

Training of workforce for the fashion and textile industry in Ukraine (late 19th - early 21st century): From apprenticeship towards modern vocational education in technology, design, and service

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Abstract

The purpose of this article is to characterize the main stages in the development of professional education in fashion and textile branch. It is stated that by the end of the nineteenth century, apprenticeship prevailed in the training of tailors. It has been found that vocational fashion schools were established for the training of qualified workers in the textile, clothing, knitwear and footwear industries, as well as consumer services. At the present stage, these are multidisciplinary institutions that train skilled workforce in the fields of technology, design and service.

Keywords: Textile Industry, Fashion School, Design, Education, History, Vocational School, Apparel Manufacture, Consumer service

Introduction

As substantiated in the study by Gryshchenko et al. [1], in modern conditions, knowledge is becoming a key factor in economic prosperity and competitiveness, as well as a decisive factor in increasing demand in the labor market for a new type of skilled labor. The study of the history of education is crucial for the development of modern education. Understanding the evolution of fashion and textile education can provide valuable insights into the current trends and practices in the field. Research into the history of fashion and textile education holds significant relevance in understanding the evolution, dynamics, and impact of educational practices within the fashion and textile industry. The history of fashion education has undergone significant

transformations over the years, with scholars and educators exploring various dimensions of fashion, from its cultural and historical contexts to its impact on economic development. The articles selected offer diverse perspectives on the history and evolution of fashion education, exploring cultural, geopolitical, technological, and curatorial dimensions.

Scientists focus on the history of the development of **fashion education in various countries**. Vintilă [2] provides a historical exploration of the relationship between clothing and revolution in the Romanian countries during the Age of Revolutions (1780-1830), highlighting the influence of education, economic investment, and cultural shifts on fashion evolution. Saint [3] offers a localized yet representative narrative of education

in Battersea since 1750, exploring the dynamic interaction between state and voluntary provision, community needs, and architectural fashion. Godley et al. [4] investigate the economic development of London's East End womenswear industry (1929–1962), using shipment data to offer a unique economic lens for understanding the historical influence of fashion on the industry. The article by Rhee [5] discusses the main stages in the development of fashion education in South Korea from the 1920s to the first decade of the 21st century. Of interest is an article by Demirkan [6] that provides an overview of the history of fashion education in Turkey from the 12th century to the beginning of the 21st century.

Bide [7] explores the historical evolution of creativity discourses in British fashion and textile design education, challenging the notion that the development of courses in art and design schools democratized creative labor. Faerm [8] examines the evolution of fashion design education by advocating for a reevaluation of existing academic practices to address shifts in professional practice and society's relationship with design, emphasizing the need for a future pedagogy that prioritizes design theory and mentorship.

A number of scholars have contributed to the study of contemporary issues and prospective approaches in fashion education.

The article by Yezhova et al. [9] provides a comparative analysis of education models and trajectories of fashion education in the European Union, Ukraine, the USA, Canada, China, and Japan. It reveals that fashion-setting countries prioritize creative and economic aspects in education, whereas manufacturing countries focus more on technical and technological elements in education. Lan-Lan and Jing [10] contribute a comparative analysis of Eileen Chang's articles on traditional Chinese fashion, revealing the complexity and nuance of Chang's work and its ongoing impact on approaches to traditional Chinese fashion. The study by Lin [11] investigates the current status of the fashion design discipline, with a focus on the landscape of fashion design education in modern-day Italy and China. The study of Gryshchenko et al. [12] is dedicated to the issue of developing the competence of future design masters in an international Ukrainian-Chinese English-language educational project. Simončič [13] introduces 'Critical Fashion Practice' into Croatian fashion design studies, addressing the historical imbalance between theoretical and practical skills in fashion education, aiming to bridge the gap through reflection on social relations, media images, and personal experiences. Bi and Yang [14] explore the training mode of fashion design education in the context of cultural heritage, focusing on inheriting and carrying forward China's traditional culture through contemporary artistic techniques. Schramme and King [15] discuss the ethical and sustainable development of an international master's degree in Fashion Management, navigating the complexities of preparing students for careers in a rapidly changing fashion context. In the article by Kolosnichenko et al. [16], aspects of modern fashion education are considered, such as the use of advanced digital technologies in teaching. The article [17] by Pashkevich et al. analyzes aspects of preparing clothing designers to

follow the principles of sustainable fashion. Matthews [18] challenges conventional approaches to teaching fashion history by emphasizing the need to acknowledge the post-digital environment and adopt frameworks capable of analyzing decentralized drivers of change.

