

Leading Beyond School Walls: Managing the Complexities of Collaborative Engagement

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Abstract

This study examined the nature of leadership beyond school walls and how school leaders manage the complexities of collaborative engagement with various stakeholders in selected elementary schools. Specifically, it determined the profile of the respondents, identified the collaborative practices implemented by school leaders, assessed the level of collaborative engagement in terms of planning and coordination of activities, communication and information sharing, resource mobilization and support, participation of stakeholders, and monitoring and evaluation of collaborative programs, evaluated the perceived effectiveness of leadership beyond school walls, examined the significant relationship between collaborative engagement and leadership effectiveness, determined the significant differences in collaborative engagement and effectiveness when respondents were grouped according to their profile variables, identified the challenges and barriers encountered by school leaders, and developed a Collaborative Leadership and Stakeholder Engagement Enhancement Program.

The study employed a descriptive-correlational research design using a quantitative approach. The respondents consisted of sixty (60) teachers and school personnel from Panghagban Elementary School, Dait Norte Elementary School, and Buenavista II Central Elementary School, selected through purposive sampling. Data were collected using a researcher-made questionnaire and analyzed using frequency, percentage, weighted mean, composite mean, ranking, Pearson Product-Moment Correlation, independent samples *t*-test, and One-Way Analysis of Variance (ANOVA).

The findings revealed that collaborative leadership practices beyond school walls were highly implemented, particularly in establishing partnerships with community stakeholders, engaging parents and families, collaborating with local government units and organizations, and integrating collaborative programs into school initiatives. Respondents strongly agreed that collaborative engagement and the effectiveness of leadership beyond school walls were highly evident. A strong positive and statistically significant relationship was found between collaborative engagement and leadership effectiveness, while no significant differences were observed when respondents were grouped according to their profile variables. The primary challenges encountered included lack of resources, limited stakeholder participation, time constraints, and limited stakeholder support. Based on these findings, a Collaborative Leadership and Stakeholder Engagement Enhancement Program was developed to strengthen collaborative leadership, expand stakeholder partnerships, improve communication and resource mobilization, and sustain collaborative initiatives that support continuous school improvement.

Keywords: leadership beyond school walls, collaborative leadership, stakeholder engagement, school-community partnerships, collaborative engagement, educational leadership, school improvement, descriptive-correlational research.

1. Introduction

THE PROBLEM AND ITS SCOPE

Rationale of the Study

The evolving landscape of education highlights the increasing importance of leadership that extends beyond traditional school boundaries. Modern school leaders are no longer confined to internal management but are expected to engage with multiple stakeholders such as communities, industries, and external organizations. This shift emphasizes the complexity of collaboration, where leaders must navigate diverse expectations and institutional structures to foster meaningful partnerships (Constantinides, 2025; Benoliel & Schechter, 2023; Kielblock, 2025). These boundary-spanning roles require leaders to balance organizational goals with broader societal needs, ultimately transforming schools into interconnected systems that promote innovation and responsiveness.

Collaboration has become a central theme in contemporary educational leadership, particularly in the development of deeper and more sustainable learning cultures. Research suggests that effective collaboration goes beyond superficial teamwork and requires shared vision, trust, and collective responsibility among educators and stakeholders (Azorín & Fullan, 2022; Ghousseini et al., 2021; Sahlin, 2023). Leaders play a crucial role in fostering such environments by creating conditions that encourage open communication, professional dialogue, and mutual learning. This form of collaboration enhances not only teacher development but also student outcomes, as it allows for the exchange of diverse perspectives and practices.

Furthermore, the concept of open schooling and extended education reinforces the idea that learning should not be confined within classroom walls. Schools are increasingly viewed as dynamic ecosystems that integrate formal and informal learning opportunities, bridging the gap between academic knowledge and real-world experiences (Sarid et al., 2025; Acut, 2024; Heitor & Alegre, 2024). Through initiatives such as work immersion programs, community engagement, and interdisciplinary learning, students are better prepared to navigate complex societal challenges. These approaches highlight the need for leaders to adopt flexible and innovative strategies that support holistic education.

