

A Proposed Strategy for Enhancing Collaboration between Schools and their Local Communities

Fawaz Yassin Muslim¹ , Mohammed Salman Al-Khazaleh² , Bilal Fayiz Obeidat² 

¹ Department of Administration and Foundations of Education, Faculty of Educational Sciences, Hashemite University, Jordan,

² Department of Professional Postgraduate Diploma in Teaching, College of Education, Humanities and Social Sciences, Al Ain University, United Arab Emirates

Received: 23/3/2024

Revised: 10/6/2024

Accepted: 8/10/2024

Published online: 1/10/2025

* Corresponding author:

mohammad.alkhazaleh@aau.ac.ae

Citation: Muslim, F. Y., Al-khazaleh, M. S., & Obeidat, B. F. (2025). A Proposed Strategy for Enhancing Collaboration between Schools and Their Local Communities. *Dirasat: Human and Social Sciences*, 53(3), 7242.

<https://doi.org/10.35516/Hum.2025.7242>



© 2026 DSR Publishers/ The University of Jordan.

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY-NC) license <https://creativecommons.org/licenses/by-nc/4.0/>

Abstract

Objectives: The study aimed to explore how schools and their local communities can work together more effectively. It proposed a vision for this partnership by examining what community partnerships involve, what they aim to achieve, and how they can be implemented effectively. The goal was to develop a guiding philosophy for this cooperation, ensuring the continuous improvement of education over time by building on strengths and addressing weaknesses.

Methods: The study used a theoretical approach, relying on qualitative analysis, description, and interpretation of the results.

Results: Community involvement has become essential for the survival of our society and a national necessity to support, sustain, and improve education while ensuring its quality. It represents a new framework for the relationship between schools and the community, one where the responsibility for education is shared by the state and the community—individuals, groups, governmental and non-governmental institutions alike.

Conclusions: The ministry should extend school hours for community use and enhance participation. Encouraging retired teachers to engage can contribute to staff development. Opening libraries to the community promotes learning and benefits both students and local residents.

Keywords: Strategy; school; partnership with local communities.

استراتيجية مقترحة لتعزيز التعاون بين المدارس ومجتمعاتها المحلية

فواز ياسين مسلم¹، محمد سلمان الخزاعلة^{2*}، بلال فايز عبيدات²

¹ قسم الإدارة وأصول التربية، كلية العلوم التربوية، الجامعة الهاشمية، الأردن

² -قسم دبلوم الدراسات العليا المهني في التدريس، كلية التربية والعلوم الإنسانية والاجتماعية، جامعة العين، الإمارات العربية المتحدة.

ملخص

الأهداف: هدفت الدراسة إلى استكشاف كيف يمكن للمدارس ومجتمعاتها المحلية العمل معاً بشكل أفضل. واقترحت رؤية لهذه الشراكة من خلال النظر فيما تنطوي عليه الشراكات المجتمعية، وما تهدف إلى تحقيقه، وكيف يمكن تنفيذها بشكل فعال. وكان الهدف هو تطوير فلسفة توجه هذا التعاون، مما يضمن استمرار تحسين التعليم بمرور الوقت من خلال البناء على نقاط القوة ومعالجة نقاط الضعف.

المنهجية: استخدمت الدراسة المنهج النظري، حيث اعتمدت على التحليل والوصف والتفسير النوعي للنتائج. النتائج: لقد أصبحت المشاركة المجتمعية ضرورة لبقاء مجتمعنا وضرورة وطنية لدعم ومساندة التعليم وتطويره وتحقيق جودته النوعية. كما يعبر عن صياغة جديدة للعلاقة بين المدرسة والمجتمع، علاقة تتكامل فيها مسؤولية الدولة والمجتمع، بكل أفراد وجماعاته وهيئاته ومؤسساته الحكومية وغير الحكومية، عن التعليم.

