



# PUBLIC-PRIVATE PARTNERSHIP AS A TOOL FOR THE DEVELOPMENT OF VOCATIONAL EDUCATION

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## Abstract

**Relevance:** The necessity of researching and implementing public-private partnership (hereinafter referred to as PPP) in the field of vocational (vocational-technical) education is particularly emphasized in the context of martial law in Ukraine. Contemporary challenges caused by the war determine significant changes in the labor market and intensify the need for training highly qualified specialists capable of working under conditions of post-war reconstruction. Military actions require the rapid adaptation of educational systems to new realities, which include not only the implementation of innovative technologies but also the enhancement of practical training for learners. PPP becomes a key mechanism for attracting additional resources and modernizing educational institutions, which contributes to improving the quality of vocational training, strengthening the country's economic resilience, and enhancing its competitiveness in the international arena, particularly during the post-war recovery period.

**Objective:** To define public-private partnership (PPP) as a modern tool for the development of vocational (vocational-technical) education and to substantiate the possibilities of its application to improve the quality of specialist training in accordance with labor market demands in wartime and post-war periods.

**Methods:** The research employs an analysis of scientific sources, regulatory documents, and empirical data to determine the current state of public-private partnership (PPP) as a tool for the development of vocational education. Theoretical analysis, synthesis, and generalization are used to formulate conclusions regarding the effectiveness of PPP in the vocational education system.

**Results:** The study focuses on public-private partnership as a mechanism that ensures effective cooperation between public institutions and the private sector in the field of vocational education. PPP facilitates the attraction of financial resources, the modernization of educational infrastructure, and the integration of innovative technologies into the educational process. The use of PPP enables the creation of joint educational projects, investment agreements, outsourcing contracts, concession and leasing agreements, which enhance the level of practical training for learners and align with the needs of the modern labor market.

**Conclusions:** Public-private partnership is a key tool for the development of vocational education, aimed at effectively engaging private sector resources to modernize educational institutions and improve the quality of specialist training. It fosters the integration of cutting-edge technologies into the educational process and increases graduates' competitiveness in the labor market, which is particularly critical in the context of the country's post-war recovery.

**Keywords:** *public-private partnership, vocational education, labor market, post-war recovery.*

**Introduction.** One of the primary tasks in Ukraine's post-war recovery is overcoming educational losses and disruptions in the system of vocational (vocational-technical) education (hereinafter: V(VT)E). This includes reconstructing damaged institutions, modernizing existing ones, and creating new facilities, thereby enabling various

population groups to acquire professional qualifications that align with their aspirations and labor market demands. A key tool for addressing these challenges is public-private partnership (hereinafter: PPP) a mechanism that fosters collaboration between the state and the private sector to jointly implement projects and provide

services in the field of vocational training for future specialists. This approach aims to expand access to educational programs and enhance their alignment with labor market requirements.

PPP in the field of V(VT)E has proven to be an effective instrument that facilitates the attraction of additional investments and resources for the development of vocational education. It ensures the establishment of long-term contractual relations between public and private entities, aimed at improving educational services, increasing accountability in decision-making processes of public interest, and achieving significant pedagogical, social, and economic outcomes (Radkevych, 2022). By integrating resources and professional expertise, PPP enables the design and implementation of innovative educational projects that align with modern technologies and vocational training methods.

In this context, it is crucial to emphasize that PPP serves as a tool for improving the quality of educational services in response to contemporary technological changes in the economy. Current realities necessitate the creation of new professional qualifications, standards, and educational programs that meet labor market requirements and cater to learners' needs. Special attention is given to developing practical skills essential for successful professional activities and career advancement. Consequently, PPP has become an indispensable mechanism for adapting vocational education to evolving conditions and demands.

The implementation of PPP as a development tool for V(VT)E is based on a systematic approach that accounts for interactions between various elements of the educational process and the resources contributed by both parties. The application of PPP enables a thorough assessment of the costs and benefits of cooperation, allowing for well-founded investment decisions and the efficient utilization of available resources. It also considers social aspects, such as the needs of different stakeholder groups, thus facilitating the development of educational system strategies tailored to labor market demands.