In addition, partnerships across sectors play a vital role in enhancing educational outcomes and promoting sustainability. Collaboration between schools, communities, and external organizations enables the sharing of resources, expertise, and knowledge, ultimately strengthening the capacity of educational institutions (Bowser et al., 2024; Benoliel & Schechter, 2023; Constantinides, 2025). Such partnerships are particularly important in addressing global challenges such as sustainability, equity, and technological advancement. By fostering strong networks, school leaders can create opportunities for students to engage in meaningful, real-world learning experiences.

Another important aspect of collaborative leadership is its impact on inclusive and supportive learning environments. Leaders who prioritize cultural responsiveness, social-emotional learning, and family engagement contribute to more equitable educational systems (Bonanno et al., 2022; Martinez & Gomez, 2024; Kea et al., 2023). These practices ensure that diverse student needs are recognized and addressed, promoting a sense of belonging and well-being. Moreover, collaboration with families and

communities strengthens the support system for students, enhancing their academic and personal development.

Finally, the growing complexity of educational systems requires leaders to adopt adaptive and innovative approaches to leadership and learning. The integration of digital technologies, collaborative networks, and systemic thinking enables schools to respond effectively to changing demands (Kielblock, 2025; Sarid et al., 2025; Bowser et al., 2024). As educational environments continue to evolve, leaders must remain flexible and proactive in managing change, fostering collaboration, and driving continuous improvement. Ultimately, leadership beyond school walls is essential in creating resilient, inclusive, and future-ready educational systems.

Theoretical Background

The theoretical foundation of this study is anchored on the concept of boundary-spanning leadership, which emphasizes the role of school leaders in extending their influence beyond traditional institutional limits. In contemporary education, leadership is no longer confined within school walls but involves active engagement with external stakeholders such as communities, organizations, and industries. This perspective aligns with the idea that schools operate as open systems, requiring leaders to navigate complex networks and relationships to achieve educational goals (Constantinides, 2025; Benoliel & Schechter, 2023; Kielblock, 2025). Boundary-spanning leadership highlights the importance of adaptability, collaboration, and shared responsibility in addressing the multifaceted challenges of modern education.

Complementing this is the theory of **collaborative leadership**, which underscores the importance of shared decision-making and collective action among stakeholders. Collaborative leadership posits that effective school improvement is achieved through partnerships, mutual trust, and continuous interaction among educators, families, and communities (Azorín & Fullan, 2022; Ghouseini et al., 2021; Sahlin, 2023). Leaders who adopt this approach create environments that promote professional dialogue, knowledge sharing, and collective problem-solving. This theoretical lens is particularly relevant in understanding how collaboration enhances teacher performance, student outcomes, and organizational effectiveness (Ma & Marion, 2024; Ghamrawi et al., 2024; Lokhtina & Faller, 2024).

The study is also grounded in the **ecosystem perspective of educational leadership**, which conceptualizes schools as interconnected systems composed of various stakeholders and resources. This perspective emphasizes the role of social, cultural, and economic capital in strengthening educational capacity and resilience (Benoliel & Schechter, 2023; Bowser et al., 2024; Anderson-Butcher et al., 2022). By fostering partnerships and collaborative networks, leaders can enhance the overall effectiveness of the educational system. The ecosystem approach also highlights the importance of sustainability and shared value creation in educational practices.

In addition, the **transformational leadership theory** provides a framework for understanding how leaders inspire and motivate stakeholders to achieve collective goals. Transformational leaders encourage innovation, foster a shared vision, and empower individuals to contribute to organizational success (Fujimoto et al., 2024; Buonocore et al., 2024; Kielblock, 2025). In the context of education, this theory supports the development of collaborative cultures that promote continuous improvement and adaptability. Transformational leadership also plays a crucial role in addressing challenges and driving change in complex educational environments.

