the training, retraining and advanced training of students.

To begin with, two PTCs have been established at Lviv Professional College of Service and Printing. They are as follows: the Interregional Practical Training Centre for Computer Technologies, known as “Digital Learning”, and the Practical Training Centre for the Use of Materials and Technologies from Sniezka-Ukraine LLC. The primary aim of “Digital Learning” is to enhance theoretical and practical training of P(V)E students, improve the qualifications of teaching staff and specialists and integrate the latest technologies into the educational process. Key areas of its activity include: 1) collaborating with businesses and organizations to introduce innovations in P(V)E through advanced technologies; 2) implementing cutting-edge methods for professional training in computer and office equipment; 3) creating a system of training methods based on current practices; 4) computerizing the educational process (Lvivskiyi profesiyniyi koledzh sfery obsluhovuvannia ta polihrafi, 2024a).

Additionally, the “Digital Learning” PTC fulfils several important functions: a) enhancing the quality of professional training for students, retraining unemployed individuals and upgrading employees’ qualifications; b) organizing courses for training, retraining and advanced training; c) improving working curricula for the study of new technologies; d) offering consultations and practical assistance in the adoption of new technologies; e) developing methodological support, educational materials and software resources; f) hosting seminars and conferences on the integration of new technologies in workforce training (Lvivskiyi profesiyniyi koledzh sfery obsluhovuvannia ta polihrafi, 2024a).

At the same time, the activities of the Practical Training Centre for the Use of Materials and Technologies from Sniezka-Ukraine LLC focus on enhancing practical and theoretical training of students by implementing the latest production technologies with building materials from the “ŚNIEŻKA” brand (Lvivskiyi profesiyniyi koledzh sfery obsluhovuvannia ta polihrafi, 2024b). This is accomplished through ongoing collaboration between the

enterprise and the educational institution. The key functions of the PTC include 1) organizing training and professional development courses for students and teaching staff at P(V)EIs; 2) equipping classrooms and workshops with products from the “ŚNIEŻKA” and “VIDARON” brands, along with visual materials; 3) issuing certificates to students upon course completion (Lvivskiyi profesiyniyi koledzh sfery obsluhovuvannia ta polihrafi, 2024b).

Collaboration with the PTC’s social partners involves established interactions with printing companies in Lviv region and participation in educational-industrial clusters.

Through the Ukraine-Switzerland project “Public-Private Partnership to Improved Sanitary Education in Ukraine”, a practical training centre for training installers of sanitary engineering systems was established at Chernihiv Professional Lyceum of Railway Transport in 2016 (EdUp, 2024). This initiative is supported by the Swiss Agency for Development and Cooperation, Geberit Trading LLC and the Ministry of Education and Science of Ukraine (Chernihivskiyi profesiyniyi litsei zaliznychnoho transport, 2024). The PTC’s opening has provided the opportunity to learn about current plumbing technologies and equipment, thereby improving the quality of training for students and enhancing the appeal of the lyceum. Students earn diplomas as qualified workers while training for the profession of “Installer of Sanitary Engineering Systems and Equipment” based on their basic secondary education. Additionally, the PTC offers paid courses for adults, which help update equipment and cover material expenses. Participants receive certificates as qualified workers. Since 2016, students have also engaged in national professional skill competitions, securing prize-winning positions. Beyond student training, the PTC supports professional development of educational institution leaders, including assistance in creating a business plan for a centre that will provide housing restoration services. Educators improve their qualifications through courses and conferences organized by the EdUP project, which align with professional standards.

Two practical training centres operate within the public educational institution “Khmelnitskiy Centre for Vocational Education in the Field of Ser-

vices”. They are the following: the Practical Training Centre for Current Sewing Technologies and Design, as well as the Practical Training Centre for Technological Innovations in the Food Industry and Restaurant Business. This innovative and practice-oriented educational space focuses on fulfilling tasks related to both practical training and overall development of students, retraining unemployed individuals, enhancing the qualifications of specialists in the sewing industry, food industry and restaurant business, as well as providing training for P(V)E teachers (Khmelnyska miska rada, 2024; Khmelnytskyi tsentr profesiino-tekhnichnoi osvity sfery posluhy, 2024).

Professions in the sewing industry, restaurant business and food industry are consistently in demand in the labour market. As a result, preparing qualified workers in these fields has become a key priority for the country’s economic development.

The Practical Training Centre for Current Sewing Technologies and Design, which trains workers for the roles of “sewing operator”, “tailor” and “cutter”, was established at the public educational institution “Khmelnyskyi Centre for Vocational Education in the Field of Services” in line with the Ministry of Education and Science of Ukraine Order No 1335 issued on November 4, 2016. It aims to achieve several objectives: 1) to enhance the professional-practical and professional-theoretical training of students; 2) to enhance the qualifications of specialists in sewing enterprises; 3) to retrain unemployed individuals; 4) to provide internships and advanced training for engineering educators in PVEIs (Khmelnyskyi tsentr profesiino-tekhnichnoi osvity sfery posluhy, 2024). The practical training centre engages in active collaboration with various enterprises in Khmelnytskyi, including T-Styl LLC, Pollardi Fashion Group LLC, BEMBI LLC, Anna Sposa TM, Azhur TM, Alvina TM and others, which serve as active social partners.

