



International Journal of Science, Architecture, Technology and Environment

Implementation and Sustainability of Synergeia Foundation's Education Program in Partnership with Local Government Units (LGUs) in Maguindanao Del Sur

Bajunaid D. Malaco^{1*}, Dennis M. Meriales²

¹Secretary to the SB, Municipality of Mangudadatu Maguindanao del Sur, Philippines

²Associate Professor, Sultan Kudarat State University

bajunaidmalaco@sksu.edu.ph

*Corresponding author

DOI: <https://doi.org/10.63680/ijstate052575.85>

Abstract

This study examined the implementation and sustainability of Synergeia Foundation's Education Program in partnership with Local Government Units (LGUs) in Maguindanao del Sur. With the aim of improving the quality of education and fostering long-term positive impacts, the research evaluated the program through key implementation factors: Teacher Training, Resource Provision and Infrastructure Development, Assessment and Evaluation Strategies, Project Management, Collaboration with LGUs, Resource Mobilization and Management, and Monitoring and Evaluation. Additionally, it explored sustainability indicators such as Financial Stability, Program Longevity, Long-Term Partnerships, Community Involvement, and Integration into Local Policies and School Systems. Using a descriptive research design, the study gathered data from 88 respondents, including teachers, school administrators, and stakeholders, through a survey questionnaire. Quantitative data analysis revealed that the program's implementation was rated highly, with teachers reporting improved teaching strategies, enhanced confidence, and better learning materials due to Synergeia's interventions. The sustainability of the program also received favorable ratings, particularly in terms of long-term partnerships, integration into policies, and active community engagement. However, certain challenges emerged, including the impact of armed conflict, poverty-related issues affecting parental involvement, and the need for consistent resource maintenance. Despite these barriers, a high positive correlation ($r = .816$, $p < .000$) was found between the implementation and sustainability of the program, underscoring its effectiveness and potential for enduring success. This research contributes to the growing body of literature on sustainable education programs and highlights the critical role of multi-stakeholder collaboration in addressing educational challenges in conflict-affected and resource-constrained areas.

Keywords: Sustainability; LGUs; Education

1. Introduction

Education is a fundamental right and a powerful tool for shaping the future of individuals and communities. However, many children around the world still face limited access to quality education due to persistent issues such as poverty, armed conflict, and weak governance. According to UNESCO (2022), conflict-affected regions account for a large number of out-of-school children, as violence and displacement disrupt learning, damage school infrastructure, and force families to prioritize survival over education. Poverty further worsens the situation by making even basic educational opportunities difficult to attain.

To address these challenges, international organizations like the United States Agency for International Development (USAID) and UNICEF have implemented programs aimed at strengthening education systems in marginalized communities. These efforts often involve collaboration with local governments and non-government organizations (NGOs) to provide inclusive and quality learning opportunities.

In the Philippines, the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), particularly Maguindanao del Sur, represents a critical area for examining such interventions. This province has long struggled with the effects of armed conflict, high poverty rates, and weak institutional support, all of which have hindered access to education. School closures, displaced teachers, and learning interruptions have left many children at risk of academic failure or dropping out.

Despite these challenges, organizations like the Synergeia Foundation, Inc., have made significant strides in improving education in the region. Since 2003, Synergeia has worked closely with local government units (LGUs), schools, teachers, parents, and students to develop localized, sustainable solutions to educational inequalities. In Maguindanao del Sur, particularly in the municipalities of Datu Paglas and Mangudadatu, the Foundation has helped improve teacher training, school governance, student performance, and community engagement.

While these initiatives have led to positive outcomes, the challenge of ensuring long-term sustainability remains. This study aims to evaluate the practices, implementation, and sustainability of Synergeia Foundation's education programs in Maguindanao del Sur. It seeks to identify the factors contributing to the program's success, the barriers to its continued implementation, and the strategies that can enhance its long-term impact. The findings will provide valuable insights for policymakers, educators, and development partners seeking to strengthen education in conflict-affected and underserved areas. Do not change the format. Use this format for writing the manuscript.

Contributions of the study

1. By assessing the level of implementation across various dimensions—project management, collaboration with LGUs, training, and infrastructure—the study provides empirical data that can help the Synergeia Foundation and its partner LGUs improve future strategies.
2. The study explores critical indicators of sustainability such as financial stability, program longevity, partnerships, and policy integration.
3. The research highlights the role of LGU collaboration and community involvement, offering lessons and best practices that can be replicated or adapted by other municipalities within BARMM or similar conflict-affected regions.
4. By identifying the relationship between implementation and sustainability, the study underscores the importance of continuous support and cooperation among stakeholders, including NGOs, schools, communities, and government institutions.
5. Through the documentation of issues, concerns, and challenges encountered during the program's implementation and sustainability efforts, the study can serve as a diagnostic tool.

