

## Development of Social Partnership in the Field of Additional Education

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### Abstract

The article is devoted to the consideration of social partnership in the field of education. Based on the analysis of scientific literature, the authors substantiate the essence of social partnership and reveal its concept. With the help of the study the authors show the dynamics of the development of social partnership of the institution of additional education "Center for Children's Art" with schools and kindergartens from 2015 to 2018 inclusive. They also identify benefits of this interaction for each of the parties involved. The obtained results allow us to conclude about the need to develop further cooperation with existing educational organizations and the need to attract new social partners to activities of additional education institution for children.

**Keywords:** Social partnership; Additional education institution; Kindergarten; School; Students; Development of social partnership.



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### 1. Introduction

Changes in socio-economic life of the country led to changes in education system, including additional one. Today, any child must be prepared for active self-creative activity at all levels of learning (Kamenez *et al.*, 2018). The key socio-cultural role of supplementary education is that the motivation of the internal activity of children's self-development becomes the task of the whole society (Gladkova *et al.*, 2017). Additional education institution must be able to provide quality services and develop children's independence, interest in self-development and a creative component at the proper level. To achieve these goals, additional education institution needs interaction with other institutions (Smirnova and Vaganova, 2017). This will broaden the scope and strengthen the learning process (Bystrova *et al.*, 2018). At this stage, we can already say that social partnership plays a crucial role in modern education (Prokhorova *et al.*, 2018).

In the role of social partners in the system of additional education all types of educational institutions of the city, region, public organizations and families of students can be involved (Markova and Narcosiev, 2018). Under new conditions, the creation of a system of social interaction between educational institutions becomes relevant (Ilyashenko *et al.*, 2018a). Social partnership is a jointly distributed activity of social elements representing different social groups, where the results have a positive effect for all participants in the process. Additional education expands the possibilities of preparing children (Prokhorova and Semchenko, 2018). Therefore, the purpose of this article is to analyze the development of social partnership in the field of additional education (Vaganova *et al.*, 2018). In this article, we consider institution of additional education "Center for Children's Art" (Ilyashenko *et al.*, 2018b).

The goal of any social partnership is to improve the quality and efficiency of education, that is, to improve the performance indicators for which partnership was created (Kutepov *et al.*, 2017).

Modern educational organizations can independently develop mechanisms for finding and establishing partnerships (Bulaeva *et al.*, 2018a). When characterizing the process of partnerships development, the following stages are highlighted:

- preparatory (Perova *et al.*, 2017);
- organizational;
- functional (Abramova *et al.*, 2018).

At the first, preparatory stage, common goals, values, capabilities and resources of the parties are determined. The second stage defines legal framework of the partnership (Bulaeva *et al.*, 2018b). At the third, functional stage, the construction of partnerships takes place - partnership projects are being developed (Vaganova *et al.*, 2017).

## 2. Research Methodology

The paper presents an analysis of the development of social partnership of the institution of additional education for children "Center for Creative Development of Children" during the period from 2015 to 2018 inclusive. In 2015, a survey was conducted among children which showed an insufficient level of services provided by the Center for Children's Creativity, an institution of additional education for children. After confirming the opinion of the Center's management in the need for social partnership, it was decided to establish new contacts. In 2018, we conducted a study of the development of social partnership in this institution. The results showed that this process is successful, in addition, we conducted a survey among children (the questions were not changed, the number and age of the children surveyed remained the same), confirmed this success.

### 2.1. Development of Social Partnership of the Institution of Additional Education "Center for Children's Creativity" with schools and Kindergartens

The center of children's creativity was organized in 2014. Its main activities are:

- artistic (Tsyplakova *et al.*, 2016);
- theatrical;
- design (Vaganova *et al.*, 2018);
- dance and sport (Smirnova *et al.*, 2018).

Since 2015, the Center has been building partnerships with many children's education institutions (Smirnova *et al.*, 2018). This interaction is based on the following principles:

- respect for each other's interests;
- compliance with laws and other regulations (Ilyashenko *et al.*, 2018c);
- obligatory execution of agreements (Pavlov *et al.*, 2016);
- liability for violation of agreements (Myalkina *et al.*, 2018);
- consideration of public interests (Vaganova *et al.*, 2017);
- preservation of the image of the institution in society.

Building a social partnership, the Center creates the possibility of expanding educational, cultural and educational environment, obtaining certain social effects of educational activities (Vaganova *et al.*, 2018). When building cooperation, focus of attention is primarily on the interests and needs of the child. Each pedagogical impact must be literate, professional and safe. External relations and relationships are built taking into account the interests of children, parents (their representatives) and teachers (Ibatova and Ippolitova, 2018).

In 2016, among children aged 7 to 14 years, a survey was conducted "Do you like to study at the Center for Creative Development" in order to identify the need to build partnerships to meet the needs of children. Table 1 reflects the questions that the children had to answer.

