

## 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>The Culinary Hub of the Chernihiv VET Centre as a Regional Platform for Lifelong Learning and Professional Development in School Nutrition</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>• Career guidance</li> <li>• <b><u>Lifelong learning</u></b></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 Culinary Hub as a regional platform for lifelong learning, adult upskilling, professional development of educational institution staff, and cooperation with local communities.</p> <p>The practice emerged in response to a specific regional challenge. Communities across the Chernihiv region needed accessible, practical, and high-quality training opportunities for cooks working in educational institutions within the framework of the School Meals Reform. This included the implementation of modern approaches to healthy, balanced, and safe nutrition, compliance with HACCP requirements, and the introduction of updated food preparation technologies for children.</p> <p>Before the implementation of the practice, professional development opportunities for school catering staff were often fragmented. Many cooks</p>

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required practical upskilling in the use of new recipe cards, modern equipment, food safety standards, and quality menu requirements. At the same time, adult learners needed short, flexible, and practice-oriented programmes that could be quickly applied in their professional activities.

The Chernihiv Center for Vocational and Technical Education addressed this challenge through the development of its Culinary Hub, training facilities, and short-term professional development programmes. The practice combines adult learning, professional development for cooks working in educational institutions, practical workshops, community engagement, career guidance activities, cooperation with employers, and support for regional policies related to school nutrition.

The aim of the practice is to create an accessible, practice-oriented, and sustainable model of lifelong learning that enables adult learners and educational institution staff to update their professional skills in line with community needs, labour market demands, and contemporary nutrition standards.

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## Stakeholders and Partners

### Beneficiaries / Target Groups

- Cooks working in general secondary education institutions;
- Cooks working in preschool education institutions;
- Catering staff of educational institutions;
- Adult participants in professional development programmes;
- Adults requiring reskilling or updating of professional skills;
- Community staff responsible for organizing school meals and catering services;
- Learners of vocational education institutions;
- School students participating in career guidance activities;
- Employers from the catering, restaurant service, and food production sectors.

### Users of the Practice

- Management of the Chernihiv Center for Vocational Education;
- Masters of Vocational Training;
- Teachers of vocational and theoretical subjects;
- Culinary Hub Coordinator;
- Representatives of local communities;
- Heads of educational institutions;
- Cooks and catering staff;
- Employers;
- Partner organizations.

### Partners

- Chernihiv Regional Department of Education and Science;
  - Chernihiv City Council;
  - District Military Administrations;
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- Local self-government authorities;
  - Territorial communities of the Chernihiv region;
  - Educational and Methodological Center for Vocational Education in Chernihiv Region;
  - General secondary education institutions;
  - Preschool education institutions;
  - Employers from the catering, restaurant service, and food production sectors;
  - DECIDE Project;
  - Enabel in Ukraine;
  - Expertise France;
  - NGO “Cult Food”;
  - Other civic, international, and social partners.

### **Nature of Involvement**

Public authorities and local self-government bodies identify community needs for the professional development of catering staff in educational institutions, support participant recruitment, and coordinate cooperation with educational institutions.

The Chernihiv Center for Vocational Education provides the training facilities, develops and delivers training programmes, organizes practical learning activities, engages vocational training masters, conducts workshops and professional development programmes, and documents the outcomes of the practice.

Employers and professional partners help align training with real working conditions and labour market requirements. They contribute to workshops, professional events, consultations, and the dissemination of modern professional practices and approaches.

International and donor partners support the development of institutional capacity, the modernization of learning approaches, the further development of the Culinary Hub, and the integration of the institution into broader processes of vocational education transformation.

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### **Impact\***

The practice has educational, professional, social, and regional impact.

### **Educational Impact**

The Culinary Hub has become a practical learning environment for the professional development of adult learners and staff working in educational institutions. Training is highly practice-oriented: participants not only learn about modern approaches to nutrition but also develop hands-on skills in food preparation technologies, the use of new recipes, application of recipe cards, balanced menu planning, food safety requirements, and the organization of catering processes.

### **Professional Impact**

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Cooks working in educational institutions update their professional competences in line with contemporary school nutrition standards. The knowledge and practical skills acquired through the programmes can be directly applied in daily work within school and preschool catering facilities. This helps reduce the gap between the regulatory requirements of the School Meals Reform and the actual food preparation practices implemented in educational institutions.