2. Methodology

Research design

This study employs a quantitative research design to examine the implementation and sustainability of the Synergeia Foundation's education program in collaboration with local government units (LGUs) in Maguindanao del Sur. Specifically, it follows a descriptive-correlational approach, which enables a systematic analysis of how the program is carried out and the extent to which various factors influence its long-term success.

Sample Size and Selection Criteria

The study utilized a total of 88 respondents drawn from two selected municipalities in Maguindanao del Sur, namely Datu Paglas and Mangudadatu. These municipalities were purposively chosen due to their active involvement and participation in the implementation of Synergeia Foundation's education program. The respondents were selected to represent key stakeholders involved in or affected by the program, ensuring a comprehensive understanding of its implementation and sustainability.

From each municipality, 44 respondents were identified, comprising representatives from local government units (LGUs), program implementers, and the Parent-Teacher and Community Association (PTCA) presidents. Specifically, the LGU group included 4 municipal mayors, 3 Municipal Planning and Development Coordinators (MPDCs), and 3 Sangguniang Bayan members on Education. The implementers group included 8 district supervisors, 10 punong barangays, and 13 school principals. From the school level, classroom teachers were selected based on school size classification: 3 from small schools, 3 from medium-sized schools, and 3 from large schools, totaling 6 teachers from each municipality. Sampling technique, employs a combination of complete enumeration and stratified purposive sampling to ensure a comprehensive and well-represented selection of respondents.

Data Gathering Instruments

This study utilized both primary and secondary data to achieve a comprehensive analysis. Primary data were collected using structured survey questionnaires aligned with the objectives of Synergeia Foundation's education program in Maguindanao del Sur. The instrument underwent expert review and was pre-tested with non-sample Synergeia partner schools to ensure reliability and clarity.

The questionnaire consisted of four parts: (1) respondent demographics, (2) indicators of program implementation, (3) sustainability measures, and (4) issues and challenges in implementation and sustainability. This structure ensured organized data collection for evaluating the program's effectiveness and long-term impact.

Data gathering procedure

The study followed a systematic data-gathering procedure to assess Synergeia Foundation's educational programs in Datu Paglas and Mangudadatu. It began with the preparation and panel evaluation of the research proposal, followed by the development and expert validation of structured survey questionnaires and informed consent forms. Approval to conduct the study was obtained through formal communication with the Synergeia Foundation, municipal mayors, and school principals.

Enumerators were hired to assist with data collection, and surveys were administered to target respondents either in person or online. Respondents were given adequate time and support to complete the questionnaires. Additionally, qualitative data were gathered using open-ended questionnaires, where participants identified

and rated the challenges in the program's implementation and sustainability. The data were tabulated, statistically analyzed, and triangulated to ensure comprehensive interpretation. Results were then organized and presented in Chapters Four and Five of the study.

Statistical treatment

The collected survey data were analyzed using descriptive and inferential statistical methods to ensure accurate interpretation and meaningful insights. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize respondents' demographic profiles and perceptions of program implementation. Inferential statistics, such as t-tests, ANOVA, and correlation analysis, were applied to examine relationships and differences among variables, assessing how implementation strategies related to perceived sustainability.

Ethical considerations

This study prioritized ethical considerations by ensuring informed consent, clear communication of the study's purpose and procedures, and the right of participants to withdraw at any time without penalty. Participant confidentiality was strictly maintained throughout the research process.

3. Results

Table 1: Teachers' Training

Indicators	Mean	SD	Description
The training sessions provided through the program have helped improve my teaching strategies.	4.44	0.54	Strongly Agree
The topics covered in the training sessions are relevant to the needs of students in our community.	4.40	0.55	Strongly Agree
The training frequency is sufficient to support my professional growth.	4.47	0.56	Strongly Agree
The materials and resources provided during training sessions are useful and practical.	4.43	0.62	Strongly Agree
I feel more confident in using new teaching techniques after attending the training.	4.51	0.58	Strongly Agree
Section Mean	4.45	0.45	Strongly Agree

The section mean of 4.45 shows that respondents agree the teacher training component of the Synergeia Education Program is effectively implemented. The highest-rated indicator, with a mean of 4.51, reflects increased teacher confidence in using new teaching techniques. Overall, the findings indicate positive feedback on the training's relevance, effectiveness, and impact in enhancing teaching strategies and professional growth.