**Table 1.** Questionnaire "Do you like to study at the Center for Creative Development"

Question	Answer
Would you like to continue studying at our Center?	Yes / no
Would you like your friends to study at our Center?	Yes / no
Do you like classes in our center?	Yes / no
Would you like to have more classes?	Yes / no

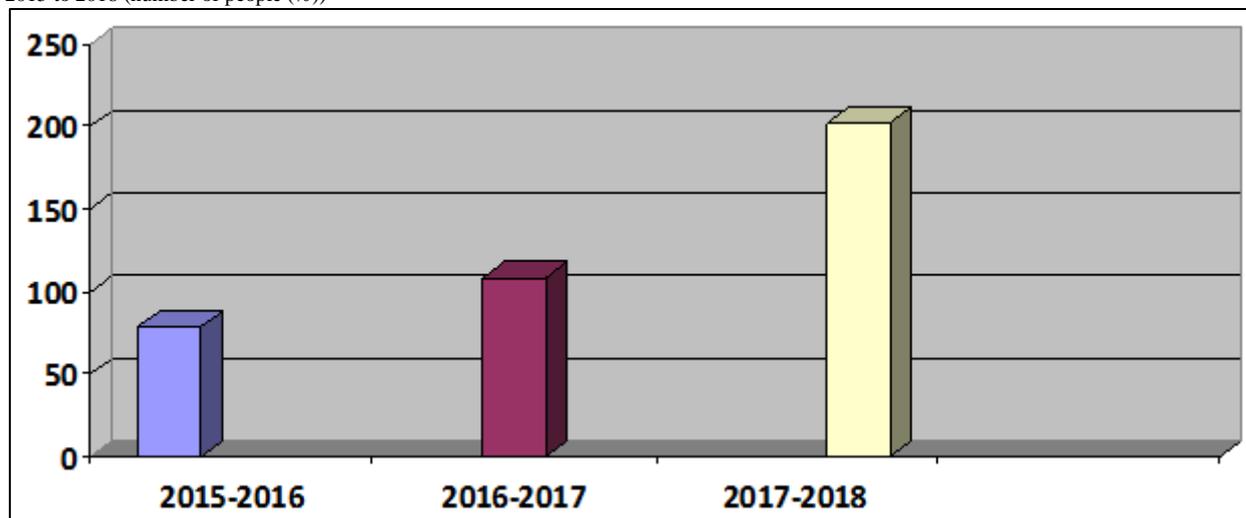
60 people took part in the survey. 20% answered that they would not like to study at the Center. 30% would not like to bring friends to the Center. Only 60% of the children surveyed said that they like classes. 80% of children answered that they would like more varied activities. As you can see the results of the survey are at a low level. After this survey, the leadership of the Children's Art Center decided to start attracting social partners.

We analyzed such interaction for the period 2015-2018. The results are presented in table 2.

**Table-2.** Analysis of the interaction of the Children's Art Center with educational institutions (number of people)

Educational institution		Academic year		
		2015-2016	2016-2017	2017-2018
Kindergarten (D / C)	D / C "Birch"	15	-	-
	D / C "Bell "	-	13	15
	D / C "Rowan"	-	4	2
Municipal budgetary educational institution "Secondary school" (MBOU SOSH)	MBOU Vachskaya SOSH	30	179	205
	MBOU Kazakovskaya SOSH	126	92	45
	MBOU Altuninskaya SOSH	-	14	14
	MBOU Novoselskaya SOSH	55	102	69
	MBOU Filinskaya SOSH	16	102	104
Municipal budgetary educational institution "Primary comprehensive school" (MBOU OOSH)	MBOU Arefinskaya SOSH	36	96	108
	MBOU Chulkovskaya SOSH	29	32	32
	MBOU Yakovtsevskaya OOSH	-	7	-
	MBOU Medovartsevskaya secondary school	14	14	-
Municipal state special (correctional) educational institution "Special comprehensive school"	MKS (K) of OU OVZ School of Boarding 8 type "SOSH No. 15"	8	16	10

The table below shows that the Center cooperates most with the Vachskaya, Novoselskaya, Filinskaya, Arefinsky schools, as well as the Kolokolchik kindergarten. Since 2015, their interaction has strengthened and the number of people involved in the process where partners are involved has increased significantly. In 2018, a survey was conducted among children again, containing the same questions. The number of survey participants has not been changed. 60 people took part in the survey. Only 5% of children answered that they would not like to study at the Center. There were no children who would not like to bring friends to the Center. Only 95% of the children surveyed said that they like classes. 30% of the children answered that they would like more varied activities, but clarified that they are satisfied with available activities. Consequently, the social partnership had a positive impact on the development of educational services of the Center but the Center should continue to develop social partnership.

**Diagram-1.** The results of the analysis of the interaction of the Center for Children's Creativity with educational institutions in the period from 2015 to 2018 (number of people (%))

The diagram shows that over the years of interaction, the percentage of children studying at the Center has grown. Consequently, the result of social interaction is positive and their further interaction is necessary.

### 3. Results

Thus, we carried out an analysis of social partnership in the field of education. We found that social partnership is a jointly distributed activity of social elements representing different social groups where the results have a positive effect for all participants in the process. In 2015, a survey was conducted among children which showed an insufficient level of services provided by the Center for Children's Creativity, an institution of additional education for children. After confirming the opinion of the Center's management on the need for social partnership, it was decided to establish new contacts. A study of the development of social partnership in this institution, conducted by us in 2018, showed that this process was successful, besides, we conducted a survey among children in 2018 (the questions were not changed, the number and age of the children surveyed remained the same), confirmed this success.

### 3.1. Results of the Study

Our experiment showed that the children noted positive impact of social partnership. They need new areas of learning. Therefore, the Children's Art Center will continue to attract new social partners to interaction.

## 4. Conclusion

The goal was achieved in the work. We analyzed the development of social partnership in the field of additional education. The experiment in the institution of additional education "Center for Children's Creativity" showed that its interaction with various partners is beneficial and has positive results. Each partner allows the Center to improve, and the Center in turn has a positive impact on partners. Cooperation with general education institutions based on integration of general and additional education makes it possible to create a unified educational environment at school and bring additional education services as close as possible to a school student.

Since the results of the experiment are positive, then, in our opinion, further development of interaction of the Children's Art Center with various institutions and organizations is advisable.

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