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PARTNERSHIP PEDAGOGY AMID CURRENT EDUCATIONAL TRANSFORMATIONS

Статтю присвячено розкриттю історичного підґрунтя й особливостям педагогіки партнерства в умовах сучасних освітніх трансформацій.

Установлено, що педагогіка партнерства – це освітня концепція, яка ґрунтується на принципах рівноправної взаємодії, взаємної відповідальності, довіри та співпраці між усіма учасниками освітнього процесу та є актуальним методологічним підґрунтям для освітньої практики всіх освітніх рівнів. В освітологічному дискурсі партнерство охоплює не лише співпрацю як формальну взаємодію між суб'єктами освітнього процесу, а й такі явища, як співучасть, взаємна відповідальність, довіра, суб'єкт-суб'єктні стосунки, діалогічність і кооперація. У контексті управління освітою партнерство потрактовується як узгодженість дій, спільне прийняття рішень і залучення всіх зацікавлених сторін до процесів планування, реалізації та оцінювання освітньої політики. Наголошено, що освітнє партнерство є не лише педагогічною практикою, а важливим компонентом освітньої політики для багатьох країн світу в умовах глобальних викликів.

Висвітлено трансформацію педагогіки партнерства з педагогічної концепції, що ґрунтована на гуманістичних засадах, у міждисциплінарний підхід, який інтегрує педагогічні, управлінські та соціокультурні практики взаємодії учасників освітнього процесу і стекголдерів. Проведено порівняльний аналіз українських і зарубіжних моделей партнерства в освіті, зокрема з опорою на Концепцію «Нова українська школа», розглянуто особливості інституціоналізації партнерства у країнах ЄС, Великій Британії, Фінляндії, США, Канаді та Австралії. Виокремлено інноваційні методи, форми та технології реалізації партнерської взаємодії у закладах вищої освіти. Узагальнено приклади успішних освітніх практик, заснованих на співтворенні, діалозі, спільній відповідальності, зокрема в контексті програм students as partners, е-портфоліо, конструювання мислення, дуальної освіти та проєктно-орієнтованого навчання. Обґрунтовано етапи становлення партнерства у вищій освіті: від моделювання практик, розширення та стабілізації в межах інституційних практик, рівня критичної рефлексії – до зовнішньої інституційної інтеграції. Визначено чинники, що стримують упровадження партнерських стратегій в Україні, та окреслено перспективні напрями їх адаптації до національного освітнього контексту.

Ключові слова: *педагогіка партнерства, моделі партнерської взаємодії, порівняльна педагогіка, студентоцентризм, міжінституційна взаємодія, інноваційні освітні практики.*

Problem statement. The contemporary educational paradigm is undergoing an active transformation towards the democratisation and humanisation of relationships among participants in the learning process.

In this context, *partnership pedagogy* is gaining particular relevance, as it presupposes a shift from authoritarian educational models to egalitarian ones, based on interaction and mutual respect among all educational stakeholders. In Ukraine, interest in partnership pedagogy has significantly increased with the introduction of the New Ukrainian School (NUS) concept, where this approach is identified as one of the core principles.

At the same time, international experience in the implementation of partnership pedagogy, particularly in the European Union and the United States, demonstrates the high effectiveness of innovative models that promote learner autonomy, public and parental engagement in educational decision-making, and shared responsibility for educational outcomes.

A comparative analysis of Ukrainian and international practices of partnership pedagogy is essential for identifying successful models, their adaptation, and integration into the national education system.

This provides a foundation for enhancing the quality of education, aligning it with the current needs of society and the individual demands of all participants in the educational process.

Analysis of the latest research and publications. A review of scholarly sources indicates that the issue of partnership pedagogy is actively addressed by both Ukrainian and international researchers. In the national discourse, particular attention is given to the implementation of partnership pedagogy in school education, which is linked to the reform of the Ukrainian school system and the introduction of the New Ukrainian School concept [Концепція «Нова українська школа», 2016]. Researchers have established that partnership pedagogy is an educational concept based on the principles of equal interaction, mutual responsibility, trust, and cooperation among all participants in the educational process (students, teachers, parents, administration, and the community). It serves as a relevant methodological foundation for educational practice at all levels – from early childhood to higher and postgraduate education, including adult education and particularly that of the "third age" [Карпюк, Крупський, Стасюк, 2023].

It is worth emphasising that the term *partnership pedagogy* requires clarification in the context of different types of interaction. As rightly noted by O. Tadeush, partnership appears as a multidimensional phenomenon that combines the social interaction of educational actors with the external environment, psychological involvement and mutual understanding, as well as pedagogically organised influence aimed at positive changes in all aspects of partner interaction [Тадеуш, 2020, p. 60]. In the educational studies discourse, partnership encompasses not only cooperation as a formal mode of interaction among educational subjects, but also such phenomena as co-participation, mutual responsibility, trust, subject–subject relations, dialogicity, and cooperation. In the context of educational governance, partnership is also interpreted as alignment of actions, joint decision-making, and the engagement of all stakeholders in the processes of planning, implementing, and evaluating educational policy. The socio-cultural dimension of the concept entails mutual understanding, solidarity, networked interconnection and support, which emerge from sustained interpersonal and inter-institutional collaboration. In educational practice, these dimensions are integrated into models of joint activity, distributed leadership, and co-creativity, which are grounded in parity-based principles and aimed at achieving a shared outcome [Лаврентьєва, Крупський, 2023; Лебедева, Митрофанова, 2017; Топузов, 2021].

