

## TEMPLATE FOR THE GOOD PRACTICE

### What is a good practice?

Chernihiv Professional Lyceum of Railway Transport has developed and implemented a comprehensive Career Guidance Hub model that integrates career guidance, employer engagement, work-based learning, and the development of modern vocational education and training (VET).

The practice is based on the understanding that effective public-private partnership does not begin with employers searching for graduates at the end of the training process. Instead, it starts with the joint engagement of employers, the VET institution, local communities, and young people at the stage of career exploration and professional self-determination.

Within the Hub, a wide range of activities is organized, including vocational try-out sessions, hands-on workshops, open days, family-oriented events, meetings with employers, interactive presentations of occupations, VR-based career guidance activities, and practical exposure to modern industrial technologies.

A key feature of the practice is the active involvement of employers in career guidance activities, curriculum development, work-based learning, and graduate employment. This approach creates a continuous pathway:

**career guidance → enrolment → training → workplace learning → employment → career development**

The practice is integrated into the activities of the institution’s training and practical centres, Bosch Junior Academy, and EcoSpark Academy, providing learners with access to modern equipment, innovative technologies, and authentic work environments.

The implementation of this practice has increased the visibility and attractiveness of the institution, expanded its partnership network, strengthened cooperation with employers, supported the development of new training programmes, and contributed to the establishment of a sustainable regional skills ecosystem.

The practice has been piloted and validated in Chernihiv Oblast, presented at regional, interregional, and national events, and has received positive feedback from employers, education professionals, and international partners. It has demonstrated its effectiveness and can be adapted and replicated by other vocational education and training institutions across Ukraine.

Element	Description
<b>Title*</b>	From Career Guidance to Employment: Building a Regional Skills Ecosystem through Public-Private Partnership
<b>Name of the VET Provider</b>	Chernihiv Professional Lyceum of Railway Transport (CPLRT), Ukraine
<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>• Career Guidance</li> <li>• Creating Partnerships / Skills Ecosystems</li> <li>• Innovation</li> <li>• Lifelong Learning</li> </ul>

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- Entrepreneurial
  - Green

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## Introduction\*

The full-scale war in Ukraine has intensified labour shortages and increased the need for skilled workers in infrastructure, construction, transport, energy, and technical occupations. At the same time, many employers remained disconnected from vocational education and training (VET) institutions and became involved only at the final stage of training when seeking graduates for employment.

To address this challenge, Chernihiv Professional Lyceum of Railway Transport developed and implemented a Career Guidance Hub model that integrates career guidance, employer engagement, practical learning, and public-private partnership into a single regional skills ecosystem.

The practice has been implemented since 2024 and continues to evolve as part of the institution's long-term development strategy.

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## Stakeholders and Partners

### Beneficiaries

- School students and prospective learners
- VET students
- Adult learners
- Teachers and trainers
- Employers
- Local communities

### Key Partners

- Ministry of Education and Science of Ukraine
- Chernihiv Regional State Administration
- Chernihiv City Council
- Employers from transport, construction, energy, and engineering sectors
- Bosch
- Enabel (Belgian Development Agency)
- Swisscontact
- Skills4Recovery Project
- Peace Winds Japan
- NGOs and community organizations

### Nature of Involvement

Partners contribute through curriculum development, equipment support, workplace learning opportunities, career guidance events, staff development, project funding, and strategic cooperation.

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## Impact\*

### Educational Impact

- Increased awareness of vocational careers among young people.
  - Improved alignment of training programmes with labour market needs.
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- Stronger engagement of employers in curriculum development and practical training.

### Social Impact

- Increased attractiveness and prestige of vocational education.
- Better career opportunities for young people.
- Greater inclusion of families and communities in career guidance activities.

### Economic Impact

- Strengthened cooperation between education providers and employers.
- Improved workforce preparation for regional economic recovery.
- Development of new training programmes in green energy and engineering sectors.

### Institutional Impact

- Establishment of the Career Guidance Hub.
- Development of Bosch Junior Academy and EcoSpark Academy.
- Expansion of partnerships with employers and international organizations.

Evidence includes partnership agreements, project reports, participation statistics, stakeholder feedback, media coverage, and institutional performance indicators.

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### Innovation and Success Factors \*

The innovation lies in transforming career guidance from a one-time promotional activity into a strategic entry point for building public-private partnerships and a regional skills ecosystem.

Key success factors include:

- Strong institutional leadership.
- Long-term employer engagement.
- Integration of career guidance, training, and employment pathways.
- Practical learning environments.
- International partnerships.
- Flexible response to labour market needs.
- Community involvement.

Conditions for successful replication include supportive leadership, employer commitment, institutional autonomy, partnership culture, and access to practical learning environments.

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### Constraints\*

Several challenges were encountered:

- Labour market disruption caused by the war.
  - Migration of young people and skilled workers.
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- Limited resources for career guidance activities.
  - Initial lack of employer engagement.
  - Limited awareness of vocational education among families.

These challenges were addressed through stronger partnerships, international support, innovative outreach activities, practical demonstrations, and continuous communication with stakeholders.

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**Lessons learned \***

The key lessons learned are:

1. Career guidance should be viewed as the beginning of the skills development pathway, not as a recruitment campaign.
2. Public-private partnership starts long before employment.
3. Employers become more engaged when they see direct value for workforce development.
4. Practical experiences have a stronger influence on career choice than information campaigns alone.
5. Sustainable partnerships require trust, continuous communication, and shared goals.
6. Regional skills ecosystems are built through collaboration rather than isolated institutional actions.

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**Replicability and/or up-scaling**

The practice can be replicated by vocational education institutions across Ukraine and internationally.

Conditions for successful replication include:

- Institutional commitment and leadership.
- Active employer participation.
- Dedicated career guidance infrastructure.
- Integration of career guidance into institutional strategy.
- Collaboration with local authorities and community organizations.
- Monitoring and evaluation mechanisms.
- Adaptation to local economic and labour market conditions.

The model can be scaled at regional, national, and international levels as part of broader skills ecosystem development initiatives.

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**Contact details**

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**URL of the practice**

<https://cvcege.college.com.ua>

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Institutional social media channels and project-related publications are also available online.

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**Related resources that have been developed**

The following resources have been developed and used within the practice:

- Public-Private Partnership Model for Vocational Education in Ukraine
- Action Plan for Public-Private Partnership Development (2026–2027)
- KPI Framework for VET Institutions
- Career Guidance Hub methodology
- Presentations and training materials
- Bosch Junior Academy development materials
- EcoSpark Academy development materials
- Regional and national seminar materials
- Communication and dissemination publications
- Video and photo documentation of activities