Additionally, the study draws from the **theory of complexity in organizations**, which recognizes the dynamic and unpredictable nature of educational systems. Complexity theory emphasizes the need for adaptive leadership, flexible structures, and continuous learning in managing complex environments (Lokhtina & Faller, 2024; Lamovšek et al., 2024; Loffreda et al., 2024). School leaders must navigate uncertainty and ambiguity while fostering collaboration and innovation to address emerging challenges.

Finally, the **systems thinking approach** provides a holistic perspective on educational leadership by emphasizing the interconnectedness of various components within the system. Systems thinking encourages leaders to consider the broader context of their decisions and actions, promoting alignment and coherence across different levels of the organization (Brychkov et al., 2023; Berigüete et al., 2024; Hasanah et al., 2024). This approach supports the development of integrated and sustainable solutions that enhance collaboration and organizational effectiveness.

In summary, the theoretical background of this study integrates multiple frameworks that collectively explain the complexities of leadership beyond school walls. These theories highlight the importance of collaboration, adaptability, inclusivity, and systemic thinking in educational leadership. By synthesizing these perspectives, the study provides a comprehensive understanding of how school leaders can effectively manage collaborative engagement and drive sustainable school improvement (Constantinides, 2025; Azorín & Fullan, 2022; Sarid et al., 2025).