A number of publications consider the history of individual educational institutions in the field of textiles and fashion. An interesting historical overview of the first sixteen years of the Department of Home Arts at the Pratt Institute, one of the oldest fashion schools in the world, is presented in the article by Kowalski [19]. The article by Andriiashko et al. [20] offers a comprehensive examination of the emergence and development of the Kyiv school of artistic textiles in the 20th century, employing historical and factual methods to analyze socio-economic, ideological, political, economic, and aesthetic factors that influenced its evolution, providing valuable insights into the contributions of the Kyiv textile school to the history of fashion education.

This diverse collection of articles provides multifaceted insights into the history and evolution of fashion education, addressing themes ranging from cultural influences and economic perspectives to pedagogical innovations.

It has been revealed a lack of systematic analysis of the history of training qualified workers for the fashion and textile industry in Ukrainian vocational education institutions.

The purpose of this article is to identify and characterize the main stages in the development of professional education in the field of fashion in Ukraine in the period of the 19th–21st centuries.

Research methods

The research methodology is based on a comprehensive approach to studying the subject of research. Historical and factual methods employed in the study have enabled the identification and characterization of key stages in the development of professional education for the fashion and textile industry in chronological order. Systematization and classification of published archival materials, scholarly publications, and information from official websites of educational institutions have been conducted.

Results and Discussion

The development of the system for training qualified workers in the fashion and textile industry is organically linked to the development of the garment industry and professional education in Ukraine. This study examines the peculiarities of preparing skilled workers in the sewing sector during the following periods, according to the periodization by Seletsky [21]:

- First: the late 1880s to 1920. The beginning of the establishment of industrial, agricultural, and women's education systems;
- Second: 1920–1929. The period of creation and formation of the Ukrainian lower vocational education system;
- Third: 1929–1940. Subordination of the training of labor per-

sonnel to the economic authorities of the executive branch;

- Fourth: 1940–1959. Establishment of the labor reserve system;
- Fifth: 1959–1991. Consolidation of secondary vocational-technical schools; transition to unified curricula and programs;
- Sixth: began in 1991, with the declaration of Ukraine's independence. Adoption of the Law "On Vocational Education." Each of the mentioned stages had its peculiarities in the system of training qualified craftswomen in the fashion and textile industry.

The first period: the late 1880s to 1920. The aim of women's vocational education during this period was to assist women in improving the economic conditions of their families, acquiring skills in handicrafts, cutting and sewing, housekeeping, and culinary arts. At the end of the 19th century, work was taught as an optional subject in many schools in Ukraine. It is worth noting the research by Kalinichenko [22], which found that sewing crafts were taught in two rural schools in the Oleksandriivskiy district and two schools in the Kherson district of the Kherson province. In 138 rural schools of the Kherson province, students learned handicrafts, and in 9 schools, manual labor. In 1898, tailoring and sewing crafts were taught in 4 schools in the Yelisavetgrad district, and handicrafts in 48 schools.

As established by Yakovenko [23], in Kharkiv in 1895, sewing began to be taught to female members of the Kharkiv Society of Mutual Assistance of Teachers and Educators to acquire essential life skills. Sewing machines, mannequins, and fabrics were purchased for classes. Private orders were executed in the workshop under the guidance of a craftswoman. Thus, the first period of the development of the professional training system in the sewing sector is characterized by teaching sewing to girls at the level of household needs and the emergence of women's vocational schools with specialized training in cutting and sewing.