Thus, leveraging PPP in the field of V(VT)E creates opportunities for proactive responses to labor market needs and the formation of a workforce

potential essential for Ukraine's successful economic recovery in the post-war period.

**Objective.** The objective of this study is to characterize PPP as a modern tool for the development of vocational (vocational-technical) education and to substantiate its potential application for enhancing the quality of specialist training in accordance with labor market requirements during wartime and post-war reconstruction.

**Methods.** The research employs the following methods: Analysis of scientific sources, regulatory and legal documents, and empirical data to assess the current state of PPP as a tool for the development of vocational education; Theoretical analysis, synthesis, and generalization to formulate conclusions on the effectiveness of PPP in the vocational education system.

**Sources.** PPP as a tool for the development of vocational education is widely recognized by European scholars as an effective means of adapting educational programs to contemporary labor market needs and fostering innovation. In Europe, PPP is a prevalent instrument used to strengthen collaboration between public institutions and businesses in education, particularly in vocational (vocational-technical) education.

This study draws on the works of the following researchers: N. Reinhar H. and W. Muller who present PPP as a mechanism for ensuring the continuous renewal of professional skills and qualifications. P. Salminen and J. Laitinen who emphasize PPP as a tool for integrating business into educational processes to create more flexible and practice-oriented educational programs. A. Brown who highlights PPP as an instrument for stimulating innovation and attracting investment in vocational education. W. Jansen and W. Vermeulen who analyze PPP as a factor in improving graduate qualification levels and establishing a foundation for the sustainable development of vocational education.

Significant attention to the role of PPP in vocational education development has also been given by Ukrainian scholars and researchers, including: V. Radkevych, who explores PPP as a means of addressing not only economic but also social challenges; Ye. Tsarova, who examines the impact of PPP on the quality of future specialists'

training; O. Strilets, who investigates the influence of PPP on the preparation of skilled workers under the dual education system, among others.

**Results and Discussion.** There are various approaches to defining the role and significance of PPP in the development of vocational education and training.

The German approach to PPP is based on the dual education system, where students combine learning in educational institutions with practical training in enterprises. As noted by German researchers H. Reinhard and W. Muller, PPP ensures the continuous updating of professional skills and qualifications that align with labor market demands. This mechanism allows for the rapid implementation of new technologies, expands students' opportunities in real working conditions, and enhances their competitiveness. In Germany, PPP serves as a key instrument in the implementation of the dual vocational education system, which integrates theoretical instruction in educational institutions with practical training in enterprises. According to a study by the Deutsches Institut für Berufsbildung (2020), more than 60% of young people participate in dual programs, and nearly 90% of them secure permanent employment in enterprises after completing their education. This confirms the conclusion that PPP is an effective tool for training highly qualified specialists who meet the demands of the modern labor market.

Finnish researchers P. Salminen and J. Laitinen (2020) emphasize the importance of integrating business into educational processes through PPP to create more flexible and practice-oriented training programs. They highlight that partnerships encourage investment in the infrastructure of vocational education institutions, which is particularly relevant during periods of rapid economic change. In Finland, PPP is utilized as an effective instrument for establishing modern training centers and technology parks. For example, in cooperation between Nokia and Haaga-Helia University of Applied Sciences, a center was established for researching and implementing new IT technologies into the educational process. Through this partnership, students gain access to state-of-the-art equipment and contemporary knowledge, significantly enhancing their professional skills and facilitating their integration

into the labor market. This collaboration enables businesses to actively participate in the educational process, equipping students with relevant skills essential for a successful career in a rapidly evolving technological sector.

In the United Kingdom, according to A. Brown (2018), PPP is used to stimulate innovation and attract investment into the vocational education system. Collaboration between the state and the private sector not only improves the infrastructure of educational institutions but also ensures that graduates' skills align with current and future labor market requirements. With government support, the UK launched the "Apprenticeship Levy" program in 2017, which serves as an effective tool for financing apprenticeships through partnerships between businesses and state educational institutions. A. Brown (2018) notes that this program led to a 12% increase in apprenticeships within the first year of its launch, with companies investing over £3 billion in workforce training. This clearly demonstrates how public-private partnerships can serve as a mechanism for fostering the growth of vocational education by leveraging financial resources and expertise from the private sector.