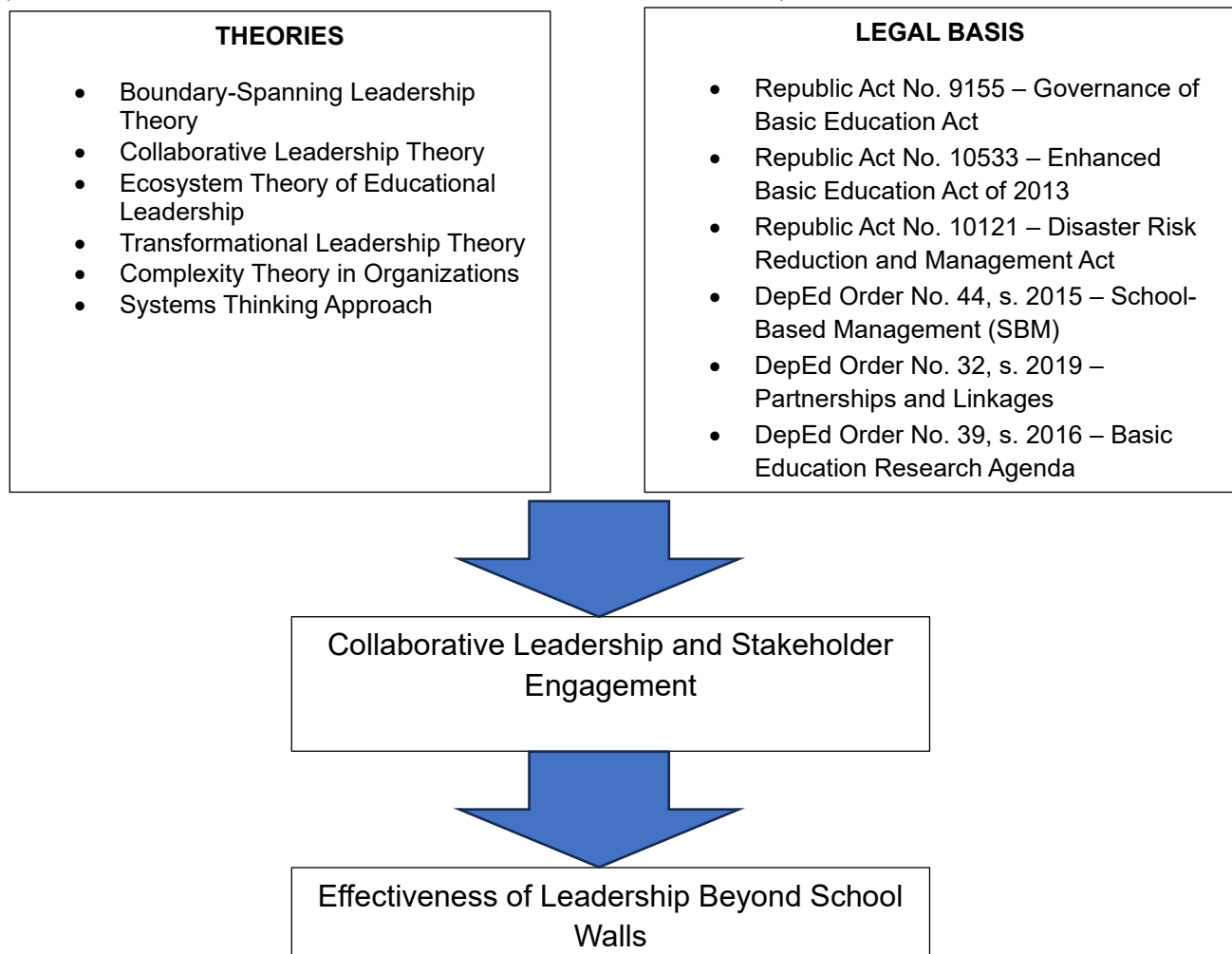


Figure 1.
Theoretical Framework

The theoretical framework of this study illustrates that the effectiveness of leadership beyond school walls is anchored on established leadership theories and supported by relevant legal and policy frameworks in Philippine education. The study is primarily grounded in boundary-spanning leadership theory, which emphasizes the ability of school leaders to build relationships beyond the school and collaborate with external stakeholders. It is further strengthened by Collaborative Leadership Theory, which highlights shared decision-making and collective responsibility; the Ecosystem Theory of Educational Leadership, which views schools as part of a larger educational and community system; Transformational Leadership Theory, which focuses on inspiring stakeholders toward a common vision; Complexity Theory in Organizations, which recognizes that educational leadership involves navigating dynamic and interconnected challenges; and the Systems Thinking Approach, which stresses the importance of understanding the interdependence of all stakeholders and organizational processes. Together, these theories explain how effective leadership is achieved through collaboration, adaptability, and meaningful engagement with internal and external partners.

The framework also integrates the legal foundations that guide collaborative leadership practices in Philippine basic education, including Republic Act No. 9155 (Governance of Basic Education Act), Republic Act No. 10533 (Enhanced Basic Education Act of 2013), Republic Act No. 10121 (Disaster Risk Reduction and Management Act), DepEd Order No. 44, s. 2015 (School-Based Management), DepEd Order No. 32, s. 2019 (Partnerships and Linkages), and DepEd Order No. 39, s. 2016 (Basic Education Research Agenda). These theories and legal bases collectively influence collaborative leadership and stakeholder engagement, which serves as the central process of the framework. Through strong partnerships, shared governance, and active stakeholder participation, school leaders are better able to extend leadership beyond school boundaries, ultimately enhancing the effectiveness of leadership beyond school walls in achieving improved educational outcomes and sustainable school-community development.

THE PROBLEM

Statement of the Problem

This study aimed to examine the nature of leadership beyond school walls in the public elementary schools, District of Buenavista, Division of Bohol for the school year 2025-2026 and how school leaders manage the complexities of collaborative engagement with various stakeholders. It focused on understanding how collaboration is initiated, implemented, and sustained in educational settings, as well as its impact on school improvement and stakeholder relationships.