الخلاصة: يجب على الوزارة تمديد ساعات المدارس للاستخدام المجتمعي، وتعزيز المشاركة. وتحفيز المعلمين المتقاعدين يمكن أن يعزز تطوير الموظفين، وفتح المكتبات أمام المجتمع يعزز التعلم ويفيد الطلاب والسكان المحليين على حد سواء. الكلمات الدالة: الإستراتيجية؛ المدرسة؛ الشراكة مع المجتمعات المحلية.

Introduction

Every nation strives to enhance its educational system, directing both material and human resources towards achieving optimal quality. Recognizing the multifaceted nature of the educational process, which involves various stakeholders, the provision of inclusive educational opportunities necessitates concerted and synchronized endeavours. As posited by Jalal (2021), collaboration between schools and their local communities emerges as a pivotal factor in activating the school's role and bolstering its pedagogical and educational efficacy.

Extensive literature in educational development underscores the significance and vitality of this symbiotic relationship in enhancing school outcomes and aligning cognitive theoretical frameworks with societal realities. By fostering collaboration between schools and local communities, a myriad of opportunities emerge for educational practitioners to leverage local resources, thus enriching the educational process and elevating students' academic attainment. Moreover, enhanced cooperation between schools and local community institutions not only amplifies the school's contribution to community development but also fosters reciprocal interaction, facilitating the exchange of scientific and educational experiences (Al-Otaibi, 2019; Malkawi, 2018).

Schools serve as crucial pillars in cultivating an educated and socially responsible society, with partnerships with the local community serving to amplify this mission and enrich various facets of education. Among the key facets of the collaboration between schools and the local community are as follows:

Enhancing social and material support: The local community plays a pivotal role in offering financial assistance and resources essential for enhancing the educational landscape within schools. This support can manifest in various forms, including the provision of modern educational tools and materials, as well as the upkeep of school facilities.

Collaboration between schools and the local community yields a myriad of benefits, including:

Providing educational opportunities: The local community serves as a rich source of diverse educational experiences, offering workshops, training courses, and cultural exchanges to broaden students' learning horizons.

Enhancing participation and responsibility: Ongoing engagement between schools and the local community fosters increased involvement of students, parents, and educators in shaping educational policies and attaining school objectives.

Guiding students towards professional pathways: Companies and local institutions play a pivotal role in offering training programs and hands-on learning experiences, equipping students with the requisite skills and practical knowledge necessary for successful entry into the workforce.

Contributing to sustainable development: Collaborative initiatives between schools and the local community extend beyond the realm of education to encompass sustainable development endeavors. These may include environmental preservation initiatives, community service projects, and endeavors aimed at improving overall living standards within the locality (Al-Ghamdi, 2015).

Collaborative partnerships represent a time-sensitive attempt focused on addressing pressing issues or attaining specific objectives, particularly pertinent to service-oriented institutions. These partnerships are characterized by finite durations, tailored to address immediate needs within specific periods, as noted by Awad (2012) and Lerner (2021).

The efficacy of such partnerships hinges upon a constellation of factors, which dictate their quantitative and qualitative outcomes. These factors are complexly woven into the economic framework governing the relationship, encompassing inputs, processes, and outputs, as elucidated by Lau (2021).

In essence, the symbiotic partnership between schools and the local community emerges as a cornerstone for elevating educational standards and fostering sustainable development at both local and national scales.

Research Problem:

The research problem pertains to the potential impact of establishing a reciprocal partnership between schools and the local community, coupled with the implementation of an educational media system facilitating seamless interaction between the two entities. Additionally, fostering a conducive environment for effective governance to promote community participation is considered essential for realizing the educational objectives of schools. Consequently, there arises a pressing need to explore strategies to enhance the role of community partnerships between schools and the local community. The

central inquiry of this study revolves around the following primary question:

What strategies can be proposed to activate the engagement of Emirates Schools in partnerships with the local community?

The subsequent sub-questions are derived from the overarching inquiry:

What constitutes the theoretical framework of community partnership between schools and society?

What proposed strategies can be formulated to enhance the efficacy of partnerships between schools and the local community?

Purpose of the Study:

The present study aims to gain insights into the theoretical underpinnings of partnerships between schools and their surrounding communities.

Propose a comprehensive vision aimed at revitalizing the role of partnerships between schools and the local community.

