

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
Title*	The Partnership Ecosystem of the Chernihiv VET Centre: Collaboration between Education, Business, Communities, and International Partners for Skills Development.
Name of the VET Provider	Communal Institution “Chernihiv Center for Vocational and Technical Education” of the Chernihiv Regional Council
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"> • Innovation • Digital • Green • Inclusion • Entrepreneurial • Career guidance • Lifelong learning • Creating partnerships/skills ecosystems
Introduction*	<p>The Communal Institution “Chernihiv Center for Vocational and Technical Education” of the Chernihiv Regional Council is developing a partnership-based skills ecosystem in the fields of restaurant service, catering, retail trade, and bakery production.</p> <p>The practice responds to the need to bridge the gap between vocational education and real labour market requirements. Preparing qualified workers in the food production, hospitality, service, and retail sectors cannot rely solely on the internal resources of a vocational education institution. High-quality vocational training requires the active involvement of employers, local communities, public authorities, general secondary education institutions, employment services, civil society organisations, and international partners.</p> <p>The traditional cooperation model is often limited to agreements on industrial placements. The ChCPTO is gradually moving towards a broader</p>

approach in which partners are actively involved in career guidance, practical training, workshops, vocational try-outs, dual education, mentoring, assessment of learning outcomes, final qualification assessment, employment support, adult learning, and the development of the Career Guidance Culinary Hub.

The practice is implemented in the context of the transformation of ChCPTO into a Centre of Vocational Excellence. For the institution, this means a shift from isolated partnership agreements to the role of a regional hub for vocational education that brings together education providers, employers, communities, public authorities, and international partners around human capital development in the region.

The aim of the practice is to build a sustainable partnership-based skills ecosystem in which different stakeholders jointly contribute to the quality of vocational education, the relevance of skills, practical training, career guidance, lifelong learning, and the strengthening of the region's economic capacity.

Stakeholders and Partners

Beneficiaries / Target Groups

- Learners of vocational education at ChCPTO;
- Prospective applicants;
- Graduates;
- Adult participants in professional development programmes;
- Cooks working in educational institutions;
- Community staff;
- Employers in the restaurant service, food production, retail trade, and bakery sectors;
- General secondary education institutions;
- Territorial communities;
- Socially vulnerable groups requiring access to vocational training or reskilling opportunities.

Users of the Practice

- Administration of ChCPTO;
- Masters of vocational training;
- Teachers of vocational and theoretical subjects;
- Coordinators of the Career Guidance Culinary Hub;
- Career guidance counsellor;
- School psychologist;
- Social pedagogue;
- Employers;
- Community representatives;
- Learner self-government;
- Partner organisations.

Partners

-
- Employers in the restaurant service, catering, retail trade, and bakery sectors;
 - LLC “Silpo-Food”;
 - LLC “METRO Cash & Carry Ukraine”;
 - LLC “Epicentr K”;
 - RiverSide Hospitality Complex;
 - La Pizza Espresso;
 - LLC “Nasha Bulochka”;
 - PE “Amelina” / PE “BF ‘Bazys’”;
 - “Mysteria” Restaurant;
 - Other business partners;
 - General secondary education institutions;
 - Territorial communities of the Chernihiv region;
 - Department of Education and Science of the Chernihiv Regional State Administration;
 - Educational and Methodological Centre for Vocational Education in Chernihiv Region;
 - Employment services;
 - DECIDE;
 - Enabel in Ukraine;
 - Expertise France;
 - NGO “Cult Food”;
 - Other civic, international, and social partners.

Nature of Involvement

Employers participate in practical training, the organisation of work-based learning placements, elements of dual education, workshops, vocational try-outs, company visits, mentoring, career presentations, assessment of learning outcomes, and final qualification assessment.

Local communities and public authorities help identify regional skills needs, support the recruitment of participants, contribute to the professional development of education staff, and disseminate information about vocational education opportunities.

General secondary education institutions act as partners in career guidance activities, facilitating the participation of school students in vocational try-outs, workshops, and Culinary Hub events.