In the Netherlands, public-private partnerships between the government and private companies, such as Philips, have become instrumental in creating innovation centers within educational institutions. For example, Eindhoven University of Technology actively collaborates with companies to research and implement new technologies, particularly in the field of medical devices. This partnership provides students not only with access to cutting-edge knowledge but also with opportunities to apply their learning in practice by working on real-world projects. This significantly enhances their professional competencies and contributes to the development of innovative solutions in technological industries (Jansen & Vermeulen, 2019).

European scholars unanimously emphasize that PPP is a key instrument for improving education quality, particularly in the context of vocational training. They highlight that PPP enables the state and businesses to combine efforts in addressing various challenges facing the vocational education system amid dynamic labor market changes. This partnership fosters the development of flexible and

adaptive educational programs that meet contemporary employer requirements while also considering the personal interests and abilities of learners.

The active involvement of businesses in workforce training ensures a direct link between educational institutions and labor market demands, allowing students to acquire essential practical skills and experience during their studies. For instance, in many European countries, businesses invest in modernizing educational infrastructure by providing state-of-the-art equipment, access to the latest technologies, and tools that significantly enhance the quality of the educational process. Such cooperation also expands opportunities for students to undertake internships and apprenticeships directly within enterprises, facilitating their employment upon graduation. Moreover, European researchers such as W. Jansen and W. Vermeulen (2019) argue that PPP not only yields short-term benefits by improving graduates' qualifications but also lays the foundation for the sustainable development of vocational education. Through the integration of cutting-edge technologies, PPP enables educational institutions to keep pace with technological innovations and develop programs that align not only with current but also with future labor market needs, ensuring the continuous updating and advancement of educational programs.

Another critical aspect of PPP is the social responsibility assumed by businesses in workforce training. By investing in the education of future professionals, private companies gain the opportunity to cultivate skilled workers who meet their standards and job-specific requirements. This partnership also creates additional opportunities for reducing youth unemployment, as graduates trained with business support are often immediately employed at the enterprises where they completed their internships.

Thus, PPP not only ensures the adaptation of educational programs to contemporary labor market realities but also facilitates the integration of innovative technologies into the educational process, serving as a prerequisite for the sustainable development of vocational education. This form of cooperation allows for a rapid response to economic changes by training specialists who can meet global

market demands and ensures the long-term stability of the education system.

In Ukraine, the implementation of PPP in vocational education has become particularly relevant in light of ongoing challenges posed by military actions and the urgent need to rapidly adapt the education system to current labor market conditions. European experience demonstrates that PPP can be an effective tool for modernizing vocational education, a concept that is gaining increasing support among Ukrainian educators and the business community.

Ukraine faces several challenges in vocational education, including outdated infrastructure, weak connections between educational institutions and the labor market, and limited flexibility of educational programs. PPP serves as an effective mechanism for addressing these issues, as it not only provides financial support from the private sector but also promotes innovation and active collaboration between the state, businesses, and educational institutions.

A successful example of PPP implementation in Ukraine is the establishment of innovative training and production centers supported by major companies such as Metinvest and Kernel at educational institutions in Kryvyi Rih and Zaporizhzhia. These companies invest in institutional infrastructure, providing modern equipment and supporting workforce training aligned with industry needs. For example, in Kryvyi Rih, a training and production center has been established to prepare specialists for the mining and metallurgical sector, playing a crucial role in enhancing students' vocational skills. Additionally, Radkevych (2022) underscores the significance of PPP as a tool for addressing not only economic but also social issues. Specifically, PPP contributes to reducing youth unemployment and creating new career development opportunities. By participating in workforce training, businesses can directly influence the content of educational programs, making them more practice-oriented. This not only enhances graduates' qualification levels but also ensures their readiness to work in a modern economic environment.

PPP also opens new prospects for modernizing vocational education in Ukraine by attracting foreign investors and partners.

International companies such as Siemens and Hewlett-Packard actively collaborate with Ukrainian vocational and technical educational institutions, providing them with state-of-the-art equipment and educational programs. This not only enhances the technical training of students but also helps integrate Ukraine's vocational education system into global trends.