Significance of the Study:

The significance of this study is rooted in its focus on the contemporary educational obstacles that permeates current educational systems. This crisis is intricately connected to the evolving roles and functions of these systems, particularly in how they engage and interact with society. By examining these dynamics, the study seeks to provide insights and potential solutions that can enhance the effectiveness and societal relevance of educational institutions. Schools are increasingly tasked with confronting the myriad challenges facing modern societies, underscoring the urgent need to identify and overcome obstacles hindering effective communication and collaboration between schools and society. Enhancing these ties is imperative for elevating the efficacy of schools and fostering success within the educational process. As primary agents of societal change, schools wield considerable influence, while modern societies, in turn, exert a profound impact on educational institutions. There is a strong relationship and partnership between schools and communities in the United Arab Emirates, and this study came to develop a vision that enhances this partnership.

The findings of this study will shed light on the current level of support extended by the community to schools, a factor crucial for enhancing the dynamism of education. Moreover, the study will underscore the pivotal role of schools in contributing to the advancement and development of society, highlighting the reciprocal relationship between educational institutions and the broader societal context.

Methodology:

The study used the theoretical approach, relying on analysis, description, and qualitative interpretation of the results

Procedural definitions:

The researchers conceptualize partnership as a symbiotic alliance characterized by the harmonious integration of the strengths and capacities of multiple stakeholders, united in pursuit of predefined objectives. This collaborative attempt operates within a framework grounded in principles of equality and mutual regard, wherein roles are delineated and responsibilities shared to a significant degree. Central to this dynamic is the notion of effective voluntary engagement from diverse segments of society, including individuals, groups, institutions, and organizations. Their collective aim is to bolster educational institutions in realizing their objectives and fulfilling their mandates effectively.

Proposed vision: The researchers present proposals after examining the Emirati experience, identifying strengths to enhance, and weaknesses to address.

Study tool: The study utilized previous studies and theoretical literature on the partnership between Emirati schools and the community. Interviews were conducted with teachers, principals, and individuals from the Emirati educational field. The Emirati experience in school-community relationships was reviewed. Researchers identified strengths and weaknesses and developed concepts to support and improve this experience.

Previous Studies:

The researchers conducted a literature review encompassing relevant studies to contextualize their investigation:

Randall's study (2019) examined the realignment of inter-organizational dynamics between governmental professional bodies and non-governmental organizations vis-à-vis primary education in the United States. The study revealed

collaborative initiatives wherein governmental professional entities engage with non-governmental counterparts to support primary schools at the grassroots level. Such collaborations serve to synchronize school interests with the prevailing needs, challenges, and contemporary societal issues within their local communities.

In a parallel vein, Weekend's study (2018) delved into the comprehension of participatory management as a foundational paradigm for effective leadership within rural school environments. Employing a case study methodology, the research assessed the depth of understanding and adoption of participatory management among rural school administrators. Findings underscored a widespread embrace of participatory management principles among rural school principals. This approach engendered multifaceted benefits, attributed to the active involvement of all school personnel and stakeholders in crafting the school's vision and strategic objectives.

The researchers identified key challenges impeding the implementation of participatory management, including lack of commitment, rising levels of adult illiteracy, and inadequate communication channels between schools and parents.

In Odile's study (2017), the investigation aimed to assess the involvement of civil society organizations in school governance within the Dominican Republic. Additionally, it sought to delineate administrative and pedagogical strategies conducive to delivering high-quality educational services to students residing in marginalized communities. Furthermore, the study aimed to ascertain whether schools managed by civil society organizations exhibit greater effectiveness compared to those following traditional administrative models.

Significant findings from the study indicate that schools overseen by civil society organizations demonstrate enhanced autonomy in curriculum development, teaching methodology selection, and administrative operations pertaining to organizational and financial management. These schools also exhibit characteristics synonymous with effective educational institutions, such as robust leadership, competent teaching staff, active parental engagement, emphasis on learning outcomes, and accountability for performance results.