In this regard, T. Sitnik classifies interaction within educational partnership along two axes: introversive (internal to the educational institution) and extroversive (inter-institutional and cross-sectoral). The first type refers to forms of interaction situated within the educational environment, including teacher–student partnership, corporate partnership within the educational institution's staff, and academic–methodological partnership, which entails collaborative development of educational strategies and approaches. The second dimension refers to partnerships that go beyond the bounds of a single institution, manifesting as scientific partnerships (interdisciplinary and inter-institutional), social partnerships (interaction with the community), education–business partnerships, and forms of socio-cultural, informational, and informal cooperation. Such a typology helps to delineate the full spectrum of partnership manifestations both within higher education and in its interaction with the broader societal context [Ситнік, 2022, p. 59].

Governmental and analytical documents of the OECD emphasise that educational partnership is not merely a pedagogical practice but a key component of education policy in the context of global challenges. In particular, the OECD report *School Partnerships Addressing Child Well-Being and Digital Technology* (2025) states that effective interaction between schools and various external actors – including parents, healthcare professionals, communities, EdTech companies, and universities – is critically important for supporting learners and addressing the challenges of an increasingly complex digital, emotional, and physical environment [OECD, 2025]. In this point of view, educational partnership is conceptualised as an organisational form of interaction between the institution and stakeholders – business, research institutions, and civil society organisations – aimed at ensuring the holistic development of pupils and students [OECD, 2019].

In contemporary international discourse, several main forms of educational partnership are distinguished: public relations, inter-institutional partnerships with other educational providers – schools, colleges, universities, academies, and research institutions – and collaboration with representatives of the public and private economic sectors [Campus des métiers et des qualifications, 2025; Chovriy, et al., 2024; Harnisch, García, Michael, Opalich, 2018]. These forms are also characteristic of the Ukrainian educational landscape. While the first two models have become traditional in the practice of educational interaction, the third – cross-sectoral partnerships with economic actors – has only recently begun to develop and is being realised through models of dual vocational education [Крупський, et al., 2012; Пуховська, 2018; Топузов, 2021].

In this regard, the notion of *stakeholders* – those with a direct or indirect interest in the functioning and outcomes of an educational institution – has gained increasing relevance. Internal stakeholders typically include educators, learners, the administration, and structural units, while external stakeholders encompass alumni, employers, representatives of other educational institutions, public authorities, and civil society organisations. Such a typology contributes to understanding partnership as a complex system of interrelationships both within and beyond the educational environment [Лебедева, Митрофанова, 2017; Раєвнєва, Аксьонова, Остапенко, 2018].

International studies [OECD, 2019; UNESCO, 2021] demonstrate a broad spectrum of partnership pedagogy implementation. Of particular interest is the Finnish experience, where partnership pedagogy is an integral component of the education system, extending from early childhood to higher education. In EU countries, considerable attention is devoted to school–community partnerships, involving parents and local educational authorities, which are regarded as vital for improving education quality and enhancing civic responsibility for educational outcomes [European Commission, 2020].

Thus, researchers view partnership as an innovative form of contemporary interaction, involving the exchange of ideas, experiences, attitudes, and emotions; as a means of organising effective cooperation with various institutions of student socialisation, learning, and upbringing; as a process of defining common paths and actions to achieve educational collaboration; and as a form of feedback and subject–subject interaction [Гагарін, Мартинюк, 2024; Карпюк, et al., 2023; Shetelya, et al., 2023].

Previously unresolved parts of the general problem. Despite the many positive examples of partnership pedagogy in various educational contexts, its implementation faces several barriers. These include institutional inertia, limited autonomy of educational institutions, insufficient practices of distributed leadership, a weak culture of horizontal interaction, and the low engagement of external stakeholders in decision-making. A particularly pressing challenge remains the inadequate preparation of teaching staff to operate within partnership models. Addressing this issue requires not only new approaches to professional development, but also a transformation of managerial strategies towards greater openness and mutual accountability. Consequently, further research and the targeted implementation of partnership practices must be based on the elimination of these systemic limitations, in order to unlock the full potential of partnership pedagogy as a means of improving educational quality and democratising the learning environment.

The **purpose** of the article is to summarise theoretical approaches and practical models of partnership pedagogy in the context of current transformations in the educational landscape, to analyse its forms and levels of implementation in national and international educational practice, as well as to identify potential barriers and prospects for the further integration of partnership strategies into Ukraine's education system.

The research employed a range of interrelated **methods**: theoretical analysis of scholarly literature and regulatory documents to clarify the concept of "partnership pedagogy" and its interpretations in both domestic and international discourses; comparative analysis of foreign and national experiences in implementing partnership-based approaches in education; interpretive and reflective methods to explore the typology, levels, and content dimensions of educational partnership; and methods of systematisation and generalisation to identify barriers to implementation and outline prospects for its further development.