Also, the Practical Training Centre for Current Sewing Technologies and Design consistently offers advanced training for various categories of specialists. Since its inception, the PTC has facilitated professional development for 105 individuals in the profession of tailoring. Furthermore, it has organized workshops and practical seminars for 573 students from the educational institution, focusing on the latest production technologies for clothing

manufacturing and the use of the CAD-system Julivi for design.

During internships at the centre, P(V)E teachers gain expertise in using information and resource tools for training specialists in the light industry. They learn about the latest production technologies and, through practical sessions, become proficient in applying innovative small-scale mechanization tools and the latest sewing equipment. Additionally, they familiarize themselves with mobile applications relevant to the sewing and fashion industries, including tools for clothing design, augmented reality in fashion, and the Wizer.me platform for conducting asynchronous lessons during remote learning with vocational students, among other applications (Khmelnyskyi tsentr profesiino-tekhnichnoi osvity sfery posluhy, 2024).

The Practical Training Centre for Technological Innovations in the Food Industry and Restaurant Business is dedicated to practical training and professional development for P(V)E students, retraining the unemployed and enhancing the skills of workers in the food industry and restaurant sectors, as well as P(V)E teachers in Khmelnytskyi region. The centre also conducts seminars on topics such as “Regulatory and Technological Foundations for Creating an Innovative Healthy Eating Menu in Educational Institutions” and “CultFood: How to Transform Nutrition in Educational Institutions”. These seminars provide participants with valuable insights into the key principles and programmes for implementing HACCP in the food service sectors of P(V)Es, secondary schools and preschools (Khmelnyska miska rada, 2024).

Moreover, at these centres, within the framework of the “Professional” agency, joint practical sessions for city school students are held. This initiative supports the career orientation of young students toward professional (vocational) education.

**Conclusions.** Therefore, the activities of practical training centres within P(V)EIs, grounded in public-private partnership principles, facilitate the development and refinement of professional training methods. They provide a professional platform for various formal and non-formal educational initiatives and enhance the quality of training and retraining for unemployed individuals, as well as advanced training for industrial training instructors and P(V)E

teachers. Their objectives include studying and applying the latest technologies and acquiring proficiency with advanced equipment and tools. Additionally, the centres aim to deliver high-quality educational services to target audiences, promote skilled

trades in relevant environments and strengthen the reputation of P(V)EIs through various events.

Future research should explore foreign experience in enhancing practical training for future specialists, particularly through the activities of practical training centres in the P(V)E system.

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# НАВЧАЛЬНО-ПРАКТИЧНІ ЦЕНТРИ ЯК ІННОВАЦІЙНІ СТРУКТУРНІ ПІДРОЗДІЛИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ НА ЗАСАДАХ ДЕРЖАВНО-ПРИВАТНОГО ПАРТНЕРСТВА

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## Реферат:

*Актуальність:* в умовах інноваційного суспільства, навчально-практичні центри (НПЦ) в закладах професійної освіти відіграють ключову роль у підготовці кадрів, що впливають на економічну стабільність регіонів і держави. Для відновлення національної економіки України важливо підвищити якість людського капіталу через впровадження новітніх технологій і матеріалів в освітній процес.

*Мета:* проаналізувати роль навчально-практичних центрів на основі державно-приватного партнерства у підготовці висококваліфікованих кадрів в Україні; обґрунтувати їхню значущість для розвитку професійної освіти в умовах інноваційного суспільства.

*Методи:* контент-аналіз (аналіз документів та матеріалів для виявлення основних тенденцій і підходів); системний аналіз (розгляд НПЦ як частини системи професійної освіти та взаємозв'язків між стейкхолдерами); діяльнісний підхід (аналіз завдань, функцій і ролі НПЦ у професійній освіті).

*Результати:* детально охарактеризовано діяльність НПЦ в Україні, що вдосконалюють професійну освіту, зокрема, Львівський професійний коледж сфери обслуговування та поліграфії (Міжрегіональний НПЦ комп'ютерних технологій «Digital Learning» поліпшує підготовку учнів і педагогів, впроваджує нові технології, організовує курси і семінари; НПЦ з використання матеріалів та технологій ТзОВ «Снежка-Україна» займається впровадженням нових будівельних технологій, проводить курси підвищення кваліфікації та сертифікацію учнів); Чернігівський професійний ліцей залізничного транспорту (НПЦ з підготовки монтажників санітарно-технічних систем проводить курси, забезпечує якісну підготовку та участь у конкурсах фахової майстерності); ДНЗ «Хмельницький центр професійно-технічної освіти сфери послуг» (НПЦ сучасних швейних технологій та дизайну проводить підготовку і підвищення кваліфікації швейних фахівців; НПЦ технологічних інновацій харчової промисловості організовує семінари і тренінги для покращення харчування в закладах освіти). Вказані НПЦ активно співпрацюють з підприємствами, реалізують проекти з підготовки фахівців і впроваджують новітні технології.

*Висновки:* Навчально-практичні центри працюють на основі партнерства із зовнішніми стейкхолдерами, розвиваючи платформи новітніх методик професійного навчання і створюючи майданчики для формального та неформального навчання. Вони займаються підготовкою і перепідготовкою незайнятого населення, підвищенням кваліфікації робітників і педагогів, впроваджуючи новітні технології та сучасне обладнання.

**Ключові слова:** навчально-практичний центр, державно-приватне партнерство, заклад професійної освіти, інноваційне суспільство.

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