International and donor partners support institutional development, strategic planning, modernisation of vocational education approaches, development of career guidance infrastructure, teacher training, international exchange, and the transformation of the institution towards a Centre of Vocational Excellence.

Impact*

The practice has educational, social, economic, partnership, and regional impact.

Educational Impact

The partnership ecosystem has strengthened the practical component of training. Learners gain access to real professional environments through work placements at enterprises, study visits, workshops, vocational try-outs, and employer involvement in teaching and assessment processes. This helps develop not only vocational skills but also an understanding of workplace requirements, service standards, corporate culture, client communication, and responsibility for outcomes.

Career Guidance Impact

Partnerships with employers, schools, and local communities have strengthened career guidance activities. School students are introduced to occupations through practical experiences rather than only informational materials. Employers demonstrate real career opportunities, explain labour market expectations, and help young people better understand the prospects of vocational education.

Lifelong Learning Impact

Through cooperation with local communities, public authorities, and international partners, CHCPTO develops short-term programmes and continuing professional development for adults, including staff of educational institutions, and supports the implementation of the School Meals Reform. This expands the role of the institution from training young learners to providing lifelong learning opportunities for adults and communities.

Social Impact

The practice improves access to vocational education, promotes skilled trades, engages diverse target groups in learning, supports career self-determination of young people, and contributes to human capital development in the region. Partnership engagement also enables the institution to work more effectively with vulnerable groups and create a more supportive learning environment.

Economic Impact

Cooperation with employers helps reduce the gap between education and the labour market. Learners are introduced earlier to real working conditions, equipment, production processes, and employer expectations. This increases their employability and reduces the need for long adaptation periods after graduation.

Regional Impact

CHCPTO strengthens its role as a regional hub for vocational education in the fields of catering, restaurant service, retail trade, and bakery production. The institution becomes a meeting platform where education, business,

communities, schools, public authorities, and international partners collaborate on skills development.

Evidence of Impact

- Availability of memoranda and cooperation agreements with employers;
- Organisation of work-based learning placements at partner enterprises;
- Development of elements of dual vocational education and training;
- Employer participation in final qualification assessment;
- Delivery of workshops, vocational try-outs, and study visits;
- Operation of the Career Guidance Culinary Hub;
- Cooperation with communities in the professional development of school catering staff;
- Participation in international and donor-funded initiatives;
- Publications on the institution's website and social media;
- Photo and video documentation of activities;
- Partner involvement in career guidance and training activities.

Innovation and Success Factors *

Main Innovation

The main innovation of the practice lies in the transition from isolated bilateral cooperation with employers to a broader partnership-based skills ecosystem. CHCPTO considers partnership not as an additional activity, but as a mechanism for renewing vocational education, developing skills, strengthening career guidance, supporting adult learning, and transforming the institution into a Centre of Vocational Excellence.

Innovative Elements

- Integration of vocational training, career guidance, and adult learning within a single partnership model;
 - Use of the Career Guidance Culinary Hub as a shared space for education, business, and local communities;
 - Engagement of employers in vocational try-outs, workshops, study visits, dual education, work placements, and qualification assessment;
 - Cooperation with local communities to identify adult learning needs;
 - Support for the School Meals Reform through institutional training opportunities;
 - Involvement of international partners in institutional development and modernisation of approaches;
 - Use of digital communication channels to publicly share partnership results;
 - Development of a model in which the institution acts not only as an education provider but also as a coordinator of skills-related cooperation.
-

Success Factors

- Strategic orientation of CHCPTO towards transformation into a Centre of Vocational Excellence;
- Strong institutional leadership support;
- A well-established team of vocational teachers and master trainers;
- Availability of the Career Guidance Culinary Hub;
- Active cooperation with employers;
- Engagement of local communities and public authorities;
- Support from international and donor-funded initiatives;
- Strong link between educational programmes and labour market needs;
- Public visibility of results through communication channels;
- Flexibility in working with different target groups, including adult learners.

