

## 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>Career Guidance Culinary Hub as a Practical Model for Youth Career Orientation</b>
<b>Name of the VET Provider</b>	Communal Institution “Chernihiv Center for Vocational and Technical Education” of the Chernihiv Regional Council
<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>• Innovation</li> <li>• Digital</li> <li>• Green</li> <li>• Inclusion</li> <li>• Entrepreneurial</li> <li>• <b><u>Career guidance</u></b></li> <li>• Lifelong learning</li> <li>• Creating partnerships/skills ecosystems</li> </ul>
<b>Introduction*</b>	<p>The Communal Institution “Chernihiv Center for Vocational and Technical Education” of the Chernihiv Regional Council has developed a Career Guidance Culinary Hub as a practical model for career orientation aimed at young people, prospective applicants, and various groups of the population who require support in professional self-determination.</p> <p>The practice addresses several challenges. These include limited awareness among young people about modern vocational education opportunities, persistent stereotypes regarding skilled trades, the need for learners to gain practical experience before choosing an educational pathway, and employers’ demand for motivated students who understand the nature of their future profession and real working conditions.</p> <p>Traditionally, career guidance activities have often been limited to information sessions, presentations, and promotional materials. To overcome these limitations, the Chernihiv Center for Vocational and Technical Education”</p>

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introduced an innovative approach by creating a dedicated space where prospective students can not only learn about occupations but also experience them firsthand. Participants can prepare dishes, perform service tasks, work with professional equipment, and communicate directly with vocational teachers, current students, and employers.

The Career Guidance Culinary Hub serves as a multifunctional platform for practical career guidance activities. It is used for workshops, professional try-out sessions, career meetings, open days, practical demonstrations of occupations, information campaigns, digital content creation, and cooperation with schools and local communities. The practice forms part of the Center's broader transformation toward becoming a Centre of Vocational Excellence. It supports informed career choices in the fields of restaurant service, catering, retail trade, and bakery production by providing authentic learning experiences and direct engagement with the world of work.

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**Stakeholders and Partners**

**Beneficiaries / Target Groups**

- Students of grades 8–11 from general secondary education institutions;
- Prospective applicants;
- Parents of school students;
- Learners of the Chernihiv Center for Vocational Education;
- Students from territorial communities of the Chernihiv region;
- Learners from vulnerable groups and those requiring additional support in career choice and professional self-determination;
- Adults interested in vocational training, upskilling, or reskilling opportunities.

**Users of the Practice**

- Institution management;
- Career Guidance Culinary Hub Coordinator;
- Masters of Vocational Training;
- Teachers of vocational and theoretical subjects;
- Career Advisor;
- Practical Psychologist;
- Social Pedagogue;
- Student Self-Government Representatives;
- Employers and business partners.

**Partners**

- General secondary education institutions of Chernihiv city and Chernihiv region;
  - Territorial communities;
  - Chernihiv Regional Department of Education and Science;
  - Educational and Methodological Center for Vocational Education in Chernihiv Region;
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- Employers from the fields of restaurant service, catering, retail trade, and bakery production;
  - LLC “Silpo-Food”;
  - La Pizza Espresso;
  - LLC “Nasha Bulochka”;
  - LLC “Epicentr K”;
  - Other partner enterprises;
  - Swiss-Ukrainian DECIDE Project;
  - Enabel in Ukraine;
  - Expertise France;
  - NGO “Cult Food”;
  - Other civic, international, and social partners.

### **Partners’ Involvement**

Employers participate in workshops, career presentations, vocational try-out activities, career meetings, and demonstrations of real labour market requirements. General secondary education institutions and local communities support the engagement of learners in career guidance activities. International and donor partners contribute to the development of career guidance infrastructure, the modernization of career orientation approaches, and the strengthening of the institution’s partnership-based model.

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### **Impact\***

The practice has educational, career guidance, social, and partnership impacts.

#### **Educational Impact**

School students gain practical exposure to occupations rather than only receiving information about them. During career guidance activities, participants perform simple professional tasks, become familiar with the learning environment and equipment, learn about admission requirements, and explore opportunities for further professional development. This helps them make more informed career choices.

#### **Career Guidance Impact**

Career guidance activities have become more practical, interactive, and closely connected to real working environments. Students explore the professions of cook, cook for educational institutions, confectioner, waiter, bartender, sales assistant, baker, and dough maker through workshops, vocational try-outs, gastro-laboratories, digital content, and direct interaction with professionals.

#### **Social Impact**

The practice increases access to vocational education for diverse groups of young people, including students from territorial communities and vulnerable categories. The Hub provides a safe and welcoming environment

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where participants can try different professions, ask questions, receive guidance, and challenge stereotypes associated with vocational education.

### **Partnership Impact**

The Hub has strengthened cooperation between the institution, employers, schools, local communities, and international partners. Career guidance has evolved from an internal institutional activity into a collaborative effort involving education, business, and the community.