Table 2: Resource Provision and infrastructure development

Indicators	Mean	SD	Description
1. The program has provided enough learning materials for both students and teachers.	4.21	0.66	Strongly Agree
2. The improvements in school infrastructure under the program have made a positive impact.	4.31	0.67	Strongly Agree
3. The classrooms are well-equipped with necessary educational resources.	4.25	0.79	Strongly Agree
4. The maintenance of provided resources is regularly done	4.19	0.78	Agree
5. The resources made available through the program effectively support students' learning.	4.36	0.59	Strongly Agree
Section Mean	4.26	0.59	Strongly Agree

The section mean of 4.26 indicates that respondents agree the resource provision and infrastructure development components of the program are effectively implemented. The highest-rated indicator (mean = 4.36) emphasizes the positive impact of available resources on student learning. However, slightly lower ratings on maintenance suggest that consistent upkeep of resources may require improvement.

Table 3: Assessment and evaluation strategies

Indicators	Mean	SD	Description
1. The assessment methods used in the program effectively measure student progress.	4.34	0.64	Strongly Agree
2. The evaluation strategies provide useful feedback for improving teaching methods.	4.36	0.62	Strongly Agree
3. The frequency of student assessments is appropriate for tracking learning outcomes.	4.42	0.63	Strongly Agree
4. The assessment results are used to adjust and improve instructional strategies.	4.39	0.68	Strongly Agree
5. I have received sufficient training on how to implement and interpret student assessments.	4.38	0.66	Strongly Agree
Section Mean	4.38	0.56	Strongly Agree

With a section mean of 4.38, respondents perceive the assessment and evaluation strategies as effective in monitoring and enhancing student learning. The highest-rated indicator (mean = 4.42) highlights that frequent student assessments are crucial for tracking learning outcomes. These strategies help teachers identify learning gaps early, allowing for timely interventions and personalized instruction, which improves student performance and promotes continuous improvement in the learning environment.

Table 4. Project Management

Indicators	Mean	SD	Description
1. The program is well-organized and follows a clear structure.	4.42	0.69	Strongly Agree
2. The program's objectives and goals are effectively communicated to stakeholders.	4.39	0.79	Strongly Agree
3. The implementation team responds to challenges and concerns efficiently.	4.34	0.72	Strongly Agree
4. The program follows a structured timeline for its activities.	4.35	0.72	Strongly Agree
5. Stakeholder feedback is collected and used to improve project management.	4.38	0.71	Strongly Agree
Section Mean	4.37	0.66	Strongly Agree

The section mean of 4.37 indicates that respondents agreed on the effective implementation of project management practices in the Synergeia Education Program. The highest-rated indicator (mean = 4.42) highlighted the program's clear structure and organized execution. Respondents appreciated the clarity of goals, systematic coordination, and task management. However, slightly lower ratings on stakeholder feedback mechanisms suggested areas for improvement, particularly in involving key stakeholders more actively in planning and decision-making. Overall, the findings emphasized that strategic planning, structured implementation, and communication are vital for program success and sustainability.

Table 5. Collaboration with LGU's

Indicators	Mean	SD	Description
1. The LGUs actively support the program's implementation in my school.	4.51	0.58	Strongly Agree
2. The LGUs provide financial or logistical support to sustain the program.	4.48	0.60	Strongly Agree
3. Regular discussions take place between LGUs and schools regarding the program's progress.	4.52	0.62	Strongly Agree
4. The LGUs involve school representatives in decision-making related to the program.	4.54	0.62	Strongly Agree
5. The collaboration with LGUs has positively influenced the success of the program.	4.57	0.65	Strongly Agree
Section Mean	4.52	0.53	Strongly Agree

The section mean of 4.52 indicates that respondents perceived collaboration with Local Government Units (LGUs) as highly effective and vital to the success of the Synergeia Education Program. The highest-rated item (mean = 4.57) emphasized the positive influence of LGU involvement on program outcomes. Respondents highlighted LGU contributions through policy support, resource allocation, and active participation. The findings suggest that strong partnerships with local authorities enhance accountability, resource mobilization,

and sustainability. To maintain this success, ongoing communication, feedback mechanisms, and institutionalized collaboration are essential for addressing future educational needs.