Constraints*

Main Challenges

- Security situation and air raid alerts;
- Logistical difficulties for communities, schools, and partners;
- Varying levels of employers' readiness for systematic cooperation;
- Limited resources for rapid modernisation of equipment;
- Need for further formalisation of partnership outcomes;
- Continuous need to update educational programmes in line with labour market changes;
- Limited time available for teachers and partners to participate in joint activities;
- Need for regular data collection on partnership impact;
- Need for long-term coordination of the partnership network.

How Challenges Are Addressed

- Signing memoranda of cooperation and partnership agreements;
- Establishment of a calendar of partnership activities;
- Flexible planning of activities considering the security situation;
- Combination of face-to-face and online communication formats;
- Coordination with schools, local communities, and employers;
- Engagement of international and donor partners;
- Gradual modernisation of the material and technical base;
- Documentation of results through reports, photos, and video materials;
- Publication of results on the website and social media platforms;
- Engagement of employers in practical, hands-on formats rather than formal meetings only.

Lessons learned *

Partnerships are effective when they have a concrete and practice-oriented focus, such as work placements, dual education, vocational try-outs,

workshops, internships, qualification assessment, adult learning, or joint projects.

Employers become more actively involved in vocational education when they see tangible benefits, including early contact with potential future employees, the opportunity to influence training content, participation in skills development, and a reduction in the need for additional onboarding of graduates.

Local communities become strong partners when the institution provides solutions to their real needs, particularly in the areas of staff upskilling, career guidance for students, and support for socially important services.

The Career Guidance Culinary Hub can serve not only as a space for admission-related activities but also as a tool for developing a partnership-based ecosystem where learners, parents, employers, communities, teachers, and international partners interact.

International cooperation strengthens not only resource capacity but also managerial thinking, strategic planning, openness to change, and the institution's ability to operate according to the principles of vocational excellence.

Replicability and/or up-scaling

The practice can be adapted by other vocational education institutions that aim to move from isolated contacts with employers towards a sustainable skills ecosystem.

Conditions for Replication

- Strategic vision for institutional development;
- A designated team or partnership coordinator;
- Mapping of key regional stakeholders;
- Formalised partnership agreements;
- Regular joint activities with employers;
- A practical training space or sectoral hub;
- Cooperation with schools and local communities;
- Employer involvement in training, work-based learning, and assessment;
- A feedback collection mechanism;
- A system for documenting results;
- Public communication of activities and outcomes;
- Gradual integration of partnerships into curricula and strategic planning.

At Regional Level

The model can be scaled as a sectoral partnership platform for skills development in catering, restaurant service, retail trade, bakery production, and related sectors.

At National Level

The practice can serve as an example of transforming a vocational education institution into an active actor within a regional skills ecosystem and a future Centre of Vocational Excellence.

At International Level

The practice may be of interest to vocational education institutions developing partnerships with employers, communities, and international organisations in contexts of post-crisis recovery, demand for flexible skills, and the strengthening of the role of vocational education in regional development.

Contact details

Contact Persons

Communal Institution “Chernihiv Center for Vocational and Technical Education” of the Chernihiv Regional Council

Address: 7-A Kozatska Street, Chernihiv, 14037, Ukraine

Nataliia Potiekhina – Director

Email: chcpto@gmail.com

Phone: +380 462 724 070

Mobile: +380 50 142 35 76

Olena Pyshchyk – Deputy Director for Educational and Production Activities

Email: elenka.pishik@gmail.com

Phone: +380 462 724 082

Mobile: +380 95 330 26 04

Tetiana Truba – Social Pedagogue

Email: chcpto@gmail.com

Phone: +380 462 724 070

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>

Partnership Cooperation

https://drive.google.com/drive/folders/10N0h7kC9ppqB9VodzZssss2Txwkkhvsd?usp=drive_link

Partners

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

Examples of Memoranda of Cooperation and Partnership Agreements

https://drive.google.com/drive/folders/1rdaiDzGA_XGGXBZ7W7foJQNmXxVZcCfl?usp=drive_link

Reports on the Activities of the Career Guidance Culinary Hub

https://drive.google.com/drive/folders/15A1aUusyB_kE90jUtMY7AyaQXjVvjXnZ?usp=drive_link

