



# A PHENOMENOLOGICAL STUDY ON THE PROGRESS OF A COLLABORATIVE SCHOOL BASED ENTERPRISE PROGRAM FOR ACCOUNTANCY, BUSINESS AND MANAGEMENT, AND TECHNOLOGY LIVELIHOOD EDUCATION

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## ABSTRACT

The primary purpose of this exploratory study was to investigate the development of a collaborative school-based enterprise program that integrated Accountancy, Business and Management (ABM) with Technology and Livelihood Education (TLE). Seven research participants were selected based on specific inclusion criteria to ensure a diverse and comprehensive understanding of the program. The first group of participants consisted of two ABM teachers, each with at least one year of experience teaching senior high school students in the ABM track within Davao City Division. This phenomenological study employed a qualitative research design to investigate the development of a collaborative school-based enterprise program integrating (ABM) with (TLE). The findings of this study on the collaborative School-Based Enterprise (SBE) program for (ABM) and (TLE) reveal significant implications when examined through the lens of three core themes balancing theory and practice, simulating behavior for impact, and fostering holistic entrepreneurial development in connection with key educational theories by Piaget, Kolb, and Wenger. First, the theme of balancing theory and practice aligns strongly with Jean Piaget's Constructivist Learning Theory, which emphasizes that learners actively construct knowledge through experience and interaction. The second theme, simulating behavior for impact, reflects the value of learning through models, feedback, and community influence core ideas within Wenger's Community of Practice Theory. The third theme, fostering holistic entrepreneurial development, speaks to the need for a multidimensional approach to education. Kolb's experiential learning model supports this by encouraging the development of not only cognitive and technical skills but also emotional intelligence.

**KEYWORDS:** Phenomenological Study, Progress, Collaborative, School-Based, Enterprise Program, ABM, TLE

## INTRODUCTION

One of the key problems regarding the progress of a Collaborative School-Based Enterprise Program for Accountancy, Business and Management (ABM), and Technology Livelihood Education (TLE) in Davao City is the lack of sufficient resources and infrastructure to effectively support these programs. Many schools face challenges in providing the necessary equipment, facilities, and materials for students to apply their learning in real-world business and technology settings. Additionally, there is a gap in the collaboration between schools, local businesses, and industry experts, limiting opportunities for students to gain practical experience and mentorship.

In the context of China, where the education system has been traditionally focused on academic excellence, there is a noticeable shift towards fostering entrepreneurship, innovation, and technical skills through such programs (Zhao & Zhang, 2020). A collaborative approach can not only equip students with the necessary business acumen and technical skills but also strengthen their employability and entrepreneurial mindset by exposing them to real-life business operations and challenges (Li & Chen, 2021).

Furthermore, the integration of ABM and TLE with school-based enterprises can create a dynamic learning environment that is highly relevant to the demands of China's rapidly evolving economy. According to recent studies, such programs can enhance students' understanding of business operations, financial management, and technological innovation, while simultaneously contributing to the local economy by promoting small-scale entrepreneurial ventures (Xu & Liu, 2022).

On the other hand, Collaborative School-Based Enterprise (SBE) Program for Accountancy, Business, and Management (ABM), and Technology Livelihood Education (TLE) in Thailand represents a progressive step in aligning educational practices with the country's economic and industrial needs. Thailand's educational landscape has increasingly recognized the importance of integrating hands-on, practical learning into academic curricula to better prepare students for the demands of the labor market.



In particular, SBEs offer students in ABM and TLE the opportunity to apply classroom knowledge in real-world business environments, enhancing their entrepreneurial skills, financial literacy, and technical competencies (Kittisuksathit, 2021). Research has shown that such collaborative programs significantly boost students' employability by providing them with practical experiences, networking opportunities, and insights into industry practices (Rattanawong & Phuangsiri, 2022). This approach also supports Thailand's broader educational reform goals, which emphasize the development of human capital capable of driving innovation and economic growth in key sectors such as commerce and technology.

In this context, the establishment of a school-based enterprise program not only enhances the quality of vocational education but also contributes to the development of local economies, as students' entrepreneurial projects often address specific community needs. Thus, the collaborative SBE model serves as an effective strategy for fostering both individual and national growth, positioning students to thrive in a competitive, globalized workforce.