Presentation of the main research material. In educational and pedagogical sciences, the concept of *partnership pedagogy* has become established as a conceptual response to the need for transforming the authoritarian educational model towards a dialogic one, grounded in subject–subject interaction. However, a historical analysis reveals that the preconditions for this approach emerged long before it was formalised terminologically.

In the Ukrainian context, the ideas of cooperation, mutual respect, and trust were theoretically articulated in the works of representatives of humanistic and learner-centred pedagogy, particularly in the writings and studies of Sh. Amonashvili, G. Ball, I. Bekh, V. Rybalka, O. Savchenko, V. Sukhomlynskyi, V. Shatalov, among others, as well as in the legacy of the founders of pedagogical science – O. Dukhnovych, I. Ohiyenko, S. Rusova, K. Ushynskyi, Ya. Chepyha, and others. The formal introduction of the term "partnership pedagogy," however, occurred in 2016–2017 within the framework of the "New Ukrainian School" concept, where this approach was defined as one of the key principles of educational reform [Концепція «Нова українська школа», 2016].

In the international academic field, the concept of partnership pedagogy has evolved from a humanistic model (A. Maslow, C. Rogers, P. Freire) towards institutionalised practices that encompass not only teacher–learner interaction (J. Korczak) but also the engagement of students in the design, implementation, and evaluation of educational programmes, stakeholder involvement in educational governance, and the expansion of educational leadership practices (D. Bowen, H. Geyer, J. Dewey, B.F. Skinner, E. Wagner). This evolutionary transition has contributed to the development of contemporary European and global standards of partnership in education, including strategies of co-governance, multi-agent support, and public accountability of educational institutions [Piedra, 2018].

Within the Ukrainian education system, partnership pedagogy is primarily implemented through interactions among pupils / students, teachers, and parents, with a dominant focus on the moral and ethical dimensions of cooperation. The model underpinning the New Ukrainian School (NUS) concept envisions a transformation of pedagogical interaction based on trust, respect, dialogue, and responsibility [Концепція «Нова українська школа», 2016]. In this regard, partnership is not considered an auxiliary component but rather a system-forming principle of educational activity.

At the practical level, this model operates through three curtail channels: 1) pedagogical interaction with the child as a learning subject; 2) cooperation with parents; and 3) the establishment of effective communication within the teaching staff. Research and generalisations of school-based practice (particularly within pilot NUS projects) suggest that the main achievement of this model lies in the formation of an emotionally safe learning environment. At the same time, empirical studies have identified a range of barriers – the formality of interactions, limited dialogue, and insufficient professional preparedness of educators to implement partnership strategies [Топузов, 2023].

In the sphere of vocational education, a distinct model has emerged, oriented towards partnership between educational institutions and employers – namely, the model of social partnership [Kovalchuk, et al., 2022]. It is implemented through mechanisms of dual education, the involvement of business representatives in the development of educational programmes, and participation in students' practical training. Despite regulatory and legal support, this model remains limited in its dissemination and encounters a range of institutional and personnel-related issues (including the lack of specialists capable of coordinating partnership cooperation, low stakeholder motivation, regional disparities in economic activity, and the absence of support institutions) [Кучер, 2023].

At the level of higher education, attempts to introduce partnership-based models remain fragmented. University practices show a tendency towards involving students in joint planning

of classes and in discussions of learning outcomes. However, such practices are not yet systematic and are only beginning to be conceptualised. A persistent issue concerns the administrative culture of interaction – vertical management structures within higher education institutions often lack mechanisms for horizontal partnership, particularly in the "teacher–student" or "teacher–community" formats [Cunha, Figueiredo, Oliveira, Maçães, 2024].

Thus, Ukrainian models of partnership pedagogy are characterised by normative articulation, partial implementation at the school level, and insufficient institutionalisation in higher and vocational education. This underlines the need for further development of mechanisms for implementing partnership strategies, particularly through the generalisation of effective practices and the adaptation of relevant international experience [Раєвнєва, Аксьонова, Остапенко, 2018; Ситнік, 2022].

In the international educational discourse, partnership pedagogy is represented by a wide spectrum of models, which differ by level of education, type of interaction, degree of institutional integration, and the extent of autonomy granted to participants in the educational process. Within school, higher, and vocational education, distinct approaches have evolved that demonstrate stability, systemic implementation, and proven effectiveness in achieving educational outcomes.

In the general secondary education across European countries, the dominant model is that of integrated partnership between schools, families, and the local community. Programmes such as *eTwinning* and *Erasmus+ School Partnerships* place emphasis on intercultural interaction, collaborative planning of educational projects, and joint decision-making in educational matters. In the Netherlands and Belgium, the prevailing approach is that of social partnership, whereby the school functions not as an isolated institution but as an open space for cooperation with civil society organisations, municipal authorities, and businesses. These practices are supported by national educational strategies and legislative frameworks [European Commission, 2020].