In providing a general commentary on prior research endeavors, it becomes evident that the overarching aim of many studies has been to elucidate the status and significance of community partnerships in augmenting educational processes across diverse educational strata, ranging from early childhood education to tertiary institutions, and spanning various educational contexts. A comprehensive review of previous studies reveals a collective consensus regarding the imperative of activating community partnerships to bolster the educational enterprise. Notably, prior investigations predominantly employed a descriptive approach to explore this phenomenon. Leveraging insights garnered from these studies, the present research endeavors to enrich its research problem and theoretical framework, thereby contributing to a deeper understanding of the subject matter.

Methodology:

To answer the questions of the current study and achieve its objectives, the methodological procedures followed the following steps:

- Access to specialized educational and scientific literature; In order to provide a theoretical framework that addresses the concept of community partnership and its development, the mechanisms of community partnership, the importance of partnership, its goals, the trends of community partnership, its requirements, and its most important principles.

The first question posed in the study pertains to understanding the concept of community partnership between schools and society. In response, the notion of community partnership was extensively discussed, delineating its development and essence:

Community partnership is characterized as a collaborative agreement between two or more entities to jointly pursue common objectives. This entails concerted efforts from governmental, private, civil society, and philanthropic sectors at either national or regional levels to address various challenges through effective communication and cooperation. Partnerships may take the form of formal contractual arrangements or informal collaborations rooted in shared values.

Central to community partnerships is the equitable sharing of resources and the empowerment of all participating parties. This is achieved through coordinated efforts, fostering effective participation across all stages of planning, implementation,

and monitoring. Such partnerships are instrumental in shaping policies, setting goals, designing programs, and executing activities aimed at addressing prevalent societal issues ().

Some scholars draw a distinction between the concepts of partnership and participation, delineating partnership as the condition wherein individuals become partners or members of a collective sharing common interests or ownership. Legally, partnership denotes an association or union between two or more individuals for executing a project or undertaking, wherein they contribute finances, labour, expertise, outcomes, or a combination thereof, and mutually partake in the benefits and liabilities thereof. Partnership, therefore, entails a voluntary arrangement between multiple parties who consent to collaborate, share authority and accountability, and invest resources, risks, and rewards toward achieving a shared or complementary objective (Louis, 2021).

The evolution of community participation in education is closely intertwined with the conceptual evolution of development, which saw its initial emergence in the late 1940s and gained momentum throughout the 1960s. This period coincided with broader societal development endeavors aimed at engaging local communities in societal progress. Central to this approach was the establishment of community organizations facilitating individual involvement in community service initiatives. These efforts aimed to foster societal development through grassroots participation, reflecting a broader trend observed in social development processes (Shibuya, 2020; United Nations Development Programme, 2005).

Community participation persisted as a fundamental strategy in community development until the 1970s, during which public participation emerged as a pivotal component in rural development and the provision of essential services. Towards the late 1970s and early 1980s, attention was drawn to the exclusion of marginalized groups, particularly the poor, from societal and developmental processes. This recognition prompted policymakers to devise strategies aimed at facilitating the participation of these marginalized groups in development initiatives.

During this period, discussions on participation were intertwined with notions of self-reliance and support for non-governmental organizations (NGOs), which often filled gaps left by governmental entities. These discussions underscored the need for inclusive development approaches that empowered marginalized communities to actively engage in decision-making processes and contribute to their own socio-economic advancement (Carstensen, 2021).

During the 1980s, there was a notable trend in many advanced industrialized nations, particularly in the United States, towards fostering partnerships between the education sector and other sectors, particularly the private business sector. This trend emerged in response to social and economic pressures that had begun to manifest in the realm of school education since the mid-1970s. These pressures were characterized by several key factors:

The emergence of a significant paradigm shift in organizational models within the workforce is driven by the globalization of the economy and the burgeoning emphasis on technological innovation.

Escalating demand for employment opportunities requires advanced skill sets, reflecting the evolving nature of the labour market.

Segmentation of the labour market based on skill levels, wherein higher-skilled positions were increasingly correlated with higher wages, while lower-skilled roles were associated with lower wages, a trend observed across most Western economies.