Table 6. Resource mobilization and management

Indicators	Mean	SD	Description
1. The program effectively allocates and utilizes financial resources.	4.32	0.65	Strongly Agree
2. There are consistent efforts to secure additional funding to sustain the program.	4.27	0.70	Strongly Agree
3. The management of program resources is transparent and well-organized.	4.42	0.69	Strongly Agree
4. The community actively contributes to mobilizing resources for the program.	4.32	0.75	Strongly Agree
5. The sustainability of resources provided to schools is well ensured.	4.35	0.77	Strongly Agree
Section Mean	4.34	0.63	Strongly Agree

The section mean of 4.34 suggests that respondents agreed resource mobilization and management in the Synergeia Education Program were effectively implemented. The highest-rated indicator (mean = 4.42) emphasized transparency and organization in managing resources, fostering stakeholder trust and accountability. Respondents also acknowledged proactive measures to ensure sustainability (mean = 4.35), such as maintaining facilities and extending the usability of materials. Overall, the findings reflect stakeholder confidence in the efficient, transparent, and sustainable handling of resources within the program.

Table 7. Monitoring and evaluation

Indicators	Mean	SD	Description
1. The program is regularly monitored to ensure smooth implementation.	4.32	0.70	Strongly Agree
2. The evaluation process helps improve the program's effectiveness over time.	4.37	0.68	Strongly Agree
3. The monitoring team provides timely and constructive feedback.	4.39	0.61	Strongly Agree
4. There are clear indicators for measuring the success of the program.	4.45	0.64	Strongly Agree
5. Program evaluations lead to necessary improvements and adjustments.	4.51	0.58	Strongly Agree
Section Mean	4.41	0.58	Strongly Agree

The section mean of 4.41 indicated that respondents agreed the monitoring and evaluation (M&E) practices of the Synergeia Education Program were effective. The highest-rated indicator (mean = 4.51) showed that evaluations led to improvements, underscoring the program's commitment to continuous development. Other highly rated indicators reflected the presence of clear success metrics, timely feedback from monitoring teams, and regular oversight. These findings highlight that M&E practices not only tracked progress but also informed

adjustments, contributing significantly to the program's relevance, effectiveness, and long-term sustainability.

Table 8. Financial stability

Indicators	Mean	SD	Description
1. The program has secured stable funding to support its activities.	4.39	0.65	Strongly Agree
2. The financial resources are used efficiently.	4.40	0.63	Strongly Agree
3. The local government consistently provides financial support for the program.	4.53	0.54	Strongly Agree
4. There are efforts to secure additional funding sources for sustainability.	4.43	0.62	Strongly Agree
5. The financial stability of the program ensures continued support for teachers and students.	4.51	0.54	Strongly Agree
Section Mean	4.45	0.52	Strongly Agree

The section mean of 4.45 indicated strong agreement among respondents that the Synergeia Foundation's Education Program had achieved financial stability, crucial for its long-term sustainability. The highest-rated indicator (mean = 4.53) highlighted consistent financial support from LGUs, reflecting their commitment to the program. Respondents also recognized that financial stability enabled continued support for teachers and students. Overall, the findings emphasized the role of effective financial management and local government partnership in sustaining the program's success.

Table 9. Program Longevity

Indicators	Mean	SD	Description
1. The program is structured for long-term sustainability.	4.43	0.62	Strongly Agree
2. Plans are in place to continue the program beyond its initial phase.	4.40	0.63	Strongly Agree
3. The local government and schools are committed to maintaining the program.	4.46	0.58	Strongly Agree
4. The program has systems in place to ensure its continuity.	4.50	0.62	Strongly Agree
5. The program is expected to have lasting positive effects on education	4.52	0.62	Strongly Agree
Section Mean	4.46	0.53	Strongly Agree

The overall section mean of 4.46 reflected respondents' confidence in the long-term sustainability of the Synergeia Foundation's Education Program. The highest-rated indicator (mean = 4.52) emphasized expectations of lasting positive effects on education. High ratings also highlighted the presence of supportive systems and strong LGU and school involvement, indicating that the program was well-positioned to maintain its impact over time through strategic planning, positive outcomes, and solid local partnerships.

