

TEMPLATE FOR THE GOOD PRACTICE

Element	Description
Title*	<i>Culinary Hubs for Educational Institution Chefs as a Tool for Lifelong Learning and Support of the School Nutrition Reform</i>
Name of the VET Provider	<i>State Vocational Training Institution "Bila Tserkva Higher Vocational School of Construction and Service"</i>
Thematic domain	<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"> <input type="checkbox"/> Innovation <input type="checkbox"/> Digital <input type="checkbox"/> Green <input type="checkbox"/> Inclusion <input type="checkbox"/> Entrepreneurial <input type="checkbox"/> Career guidance <input checked="" type="checkbox"/> Lifelong learning <input type="checkbox"/> Creating partnerships/skills ecosystems
Introduction*	<p><i>The reform of the school nutrition system in Ukraine has become a crucial milestone toward improving children's health and enhancing the overall quality of educational services. The introduction of new dietary standards, updated technological processes, and modern culinary approaches has generated an urgent need for the professional development of cafeteria and kitchen staff in general secondary and preschool educational institutions.</i></p> <p><i>In response to this challenge, the State Vocational Training Institution "Bila Tserkva Higher Vocational School of Construction and Service" launched a network of culinary hubs for school and kindergarten chefs across the Kyiv Oblast (Region). This practice is aimed at upskilling adult learners, developing their professional competencies, and supporting the implementation of the school nutrition reform through practice-oriented training.</i></p>
Stakeholders and Partners	<p><i>The primary participants benefiting from the implementation of this practice are chefs from general secondary and preschool educational institutions within the territorial communities of the Kyiv Oblast.</i></p> <p><i>The execution of this practice actively engages the following stakeholders:</i></p> <ul style="list-style-type: none"> • <i>State Vocational Training Institution "Bila Tserkva Higher Vocational School of Construction and Service" as the professional training provider;</i> • <i>Territorial communities of the Kyiv Oblast;</i> • <i>Educational institutions delegating their personnel for training;</i> • <i>Vocational instructors (teachers of specialized disciplines) and masters of vocational training;</i>

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- *The Department of Education and Science of the Bila Tserkva City Council.*

Collaboration among all stakeholders ensures that the training content remains highly relevant and strictly aligned with modern requirements for child nutrition management.

Impact*

During the 2025/2026 academic year, 21 training groups were successfully formed within the framework of this project, resulting in the training of 441 chefs from 14 territorial communities of the Kyiv Oblast.

Participants acquired advanced professional knowledge and practical skills regarding:

- *The organization and management of healthy nutrition for children;*
- *Meal preparation in strict accordance with newly updated standards;*
- *The operation of modern, high-tech commercial kitchen equipment;*
- *The integration of innovative operational approaches in educational institutional kitchens.*

This practice has successfully fostered lifelong learning principles among educational staff, enhanced the quality of institutional catering for children, and strengthened strategic cooperation between the vocational school and local territorial communities.

Innovation and Success Factors*

The innovative nature of this practice lies in transforming a vocational education institution into an open adult learning space that dynamically responds to societal needs and national state reforms.

The culinary hubs blend adult education principles with hands-on training, allowing participants to immediately apply their newly acquired skills in their respective workplaces. The educational process is delivered through masterclasses, live culinary demonstrations, practical workshops, and peer-to-peer experience sharing among the implementers of this practice.

The success of the initiative was driven by:

- *The institution's state-of-the-art material and technical infrastructure;*
- *The high professional and pedagogical expertise of the teaching staff;*
- *A strictly practice-oriented curriculum;*
- *Partnerships with local communities;*
- *The orientation toward the real-world needs of trainees and the overarching demands of the school nutrition reform.*

Constraints*

The main challenges encountered included varying baseline skill levels among the trainees, the necessity of balancing intensive training with their primary employment, and the demand to rapidly master new professional standards.

To mitigate these challenges, the training was structured in a flexible format, heavily prioritizing hands-on skill development, continuous advisory and consultative support for participants, and the tailored adaptation of the educational process to meet the needs of diverse learner groups.

Lessons learned *

The implementation experience firmly validated the vital role that vocational education institutions play as regional hubs for lifelong learning and adult professional development.

Key conclusions include:

- *Practice-oriented learning proves to be the most effective format for adult professional development and upskilling;*
- *Strong partnerships between educational institutions and local communities accelerate the seamless implementation of national reforms;*
- *Continuous professional development is an indispensable prerequisite for ensuring the quality of educational services;*
- *Vocational education and training (VET) can serve as an exceptionally powerful instrument for driving regional development.*

Replicability and/or up-scaling

This practice can be successfully replicated in other vocational education institutions that possess the required material, technical, and human resource capacity.

The training outcomes of 441 chefs across 14 territorial communities have proven the efficiency of the culinary hub model as a viable tool for adult professional development.

This documented experience possesses substantial potential for regional and nationwide scaling. Specifically, it can serve as a structural blueprint for supporting other sector-specific reforms, upskilling public sector employees, and building sustainable institutional partnerships between VET institutions, local municipalities, and employers.

Contact details

Official Website:

[Головна % ★ ДПТНЗ "Білоцерківське вище професійне училище будівництва та сервісу"](#)

URL of the practice

<https://www.facebook.com/share/v/192P4HLHt8/?mibextid=wwXlfr>

<https://www.facebook.com/share/v/1BZMF5yVb4/?mibextid=wwXlfr>

Related resources that have been developed

- *Culinary hub training curricula and educational programs;*
- *Updated standardized technological charts and recipe books;*
- *Methodological guidelines for trainees and operational instructions for advanced kitchen hardware;*

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- *Materials, guidelines, and compliance checklists for HACCP system implementation in educational institutions;*
 - *Multimedia presentations and practical case studies;*
 - *Photo and video materials of practical training sessions;*
 - *Information materials tracking the progress of the national school nutrition reform;*
 - *Educational and methodological designs developed by the institution's pedagogical staff;*
 - *Monitoring and evaluation tools for assessing learning outcomes (assessment tests, feedback surveys).*
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