Inadequate investment in education by governments in weaker Western economies, attributed to economic vulnerabilities exacerbated by the oil crisis between 1973 and 1980.

These factors collectively emphasized the urgent need for heightened collaboration between the education sector and various stakeholders, notably the private sector, to effectively address emerging challenges and align educational outcomes with evolving societal needs and economic realities. Consequently, adjustments to the national education systems of industrially developed countries have become imperative, facilitating direct links between the business sector and schools. This is predicated on the recognition that the school curriculum must undergo modification to better equip students for the future labour market.

Traditional curricula and teaching methods are perceived as inadequate in equipping students with essential skills such as teamwork, effective communication, problem-solving, and decision-making, all of which are increasingly crucial in

contemporary work environments. As highlighted by Richardson (1995), modern projects demand proficiency in these skills, underscoring the necessity for educational reform to ensure students are adequately prepared for the demands of the evolving workforce.

During the 1990s, there was a widespread endorsement of the concept of community participation as a fundamental mechanism for addressing societal challenges. This led to the emergence of new models of political, economic, and social life wherein participation became integral to achieving key political objectives such as delegation and effective governance. Recognizing the need for increased and enhanced participation, development approaches were adopted and expanded by numerous donor agencies, notably the World Bank.

Consequently, the trend towards community participation in education evolved into a permanent transformation rather than a sporadic occurrence. It became increasingly common for the private sector to engage in financing, organizing, and managing education. This trend manifested across four key sectors: secondary non-vocational education, higher education, adult education and training, and vocational education. These sectors witnessed a growing emphasis on public-private partnerships, with collaborations between public education institutions and the community also gaining prominence.

Community partnership mechanisms:

Community partnership mechanisms encompass various channels that actively contribute to the educational process. Among these mechanisms, the following are highlighted as significant:

Parents Council:

Parents' councils represent a cornerstone entity in fostering the active involvement of the school community. Comprising parents, teachers, and administrative officials, these councils are instrumental in advancing the school's mission and ensuring its effectiveness. The research underscores the pivotal role of schools as agents of societal growth, cultural development, and adaptation to contemporary scientific and technological advancements. Given the paramount importance of schools, it becomes imperative for other societal institutions to provide comprehensive support, enabling schools to fulfil their mandate and surmount internal and external challenges that impede their performance and efficacy. However, studies also indicate that parental involvement remains limited due to various factors, including inadequate awareness of the significance of parents' councils and a reluctance to engage effectively (Brown, 2020).

The evolution of the relationship between schools and families has traversed various stages. Initially, families tended to withdraw and rely entirely on schools for the education and development of their children, viewing schools as the sole entity responsible for their educational journey. However, over time, perceptions of the school's role began to shift, with a growing recognition of the importance of family involvement in education. This evolution has led to the development of partnership models that advocate for collaborative efforts between homes and schools (Curry, 2023).

One such model is the preventive model, which was prevalent in the relationship between schools and families. This model aims to mitigate conflicts between parents and educators by assigning the primary responsibility for children's education to the school. Parents entrust the school's teaching staff with the task of educating their children and holding them accountable for the outcomes achieved. Consequently, parents' involvement in decision-making processes or their participation in problem solving is often viewed as inappropriate and unwarranted interference in the functions of teachers.

The School-to-Home Transition Model represents a departure from the preventive model, emphasizing the ongoing interaction between families and schools. It acknowledges the crucial role parents play in fostering their children's academic success and overall development, as they guide them through the early stages of life, instill values, impart skills, and cultivate attitudes conducive to achievement.

On the other hand, the Curriculum Enrichment Model aims to enhance and diversify the school curriculum by integrating contributions from families. This model operates on the premise that families possess valuable experiences and insights that can enrich the educational content. By fostering collaboration between parents and school stakeholders in curriculum implementation, this model provides opportunities for achieving educational objectives more effectively. Moreover, it allows for the incorporation of diverse perspectives, values, and cultural histories into the curriculum, catering to the learning styles and backgrounds of all students (Kosunen. 2020).