### **Evidence of Impact**

- In 2025, the Career Guidance Culinary Hub organized 17 activities involving a total of 327 participants.
- In 2026, the Hub continued its work through practical modules, vocational try-outs, workshops, and career guidance events for school students, including the “Professions Gastro-Laboratory: Taste. Action. Career.”
- As part of career guidance activities, school students participated in workshops on preparing desserts, snacks, and beverages, while also learning about careers in catering and hospitality, study opportunities, and vocational education pathways.
- A career guidance video, “*The Culinary Career Hub – Where the Future Begins,*” was developed and promoted.
- A #PROFISTART2026 Reels video tour was produced to showcase the Hub and its activities.
- #Admission2026 information bulletins were created for the professions of cook, confectioner, waiter, bartender, dough maker, and baker.
- The Chernihiv Center for Vocational Education participated in regional career guidance campaigns and competitions, increasing the institution’s visibility and enhancing the attractiveness of vocational education.

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

#### **Main Innovation**

The main innovation of the practice lies in the transition from information-based career guidance to experience-based career orientation. Instead of only learning about professions, participants actively explore them through hands-on activities, interaction with professional equipment, engagement with teachers, learners, and employers, and direct exposure to real working environments.

#### **Innovative Elements**

- Vocational try-outs instead of passive presentations;
  - Workshops as a tool for informed career choice;
  - Gastro-laboratories as an interactive career guidance format;
  - Active involvement of employers in career guidance activities;
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- Engagement of learners as ambassadors of vocational professions;
  - Integration of career guidance with digital communication;
  - Information campaigns through social media;
  - Use of videos, reels, photo reports, and video reports;
  - Adaptation of activities to different groups of learners;
  - Integration of career guidance, partnership development, and lifelong learning principles.

#### **Success Factors**

- Availability of a dedicated Career Guidance Culinary Hub;
- Practical and interactive nature of activities;
- Strong team of vocational training masters;
- Support from the institution's management;
- Active cooperation with schools and local communities;
- Engagement of employers and business partners;
- Partnerships with international and donor-supported initiatives;
- Effective use of social media and the institution's website;
- Alignment of career guidance activities with labour market needs;
- Availability of professions that can be effectively demonstrated through practical experience.

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#### **Constraints\***

#### **Main Challenges**

- Security risks and air raid alerts caused by the wartime situation;
- Logistical difficulties for participants from territorial communities across the region;
- Different levels of awareness among students and parents regarding vocational education opportunities;
- Persistent stereotypes about vocational and skilled trades education;
- Need for continuous modernization of equipment and facilities;
- Limited time available for schools to participate in face-to-face activities;
- Need for systematic collection of participant feedback after career guidance events;
- Need for further digitalization of career guidance materials and resources.

#### **How Challenges Are Addressed**

- Flexible planning and scheduling of activities;
  - Combination of face-to-face and digital formats;
  - Advance coordination with schools and local communities;
  - Adaptation of activities to participants' age, interests, and needs;
  - Use of short, practice-oriented formats;
  - Involvement of partners and employers in programme delivery;
  - Publication of materials on the institution's website and social media platforms;
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- Gradual modernization of the material and technical infrastructure;
  - Documentation of activities through photographs, videos, reports, and publications.

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### Lessons learned \*

- Career guidance is more effective when learners not only receive information about occupations but also have opportunities to experience professional activities firsthand.
- Vocational try-outs help young people better understand whether a profession matches their interests, abilities, and career expectations.
- The involvement of employers makes career guidance more meaningful and credible, as learners gain insight into real career opportunities, professional standards, and labour market expectations.
- Learners can serve as effective ambassadors of vocational education because their experiences are relatable and easily understood by prospective applicants.
- A Career Guidance Hub can serve a broader purpose than supporting admissions activities alone. It can become a platform for cooperation among schools, local communities, employers, adult learners, and international partners.
- Career guidance should be systematic and continuous, covering the entire learner journey—from initial engagement with school students, through vocational try-outs and career counselling, to digital communication, admission campaigns, and ongoing learner support.

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### Replicability and/or up-scaling

The practice can be adapted and implemented by other vocational education institutions, particularly those operating in practice-oriented sectors such as catering, hospitality, services, retail, crafts, manufacturing, and agriculture.

#### Conditions for Replication

- Availability of a training and practical learning space or workshop;
- A well-prepared team of teachers and vocational training masters;
- A clear plan for career guidance activities;
- Partnerships with schools and local communities;
- Engagement of employers and business partners;
- Short and practical vocational try-out scenarios;
- A participant registration system;
- Collection of feedback following activities;
- Photo and video documentation of events;
- Active digital communication and promotion;
- Alignment of career guidance activities with admission campaigns and labour market needs.

#### At Regional Level

The model can be scaled up as a network of career guidance hubs based on the sectoral specialization of vocational education institutions across the

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Chernihiv region. Such a network would expand access to practical career guidance opportunities and strengthen cooperation among educational institutions, communities, and employers.

### At National Level

The practice can contribute to the modernization of approaches to promoting vocational education through vocational try-outs, practical workshops, employer involvement, digital communication, and hands-on presentation of professions. The model demonstrates how career guidance can become more engaging, learner-centred, and responsive to labour market demands.