Specifically, this study sought to answer the following questions:

1. What relevant information may be derived from the respondents in terms of:
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Position or designation in the school;
 - 1.4 Length of service in the educational institution; and
 - 1.5 Highest educational attainment?
2. What collaborative practices are implemented by school leaders beyond school walls in terms of:
 - 2.1 Partnerships with community stakeholders;
 - 2.2 Engagement with parents and families;
 - 2.3 Collaboration with local government units and organizations;

- 2.4 Linkages with industries and external institutions;
- 2.5 Integration of collaborative programs in school initiatives?
- 3. How do respondents perceive the level of collaborative engagement in terms of:
 - 3.1 Planning and coordination of activities;
 - 3.2 Communication and information sharing;
 - 3.3 Resource mobilization and support;
 - 3.4 Participation of stakeholders; and
 - 3.5 Monitoring and evaluation of collaborative programs?
- 4. How effective are collaborative leadership practices as perceived by respondents in terms of:
 - 4.1 Improvement of school programs and services;
 - 4.2 Strengthening relationships with stakeholders;
 - 4.3 Enhancement of student learning experiences;
 - 4.4 Contribution to overall school development?
- 5. Is there a significant relationship between the level of collaborative engagement and perceived effectiveness of leadership beyond school walls?
- 6. Are there significant differences in the level of collaborative engagement and its effectiveness when respondents are grouped according to their profile variables?
- 7. What issues and concerns are encountered by school leaders in managing collaborative engagement beyond school walls?
- 8. Based on the findings, what strategies strengthen collaborative leadership and stakeholder engagement in instruction can be formulated?

2. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations of the study. The study aimed to examine the nature of leadership beyond school walls and how school leaders manage the complexities of collaborative engagement with various stakeholders in selected elementary schools. Specifically, it examined the profile of the respondents, the collaborative practices implemented by school leaders beyond school walls, the level of collaborative engagement in terms of planning and coordination of activities, communication and information sharing, resource mobilization and support, participation of stakeholders, and monitoring and evaluation of collaborative programs. Likewise, it determined the perceived effectiveness of leadership beyond school walls, examined the significant relationship between collaborative engagement and the perceived effectiveness of leadership beyond school walls, determined the significant differences in collaborative engagement and its effectiveness when respondents were grouped according to their profile variables, identified the challenges and barriers encountered by school leaders, and served as the basis for the development of a Collaborative Leadership and Stakeholder Engagement Enhancement Program.

Summary

The study employed the descriptive-correlational research design using a quantitative approach. The respondents consisted of sixty (60) teachers and school personnel from Panghagban Elementary School, Dait Norte Elementary School, and Buenavista II Central Elementary School. Purposive sampling was employed in selecting the respondents based on the established inclusion criteria.

Data were gathered using a researcher-made questionnaire composed of five parts: the respondents' profile, collaborative programs implemented in the school, level of collaborative leadership and stakeholder engagement, perceived effectiveness of leadership beyond school walls, and challenges and barriers encountered by school leaders. Descriptive statistics such as frequency, percentage, weighted mean, composite mean, and ranking were utilized to summarize the data. Pearson Product-Moment Correlation was used to determine the significant relationship between collaborative engagement and leadership effectiveness, while t-test and One-Way Analysis of Variance (ANOVA) were used to determine significant differences when respondents were grouped according to their profile variables.

To provide a clearer overview of the findings, Table 26 presents the summary of the major results of the study.

Table 26
Summary of Results

Major Area	Key Findings (Quantitative)	Overall Result	Interpretation
Respondents' Profile	Majority were 31–40 years old (33.33%), female (70.00%), Teacher I–III (73.33%), 4–6 years in service (30.00%), Master's Degree holders (48.33%)	—	Respondents were professionally qualified and actively involved in school leadership and collaborative programs.
Collaborative Practices Implemented	Parent and family engagement (96.67%), integration of collaborative programs (95.00%), community partnerships (93.33%), LGU collaboration (91.67%)	Highly Implemented	Schools actively established collaborative partnerships beyond school walls.
Planning and Coordination of Activities	Composite Mean = 4.44	Strongly Agree	Collaborative activities were systematically planned and aligned with school goals.
Communication and Information Sharing	Composite Mean = 4.35	Strongly Agree	School leaders maintained effective communication with stakeholders.
Resource Mobilization and Support	Composite Mean = 4.21	Strongly Agree	Resources were effectively mobilized through collaborative partnerships.
Participation of Stakeholders	Composite Mean = 4.33	Strongly Agree	Stakeholders actively participated in school programs and activities.
Monitoring and Evaluation of	Composite Mean = 4.16	Agree	Monitoring practices were implemented but still require enhancement.