The second period: 1920–1929. In 1928, an art and crafts technical school was opened in Krolevec, Sumy region. From this date, the history of the State Vocational Educational Institution «Krolevets Higher Vocational School» begins [24]. During the war years, it was completely destroyed, but thanks to enthusiastic graduates, the technical school was rebuilt in the post-war years. The Krolevets Vocational School No. 23 can consider January 1959 as the date of its revival. At that time, training was conducted in the following profiles: artistic weaving, carpet weaving, fabric dyeing and painting, tailoring of light women's and children's clothing, and repair and maintenance of weaving, sewing, and industrial equipment.

In 1929, a school of factory-apprenticeship was founded at the Kyiv Knitwear Factory named after Rosa Luxemburg. A year later, young female workers joined the labor family of knitters. Thus began the history of one of the leading institutions of vocational education in the sewing sector - the Municipal Institution of Vocational (Vocational-Technical) Education «Kyiv

Professional College of Technology and Clothes Design.» The official founding date of the college as an educational institution is considered to be 1976 when Technical School No. 4 was established [25].

Therefore, available information from open sources indicates that during the second period, labor personnel for light industry enterprises were mainly trained in factory-apprenticeship schools.

The third period: 1929–1940. The transition to an industrial mode of production required not only workers but also qualified engineering personnel. On October 1, 1930, the solemn opening ceremony of the Kyiv Polytechnic Institute of Leather Industry took place - the modern Kyiv National University of Technologies and Design (KNUTD). The institute was established by the decision of the Higher Council of the National Economy based on the Kyiv Polytechnic Institute [26]. This event marked the beginning of the history of the leading university in training engineering personnel for the light industry, particularly the sewing and textile industry.

In October 1936, a school of factory-apprenticeship was opened at the hosiery factory in Zhytomyr. Apprentice workshops were built on the factory premises, where students studied and worked at the same time. Currently, this is a well-known educational institution - the State Educational Institution «Center of Light Industry and Household Services of Zhytomyr» [27].

In 1938, a vocational-technical school was established in Odesa. The aim of organizing the Odesa vocational-technical school was to train tailors for individual sewing of men's and women's clothing. Today, the Joint Higher Vocational School of Services of the National University «Odesa Law Academy» in Odesa educates future seamstresses in the professions of Tailor and Pattern Designer-Constructor. The official website of this institution indicates the founding date as 1946, when a training center for disabled veterans of the World War II was established in 1946 for peaceful professions [28].

Thus, during the mentioned period, the training of workers in the fashion and textile industry was carried out both in factory-apprenticeship schools and in vocational-technical schools.

The fourth period: 1940–1959. The training of workers for various industries, including textile, footwear, leather, and sewing industries, was carried out in factory-apprenticeship schools.

Immediately after Ukraine's liberation from the German fascist invaders, educational institutions for training skilled seamstresses and tailors were opened. In 1944, a craft school No. 6 started operating in Kyiv; in 1946, this school merged with a vocational-technical school based on the Ukrainian Council of Industrial Cooperation. Currently, this institution is known as the Kyiv Higher Vocational School of Service and Design [29].

A year later, on March 13, 1945, a vocational-technical school for seamstresses was established based on the «Children's Clothing» factory to train workers in sewing specialties. The first students of the school were war veterans and children of war participants. In 1973, the Kyiv Vocational-Technical School for

Seamstresses was renamed to the Vocational-Technical School of Sewing Industry. From that moment, the modern educational institution «Kyiv Higher Vocational School of Sewing and Hairdressing» began its history [30].

In 1944, the history of the Kharkiv Higher Vocational School of Sewing Production and Household began. In 1944, the Kharkiv District School of Trade and Production Apprenticeship of the Military Trade of the Kharkiv Military District was established, which was incorporated into the labor reserves system on March 1, 1958, and became a technical school [31].

In 1946, a factory-apprenticeship school was founded based on the Kharkiv Fur Factory. In 1970, this school was reorganized into a sectoral technical school of the fur factory, and in 1980, Technical School No. 38 was opened in Kharkiv (now the State Educational Institution «Regional Center of Professional Education of Sewing Production and Services of Kharkiv Region») [32].