In the Nordic countries (Finland, Sweden), partnership is regarded as a foundational principle of educational culture. Here, partnership pedagogy is implemented through the recognition of learners as full subjects of the educational process. Pupils and students participate in decision-making related to the organisation of learning environments, educational content, and the rules of interaction [Пуховська, 2018]. This approach is a natural continuation of the humanistic pedagogical ideas of Janusz Korczak, which have significantly influenced educational policy in Northern Europe.

In the field of vocational education, partnership is realised through dual education models, most developed in Germany, Austria, and Switzerland. These involve formalised cooperation between educational institutions and employers, in which theoretical instruction is combined with practical training in the workplace. Such models enjoy a high degree of institutional support from both the state and social partners and ensure the relevance of educational content to labour market demands.

Overall, international models of partnership pedagogy are characterised by a high level of organisational structuring, clearly defined mechanisms for interaction among educational stakeholders, and strong political and administrative support. Their multi-level implementation – from interpersonal to institutional-social –creates favourable conditions for the development of a responsible, autonomous, and socially active subject of education.

One of the most developed models of partnership interaction in higher education is the *students as partners* approach, conceptualised by A. Cook-Sather, C. Bovill, and P. Felten [Cook-Sather, et al., 2014]. This model involves engaging students in the co-design, implementation, and evaluation of academic courses, which enhances academic motivation, fosters critical thinking, and cultivates a sense of responsibility for one's own learning. It is actively implemented in universities in the United Kingdom, the United States, Canada, and Australia, where institutional frameworks have been established – such as partnership labs, student–staff advisory boards, and specialist training for academics. Its innovative character lies in overcoming the traditional teacher – student hierarchy and shifting towards a dialogic model of academic co-creation [Chovriy, et al., 2024].

In the countries of the European Union (notably the Netherlands, Finland, and Belgium), partnership models are realised primarily in the context of inter-school and school–community

collaboration (e.g. eTwinning and Erasmus+ School Partnerships), with an emphasis on shared responsibility for learning outcomes, learner autonomy, and parental involvement in the educational process [European Commission, 2020].

Increasingly, educational partnership is emerging not only as a pedagogical model of interaction among participants in the educational process, but also as a strategic vector for the modernisation of educational systems across Europe. Notably, the strategic document of the European Commission, *A New Impetus for European Cooperation in Vocational Education and Training to Support the Europe 2020 Strategy* (COM(2010) 296 final), positions partnership as a key driver of the integration of education, the labour market, and social development. The document highlights the need for developing inter-institutional platforms of collaboration that bring together educational institutions, employers, public authorities, and civil society organisations. This approach involves not only joint decision-making regarding the aims and content of vocational training, but also coordinated actions concerning the recognition of non-formal learning outcomes, the development of dual training programmes, the digitalisation of education, and the expansion of access to lifelong learning. In this way, partnership becomes institutionalised, serving as a mechanism for achieving socio-economic mobility and for increasing the adaptability of education systems to contemporary challenges [European Commission, 2020].

An illustration of the institutionalisation of educational partnership in vocational education across EU countries is the emergence of new types of institutions – campuses, centres, and educational clusters functioning as hubs for inter-level and inter-institutional cooperation. Notable examples include the *Campus des Métiers et des Qualifications* in France, which represent a modern model of integrated vocational education combining elements of initial, post-secondary, and continuous learning with practice-oriented training at enterprises. Established since 2014, these entities now comprise approximately 95 networked hubs across 12 priority sectors. Their structure facilitates collaboration among general secondary schools, vocational colleges, apprenticeship centres, universities, research institutes, industry organisations, and companies [Campus des métiers et des qualifications, 2025].

It is evident that this model constitutes only one component of a broader European strategy. With the support of Erasmus+, the EU is currently funding more than 50 Centres of Vocational Excellence (CoVEs), aimed at creating territorial ecosystems that integrate vocational and higher education, business, and research institutions in the development of regional strategic capabilities [Centres of Vocational Excellence, 2025].

Overall, the logic underpinning the establishment of such institutions is informed not only by labour market demands but also by their identification as key instruments in the modernisation of vocational education through both horizontal and vertical partnerships. At the same time, these structures are transforming the self-perception of vocational education systems – from autonomous institutions into coordination hubs that actively engage enterprises and public authorities in the educational process.

A telling example of strategic reflection on partnership in higher education is offered by the policy recommendations developed by the American Association of State Colleges and Universities (AASCU). In the publication *Making Partnerships Work* (2018), it is emphasised that partnership is not merely a tool for addressing short-term challenges but a long-term institutional strategy that enables universities to fulfil their civic mission. The authors identify several types of partnerships – with communities, other educational institutions, and businesses – and stress the principle of mutual benefit, whereby each party should derive value grounded in shared goals. The recommendations address priority-setting within institutions, the development of transparent interaction procedures, and the consolidation of partnership practices within the public profile of higher education institutions. Considerable attention is also devoted to the role of institutional culture: partnership must be embedded not only in individual initiatives but also in the overall development logic of the institution. Such an approach clearly warrants adaptation within the Ukrainian context, particularly with regard to fostering collaborative models between educational institutions, communities, and businesses [Harnisch, García, Michael, Opalich, 2018].