Table 10. Long-term partnerships with LGUs and stakeholders

Indicators	Mean	SD	Description
1. The program has built strong relationships with LGUs and other organizations.	4.59	0.53	Strongly Agree
2. Partnerships with stakeholders help sustain the program.	4.53	0.58	Strongly Agree
3. Stakeholders actively participate in decision-making and implementation efforts.	4.52	0.64	Strongly Agree
4. Long-term commitments from stakeholders ensure continued success.	4.52	0.67	Strongly Agree
5. Collaboration with various partners strengthens the sustainability of the program.	4.57	0.56	Strongly Agree
Section Mean	4.55	0.52	Strongly Agree

With a section mean of 4.55, the data shows strong respondent agreement on the effectiveness of the Synergeia Education Program in building and sustaining long-term partnerships with LGUs and stakeholders. The highest-rated indicator (mean = 4.59) highlights the program's success in fostering trust-based collaborations. High engagement in decision-making and implementation (mean = 4.52) and long-term partner commitments further reinforce sustainability. These findings support the idea that strong multi-stakeholder partnerships are central to the program's lasting impact, aligning with Anderson and Billou's (2019) study on the importance of collaborative governance in development programs.

Table 11. Active community involvement

Indicators	Mean	SD	Description
1. Parents and community members are actively engaged in the program.	4.47	0.62	Strongly Agree
2. Community participation contributes to the sustainability of the program.	4.56	0.60	Strongly Agree
3. The program encourages volunteerism from local residents.	4.43	0.63	Strongly Agree
4. Community members have a role in decision-making processes.	4.48	0.64	Strongly Agree
5. The program's long-term success relies on strong community involvement.	4.60	0.55	Strongly Agree
Section Mean	4.51	0.52	Strongly Agree

The overall section mean of 4.51 indicates strong respondent agreement that community and parental involvement is essential to the success of the Synergeia Foundation's Education Program. The highest-rated indicator (mean = 4.60) underscores the importance of sustained community engagement in ensuring long-term impact. High scores also reflect active participation from parents and local stakeholders in various program activities, fostering shared ownership and resilience. These findings align with Epstein's (2011) study, which emphasizes that parental and community engagement improves student outcomes and strengthens educational sustainability through collaboration, volunteering, and decision-making.

Table 12. Integration into local policies

Indicators	Mean	SD	Description
1. The program's initiatives are being integrated into the local education system.	4.56	0.60	Strongly Agree
2. The local government has adopted policies to support the program.	4.54	0.58	Strongly Agree
3. The program aligns with national and local education policies.	4.57	0.56	Strongly Agree
4. School administrators encourage the integration of program strategies into daily activities.	4.52	0.60	Strongly Agree
5. The integration of the program into local policies ensures its long-term sustainability.	4.57	0.58	Strongly Agree
Section Mean	4.55	0.52	Strongly Agree

The section mean of 4.55 shows strong agreement among respondents that the Synergeia Education Program is effectively integrated into local policies and school systems. Top-rated indicators (mean = 4.57) highlight alignment with national and local education policies, which strengthens institutional support and sustainability. The recognition of LGUs' adoption of supportive policies (mean = 4.54) further reinforces the program's formal integration, ensuring its continuity and adaptability to evolving educational needs.

Table 13. Barriers

Barriers	Rank
Fear of armed conflict affects the implementation.	5
The threat of violence discourages community involvement	4
The displacement of students and teachers.	3
Economic struggles limit parental involvement	2
Poverty affects students' ability to fully participate.	1

The fear of armed conflict emerged as the most significant barrier to the implementation of the Synergeia Education Program, followed by threats of violence and displacement. These challenges highlight the impact of socio-political instability on student attendance, teacher safety, and program continuity. Addressing these issues through partnerships, contingency planning, and community resilience is essential for sustaining progress. This aligns with Dryden-Peterson's (2011) findings that armed conflict disrupts education by displacing learners, damaging infrastructure, and reducing community engagement due to safety concerns.

Table 14: Relationship between the implementation and sustainability of Synergeia Foundation's Education program

	N	Mean	SD	r	p-value	Interpretation
Implementation of Synergeia program	88	4.39	.49	.816	.000	High Significant Correlation
Sustainability of Synergeia Foundation's education Program	88	4.50	.46			
Section Mean						

.05 level of Significance (2 tailed)

The table shows a strong, positive correlation ($r = .816$, $p = .000$) between the implementation and sustainability of the Synergeia Foundation's Education Program, indicating that effective implementation greatly contributes to its long-term sustainability. Key factors such as teacher training, resource allocation, and collaboration with LGUs drive this relationship. High mean scores for implementation (4.39) and sustainability (4.50) further emphasize the importance of structured execution and stakeholder engagement in maintaining the program's success over time.