### **Social Impact**

The practice contributes to improving the quality of meals provided to children in local communities, promotes healthy, balanced, and safe nutrition, increases access to vocational learning opportunities for adults, and creates opportunities for professional development without the need to travel outside the region.

### **Regional Impact**

The Chernihiv Center for Vocational Education has strengthened its role as a regional resource and support centre for local communities. In addition to training young people for skilled occupations, the institution provides educational services for adults, responds to community needs, and supports the implementation of regional development programmes.

### **Evidence of Impact**

The impact of the practice is demonstrated through quantitative indicators, learning outcomes, reports and documentation, participant feedback, and the sustained demand for the Culinary Hub's educational services from communities and educational institutions.

As part of the Regional School Meals Reform Programme, the Culinary Hub of the Chernihiv Center for Vocational Education became a regional platform for the professional development of catering staff working in educational institutions and for the promotion of modern approaches to child nutrition.

In 2025, a total of 124 employees of educational institutions completed the professional development programme *"Implementation of Diverse, Balanced, and High-Quality Nutrition in Educational Institutions,"* including 85 cooks from general secondary education institutions. In addition, 156 catering staff members enhanced their professional competences, including 55 cooks working in general secondary education institutions.

The Culinary Hub hosted a series of professional development courses, practical training sessions, and workshops focused on modern food preparation technologies, healthy nutrition principles, and HACCP requirements. Participants acquired practical skills that are directly applied in the daily operation of school and preschool catering facilities.

The Hub also became a platform for the professional development of teaching staff. In 2025, 15 vocational training masters and teachers of the

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institution completed professional development programmes related to culinary arts, confectionery production, school meals, bakery production, and modern service technologies.

The practice continued to expand in 2026. As of May 2026, 66 participants had completed professional development programmes, including 54 cooks from general secondary education institutions representing 19 territorial communities of the Chernihiv region. In addition, 33 education sector specialists participated in practical training activities at the Culinary Hub.

The effectiveness of the practice is reflected in the growing number of participating communities, the consistent engagement of educational institution staff in professional development programmes, the application of newly acquired skills in catering facilities, positive participant feedback, and the continuation of cooperation with local self-government authorities, educational institutions, and partner organizations.

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**Innovation and Success Factors \***

**Main Innovation**

- The main innovation of the practice lies in the transformation of the Culinary Hub from a career guidance and training space for learners into a regional platform for lifelong learning.
- The Hub combines several complementary functions:
- Professional development of adult learners;
- Training programmes for cooks working in educational institutions;
- Practical workshops and hands-on learning activities;
- Support for the School Meals Reform;
- Community engagement and capacity building;
- Career guidance for young people;
- Development of partnerships with employers;
- Promotion of modern approaches to healthy nutrition and food preparation.

**Innovative Elements**

- Modular short-term training programmes for adults;
- Learning through hands-on performance of professional and technological tasks;
- Use of the Culinary Hub as a “living laboratory” for adult learners;
- Integration of vocational training with regional school meals policies;
- Involvement of local communities in identifying training needs;
- Practical preparation of dishes included in school menus;
- Combination of adult learning and career guidance activities;
- Use of digital communication channels to inform communities and disseminate results;
- Partnership-based delivery model involving education providers, communities, employers, and development partners.

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### Success Factors

- Availability of a Culinary Hub and modern training facilities;
- Qualified vocational training masters and educators;
- Strong practical orientation of training programmes;
- Cooperation with public authorities and local communities;
- Alignment of training activities with real regional needs;
- Contribution to the implementation of the School Meals Reform;
- Support from international and donor-funded partners;
- Flexible learning formats adapted to adult learners;
- Experience in working with adult participants and professional development programmes;
- Public dissemination and promotion of results through various communication channels.

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### Constraints\*

#### Main Challenges

- Security risks and disruptions caused by air raid alerts and the wartime situation;
- Logistical difficulties for participants from territorial communities across the region;
- Limited time availability of adult learners who combine training with employment;
- Different levels of prior professional knowledge and experience among participants;
- The need for continuous updating of equipment, training materials, and learning resources;
- The necessity to adapt programmes to the needs of different learner groups;
- The need for sustainable funding of short-term training programmes;
- The need for systematic collection of participant feedback after training activities;
- The necessity for further digitalization of learning materials and resources.