Photo and Video Reports of Partnership Activities

<https://www.facebook.com/share/p/1JWykVEv7z/>
<https://www.facebook.com/share/p/1aSwdSsdmk/>
<https://www.facebook.com/share/p/1KqyVujiY5/>
<https://www.facebook.com/share/p/1ARrYXh2k9/>
<https://www.facebook.com/share/p/1EKYotxxq7/>
<https://www.facebook.com/share/p/191AJQrmC2/>
<https://www.facebook.com/share/p/1BjYJ5YqDV/>
<https://www.facebook.com/share/p/1AqET47rQh/>
<https://www.facebook.com/share/p/1GiNmfvfTu/>
<https://www.facebook.com/share/p/18o5qMbefB/>
<https://www.facebook.com/share/p/1D7oyVQoAY/>
<https://www.facebook.com/share/p/1KpcxKTamm/>
<https://www.facebook.com/share/p/1J85WHZYqX/>

International Cooperation

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

Presentations on International Cooperation

<https://www.facebook.com/share/p/1PiDEL6u9w/>
<https://www.facebook.com/share/p/1BQKjtmnCd/>
<https://www.facebook.com/share/p/1G7vY8pgVu/>
<https://www.facebook.com/share/p/1Ku2aZ2RjQ/>
<https://www.facebook.com/share/p/1UkbyuWwRm/>
<https://www.facebook.com/share/p/18tVASvdGw/>
<https://www.facebook.com/share/p/1GRWm6o6Tg/>
<https://www.facebook.com/share/p/1D1wFgN4FU/>
<https://www.facebook.com/share/p/1CPqftBHG/>
<https://www.facebook.com/share/p/1cCVTkSYTT/>
<https://www.facebook.com/share/p/1D9WoTHhMZ/>
<https://www.facebook.com/share/p/1CgRVrWdu4/>
<https://www.facebook.com/share/p/1Cp2msRAep/>
<https://www.facebook.com/share/p/1992kAMqbw/>

Professional Development Reports

https://drive.google.com/drive/folders/1rkCuDAKw3q5EQFkO1qCpO3-shlvDoaTs?usp=drive_link

Examples of Cooperation with Local Communities in the Field of School Meals

<https://www.facebook.com/share/p/17sfCQmLic/>
<https://www.facebook.com/share/p/14fJN8C67c7/>

Career Centre

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

Related resources that have been developed

- Presentation of the ChCPTO partnership model;
- Stakeholder and partner mapping;
- Examples of memoranda of cooperation and partnership agreements;
- Joint action plans with employers;
- Reports on the activities of the Career Guidance Culinary Hub;
- Examples of workshops conducted with employers;
- Scenarios for vocational try-out activities;
- Photo and video documentation of partnership activities;
- Materials on dual education and training;
- Materials on work-based learning and industrial practice;
- Reports on career guidance activities;
- Presentations on international cooperation;
- Publications on the institution's website and social media platforms;
- Materials on adult learning and professional development programmes;
- Examples of cooperation with local communities in the field of school meals.

Learning Contribution for ENE Atlas

The Chernihiv Center for Vocational and Technical Education (ChCPTO) can contribute to the Creating Partnerships / Skills Ecosystems area through its experience in building a partnership-based skills ecosystem around a vocational education institution. The practice brings together employers, local communities, schools, public authorities, employment services, civil society organizations, and international partners to support skills development in the fields of restaurant service, catering, retail trade, and bakery production. The institution is ready to share examples of partnership agreements and memoranda of cooperation, joint action plans, the operation of the Career Guidance Culinary Hub, employer engagement in work-based learning, dual vocational education and training, workshops, vocational try-outs, qualification assessment, adult learning programmes, and community support initiatives. The practice demonstrates how a vocational education institution can move beyond individual partnership activities and develop a sustainable regional skills ecosystem that responds to labour market needs, strengthens cooperation among stakeholders, and supports lifelong learning, workforce development, and regional growth.