Collaborative Programs			
Overall Collaborative Engagement	Overall Mean = 4.30	Strongly Agree	Collaborative engagement was highly evident in the selected schools.
Leadership Effectiveness	Overall Mean = 4.41	Strongly Agree	Leadership beyond school walls was perceived to be highly effective.
Relationship	$r = 0.824, p = 0.000$	Significant	Higher collaborative engagement resulted in greater leadership effectiveness.
Difference by Profile Variables	All p-values > 0.05	Not Significant	Respondents shared similar perceptions regardless of profile characteristics.
Challenges and Barriers	Lack of resources, limited stakeholder participation, time constraints, limited support from stakeholders	High Concern	Organizational and resource limitations remained major barriers to collaboration.

Findings

Based on the analysis and interpretation of the gathered data, the following findings were established:

The respondents were generally experienced educational professionals. The majority were female teachers aged 31–40 years old, holding Teacher I–III positions, possessing master's degrees, and having four to six years of service. These findings indicate that the respondents were professionally qualified and actively involved in collaborative school leadership and stakeholder engagement initiatives.

Collaborative practices beyond school walls were found to be highly implemented. Schools consistently established partnerships with community stakeholders, engaged parents and families, collaborated with local government units, integrated collaborative programs into school initiatives, and maintained linkages with external institutions. Among these practices, engagement with parents and families obtained the highest level of implementation.

The respondents strongly agreed that collaborative engagement was highly evident in all dimensions assessed. Planning and coordination of activities obtained the highest composite mean, followed by communication and information sharing, participation of stakeholders, and resource mobilization and support. Monitoring and evaluation of collaborative programs received the lowest composite mean, although it remained within the Agree level, indicating the need for further improvement.

Leadership beyond school walls was likewise perceived to be highly effective. Respondents strongly agreed that collaborative leadership improved school programs and services, strengthened stakeholder relationships, enhanced student learning experiences, and contributed to overall school development.

Correlation analysis revealed a strong positive and statistically significant relationship between collaborative engagement and the perceived effectiveness of leadership beyond school walls ($r = 0.824$, $p = 0.000$). This indicates that increased collaborative engagement was associated with greater leadership effectiveness.

Inferential statistical analysis further revealed no significant differences in collaborative engagement and leadership effectiveness when respondents were grouped according to age, sex, position or designation, length of service, and educational attainment. These findings suggest that respondents generally shared similar perceptions regardless of their demographic characteristics.

Finally, the study identified several challenges affecting collaborative leadership. The most common barriers included lack of resources, limited stakeholder participation, time constraints, limited stakeholder support, poor communication, and difficulty sustaining collaborative partnerships.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

Collaborative leadership beyond school walls was highly practiced in the selected elementary schools. School leaders consistently established partnerships with parents, community stakeholders, local government units, and external organizations, resulting in effective implementation of collaborative programs and school initiatives.

The respondents perceived collaborative engagement to be highly evident across all dimensions, particularly in planning and coordination of activities, communication and information sharing, resource mobilization, and stakeholder participation. Monitoring and evaluation, although implemented, remained an area requiring further strengthening.

Leadership beyond school walls was perceived to be highly effective in improving school programs and services, strengthening stakeholder relationships, enhancing student learning experiences, and contributing to overall school development. These findings demonstrate that collaborative leadership positively influences institutional effectiveness and school improvement.

The strong positive relationship between collaborative engagement and leadership effectiveness confirms that effective collaboration among school leaders and stakeholders contributes significantly to improved educational outcomes. Therefore, strengthening collaborative engagement may further enhance leadership effectiveness beyond school walls.