Moreover, the implementation of a Collaborative SBE program in Indonesia can strengthen the link between educational institutions and the local business environment, which is crucial for the country's economic development. As Indonesia increasingly prioritizes digital transformation and sustainable industries, ABM and TLE programs need to focus on equipping students with the technical skills required for these sectors (Putri & Wijayanti, 2022).

A school-based enterprise model enables students to directly apply classroom knowledge in real-world settings, where they can solve actual business challenges while contributing to local economic development. The Indonesian government's initiatives, such as the "Smart Indonesia Program," emphasize improving vocational education to match the evolving job market, and SBEs can play a vital role in achieving these objectives (Kuswanto & Hidayat, 2020). This approach not only prepares students for employment but also cultivates a future generation of entrepreneurs, offering solutions that align with the national economic growth strategies.

Meanwhile, in Metro Manila presents a significant opportunity to bridge the gap between academic learning and industry requirements. As the economic center of the Philippines, Metro Manila has seen a growing demand for highly skilled professionals in business, management, and technology, making it essential for educational institutions to integrate practical learning opportunities into their curricula (Lim & Reyes, 2023). Collaborative SBEs, which involve partnerships between schools and local businesses, enable students to gain hands-on experience in real-world business environments, helping them apply theoretical knowledge in areas such as financial management, entrepreneurship, and technological innovation (Punzalan & De Guzman, 2021).

This approach not only enhances students' technical and entrepreneurial skills but also improves their employability by providing them with a platform to engage in problem-solving, leadership, and team collaboration, which are crucial in today's competitive job market (Agustin, 2022). Furthermore, aligning with the Philippines' K-12 educational reform, which emphasizes work immersion, SBEs offer an effective means of preparing students for both employment and entrepreneurial ventures in Metro Manila's dynamic economy (Ocampo & Navarro, 2022).

Seemingly, in Cebu City it offers a strategic approach to bridging the gap between academic theory and industry practice, particularly in one of the Philippines' most economically vibrant regions. As Cebu continues to emerge as a hub for commerce, tourism, and technology, integrating real-world business experiences into the curriculum can enhance students' technical, entrepreneurial, and leadership skills, making them more competitive in the job market (Tan & Caballero, 2022).

Through partnerships with local businesses and industries, SBEs provide ABM and TLE students with opportunities to apply classroom knowledge in financial management, marketing, and technological innovation while addressing community needs (Punzalan & De Guzman, 2021). This approach aligns with the Philippine government's educational reforms under the K-12 program, which prioritize work immersion and skills-based learning (Lopez & Hernandez, 2023). By fostering collaboration between schools and industries, SBEs in Cebu City can create a pipeline of skilled workers and entrepreneurs, contributing to the region's economic growth and innovation.

In Baguio city, SBE and TLE represents an important initiative to align education with the growing demands of the region's diverse economy. As Baguio continues to be a center for education, tourism, and commerce in Northern Luzon, integrating practical, hands-on learning through SBEs will provide ABM and TLE students with valuable exposure to real-world business environments, enhancing their entrepreneurial skills, financial literacy, and technical capabilities (Villanueva & Dela Cruz, 2023).

Collaborations with local businesses and industries can offer students the opportunity to engage in actual business operations, solving real challenges while developing problem-solving, teamwork, and leadership skills (Garcia & Ramos, 2022). This aligns with the Philippine K-12 curriculum's emphasis on work immersion and experiential learning, preparing students not only for employment but also for entrepreneurial ventures that can support Baguio City's economic growth (Navarro & Castillo, 2021). Ultimately, the SBE program in Baguio City can



foster stronger industry-academia partnerships, contributing to the region's human capital development and economic advancement.

Thus, the development of a Collaborative School-Based Enterprise (SBE) Program for Accountancy, Business and Management (ABM), and Technology Livelihood Education (TLE) in Davao City represents a crucial step in enhancing the relevance and quality of vocational and business education in the region. Davao City, a growing economic hub in Mindanao, offers a dynamic environment for integrating practical learning experiences into educational curricula. By collaborating with local industries, SBEs provide students with opportunities to apply theoretical knowledge in real business contexts, fostering skills in financial management, entrepreneurship, and technology (Gonzales & Cortez, 2022).