Thus, the implementation of PPP in Ukraine has immense potential for the development of vocational education. It provides the necessary resources for the modernization of educational institutions, improves the quality of workforce training, and ensures compliance with the demands of the modern labor market. Successful examples of cooperation between the state and businesses demonstrate that PPP can become a crucial tool in Ukraine's post-war reconstruction, particularly in ensuring the sustainable development of vocational education, which is a key factor for economic stability and the country's competitiveness on the international stage.

**Conclusions.** PPP is a key element in the development of vocational (vocational-technical) education. Practical experience with this tool confirms its effectiveness in fostering cooperation between the state and the private sector, thereby enhancing education quality, developing

infrastructure, and integrating innovative technologies into the learning process. Various forms of PPP such as contracts for educational service provision, outsourcing, investment projects, and leasing create a transparent and stable environment for attracting private investment in the development of V(VT)E. PPP also plays a significant role in regulating licensing and accreditation issues for educational programs, introducing legal mechanisms that promote effective collaboration and the allocation of additional resources. Through continuous monitoring and evaluation of project outcomes, PPP allows timely adjustments to the strategic activities of vocational education institutions, enabling them to adapt to evolving labor market conditions and demands.

Therefore, the use of PPP as a tool for the development of vocational education not only facilitates investment in modernizing educational infrastructure but also helps meet business needs for qualified personnel and ensures the relevance of educational programs. In the long term, business investment in V(VT)E should become an integral part of the country's economic and social development strategy, particularly in the post-war period when reconstruction and infrastructure modernization are crucial factors for economic growth and stability.

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# ДЕРЖАВНО-ПРИВАТНЕ ПАРТНЕРСТВО ЯК ІНСТРУМЕНТ РОЗВИТКУ ПРОФЕСІЙНОЇ ОСВІТИ

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## Реферат:

*Актуальність:* необхідність дослідження та впровадження державно-приватного партнерства (далі – ДПП) у сфері професійної (професійно-технічної) освіти особливо актуалізується в умовах воєнного стану в Україні. Сучасні виклики, зумовлені війною, детермінують значні зміни на ринку праці та посилюють потребу в підготовці висококваліфікованих фахівців, здатних працювати в умовах післявоєнної відбудови. Військові дії вимагають швидкої адаптації освітніх систем до нових реалій, що включають не лише впровадження інноваційних технологій, але й підвищення практичної підготовки здобувачів освіти. ДПП стає ключовим механізмом для залучення додаткових ресурсів та модернізації освітніх закладів, що сприяє підвищенню якості професійної підготовки, зміцненню економічної стійкості країни та її конкурентоспроможності на міжнародній арені, особливо в період відновлення після війни.

*Мета:* визначення державно-приватного партнерства (ДПП) як сучасного інструменту розвитку професійної (професійно-технічної) освіти та обґрунтування можливостей його застосування для підвищення якості підготовки фахівців відповідно до вимог ринку праці у воєнний і повоєнний час.

*Методи:* аналізу наукових джерел, нормативно-правових документів та емпіричних даних – для визначення стану державно-приватного партнерства (ДПП) як інструменту розвитку професійної освіти; теоретичного аналізу, синтезу та узагальнення – для формування висновків щодо ефективності ДПП в системі професійної освіти.

*Результати:* у дослідженні основна увага приділяється державно-приватному партнерству як інструменту, що забезпечує ефективну співпрацю між державними установами та приватним сектором у сфері професійної освіти. ДПП сприяє залученню фінансових ресурсів, модернізації освітньої інфраструктури та впровадженню інноваційних технологій у навчальний процес. Використання ДПП дає змогу створювати спільні освітні проекти, інвестиційні угоди, угоди про аутсорсинг, концесійні та лізингові договори, що підвищують рівень практичної підготовки здобувачів освіти і відповідають потребам сучасного ринку праці.

*Висновки:* державно-приватне партнерство є ключовим інструментом розвитку професійної освіти, спрямованим на ефективне залучення ресурсів приватного сектора для модернізації навчальних закладів та підвищення якості підготовки фахівців. Це сприяє впровадженню новітніх технологій у навчальний процес та підвищенню конкурентоспроможності випускників на ринку праці, що є особливо важливим в умовах післявоєнного відновлення країни.

**Ключові слова:** державно-приватне партнерство, професійна освіта, ринок праці, повоєнне відновлення.

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