The broader European dynamic reflects the emergence of similar institutions across virtually every EU member state, in response to the need to renew the content and modalities of vocational education. This trend encompasses not only the modernisation of curricula but also a re-

thinking of the fundamental principles of learning – principles increasingly grounded in the partnership of diverse stakeholders, including educational, economic, and societal actors.

These new institutional forms function as environments for co-creating educational content, aligned with the real needs of regional labour markets, technological transformations, and the principles of social responsibility.

In general, the development of partnership pedagogy within Ukrainian and international educational contexts shares a common humanistic foundation, yet differs in terms of institutional support, the diversity of models, and the extent of its integration into educational policy. A thorough examination of these models and the contexts in which they operate provides a basis for adapting international experience to the national educational landscape.

A comparative analysis of Ukrainian and international models of partnership pedagogy reveals significant differences in both their theoretical foundations and organisational implementation.

In terms of theoretical premises and target orientations, Ukrainian models of partnership pedagogy have evolved primarily on the basis of humanistic ideas and within the framework of the New Ukrainian School reform. Their main focus lies in the creation of a safe and supportive educational environment through structured interaction between a teacher, a pupil, and a parent. In contrast, international models – particularly those in the United Kingdom, the Netherlands, and Finland – are grounded in critical, transformative, and post-nonclassical pedagogical paradigms. Within these frameworks, partnership is conceived as a tool for fostering educational autonomy, civic engagement, and shared responsibility.

In Ukraine, although the partnership approach is formally enshrined in legislative and policy documents, and its implementation is largely confined to general secondary education. In the fields of higher and vocational education, these models still lack sufficient institutional support and are applied in a fragmented manner. By contrast, international education systems exhibit a high degree of institutionalisation, including the establishment of dedicated platforms (e.g., Student Partnership Offices), programme-level support for partnership initiatives (eTwinning, Erasmus+), and consistent funding mechanisms for such practices.

In Ukrainian educational practice, the dominant model is based on the "teacher–student–family" triad, with a strong emphasis on the emotional and moral dimensions of interaction. International models, however, demonstrate a broader variety of partnership types: "student–teacher", "school–community", "education–business", each of which encompasses not only communication but also the distribution of decision-making powers, co-determination of educational goals, and co-design of curricular content. For instance, in British universities, students act as full participants in curriculum design, while in Germany, dual programmes are developed with the active involvement of employers and chambers of commerce.

The cultural and educational context is another differentiating factor. In international settings, the development of partnership models is largely shaped by democratic traditions in educational governance, a strong culture of civic participation, and institutional trust. In Ukraine, by contrast, these preconditions are still in the process of formation. Barriers to the expansion of partnership practices include the vertically oriented nature of administrative structures, the absence of effective mechanisms for horizontal collaboration, and an insufficient level of teacher preparedness for implementing partnership strategies.

Thus, while there is convergence in foundational values, the comparative analysis demonstrates that Ukrainian models of partnership pedagogy require further conceptual refinement, institutional strengthening, and methodological support, along with a carefully considered and critical adaptation of leading international partnership practices.

In light of global experience in partnership pedagogy, a range of innovative practices emerges that show considerable potential for integration into the Ukrainian education system. These include organisational and methodological solutions that ensure the agency of all participants in the educational process, facilitate shared decision-making, and promote autonomy and reflexivity.

Such innovative models of partnership pedagogy should be viewed as new or enhanced educational practices and organisational frameworks that foster active cooperation among educational stakeholders. They take into account the cultural, social, and technological characteristics of contemporary society and support the development of learner autonomy among pupils and students alike [European Commission, 2020] (see Fig. 1).
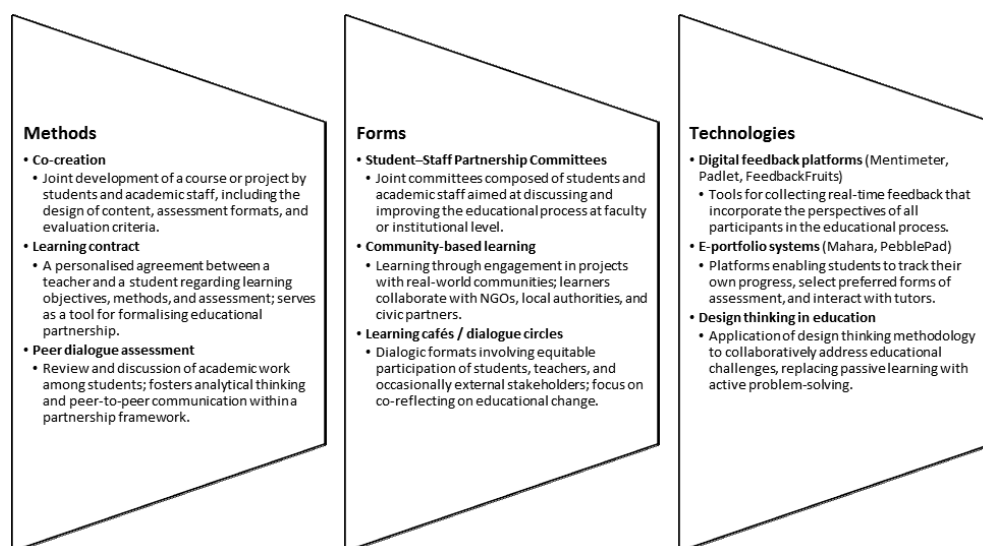
Methods
- **Co-creation**
  - Joint development of a course or project by students and academic staff, including the design of content, assessment formats, and evaluation criteria.
- **Learning contract**
  - A personalised agreement between a teacher and a student regarding learning objectives, methods, and assessment; serves as a tool for formalising educational partnership.
- **Peer dialogue assessment**
  - Review and discussion of academic work among students; fosters analytical thinking and peer-to-peer communication within a partnership framework.