Such programs have been shown to improve students' employability by offering real-world exposure, strengthening their business acumen, and enhancing their problem-solving and leadership abilities (Bautista & Almario, 2021). The integration of SBEs in Davao also supports the Philippine government's push for innovation and entrepreneurship through the K-12 curriculum, which emphasizes work immersion and experiential learning (Santos & Rillera, 2023). Ultimately, the program will contribute to the development of a highly skilled workforce that can support Davao City's thriving industries, such as agriculture, tourism, and technology, while also fostering a spirit of entrepreneurship among students.

## LITERATURE REVIEW

The integration of Accountancy, Business and Management (ABM) with Technology and Livelihood Education (TLE) in school-based enterprise programs has become increasingly relevant in educational discussions, particularly as industries evolve and require a more skilled workforce. Recent research underscores the importance of interdisciplinary approaches in education, highlighting that programs combining these fields can enhance students' entrepreneurial skills and prepare them for diverse career paths. Zhao (2021) emphasizes that such integration fosters critical competencies like adaptability and innovation, which are essential in the modern job market. Furthermore, Fadel and Lemke (2020) argue that aligning academic knowledge with practical application through collaborative learning experiences significantly improves student engagement and retention of knowledge.

Collaborative learning environments are crucial for promoting deep learning and enhancing student outcomes. According to a meta-analysis by Becker and Park (2022), collaborative pedagogical strategies facilitate knowledge acquisition and the development of interpersonal skills, creativity, and problem-solving abilities. This is particularly relevant in a school-based enterprise program where students must work together on real-world projects that require both business acumen and practical skills from TLE. Similarly, Lee and Choi (2020) found that interdisciplinary teamwork encourages students to draw on diverse skill sets, leading to innovative solutions and greater overall learning satisfaction.

Collaborative learning has gained significant attention as an effective pedagogical strategy, especially in programs like Accountancy, Business, and Management (ABM) and Technology Livelihood Education (TLE), which emphasize the integration of theoretical knowledge with practical skills. In ABM programs, students are typically tasked with solving complex business problems, which require a blend of technical knowledge (e.g., financial management, marketing, business ethics) and soft skills such as teamwork, leadership, and communication (Pike, 2022).

Collaborative learning encourages students to work together to solve these problems, helping them refine their interpersonal and problem-solving skills while applying their academic knowledge in realistic contexts. For TLE, which focuses on technical skills such as product development, entrepreneurship, and vocational training, collaboration can facilitate the exchange of ideas between students with different technical backgrounds, fostering creativity and hands-on problem solving (Mancera & Barros, 2021).

The role of collaborative learning in ABM and TLE extends beyond traditional classroom settings, especially in the context of school-based enterprises (SBEs). When ABM students work with TLE students on real-world business projects, they bring together their respective areas of expertise business management and technical skills creating a dynamic learning environment. This cross-disciplinary collaboration enables students to engage in authentic, problem-solving tasks that mimic real-world business and technological challenges.

For example, an SBE could involve ABM students developing a business plan while TLE students create the product prototype. This hands-on approach helps students understand how different fields intersect and how their combined efforts contribute to the success of a business (Gonzalez et al., 2021).

Recent research shows that such collaborative educational programs are instrumental in enhancing student engagement and improving learning outcomes in both ABM and TLE programs. According to Harrop and Rutledge (2023), students involved in collaborative projects report higher levels of motivation, increased creativity, and better academic performance, as they are actively engaged in applying their learning to practical situations. Collaborative learning also helps bridge the gap between theory and practice, as students are required to adapt their knowledge to real-world scenarios and collaborate with peers who bring diverse perspectives and skill sets to the table. This is



particularly important in ABM and TLE, where students often need to apply both business strategies and technical expertise to succeed in entrepreneurial ventures (Smith & Johnson, 2020).

Furthermore, collaborative learning in ABM and TLE enhances soft skills like communication, leadership, and conflict resolution, which are critical in today's job market. As highlighted by Anderson et al. (2022), the development of these skills is just as important as mastering technical or business knowledge. By working in teams, ABM and TLE students learn to navigate group dynamics, manage tasks efficiently, and communicate effectively with diverse stakeholders. These experiences equip them with the necessary skills for the workforce, where the ability to collaborate across disciplines is often required.

### Research Questions

1. What are the challenges in implementing a collaborative school-based enterprise program that combines ABM and TLE?
2. What successful strategies have been employed in existing programs that combine elements of ABM and TLE, and how can these be adapted for a new program?
3. How do educators view the collaborative potential between ABM and TLE in fostering students' entrepreneurial skills?

