

TEMPLATE FOR THE GOOD PRACTICE

Element	Description
Title*	<i>From Professional Training to a Successful Career: The Practice-Oriented Educational Model of Brovary Professional College</i>
Name of the VET Provider	<i>Vocational Educational Institution "Brovary Vocational College"</i>
Thematic domain	What is the thematic domain covered by this good practice? More than one domain can be indicated • Innovation • Digital • Green • Career guidance • Lifelong learning • Creating partnerships/skills ecosystems
Introduction*	<i>Brovary Professional College successfully operates four practical training centers. A qualification center has been established for certifying specialists in the profession of "Installer of Utility Systems and Equipment."</i> <i>A short-term training program for the adult population is implemented on a systematic basis in the occupations of "Manual Electric Welder," "Plumbing Systems and Equipment Installer" and "Cook".</i> <i>Implementation of the LEP4WORK project 'Local Employment Partnerships for Decent Work and Effective Labor Market Governance'.</i>
Stakeholders and Partners	Beneficiaries • <i>School students and prospective learners</i> • <i>VET students</i> • <i>Adult learners</i> • <i>Teachers and trainers</i> • <i>Employers</i> • <i>Local communities</i> Key Partners <i>Ministry of Education and Science of Ukraine</i> • <i>Brovary City Council</i> • <i>Employers from transport, construction, and engineering sectors</i> • <i>Bosch</i> • <i>Enabel (Belgian Development Agency)</i> • <i>Swisscontact</i> • <i>Mira Budmaterialy LLC,</i> • <i>Fronius-Ukraine LLC,</i> • <i>Baumit LLC.</i> Nature of Involvement <i>Partners contribute through curriculum development, equipment support, workplace learning opportunities, career guidance events, staff development, project funding, and strategic cooperation</i>

Impact*

Educational Impact

Increased awareness of vocational careers among young people. • Improved alignment of training programmes with labour market needs. 3 • 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.*
 - *Expansion of partnerships with employers and international organizations.*
- Evidence includes partnership agreements, project reports, participation statistics,*

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:

- *Updating professional competencies: Upgrading skills to meet current professional standards.*
- *Rapid response to employer needs: Quickly adapting training programs to address emerging workforce demands.*
- *Boosting community competitiveness: Enhancing the economic attractiveness and resilience of the local area.*
- *Social innovation: Fostering new social solutions and inclusive opportunities for the community.*

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

Constraints*

Several problems have arisen:

- *Population migration, outflow of teaching staff caused by the war.*
- *Limited awareness of the contingent about adult education*
- *Initial lack of employer involvement.*

These challenges were addressed through strengthened partnerships, international support, innovative information activities and continuous communication with stakeholders

Lessons learned *

Key conclusions

- *High demand and flexibility: Intensive short-term programs are the most effective tool for rapid response to labor market shortages, retraining of IDPs, veterans and adults.*

- *Practical orientation: Training on the basis of modern educational, practical and qualification centers ensures a high level of assimilation of applied skills in a short period of time.*
- *Motivation of adult trainees: Adult education seekers have a clear goal of – rapid employment or advanced training, which ensures high intensity and effectiveness of training.*

Lessons learned

- *Orientation to the labor market and employers: Programs should be developed directly at the request of local businesses so that graduates find work immediately.*
- *Combining training with official certification: It is extremely important to provide students with the opportunity to confirm the acquired skills at the qualification center and obtain an official document (certificate) recognized by the market.*
- *Flexibility of schedule and formats: For working adults and socially vulnerable categories, it is necessary to provide evening groups, weekend training or a mixed format (theoretical block online, practice – in workshops).*
- *Psychological and social adaptation: Since there are many people among the trainees who have changed their profession due to war or job loss, an important element is support, mentoring and creating a favorable environment in the institution.*
- *Partnership and donor engagement: Engaging international projects, grants and local partnerships makes such training free or accessible to trainees.*

Replicability and/or up-scaling

Attracting grant funding, public subventions or private investment to develop lifelong learning practices.

Contact details

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URL of the practice

https://www.facebook.com/profile.php?id=61583842735902&locale=uk_UA
<https://www.youtube.com/@dptnzbpl9724>
<https://brov-prof.college.com.ua/>

Related resources that have been developed

<https://brov-prof.college.com.ua/courses/montazhnyk-sanitarno-tehnichnyh-system-i-ustatkuvannya/>
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