In Chernivtsi, in 1947, the Special Craft School No. 1 was founded by the labor reserves management. Only orphaned children whose parents died during World War II were able to study there. This school, one of the first in Bukovina, trained seamstresses. The school's first base enterprise was the sewing association «Trembita» (now ATVT «Trembita»). In 1962, with one of the best material and technical bases and a highly qualified engineering and pedagogical team at that time, the school became the Municipal Vocational-Technical School. It is now the Higher Vocational School No3 in Chernivtsi [33].

In Mykolaiv, in 1955, Technical School No. 2 accepted its first students. The school trained masters in sewing men's and women's outerwear. From 1963 to 1973, the institution operated as Vocational-Technical School No. 10. Since 2020, the Mykolaiv Professional Lyceum of Services has been reorganized and merged into the State Educational Institution «Mykolaiv Higher Vocational School of Technology and Design» [34].

Also in 1955, Technical School No. 28 for seamstresses was established in Lviv. In 1972, the school was reorganized into the Municipal Vocational-Technical School No. 28 in Lviv. It is currently the Interregional Center for Professional and Technical Education of Artistic Modeling and Design in Lviv [35].

In Zaporizhzhia, in 1957, Technical School No. 3 was established with the main task of training professionals in the sewing field. It is now the State Educational Institution «Zaporizhzhya Higher Vocational School of Fashion and Style» [36].

In 1959, the history of well-known vocational-technical education institutions in the sewing field began. In particular, based on the Poltava Regional Trade Union Council, a vocational-technical school was established to train skilled seamstresses in the production of outerwear. Currently, it is the Poltava Vocational Lyceum of the Service Sphere [37].

Since the establishment of the Bila Tserkva Evening Vocational-Technical School on August 15, 1959, by the Kyiv Regional Industrial Cooperation Management, the history of the formation of the educational institution Bila Tserkva College of Service and Design began [38].

The State educational institution «Kropivnytskyi Professional Lyceum of Household Services» has a long history dating back to 1959 when it was established based on an evening vocational-technical school [39].

Thus, during the fourth period of training workers in the sewing industry, education was provided in factory-apprenticeship schools, vocational-technical schools, evening vocational-technical schools, technical schools, and craft schools. These educational institutions were created to meet the needs for skilled workers in specific sewing production enterprises.

The fifth period: 1959–1991. Simultaneously with the reorganization of previously established educational institutions, new vocational-technical schools were opened.

On November 25, 1961, Technical School No. 17 was opened on the production base of the flax combine in Rivne. By September 1963, the technical school was reorganized into Municipal Vocational-Technical School No. 39. Today, this institution is known as the State Vocational Educational Institution «Rivne Center for Vocational Education in Service and Design» [40].

The modern Chernihiv Professional Lyceum of Consumer Services was established in 1962 as a factory-apprenticeship school to train workers for the Chernihiv Woolen and Worsted Combine. In 1974, the school was reorganized into Municipal Vocational-Technical School No. 20, Vocational-Technical School No. 13. Gradually, the textile-oriented school evolved into a school of textile and sewing profile [41].

In 1967, the Kherson Educational-Production Combine of the Kherson Regional Management of Consumer Services was established in the city of Kherson. Today, this institution is known as the State educational institution «Kherson Higher Professional School of Service and Design» [42].

The State Educational Institution H. F. Korolenko Cherkasy Higher Vocational School began its activities in 1968 as the Cherkasy Educational-Production Combine, preparing highly skilled workers for the consumer services sector. From January 1, 1986, the vocational-technical school of the regional consumer services management was transferred to the regional vocational education system [43].

Also in 1968, a school in Ternopil started training seamstresses. Today, it is known as the State Educational Institution «Ternopil Professional Lyceum of Clothing Modeling and Hairdressing» [44].

In 1968, the Vocational-Technical School No. 20 was formed from the Educational-Production Combine of the Zhytomyr Regional Management of Consumer Services, which was later reorganized into the Zhytomyr Professional Lyceum of Services [45].

The Mykolaiv Higher Vocational School of Technology and Design (formerly the Vocational Education Center No. 1 in Mykolaiv) was established in 1969 to train skilled workers in the light industry and consumer service professions until 1985 under the consumer services management [46].

The State Vocational Educational Institution «Sumy Center for Vocational Education in Design and Services» was founded

in January 1970 as an educational-training combine for seamstresses. From 1973, it became the Vocational-Technical School of the Sumy Regional Management of Consumer Services [47].