## METHODOLOGY

### Research Design

This phenomenological study employed a qualitative research design to investigate the development of a collaborative school-based enterprise program integrating Accountancy, Business and Management (ABM) with Technology and Livelihood Education (TLE). The qualitative approach was particularly suited for this research as it allowed for in-depth exploration of participants' experiences, perceptions, and insights regarding the integration of these two disciplines.

The study utilized semi-structured interviews as the primary method for data collection. Three JHS students, three SHS students, and three teachers from JHS and SHS were purposively selected to participate in these interviews.

### Research Participants

For In this study, A total of seven (7) participants joined in the in-depth interviews (IDI) and focused group discussions (FGD). This selection ensured that participants had relevant experience and knowledge about ABM and TLE, as well as the potential impacts of collaboration on educational outcomes. The semi-structured format of the interviews allowed for flexibility, enabling participants to elaborate on their responses and share their unique perspectives.

Interviews were conducted in a comfortable setting, either in-person or via video conferencing, to encourage open dialogue. Each interview lasted approximately 30 to 60 minutes and was guided by a set of core questions focused on perceived benefits, challenges, and recommendations for the collaborative program.

### Research Instrument

The research instrument for this exploratory study was centered on semi-structured interviews, designed to elicit rich qualitative data from participants regarding their perceptions and experiences related to the collaborative school-based enterprise program integrating Accountancy, Business and Management (ABM) with Technology and Livelihood Education (TLE). The semi-structured format allowed for both guided inquiry and open-ended responses, ensuring that participants could share their insights freely while addressing critical thematic areas.

The interview guide consisted of open-ended questions organized into key themes, including perceived benefits of the integration, challenges encountered, the importance of collaboration and teamwork, recommendations for successful implementation, and personal experiences. For instance, participants were asked about the anticipated benefits of integrating ABM and TLE in enhancing student engagement and practical skills, as well as any barriers they foresaw in the collaborative process. Additionally, the instrument sought to uncover unique perspectives on how each discipline could contribute to a more comprehensive learning experience.

Interviews were conducted in a comfortable environment, either in-person or via video conferencing, to facilitate open dialogue. Each interview lasted between 30 to 60 minutes, during which responses were recorded and subsequently transcribed for detailed analysis. Thematic analysis was employed to identify and interpret key themes and patterns within the data, enabling a deep understanding of participants' collective experiences and individual insights. This qualitative instrument was crafted to provide valuable information that informed the design and implementation of the proposed collaborative program, ensuring it effectively met the educational needs of students and educators alike.

### Data Analysis

In this phenomenological study on the progress of a collaborative school-based enterprise (SBE) program for Accountancy, Business and Management (ABM) and Technology Livelihood Education (TLE), I employed a qualitative data analysis approach to ensure that the rich, descriptive data collected through interviews, focus group discussions, and observations was effectively interpreted and understood.



I began by organizing all the data, transcribing interview recordings and focus group discussions, and categorizing observational notes. This initial organization helped me keep track of key insights and patterns across different sources of data, making it easier to identify common themes and emerging ideas.

Once the data was organized, I proceeded with coding the responses to identify meaningful segments related to the study's objectives.

Using a thematic analysis approach, I carefully read through the transcriptions and observations, highlighting recurring words, phrases, or ideas that aligned with the research questions. I created an initial codebook to guide the analysis, ensuring consistency in how I identified and categorized the data. This helped break down complex information into manageable pieces that could be easily reviewed and compared across participants.

As I analyzed the data, I constantly revisited the research questions to ensure that I remained focused on the issues most relevant to the study's goals. I looked for patterns that emerged across different stakeholder groups—students, teachers, administrators, and community partners—to understand how they perceived and engaged with the collaborative SBE program. For example, I examined how the integration of ABM and TLE subjects impacted students' learning experiences, what collaborative strategies were most effective, and what challenges stakeholders faced in implementing the program.

In addition to identifying themes, I assessed relationships between different variables in the study. I explored how the experience of collaboration influenced students' entrepreneurial skills and attitudes in both ABM and TLE contexts. I examined how different levels of teacher involvement, school resources, and community partnerships affected the success and sustainability of the SBE program. This relational analysis provided a deeper understanding of the factors that supported or hindered the development of school-based enterprises, offering a more nuanced view of collaborative processes in the educational setting.