#### How Challenges Are Addressed

- Flexible planning and scheduling of training activities;
  - Close coordination with local communities and education authorities;
  - Use of short, practice-oriented learning formats;
  - Adaptation of training content to participants' skills and experience levels;
  - Gradual modernization of the training and technical infrastructure;
  - Engagement of international and donor-supported partners;
  - Public communication through the institution's website and social media platforms;
  - Photo and video documentation of activities and results;
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- Continuous development and accumulation of methodological resources;
  - Integration of training programmes with practical workshops and hands-on learning activities.

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### Lessons learned \*

Adult learning is most effective when it is directly linked to a specific professional need that participants can immediately apply in their work.

Short-term training programmes achieve better results when they are practice-oriented, outcome-focused, and clearly connected to real workplace tasks.

A Culinary Hub can serve not only as a training venue but also as a platform for knowledge exchange among vocational education institutions, local communities, cooks, employers, and international partners.

The professional development of cooks working in educational institutions generates a broader social impact, as it contributes not only to workforce development but also to improving the quality of meals provided to children in local communities.

The sustainability of the practice depends not only on modern equipment and facilities but also on a strong team of educators, partnerships with communities, flexible training programmes, effective communication, and evidence-based monitoring of results.

Lifelong learning requires continuous dialogue with employers, local communities, and adult learners in order to identify and respond to their evolving needs and expectations.

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### Replicability and/or up-scaling

The practice can be adapted by other vocational education institutions, particularly those operating in the fields of catering, hospitality, restaurant service, retail, agriculture, and other practice-oriented sectors.

#### Conditions for Replication

- Availability of a training and practical learning space or a sector-specific hub;
- A well-prepared team of teachers and vocational training masters;
- Short-term modular training programmes;
- Cooperation with local self-government authorities;
- Identification of real community or employer needs;
- Accessible communication and outreach to potential learners;
- Flexible training schedules;
- Partnerships with employers and business representatives;
- Support from regional or national development programmes;
- A system for collecting feedback and documenting results;
- Public dissemination and promotion of the practice.

#### At Regional Level

The practice can be scaled up as a network of sector-specific hubs providing professional development opportunities for community staff working

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in socially important sectors such as catering, services, maintenance and repair, care services, agriculture, and retail.

### **At National Level**

The model can serve as an example of how vocational education institutions can contribute to the implementation of national and regional policies through short-term adult learning programmes, professional development activities, and skills development initiatives for local communities.

### **At International Level**

The practice may be relevant to vocational education institutions in countries that are modernizing school meal systems, expanding adult learning opportunities, supporting community development, and transforming vocational education institutions into Centres of Vocational Excellence.

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## **Contact details**

### **Contact Persons**

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## **URL 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>

**Presentation of the ChCPTO Culinary Hub Model**

<https://www.facebook.com/share/p/1CbSwCM6jn/>

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### **Short-Term Training Programmes**

<https://chcpto.cn.ua/%d0%be%d1%81%d0%b2%d1%96%d1%82%d0%bd%d1%96-%d0%bf%d1%80%d0%be%d0%b3%d1%80%d0%b0%d0%bc%d0%b8/>

### **Professional Development Programmes for Cooks Working in Educational Institutions**

[https://chcpto.cn.ua/wp-content/uploads/2024/06/%D0%9E%D1%81%D0%B2%D1%96%D1%82%D0%BD%D1%8F\\_%D0%BF%D1%80%D0%BE%D0%B3%D1%80%D0%B0%D0%BC%D0%B0\\_%D0%B7%D0%B0\\_%D0%BD%D0%B0%D0%BF%D1%80%D1%8F%D0%BC%D0%BE%D0%BC\\_%D0%9A%D0%A3%D0%A5%D0%90%D0%A0\\_%D0%94%D0%97.pdf](https://chcpto.cn.ua/wp-content/uploads/2024/06/%D0%9E%D1%81%D0%B2%D1%96%D1%82%D0%BD%D1%8F_%D0%BF%D1%80%D0%BE%D0%B3%D1%80%D0%B0%D0%BC%D0%B0_%D0%B7%D0%B0_%D0%BD%D0%B0%D0%BF%D1%80%D1%8F%D0%BC%D0%BE%D0%BC_%D0%9A%D0%A3%D0%A5%D0%90%D0%A0_%D0%94%D0%97.pdf)