Forms
- **Student–Staff Partnership Committees**
  - Joint committees composed of students and academic staff aimed at discussing and improving the educational process at faculty or institutional level.
- **Community-based learning**
  - Learning through engagement in projects with real-world communities; learners collaborate with NGOs, local authorities, and civic partners.
- **Learning cafés / dialogue circles**
  - Dialogic formats involving equitable participation of students, teachers, and occasionally external stakeholders; focus on co-reflecting on educational change.

Technologies
- **Digital feedback platforms** (Mentimeter, Padlet, FeedbackFruits)
  - Tools for collecting real-time feedback that incorporate the perspectives of all participants in the educational process.
- **E-portfolio systems** (Mahara, PebblePad)
  - Platforms enabling students to track their own progress, select preferred forms of assessment, and interact with tutors.
- **Design thinking in education**
  - Application of design thinking methodology to collaboratively address educational challenges, replacing passive learning with active problem-solving.

Fig. 1. Key toolkit for implementing partnership pedagogy

Let us take a closer look at selected directions for implementing partnership pedagogy.

At the University of Exeter (United Kingdom), within the *Students as Change Agents* programme, students not only participate in the evaluation of teaching quality but also initiate changes in academic curricula. Using the co-creation methodology and mentored by teaching staff, students develop their own projects (e.g., revising assessment criteria), which receive both financial and administrative support [The University of Exeter, n.d.].

The University of Edinburgh (United Kingdom) has widely adopted *peer dialogue assessment practices*, particularly within humanities and social sciences programmes. Students submit drafts of their written assignments, receive feedback from peers, and subsequently engage in discussion in pairs or small groups, supported by a dedicated educational platform [The University of Edinburgh, 2024].

At the University of Queensland (Australia), *Student–Staff Partnership Projects* are implemented not only in academic contexts but also across administrative domains. Students are involved in reviewing LMS interfaces, teaching materials, and student wellbeing campaigns, and they actively apply participatory learning technologies [The University of Queensland, n.d.].

ETH Zurich (Switzerland) has implemented *Learning Cafés* since 2020 – regular open-format meetings between academic staff and students focused on issues such as workload, first-year student adaptation, and digital barriers. The outcomes of these discussions inform the decisions of educational committees. This example illustrates the effectiveness of facilitated dialogue supported by a robust feedback mechanism [ETH Zurich, n.d.].

The Stanford d. school (USA) demonstrates the utility of *design thinking methodology* in educational courses: students define a problem, explore user needs, and prototype a solution (a course, platform, or service). This represents a model of partnership involving the student, the educator, and the end-user of the educational product [Stanford d. school, 2025].

Educational partnership in higher education institutions should be viewed as a complex form of interaction encompassing various types of relationships and modes of exchange between educators and learners. This involves a combination of subject–subject relations, grounded in equitable dialogue, and subject–object relations associated with organisational leadership. Partnership also manifests as a process of personal and activity-based exchange, whereby mutual enrichment occurs through practical collaboration, exchange of ideas, emotions, and perspectives. Such interaction presupposes coordinated efforts toward a common goal, in which communication serves not only as a means of organising activity, but also as a form of fulfilling the need for the Other as an equal participant in joint action [Тадеуш, 2020, p. 80].

In this context, the methodology for initiating, supporting, and developing partnership relations between students and academic staff in higher education institutions, as outlined by A. Cook-Sather, C. Bovill, and P. Felten (2011), is of particular interest. The authors present this approach in the form of three thematic stages.

Stage 1 – Getting Started. The implementation of partnership practices is recommended to begin with small-scale initiatives. Participation should be voluntary, with a gradual establishment of shared goals. Careful selection of participants, the cultivation of an atmosphere of trust, and the continuous adjustment of methods and approaches based on reflective dialogue are essential at this stage.

Stage 2 – Sustaining and Deepening Partnerships. This involves the integration of partnership practices into broader educational processes. At this stage, the use of gamification is encouraged to foster engagement among students and other stakeholders. Ensuring diversity among participants, providing training in partnership methods and distributed leadership, cultivating collaborative values, and ensuring project closure with opportunities for reflection on both process and outcome are also crucial.

Stage 3 – Negotiating Roles and Power. The focus here is on recognising one's own relationship to authority, openly discussing potential role asymmetries, and developing mechanisms for aligning perspectives and responsibilities.

These recommendations may be conceptualised as three progressive levels of partnership implementation in higher education, corresponding to the evolution of partnership pedagogy from a basic "teacher–student" model to the more complex "student–educational environment–business ecosystem" paradigm (see Figure 2).

