

## TEMPLATE FOR THE GOOD PRACTICE

### What is a good practice?

A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results, and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it.

Please follow the instructions included to fill in the template. You can replace the guiding questions for each element with your description.

Mandatory fields are defined by \*

Element	Description
<b>Title*</b>	<b><i>Practice-Oriented Learning Model (“Real Work Workshops”) in Vocational Education and Training</i></b>
<b>Name of the VET Provider</b>	<i>State professional-technical educational institution "Snovsk high vocational school of forestry"</i>
<b>Thematic domain</b>	<p>What is the thematic domain covered by this good practice? More than one domain can be indicated</p> <ul style="list-style-type: none"> <li>• <u>Innovation</u></li> <li>• Digital</li> <li>• Green</li> <li>• Inclusion</li> <li>• Entrepreneurial</li> <li>• Career guidance</li> <li>• <u>Lifelong learning</u></li> <li>• Creating partnerships/skills ecosystems</li> </ul>
<b>Introduction*</b>	<i>Snovsk High Vocational School of Forestry operates in the context of contemporary challenges that significantly influence the preparation of skilled workers. These challenges include labour shortages, rapid technological transformation of production processes, increasing demand for practical skills rather than purely theoretical knowledge, and the need to improve graduates’ readiness for real working environments.</i>

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*Traditional training approaches do not always ensure a sufficient level of preparedness for employment in modern enterprises. In the past, graduates often entered the labour market with outdated skills and limited understanding of complete production cycles. Both teachers and employers faced challenges related to low learner motivation, insufficient awareness of workplace realities, and limited experience with modern equipment and technologies.*

*In response to these challenges, the institution introduced a practice-oriented learning model based on the concept of “Real Work Workshops,” where the educational process is organised to closely resemble authentic working environments.*

*The practice is implemented on a continuous basis and supports training in forestry, woodworking, construction, agriculture, and hospitality-related occupations.*

*As part of this initiative, the institution operates two modern Training and Practical Centres: the Regional Training and Practical Centre for Woodworking Technologies and the Training and Practical Centre “Innovative Technologies – A New Concept of Modern Forestry.” These centres are equipped with modern woodworking and forestry equipment and serve as environments for practical training under conditions closely aligned with real production settings.*

*In addition, the training laboratories for cooks and pastry chefs are continuously upgraded with modern equipment and tools, including combi steam ovens, food processors, multifunctional ovens, and professional baking equipment. The institution has also submitted an application for the establishment of an additional Training and Practical Centre focused on Food Technologies.*

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**Stakeholders and Partners**

***The beneficiaries of the practice include:***

- *vocational education and training learners;*
- *adult participants in reskilling and upskilling programmes;*
- *unemployed persons referred by the regional employment service;*
- *individuals requiring retraining, including veterans and internally displaced persons (IDPs);*
- *local employers;*
- *enterprises from the forestry, agricultural, construction, and service sectors;*
- *the local community.*

***Key partners include:***

- *employer enterprises and local businesses that provide competency requirements, workplace learning opportunities, and contribute to identifying regional skills needs;*
  - *the Ministry of Education and Science of Ukraine, providing regulatory support;*
  - *local and regional authorities;*
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- *the Employment Service;*
- *teachers and workshop instructors of the institution;*
- *social partners supporting vocational education development;*
- *international donors, including EU4Skills, which has contributed to the modernisation of training facilities.*

*Partners actively participate in curriculum development, assessment of learning outcomes, organisation of workplace learning, and alignment of training provision with labour market needs.*

### **Impact\***

*The practice-oriented learning model has significantly improved the quality of vocational training and graduates' readiness for employment.*

*Learners gain hands-on experience using modern industrial equipment and technologies. Woodworking students train on contemporary machinery, while future forestry professionals learn to operate modern power tools and equipment used in forest planting, maintenance, and management.*

#### **The social impact includes:**

- *reducing the gap between education and labour market requirements;*
- *increasing learner motivation and engagement;*
- *improving graduate employability;*
- *enhancing the social image and attractiveness of vocational professions;*
- *strengthening professional confidence among both young learners and adult participants.*

#### **The economic impact includes:**

- *reducing workplace adaptation periods from an estimated 3–6 months to approximately two weeks, as graduates are already familiar with industry-standard equipment and work processes;*
- *lowering employer expenditure on additional induction and retraining;*
- *increasing productivity and efficiency of newly employed graduates.*

#### **The environmental impact includes:**

- *implementation of Zero Waste principles in woodworking and culinary workshops;*
- *reduction of production waste by approximately 25%;*
- *promotion of resource-efficient production practices.*
- *Evidence of the practice's effectiveness includes positive employer feedback, successful workplace learning outcomes, and sustained demand for graduates in the labour market.*