On December 22, 1972, by the order of the State Committee of the Council of Ministers of the Ukrainian SSR on Vocational Education and the Ministry of Consumer Services of the Ukrainian SSR, Technical School No. 15 in Chernihiv was established. Today, it is the State Vocational Educational Institution «Chernihiv Higher Vocational School of Consumer Services» [48].

Kremenchuk Professional Lyceum named after A. S. Makarenko was established as Factory-Apprenticeship School No. 4 after the liberation of Kremenchuk from German occupation. Starting from September 1, 1974, the institution was completely reprofiled to train workers for sewing, knitwear, and footwear factories [49].

In the same year, Technical School No. 9 was founded in Dnipro, now known as the Communal institution "Higher Vocational School No. 55" in Dnipro [50].

Also in 1974, a new educational institution - Vocational-Technical School No. 7, now the Kryvyi Rih educational and production center, was established in Kryvyi Rih [51].

The Professional Lyceum of Services in Khmilnyk, a State Educational Institution, traces its origins back to the branch of Voronovych TU-2 since 1975. The institution was created to provide the newly built Khmilnyk sewing factory with labor personnel. The educational premises were transferred to the workshops of the old sewing factory [52].

In 1980, a school for seamstresses - Technical School No. 3 in Vinnytsia was established. Today, it is the State Vocational Educational Institution "Vinnytsia Center for Vocational Education, Technology and Design" [53].

The sixth period: Started in 1991. During this period, the reorganization and optimization of the network of vocational-technical educational institutions take place. State standards for vocational education, particularly in the sewing field, are introduced.

Discussion

The research confirmed the periodization by Seletsky, demonstrating specific examples of the establishment and reorganization of professional education institutions in the fashion and textile industry in Ukraine during each period of preparing skilled workers. This study has limitations associated with the use of information from open sources. Institutions of professional education in the sewing field that were closed as a result of the network's reorganization were left beyond the scope of the study. Additionally, a number of institutions changed their profiles and are currently not training professionals in the fashion

and textile industry. Some institutions of vocational education ended up in temporarily occupied territories. Therefore, the list of professional education institutions in the field of fashion in Ukraine contained in this article is not exhaustive. Further research on the history of the development of the network of professional education institutions in the fashion and textile industry should utilize other data collection methods, including archival research, analysis of mentions of vocational schools in publications, interviews with former students and teachers of such institutions, and so on.

Conclusions

Through the analysis of information from published archival materials, scientific publications on the history of pedagogy, and official websites of educational institutions, the main stages of the development of the system for training skilled workers in the sewing industry have been systematized. Information on the craft training programs in women's educational institutions starting from the late 19th century has been summarized. It was noted that until the end of the 19th century, apprenticeship predominated in the training of tailors. The peculiarities of professional training of skilled workers in the sewing industry in the following periods were elucidated: 1) late 1880s - 1920 (beginning of the establishment of systems of industrial, agricultural, and women's education); 2) 1920-1929 (creation and development of the Ukrainian system of lower vocational education); 3) 1929-1940 (subordination of the training of labor personnel to economic commissariats); 4) 1940-1959 (creation of the state system of labor reserves); 5) 1959-1991 (consolidation of secondary vocational schools; transition to unified curricula and programs); 6) from 1991 (declaration of Ukraine's independence, adoption of the Law "On Vocational Education," approval of state standards of vocational education).

It was found that institutions for training fashion and textile industry professionals in their early stages were established to prepare skilled workers for the textile, sewing, knitwear, and footwear industries, as well as household services. At the present stage, these are usually multi-profile institutions that train skilled workers, among other things, in technology, design, and services.

Further research will focus on analyzing the development of personnel training systems for the fashion and textile industry in Ukraine at other levels, including middle technical personnel and professionals with higher education.

In summary, research into the history of fashion education is not only academically enriching but also practically relevant for educators, policymakers, and industry stakeholders. It provides a foundation for informed decision-making, inspires innovation, and ensures that fashion education continues to evolve in alignment with the dynamic nature of the fashion and textile industry.

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