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### Contact details

#### Contact Persons

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### RL of the practice

Website \*

- <https://chcpto.cn.ua/>

Social media links of the Centre

- Facebook: <https://www.facebook.com/chptu>
- Instagram: <https://www.instagram.com/chcpto/>
- YouTube: <https://www.youtube.com/@chcpto5784>
- LinkedIn: <https://surl.lu/lfttlv>

**Video presentation of CHCPTO vocational programmes and professions**

<https://youtu.be/v-FGavfXYr4?si=-RbeSyCa3MhLpfoY>

**Career Guidance Video: “The Culinary Career Hub – Where the Future Begins”**

<https://youtu.be/AXttTiiSosq?si=0dlnVuyOkIz5IjSc>

**#PROFISTART2026 Reels-Based Virtual Tour**

<https://www.facebook.com/share/v/1Ecm4K2W5q/>

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### **Career Presentations at Chernihiv VET Centre**

<https://www.facebook.com/share/p/1Snw3eTtTp/>

### **Presentation of the Career Guidance Culinary Hub Model**

<https://chcpto.cn.ua/%d0%bf%d1%80%d0%b5%d0%b7%d0%b5%d0%bd%d1%82%d0%b0%d1%86%d1%96%d1%8f-%d0%bc%d0%be%d0%b4%d0%b5%d0%bb%d1%96-%d0%bf%d1%80%d0%be%d1%84%d0%be%d1%80%d1%96%d1%94%d0%bd%d1%82%d0%b0%d1%86%d1%96%d0%b9%d0%bd%d0%be/>

<https://www.facebook.com/share/p/1B5827PWxj/>

<https://www.facebook.com/share/p/1CxPUc83eT/>

<https://www.facebook.com/share/p/1B5827PWxj/>

<https://www.facebook.com/share/p/1CxPUc83eT/>

### **Admission 2026 Information Bulletins**

<https://www.facebook.com/share/p/1AMYbxVhCv/>

<https://www.facebook.com/share/p/1AfKnuuQkq/>

<https://www.facebook.com/share/p/1JAXEic4Jh/>

<https://www.facebook.com/share/p/1DEKosBjqu/>

### **Reports on the Activities of the Career Guidance Hub**

[https://drive.google.com/drive/folders/15A1aUusyB\\_kE90jUtMY7AyaQXjVvjXnZ?usp=drive\\_link](https://drive.google.com/drive/folders/15A1aUusyB_kE90jUtMY7AyaQXjVvjXnZ?usp=drive_link)

### **Photo and Video Reports of Activities**

[https://drive.google.com/drive/folders/1Uo-58g82iP2vmITyndjZWA57O3ZYNx5M?usp=drive\\_link](https://drive.google.com/drive/folders/1Uo-58g82iP2vmITyndjZWA57O3ZYNx5M?usp=drive_link)

<https://www.facebook.com/share/p/1GE8TU4czn/>

<https://www.facebook.com/share/p/199Rjr6QQh/>

<https://www.facebook.com/share/p/1H2rruRHt2/>

<https://www.facebook.com/share/p/1GiotCN7nG/>

<https://www.facebook.com/share/p/1BNB3TxPX4/>

<https://www.facebook.com/share/p/18rX9DTdyT/>

<https://www.facebook.com/share/p/1BwDHPSKSp/>

<https://www.facebook.com/share/p/1PPpxWgcYK/>

### **Examples of Partnership Activities with Employers**

<https://www.facebook.com/share/p/1BraJ3eYaB/>

<https://www.facebook.com/share/p/1ELoh2bmpY/>

<https://www.facebook.com/share/p/17fCyxTmSZ/>

<https://www.facebook.com/share/p/1BpfnrqRrK/>

### **Career Centre**

<https://chcpto.cn.ua/pupils-teachers/career-center/>

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#### **Related resources that have been developed**

#### **Related Resources Developed**

- Presentation of the Career Guidance Culinary Hub model;
- Reports on the activities and outcomes of the Career Guidance Culinary Hub;
- Career guidance workshop scenarios and activity plans;
- Vocational try-out session scenarios;
- #Admission2026 information bulletins;

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- Career guidance video *“Career Guidance Culinary Hub – A Place Where the Future Begins”*;
  - #PROFISTART2026 video tour (Reels format);
  - Photo and video reports of career guidance events;
  - Publications on the institution’s website and social media platforms;
  - Information and promotional materials for schools and local communities;
  - Presentations of vocational programmes and professions offered by the Chernihiv Center for Vocational Education;
  - Examples of partnership activities and events implemented in cooperation with employers.
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### **Learning Contribution for ENE Atlas**

The Chernihiv Center for Vocational and Technical Education can contribute to the Career Guidance area through its experience in developing a Career Guidance Culinary Hub as a practical model for youth career orientation. The institution is ready to share examples of vocational try-outs, hands-on workshops, digital career guidance campaigns, and cooperation with schools, local communities, and employers. It can also provide presentations and resources on organizing practical career guidance activities in the fields of catering, restaurant service, retail trade, and bakery production. This practice helps learners make informed career choices through real-life experience and direct interaction with teachers, students, and employers. It also contributes to overcoming stereotypes about vocational education and increasing the attractiveness of vocational careers among young people.