– *Initial Level: Engagement and Modelling of Practices*. This stage involves carefully entering into partnership relationships, ranging from the selection of participants to the establishment of a collaborative environment. At this level, pedagogical partnership is understood as a gradual process in which voluntariness, clearly defined expectations, and tolerance for trial and error are of critical importance. It lays the foundation for trust-based dialogue and shared educational responsibility.

– *Institutionally Integrated Level: Expansion and Consolidation*. This level marks the transition from isolated teaching initiatives to an institution-wide practice. Partnership becomes embedded in the structural fabric of the institution, evolving from an ancillary teaching element to a systemic innovation encompassing assessment, course design, and academic governance. At this stage, partnership is increasingly perceived not merely as a pedagogical choice, but as a core component of institutional identity and strategy.

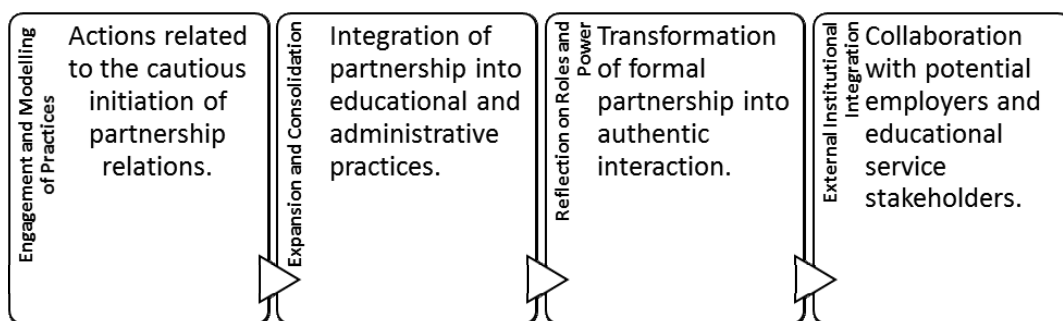| Engagement and Modelling of Practices	Expansion and Consolidation	Reflection on Roles and Power	External Institutional Integration
Actions related to the cautious initiation of partnership relations.	Integration of partnership into educational and administrative practices.	Transformation of formal partnership into authentic interaction.	Collaboration with potential employers and educational service stakeholders.

Fig. 2. A model for the development of partnership interaction in higher education institutions

– *Level of Critical Reflection: Reconsidering Roles and Power*. At this stage, the focus shifts from operational aspects to the value-based orientations of the participants. Recognising asymmetries in roles, addressing potential power imbalances, and engaging in open dialogue about authority and agency become essential for transforming formal partnership into authentic interaction. This level emphasises the ethical dimension of partnership and its implications for inclusive and equitable educational practice.

– Level of External Institutional Integration: Partnership as a Shared Strategic Value. Finally, the partnership transcends the internal educational process and becomes part of a broader economic ecosystem. At this level, higher education institutions and business structures engage in joint strategic development. This includes the institutionalisation of partnership through the establishment of shared educational and industrial centres, innovation hubs, dual programmes, and start-up platforms. Educational activity is gradually aligned with business needs in workforce development, innovation, and social engagement. In turn, enterprises participate in curriculum design, infrastructure funding, and the evaluation of learning outcomes. Such partnerships are built on mutual trust, shared responsibility, and a long-term commitment to synergy.

The above-described processes align with the main directions of modernising the Ukrainian education system, particularly higher education. According to one of the chapters of the *Strategy for the Development of Higher Education in Ukraine for 2021–2031*, the near future envisions the creation of virtual universities whose operational model will be based on the principles of pedagogical partnership. This form of educational environment organisation reflects the cybernetic principle of requisite variety, ensuring the flexibility and openness of the educational system to change. Virtual universities aim to expand access to education for various social groups, including non-traditional learners, to facilitate the acquisition of additional professional skills, to support continuing education programmes, and to promote the dissemination of effective educational practices [Стратегія розвитку вищої освіти в Україні на 2021–2031 роки, 2020].

In parallel, traditional higher education institutions are expected to intensify their collaboration with the private sector through the establishment of start-up centres, production units, and business incubators. Such intersectoral collaboration entails the active engagement of students in the joint development and implementation of innovative solutions, shaping a new partnership format within the "education–business–student" triangle. This not only transforms pedagogical interaction, but also fosters the relevance of the educational process to the real demands of the labour market and technological progress [Лаврентьєва, Крупський, 2023].

Among the most effective models of partnership between business entities and higher education institutions, several typical formats of cooperation are distinguished. These include, for instance, student internships, which allow companies to reduce retraining costs while adapting future employees to corporate culture and expectations. Another important form of cooperation is the co-creation of educational laboratories and curricula with enterprises, involving the provision of equipment, joint development of course content, and the professional training of academic staff. Such cooperation significantly enhances the practice-oriented training of specialists [Пуховська, 2018; Стасюк, Вайнілович, Кобченко, 2024].