In Arab societies, however, parents' councils often face significant challenges and limitations in fulfilling their intended roles. Many councils struggle with deficiencies in performance and have experienced a decline in engagement. This may be attributed to the excessive workload and financial burdens imposed on the councils by schools, which hinder their effectiveness. Additionally, the lack of meaningful social and educational engagement among council members further impedes their ability to function optimally and achieve their objectives.

In light of the aspirations and challenges of the twenty-first century, several mechanisms and proposals can facilitate collaborative efforts between schools and families. These include:

- Collaborating with teachers and the school through regular visits and communication.

- Actively engaging in students' school work to support their educational endeavors.

- Cultivating a rich and stable educational environment within the school.

- Serving as moral and ethical role models for children in their behavior and decision-making.

- Nurturing children's self-esteem through attentive care and support.

- Embracing the concept of lifelong learning and demonstrating a commitment to continuous education.

- Reading to and with children fosters a love for learning and literacy.

- Spending quality time with children to strengthen family bonds and support their development.

- Monitoring homework completion and offering guidance to help children achieve their academic goals.

- Ensuring that schools maintain an open and welcoming atmosphere for parents, providing assistance and support as needed.

- Keeping parents informed about school policies, programs, and their children's progress.

- Fostering a collaborative partnership between teachers and parents, recognizing parents as active participants in the educational process.

- Valuing parents' knowledge and experiences is integral to their child's success in school.

- Encouraging volunteerism among parents and offering various opportunities for involvement.

- Incorporating parents' perspectives and experiences into policy development and problem-solving processes at the school level, and granting them decision-making responsibilities in certain contexts.

Effective communication between parents and the school is paramount for the success of the educational process, affecting not only administrative functions but also children's academic achievement. Research has consistently demonstrated that positive communication yields favourable outcomes for all parties involved. When parents engage closely with the school, students benefit immensely, as do parents and educators alike.

Collaboration between parents and the school fosters various positive outcomes. Parents gain increased self-confidence in their interactions with their children, develop a deeper understanding of the educational environment, and become acquainted with school programs and services. They also feel more at ease communicating with the school and play a more active role in shaping policies that affect their children's education. Meanwhile, students develop greater respect for their parents and exhibit higher levels of confidence in their academic pursuits.

Additionally, teachers and the school demonstrate respect for and appreciation of parents' time and contributions. Through effective communication, there emerges a shared understanding of students' strengths and weaknesses, facilitating targeted support and intervention strategies. Moreover, parents' engagement underscores their endorsement of the school's programs and initiatives, fostering a sense of mutual support and collaboration between all stakeholders involved in the educational journey (Thomas, 2020).

Institutions of civil society:

Civil society organizations undertake various educational initiatives, as evidenced by studies and literature. Examples of these efforts include:

Educational Role of Cultural and Literary Clubs:

Cultural and literary clubs are integral components of civil society, established on shared principles and objectives.

They collaborate with families, religious institutions, media outlets, and other formal and informal educational entities to prepare and develop individuals. These clubs organize conferences, seminars, meetings, and conduct studies with members comprising specialists and intellectuals who address educational issues and propose solutions (Egholm, 2020). Their educational role encompasses:

Involvement of club members, who are specialists, in curriculum development and enhancement.

Contribution to mitigating illiteracy rates, facilitating education, and enhancing its quality for all segments of society.

Publication of newspapers, booklets, and bulletins addressing community concerns, providing members with intellectual, cognitive, cultural, and educational resources.

Activation of extracurricular activities to offer students educational, pedagogical, and recreational opportunities.

Contributing to holding training courses for teachers or school staff; for raising the professional level, especially in light of the application of quality systems and accreditation certificates.

The educational role of regional and municipal councils:

Local councils in governorates serve as elected bodies tasked with establishing, managing, and overseeing public facilities within their jurisdiction, which notably include educational institutions such as education departments and schools.