Although collaborative leadership was highly practiced, organizational challenges such as limited resources, inadequate stakeholder participation, time constraints, and limited support continue to affect the sustainability of collaborative initiatives. Addressing these concerns remains essential for strengthening partnerships and sustaining collaborative leadership in schools.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. **Strengthen School-Community Partnerships.** School leaders may continue expanding partnerships with parents, community stakeholders, local government units, industries, and external organizations to further strengthen collaborative leadership beyond school walls.
2. **Enhance Stakeholder Engagement.** Schools may implement more inclusive planning, communication, and decision-making strategies that encourage greater participation and long-term commitment from stakeholders.

3. **Strengthen Monitoring and Evaluation Systems.** School administrators may develop more systematic monitoring tools, evaluation mechanisms, and feedback systems to continuously assess the effectiveness and sustainability of collaborative programs.
4. **Provide Continuous Leadership Development.** The Department of Education and school administrators may conduct regular seminars, leadership training, coaching sessions, and professional development activities focusing on collaborative leadership, partnership management, stakeholder engagement, and resource mobilization.
5. **Increase Resource Mobilization Efforts.** Schools may strengthen partnerships with local government units, private organizations, non-government organizations, and community partners to address resource limitations and support collaborative school programs.
6. **Implement the Proposed Collaborative Leadership and Stakeholder Engagement Enhancement Program.** The proposed intervention program may be adopted and periodically evaluated to strengthen collaborative leadership practices, improve stakeholder participation, and enhance school-community partnerships.
7. **Future Research.** Future researchers may conduct similar studies involving larger populations, different educational settings, additional leadership variables, or qualitative approaches to further explore collaborative leadership beyond school walls and its contribution to educational effectiveness.

3. OUTPUT OF THE STUDY

COLLABORATIVE LEADERSHIP AND STAKEHOLDER ENGAGEMENT ENHANCEMENT PROGRAM

RATIONALE

The findings of the study revealed that collaborative leadership beyond school walls was highly practiced among the selected elementary schools. School leaders actively established partnerships with community stakeholders, engaged parents and families, collaborated with local government units and organizations, developed linkages with external institutions, and integrated collaborative programs into various school initiatives. Likewise, respondents strongly agreed that collaborative engagement was evident in planning and coordination of activities, communication and information sharing, resource mobilization and support, participation of stakeholders, and monitoring and evaluation of collaborative programs.

Furthermore, the study found that leadership beyond school walls was highly effective in improving school programs and services, strengthening relationships with stakeholders, enhancing student learning experiences, and contributing to overall school development. The statistical analysis likewise established a strong positive and significant relationship between collaborative engagement and the perceived effectiveness of leadership beyond school walls, indicating that schools with stronger collaborative engagement tend to demonstrate more effective leadership practices and improved institutional performance.

Despite these positive findings, several challenges continue to hinder the sustainability of collaborative leadership initiatives. These include lack of resources, limited stakeholder participation, time constraints, limited stakeholder support, poor communication, difficulty sustaining partnerships, weak coordination, and limited leadership training. These concerns may affect the continuity and effectiveness of collaborative programs if not properly addressed.

In response to these findings, a Collaborative Leadership and Stakeholder Engagement Enhancement Program is proposed. The program aims to strengthen collaborative leadership competencies, expand school-community partnerships, improve stakeholder participation, enhance communication and resource mobilization, and establish sustainable monitoring and evaluation mechanisms. Through continuous collaboration, capacity-building activities, and institutional support, the proposed program seeks to promote stronger partnerships and improve overall school effectiveness beyond school walls.