4. Discussion

The strong positive correlation between effective implementation and the sustainability of the Synergeia Foundation's Education Program underscores the critical role that well-executed program activities play in ensuring long-term success. This finding suggests that comprehensive teacher training, efficient resource management, and robust collaboration with local government units are essential components that not only facilitate immediate program outcomes but also contribute to its enduring impact. Therefore, prioritizing these implementation factors is vital for maintaining program momentum, enhancing stakeholder commitment, and fostering resilience within the educational community, ultimately supporting sustained improvements in educational quality and accessibility.

Comparison with previous research

The current study's finding of a strong positive correlation between program implementation and sustainability aligns with previous research that emphasizes the integral role of effective execution in ensuring the longevity of educational initiatives. Furthermore, this study extends existing insights by demonstrating how these factors collectively enhance the program's capacity to adapt and endure within a dynamic socio-political context.

In sum, the findings not only corroborate existing literature but also provide additional evidence that robust implementation strategies, characterized by strong partnerships and transparent resource management, are fundamental to the sustainable success of education programs operating in complex community settings.

Limitations and Potential Bias

Despite the valuable insights gained from this study, several limitations and potential biases should be acknowledged. First, the study relies heavily on self-reported data from program stakeholders, which may introduce response bias. Participants might provide socially desirable answers, especially given their direct involvement or vested interest in the success of the Synergeia Foundation's Education Program. This could potentially overstate the perceived effectiveness and sustainability of the program.

Second, the cross-sectional design limits the ability to infer causality between implementation practices and sustainability outcomes. Longitudinal data would provide a clearer picture of how these relationships evolve over time.

Third, the study's geographic focus on a specific region may limit the generalizability of findings to other contexts with differing socio-political dynamics or educational infrastructures. The unique challenges faced in conflict-affected areas, for example, may not be representative of all communities where similar programs operate.

Additionally, selection bias may have occurred if the sample disproportionately included respondents who are more engaged or satisfied with the program, potentially skewing the results positively.

Finally, external factors such as unforeseen political changes or economic shifts were not controlled for and could influence both program implementation and sustainability independently.

Acknowledging these limitations is essential for contextualizing the findings and guiding future research efforts aimed at strengthening educational program sustainability in diverse and challenging environments.

Future Research Directions

Future research should explore effective strategies for maintaining educational resources, including the role of maintenance teams and funding. Enhancing community involvement through participation and awareness initiatives also warrants further study.

Addressing security challenges in conflict-affected areas is critical, with research needed on safety measures and contingency planning in collaboration with local peacebuilders. Expanding and diversifying funding sources through partnerships with private and international organizations remains a key area for investigation.

Further studies could examine how best to integrate education programs into local and national policies to ensure sustainability. Lastly, research on interventions that reduce socio-economic barriers, such as feeding programs, scholarships, and livelihood support, can help improve student participation and outcomes.

These directions will help strengthen the sustainability and impact of education programs in complex contexts.

5. Conclusions

The Synergeia Foundation's Education Program in Maguindanao del Sur has been effectively implemented, with strong satisfaction reported in teacher training, resource support, project management, and LGU collaboration. The program demonstrates solid sustainability through financial stability, lasting partnerships, community engagement, and policy alignment. However, challenges like armed conflict, poverty, and limited community involvement highlight the need for a context-sensitive approach that addresses these barriers to ensure continued success.

Declaration of Conflicting Interests

The authors declare no potential conflicts of interest with respect to the research, authorship and publication of this article.

Funding

The author received no financial support for the research, authorship and publication of this article.

References

- Anderson, E., & Billou, N. (2019). Collaborative governance and multi-stakeholder partnerships for development effectiveness. *Journal of Development Studies*, 55(4), 657–673. <https://doi.org/10.1080/00220388.2018.1496707>
- Dryden-Peterson, S. (2011). *Refugee education: A global review*. UNHCR.
- Epstein, J. L. (2011). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Routledge.
- UNESCO. (2022). *Global education monitoring report 2022: Inclusion and education—All means all*. United Nations Educational, Scientific and Cultural Organization
- United States Agency for International Development (USAID). (n.d.). Education. <https://www.usaid.gov/education>
- United Nations International Children's Emergency Fund (UNICEF). (n.d.). Education. <https://www.unicef.org/education>