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

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

<https://www.facebook.com/share/p/1EGHqUJ6iQ/>

<https://www.facebook.com/share/p/19MZD9t5jN/>

<https://www.facebook.com/share/p/1TuRs43bZx/>

<https://www.facebook.com/share/p/18z7f8gHUh/>

<https://www.facebook.com/share/p/198n5hqnqm/>

<https://www.facebook.com/share/p/1BMLXML5En/>

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

<https://www.facebook.com/share/p/17r3nukZPC/>

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

<https://www.facebook.com/share/p/14fJN8C67c7/>

### **Recipe Cards and Training Materials for Food Preparation.**

[https://drive.google.com/drive/folders/1vEs0Ug9eVo-aSdYoe3a\\_mQbx8CuB4sBX?usp=drive link](https://drive.google.com/drive/folders/1vEs0Ug9eVo-aSdYoe3a_mQbx8CuB4sBX?usp=drive_link)

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

[https://drive.google.com/drive/folders/15A1aUsyB\\_kE90jUtMY7AyaQXjVvjXnZ?usp=drive link](https://drive.google.com/drive/folders/15A1aUsyB_kE90jUtMY7AyaQXjVvjXnZ?usp=drive_link)

### **Professional Development Reports**

[https://drive.google.com/drive/folders/1rkCuDAKw3q5EQFkO1qCpO3-shlvDoaTs?usp=drive link](https://drive.google.com/drive/folders/1rkCuDAKw3q5EQFkO1qCpO3-shlvDoaTs?usp=drive_link)

### **Presentations for Disseminating the Practice among Other VET Institutions**

<https://chcpto.cn.ua/%d0%bf%d1%80%d0%b0%d1%86%d1%8e%d1%94%d1%82%d0%b5-%d0%ba%d1%83%d1%85%d0%b0%d1%80%d0%b5%d0%bc-%d1%83-%d0%b7%d0%b0%d0%ba%d0%bb%d0%b0%d0%b4%d1%96-%d0%be%d1%81%d0%b2%d1%96%d1%82%d0%b8-%d0%b7%d0%b0%d0%bf/>

<https://chcpto.cn.ua/%d0%ba%d0%be%d1%80%d0%be%d1%82%d0%ba%d0%be%d1%81%d1%82%d1%80%d0%be%d0%ba%d0%be%d0%b2%d0%b5-%d0%bd%d0%b0%d0%b2%d1%87%d0%b0%d0%bd%d0%bd%d1%8f/>

### **Qualification Centre**

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

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### Related resources that have been developed

- Presentation of the ChCPTO Culinary Hub model;
  - Short-term training programmes;
  - Professional development programmes for cooks working in educational institutions;
  - Methodological materials for practical workshops;
  - Recipe cards and training materials for food preparation;
  - Photo and video reports of training activities;
  - Reports on the activities and results of the Career Guidance Culinary Hub;
  - Information materials for local communities;
  - Publications on the institution's website and social media platforms;
  - Examples of cooperation with local self-government authorities;
  - Materials supporting the School Meals Reform;
  - Presentations for disseminating the practice among other vocational education institutions.
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### Learning Contribution for ENE Atlas

The Chernihiv Center for Vocational and Technical Education can contribute to the **Lifelong Learning** area through its experience in developing a Culinary Hub as a regional platform for lifelong learning. The practice combines short-term training programmes, professional development courses for cooks working in educational institutions, practical workshops, community engagement activities, support for the School Meals Reform, and partnerships with public authorities, employers, and international organizations. The institution is ready to share examples of training programmes, presentations, methodological materials, workshop scenarios, photo and video reports, as well as its experience in organizing adult learning within a vocational education hub. The practice demonstrates how a vocational education institution can evolve from a traditional provider of youth training into a regional centre for skills development, serving adult learners, local communities, and socially important sectors.