Innovative models also include student competitions that incentivise research activity among young people, as well as continuous professional development systems for both university lecturers and company staff, which help to bridge the gap between academic preparation and the rapidly evolving labour market. Institutional cooperation is also successfully realised through the establishment of innovation centres, technology parks, science parks, and business incubators that provide infrastructural and financial support for educational and research partnerships. Finally, other promising forms of collaboration include philanthropic initiatives, the joint publication of academic resources, support for research activities, and targeted financial contributions to university development [Lebedeva, Mytrofanova, 2017; Rayevnyeva, et al., 2018].

Conclusions. The conducted analysis allows us to affirm that pedagogy of partnership is undergoing a transformation from a pedagogical concept into a comprehensive interdisciplinary approach that integrates pedagogical, managerial, and sociocultural practices of interaction. In the Ukrainian educational landscape – despite the strong emphasis on partnership within the context of school education (particularly in the New Ukrainian School Concept) – there remains a lack of a holistic vision of partnership as a foundational principle for organising education across all levels. At the current stage, pedagogical partnership in educational institutions is predominantly evident at the initial or institutionally integrated levels, and less frequently at the level of critical reflection.

At the same time, the experience of EU countries and the US, as well as the recommendations of the OECD and UNESCO, demonstrate the effectiveness of educational partnership in expanding access to quality education, fostering cross-sectoral collaboration, promoting shared

leadership, and engaging communities and businesses in educational processes. Particularly relevant for adaptation to the Ukrainian context are models for establishing educational and production clusters, virtual universities, scientific-educational hubs, and project-oriented educational networks. However, the meaningful adaptation of relevant international practices is only possible when the national context is duly taken into account – specifically, the characteristics of educational culture, regulatory frameworks, and the willingness of educational stakeholders to broaden their scope of responsibility within partnership-based interaction.

Nevertheless, the implementation of partnership-based approaches in practice is constrained by several barriers: a lack of regulatory and methodological support; the predominance of hierarchical governance models; a limited understanding of partnership as a value-based foundation for cooperation; and insufficient involvement of external stakeholders in decision-making processes in education.

Future research should focus on the development of a typology of effective partnership models in vocational and higher education; the exploration of mechanisms for integrating business and community actors into the planning and evaluation of educational programmes; and the advancement of methodologies for cultivating a culture of partnership among participants in the educational process.

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PARTNERSHIP PEDAGOGY AMID CURRENT EDUCATIONAL TRANSFORMATIONS

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The article explores the historical foundations and specific features of partnership pedagogy in the context of current educational transformations.

The **purpose** of the article is to summarise theoretical approaches and practical models of partnership pedagogy in the context of current transformations in the educational landscape, to analyse its forms and levels of implementation in national and international educational practice, as well as to identify potential barriers and prospects for the further integration of partnership strategies into Ukraine's education system.

The research employed a range of interrelated **methods**: theoretical analysis of scholarly literature and regulatory documents to clarify the concept of "partnership pedagogy" and its interpretations in both domestic and international discourses; comparative analysis of foreign and national experiences in implementing partnership-based approaches in education; interpretive and reflective methods to explore the typology, levels, and content dimensions of educational partnership; and methods of systematisation and generalisation to identify barriers to implementation and outline prospects for its further development.

It is established that partnership pedagogy is an educational concept grounded in the principles of equitable interaction, mutual responsibility, trust, and cooperation among all participants in the educational process. It serves as a relevant methodological basis for educational practice across all levels of education. Within educational discourse, partnership encompasses not only formal collaboration among stakeholders but also phenomena such as co-participation, mutual accountability, trust, subject–subject relations, dialogic engagement, and cooperation. In the context of education governance, partnership is interpreted as coordination of actions, joint decision-making, and the involvement of all stakeholders in planning, implementing, and evaluating educational policy. It is emphasised that educational partnership represents not only a pedagogical practice but also a vital component of educational policy in many countries in response to global challenges.

It is outlined that the transformation of partnership pedagogy from a humanistic pedagogical concept into an interdisciplinary approach integrating pedagogical, managerial, and sociocultural practices of interaction among educational actors and stakeholders is evident. A comparative analysis of Ukrainian and international models of educational partnership is conducted, with particular attention to the New Ukrainian School Concept. The article also examines the institutionalisation of partnership practices in the EU, the United Kingdom, Finland, the USA, Canada, and Australia. Innovative methods, forms, and technologies for implementing partnership interaction in higher education institutions are identified. Examples of successful educational practices based on co-creation, dialogue, and shared responsibility – particularly in the context of Students as Partners initiatives, e-portfolios, design thinking, dual education, and project-based learning – are synthesised.

The article substantiates the stages of partnership development in higher education: from the modelling of practices, expansion and institutional consolidation, and critical reflection to external institutional integration. It outlines the key barriers to the implementation of partnership strategies in Ukraine and suggests possible directions for their adaptation to the national educational context.

It is **concluded** that **particularly relevant for adaptation to the Ukrainian context are models for es**tablishing educational and production clusters, virtual universities, scientific-educational hubs, and project-oriented educational networks. However, the meaningful adaptation of relevant international practices is only possible when the national context is duly taken into account – specifically, the characteristics of educational culture, regulatory frameworks, and the willingness of educational stakeholders to broaden their scope of responsibility within partnership-based interaction.