OBJECTIVES

This Collaborative Leadership and Stakeholder Engagement Enhancement Program aims to:

1. Strengthen collaborative leadership practices among school leaders through effective stakeholder engagement and shared decision-making.
2. Enhance partnerships with parents, community stakeholders, local government units, industries, and external organizations in support of school programs.
3. Improve planning and coordination of collaborative activities through participatory leadership approaches.
4. Strengthen communication, transparency, and information sharing among internal and external stakeholders.
5. Enhance resource mobilization and maximize stakeholder support for school improvement initiatives.
6. Improve stakeholder participation and sustain collaborative partnerships through continuous engagement activities.
7. Strengthen monitoring and evaluation systems to assess the effectiveness and sustainability of collaborative programs.
8. Address challenges related to limited resources, stakeholder participation, communication, coordination, and leadership capacity through appropriate intervention strategies.

SCHEME OF IMPLEMENTATION

Table 27

Collaborative Leadership and Stakeholder Engagement Enhancement Program

Area of Concern	Objectives	Strategies	Budget (PHP)	Budget Source	Time Frame	Implementers	Evaluative Measures	Actual Accomplishment	Remarks
Limited Community Partnerships	Strengthen partnerships with community stakeholders	Conduct regular community partnership meetings, stakeholder consultations, and collaborative planning workshops	20,000	School MOOE / LGU Support	One School Year	School Head, Teachers, Community Leaders	Number of partnership activities conducted; stakeholder satisfaction survey	N/A	N/A
Parent and Family Engagement	Increase active participation	Conduct quarterly Parent	15,000	PTA Fund /	Quarterly	Teachers, PTA	Parent participation rate;	N/A	N/A

	n of parents and families	Leadership Forums, family engagement activities, and parenting seminars		School MOOE		Officers, Parents	attendance records		
Collaboration with LGUs and Organizations	Strengthen institutional partnerships	Develop Memoranda of Agreement (MOAs), joint community projects, and resource-sharing initiatives	25,000	LGU Assistance / School MOOE	One School Year	School Head, LGU Representatives	Number of active partnerships established; project completion reports	N/A	N/A
Industry and External Linkages	Expand linkages with industries and higher education institutions	Conduct partnership meetings, career awareness programs, outreach activities, and educational resource sharing	20,000	External Partners / NGO Support	One School Year	School Head, Guidance Coordinator	Number of external partners; partnership evaluation reports	N/A	N/A
Planning and Coordination of Activities	Improve collaborative planning processes	Conduct participatory planning workshops involving teachers, parents, and stakeholders	10,000	School MOOE	Every Semester	School Leadership Team	Approved collaborative action plans; planning evaluation forms	N/A	N/A
Communication and Information Sharing	Improve stakeholder communication	Develop school communication plans, digital information platforms, newsletters, and stakeholder feedback mechanisms	12,000	ICT Fund / School MOOE	Monthly	ICT Coordinator, School Information Officer	Stakeholder communication satisfaction survey; dissemination reports	N/A	N/A
Resource Mobilization and Support	Increase financial and material support	Conduct fundraising activities, stakeholder resource mapping,	18,000	School MOOE / Community Partners	One School Year	School Head, Finance Committee	Amount of resources generated; inventory reports	N/A	N/A

		and partnership development							
Stakeholder Participation	Sustain stakeholder involvement	Organize volunteer programs, school- community projects, recognition programs, and stakeholder appreciation activities	12,00 0	PTA / Commun ity Support	Quarter ly	Teachers, School Head	Participatio n records; stakeholder retention rate	N/A	N/A
Monitoring and Evaluation	Strengthen monitoring of collaborativ e programs	Develop monitoring tools, stakeholder feedback surveys, accomplish ment reports, and annual evaluation meetings	10,00 0	School MOOE	Quarter ly	Monitoring and Evaluation Committee	Monitoring reports; program evaluation results	N/A	N/A
Leadership Capacity Building	Enhance collaborativ e leadership competenci es	Conduct leadership seminars, Learning Action Cell (LAC) sessions, coaching, mentoring, and benchmarkin g activities	25,00 0	INSET Fund / Division Training Fund	Quarter ly	School Head, Master Teachers	Leadership competency assessment; post- training evaluation	N/A	N/A

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