### **Innovation and Success Factors \***

*The key innovation of the practice is the transition from traditional task-based training to a model based on learning through authentic work activities and real production tasks.*

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*Rather than completing purely educational exercises, learners engage in real or realistically simulated production processes and work on authentic customer orders, gaining experience of the complete production cycle.*

**Key innovative elements include:**

- *simulation of real production environments within training workshops;*
- *integration of theoretical and practical learning;*
- *use of authentic production cases and customer orders as learning tasks;*
- *active involvement of employers in the educational process;*
- *application of modern equipment, technologies, and digital tools.*
- *An important feature of the model is that workshops operate as authentic learning-production environments where students complete practical assignments that reflect real market demands and workplace expectations.*

**Success factors include:**

- *highly qualified teachers and workshop instructors;*
- *a modern training and production infrastructure, including CNC machinery, professional culinary equipment, and electronic timber management systems;*
- *strong cooperation with employers and industry representatives;*
- *continuous professional development and industry placements for teachers and instructors;*
- *a focus on learning outcomes expressed as demonstrable competencies;*
- *institutional capacity to organise learning activities linked to authentic production processes.*

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**Constraints\***

***The implementation of the practice has faced several challenges:***

- *the continuous need to modernise training facilities and equipment;*
- *high costs associated with advanced technologies;*
- *the necessity for ongoing professional development of teachers and workshop instructors;*
- *adaptation of curricula to rapidly changing production technologies;*
- *limited access to certain advanced technological solutions.*

*These challenges are addressed through close cooperation with employers, staff training and industry placements, gradual upgrading of workshops and laboratories, and implementation of elements of dual vocational education and training.*

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**Lessons learned\***

*The implementation of the “Real Work Workshops” model has generated several important pedagogical and organisational insights.*

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1. *Modern equipment alone does not guarantee high-quality vocational education. Without active cooperation with employers and authentic production tasks, even the best-equipped workshop risks becoming only a demonstration facility rather than a genuine learning environment.*
2. *Learner motivation increases significantly when training activities result in products or services valued by real customers and meeting actual market needs. Seeing that a table, wooden product, meal, or landscaping project is used in real life creates a strong sense of professional identity and responsibility.*
3. *Practical training is most effective when it is not treated as the final stage of education but as its central component. Learning outcomes improve substantially when theoretical knowledge and practical application are integrated from the beginning of the training process.*
4. *Employer involvement in curriculum design, workplace learning, assessment, and practical placements is essential for ensuring that training remains relevant to labour market needs.*
5. *Real or realistically simulated production environments accelerate skills acquisition, increase learner confidence, and significantly reduce the adaptation period required after employment.*

**Replicability and/or up-scaling**

***The practice can be successfully replicated in other vocational education institutions provided that several basic conditions are met:***

- *availability of training workshops or practical learning facilities;*
- *strong and genuine partnerships with employers;*
- *preparation of teachers and instructors to work within a practice-oriented model;*
- *gradual modernisation of equipment and training environments;*
- *integration of workplace learning throughout educational programmes.*

***For broader scaling, it is recommended to:***

- *establish regional “training order banks,” where businesses can place small-scale production requests suitable for implementation within vocational education workshops;*
- *adapt workshop activities to regional economic specialisation and labour market needs, such as woodworking in forested regions, construction in urban areas, or agriculture in rural and agricultural regions.*

*The model is particularly suitable for construction, agriculture, forestry, manufacturing, and service-sector occupations.*

**Contact details**

*The contact persons for State professional-technical educational institution "Snovsk high vocational school of forestry":*

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**URL of the practice**

Official website of Snovsk Higher Vocational School of Forestry.

<https://snovsklis.ptu.in.ua/>

Regional Training and Practical Centre for Woodworking Technologies.

<https://snovsklis.ptu.in.ua/regionalnij-navchalnopraktichnij-centr-derevoobrobnih-tehnologij-12-08-14-16-01-2024/>

Training and Practical Centre “Innovative Technologies – A New Concept of Modern Forestry”.

<https://snovsklis.ptu.in.ua/npc-innovacijni-tehnologii-nova-koncepciya-suchasnoqo-lisivnictva-10-45-12-30-04-2025/>

Products of Training and Production Units.

(<https://snovsklis.ptu.in.ua/produkcija-navchalnovirobnichih-pidrozdiliv-14-55-09-17-01-2024/>)

Official Facebook page.

<https://www.facebook.com/groups/1565833070120734/>

Official YouTube channel.

<https://www.youtube.com/@%D0%A1%D0%BD%D0%BE%D0%B2%D1%81%D1%8C%D0%BA%D0%B5%D0%92%D0%9F%D0%A3%D0%9B%D0%93>

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**Related resources that have been developed**

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