As part of the interpretation process, I compared my findings with the literature reviewed earlier in the study. I identified similarities and differences between the data collected in my study and existing research on school-based enterprises, collaborative learning, and entrepreneurship education. This comparison allowed me to situate my findings within the broader context of educational theory and practice, highlighting how my study contributed to the current body of knowledge and where it offered new insights or suggestions for improvement in school-based enterprise programs.

Next, I validated the findings through member checking, sharing my preliminary analysis with a few participants from different stakeholder groups to ensure that the interpretations accurately reflected their experiences. This allowed me to refine the analysis based on their feedback and ensured the credibility and trustworthiness of the study's results. I also looked for triangulation in the data, cross-referencing findings from interviews, focus groups, and observations to confirm or challenge emerging themes. This process of validation ensured that the data analysis was thorough, robust, and free from researcher bias.

Finally, I synthesized the findings into a coherent narrative, drawing conclusions based on the analysis that directly addressed the research questions. The analysis informed recommendations for developing and improving collaborative SBE programs in ABM and TLE, focusing on strategies that maximize student learning, teacher collaboration, and community involvement. I also highlighted areas that required further research and provided suggestions for future studies, helping to advance the understanding of school-based enterprises and their role in fostering entrepreneurial skills and educational success in secondary schools.

## RESULTS AND DISCUSSION

### Implications

The findings of this study on the collaborative School-Based Enterprise (SBE) program for Accountancy, Business, and Management (ABM) and Technology and Livelihood Education (TLE) reveal significant implications when examined through the lens of three core themes balancing theory and practice, simulating behavior for impact, and fostering holistic entrepreneurial development in connection with key educational theories by Piaget, Kolb, and Wenger.

First, the theme of balancing theory and practice aligns strongly with Jean Piaget's Constructivist Learning Theory, which emphasizes that learners actively construct knowledge through experience and interaction. The SBE program enables students to apply theoretical business concepts in a real-world setting, promoting deeper understanding. ABM students use classroom knowledge in budgeting, marketing, and finance, while TLE students apply technical production skills. This integration supports Piaget's view that learning occurs best when students manipulate and engage with real-life challenges, allowing cognitive development through active participation.

Secondly, balancing theory and practice is further reinforced by David Kolb's Experiential Learning Theory, which posits that knowledge is created through the transformation of experience. The SBE serves as a living laboratory, where students cycle through Kolb's four stages: concrete experience (e.g., operating a school café), reflective observation (e.g., assessing customer feedback), abstract conceptualization (e.g., redesigning a marketing plan), and



active experimentation (e.g., launching a new product strategy). This continuous learning loop empowers students to refine their skills while developing entrepreneurial mindsets.

The second theme, simulating behavior for impact, reflects the value of learning through models, feedback, and community influence core ideas within Wenger's Community of Practice Theory. The SBE setting becomes a social learning space where ABM and TLE students, teachers, and even community stakeholders form a community of practice. Through collaboration, mentorship, and peer feedback, students internalize behaviors and norms of real business environments. This immersion allows them to simulate entrepreneurial decision-making, teamwork, and leadership, which has a lasting impact on their personal and professional development.

From a constructivist perspective, simulating business behavior allows learners to test hypotheses and adjust strategies, mirroring Piaget's concept of schema development and adaptation. As students engage with unpredictable scenarios like managing inventory shortages or customer complaints they are forced to reorganize their thinking and adapt previous knowledge to new situations. These simulations provide a safe yet realistic space to practice critical thinking and problem-solving, which are foundational to entrepreneurial growth.

The third theme, fostering holistic entrepreneurial development, speaks to the need for a multidimensional approach to education. Kolb's experiential learning model supports this by encouraging the development of not only cognitive and technical skills but also emotional intelligence and self-awareness. The SBE program promotes this through real business experiences, where students develop confidence, leadership, communication, and resilience. These are essential traits for entrepreneurial success and are cultivated more effectively through practice than theory alone.

Finally, Wenger's concept of legitimate peripheral participation is evident as students in SBE programs gradually take on more responsibility and leadership roles. This gradual integration into the entrepreneurial community allows students to transition from novices to more experienced participants, strengthening their identity as future business professionals. The collaborative environment fosters peer mentoring and shared knowledge, creating a culture of learning that goes beyond individual classrooms and supports long-term career preparedness.

Lastly, the implications of the study reveal that the collaborative SBE program effectively supports the educational goals of both ABM and TLE strands when grounded in constructivist, experiential, and social learning theories. It offers a powerful model for preparing students not just to understand business, but to live it empowering them with the mindset, skills, and behaviors necessary for lifelong entrepreneurial success.

### **Future Directions**

The study of the collaborative School-Based Enterprise (SBE) program for Accountancy, Business, and Management (ABM) and Technology and Livelihood Education (TLE) provides valuable insights into how cross-disciplinary programs can enhance learning. As the program continues to evolve, there are several future directions for each stakeholder group involved ABM learners, TLE learners, ABM teachers, TLE teachers, school administrators, and future researchers.

**For ABM Learners.** The future direction for ABM learners should focus on expanding their exposure to a broader range of business models and entrepreneurial practices. Integrating more complex business scenarios, such as international trade, digital marketing, and sustainable business practices, could enhance their learning experiences. ABM students would benefit from more hands-on activities, including running more dynamic school businesses and participating in simulations that include high-stakes decision-making. Future programs should encourage students to develop more advanced financial management skills, such as long-term financial forecasting, to better prepare them for real-world business challenges.

**For TLE Learners.** TLE learners would benefit from incorporating advanced technical skills and emerging technologies that align with current industry trends. The future direction could involve expanding the types of products and services that students can develop, with a focus on sustainable and high-tech production methods. Integrating technology-driven innovations, such as 3D printing, automation, or digital tools for product design, can provide TLE learners with the skills necessary to thrive in an increasingly tech-oriented economy. Furthermore, fostering stronger connections with industry professionals will help TLE learners understand the practical applications of their technical skills in a professional setting.

**For ABM Teachers.** ABM teachers should be provided with more professional development opportunities that focus on the latest trends in entrepreneurship, business innovation, and digital tools for business management. They should also explore ways to further integrate theoretical knowledge with real-world applications. Collaboration between ABM and TLE teachers should be expanded to include joint workshops and training sessions, ensuring that ABM teachers are equipped to guide students through the practical aspects of business development, product creation, and marketing. Moreover, ABM teachers should receive support in creating interdisciplinary lesson plans that encourage innovation and cross-curricular learning.

**For TLE Teachers.** TLE teachers could benefit from ongoing training on current technological advancements in product creation, manufacturing, and digital marketing. As industries evolve, TLE teachers need to stay up to date with emerging technologies and processes that can be applied in the school-based enterprise program. Future



collaborations with ABM teachers should focus on enhancing their understanding of business strategy and market dynamics to enable them to provide students with a more well-rounded understanding of the commercial landscape. Moreover, offering more guidance on business ethics, sustainability, and entrepreneurship will ensure that TLE students are equipped to innovate responsibly.

**For School Administrators.** School administrators play a pivotal role in facilitating and supporting the growth of the SBE program. Future directions for administrators should include advocating for increased funding and resources to enhance the program's technological infrastructure, ensuring that both ABM and TLE students have access to the tools they need. Administrators can also play a key role in fostering stronger partnerships with local businesses and industry leaders, creating opportunities for mentorship and real-world business insights. They should prioritize the integration of more cross-disciplinary projects that enable collaboration across departments, enhancing the educational experience for students. Additionally, providing administrators with data on the impact of the SBE program on student outcomes will help further validate the program's effectiveness and secure ongoing support.

**For Future Researchers.** Future research on the collaborative SBE program could expand to explore the long-term impacts of this cross-disciplinary approach on student career outcomes, including employment rates, entrepreneurial ventures, and leadership roles. Researchers could also examine the scalability of the program, looking at how it can be implemented in different educational settings, both urban and rural, to gauge its effectiveness across diverse populations. Moreover, future studies could delve deeper into the integration of digital learning platforms, gamification, and virtual enterprise models to understand how technology can enhance collaborative learning in business and technical education. Additionally, investigating the role of community involvement and partnerships in fostering successful school-based enterprises would provide valuable insights into how external stakeholders can contribute to program sustainability and growth.

Above all, the future of the collaborative SBE program lies in its ability to evolve and adapt to the changing needs of students, teachers, and educational administrators. By continuously refining the program based on feedback from all stakeholders and embracing technological advancements, the SBE program can continue to provide meaningful, real-world learning experiences that prepare students for future entrepreneurial success.

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