The Board of Trustees assumes a critical educational role by bridging the gap between schools and the local community. Comprised of appointed public figures and active businesspersons, their primary objective is to foster interaction between educational establishments and community entities. Through their participation in educational decision-making processes, they aim to contribute effectively to shaping the school's future policies and implementing its various programs (Papadimitri, 2020). The key objectives of the Board of Trustees are as follows:

Participating in school management, including the nomination of principals, and providing assistance to the school in fulfilling its responsibilities and addressing challenges.

Securing additional funding from non-traditional sources, with contributions from business leaders to finance education beyond the state budget.

Developing plans and proposals aligned with educational policy objectives, while enhancing community oversight through the evaluation of school performance.

Enhancing and preserving the school's surrounding environment.

Offering technical support to the school in addressing student-related issues and overcoming obstacles hindering the educational process.

Supporting educational, cultural, social, and athletic activities within the school.

In conclusion, civil society institutions play a pivotal role in bolstering the educational process, as underscored by Agrawal (2022).

The Importance of Community Partnership:

Community partnership has become an imperative aspect of contemporary life, permeating various domains including the economic, political, and social spheres. This necessity is particularly pronounced in developing countries, which face the urgent task of compensating for years of underdevelopment through concerted efforts from genuine stakeholders. The significance of partnership in development processes is underscored by several factors:

It serves as a fundamental principle of community development, as genuine and sustainable progress cannot occur without active popular participation.

The partnership enables citizens to acquire problem-solving skills, empowering them to address their own challenges.

It supplements governmental efforts by prioritizing essential responsibilities at the national level.

Non-governmental bodies, through partnership, can fulfil roles that certain governmental institutions may struggle to perform, owing to their agility and responsiveness to societal needs.

Participation processes foster social awareness among individuals and communities, opening new avenues for service and activity while drawing attention to emerging societal needs.

Citizen participation is instrumental in nurturing and advancing democratic principles at the individual, institutional,

and societal levels.

Furthermore, the necessity of community partnership is evident in its various benefits, including:

Leveraging the financial and human resources available in society to alleviate government burdens.

Strengthening the connection between families and social projects and services.

Cultivating a sense of collective responsibility and promoting altruistic values, countering negative traits such as selfishness and isolationism.

Fostering positive interpersonal relationships and harnessing latent energies for proactive engagement.

Addressing obstacles that impede the progress of social institutions working towards the development of local communities.

The objectives of community partnership in education are multifaceted, aiming to:

Provide essential financial and material resources to enhance education, including the establishment of new schools, reducing class sizes, integrating contemporary technology, and fostering the development of competencies and skills among teachers and students.

- The objectives of community partnership in education encompass a range of crucial aims, including:

Allocating Adequate Funding: Ensuring sufficient financial resources are directed towards educational inputs such as teacher training, curriculum development, educational administration, and legislative enhancements to repair and advance the educational system.

Providing Support to Schools: Offering both financial and moral assistance to schools to enable the activation of all activities, thereby mitigating student-related issues that can influence academic performance.

Mutual Support: Fostering collaborative efforts to increase the overall pool of resources, both human and material, and bolstering the capacity of educational institutions to achieve their objectives.

Enhancing Educational Quality: Improving the quality of the educational product to cultivate responsible citizens who are cognizant of their societal obligations, adhering to comprehensive quality standards and national educational benchmarks.

Fostering Ownership: Encouraging a sense of ownership through collaborative efforts, as joint tasks often lead to a stronger sense of ownership compared to individual endeavors, thereby enhancing focus and productivity.

Shifting Perspectives on Primary Education: Transitioning from viewing primary education as a mere phase within an educational journey to recognizing it as a critical stage that comprehensively prepares students across various dimensions of their personalities—mental, emotional, and skill-based.

Facilitating Exchange of Ideas: Promoting the exchange of ideas and experiences between schools and the local community, bolstering internal and external educational competencies, and fostering mutual growth and development.

Strengthening Parents' Councils: Deepening the efforts of parents' councils within schools, supporting their endeavors to strengthen the home-school relationship, cultivate values of social participation, responsibility, and patriotism, and bolster positive attitudes towards education and societal engagement.

Promoting Cooperation: Deepening cooperation among stakeholders involved in educational management, both internally within the educational system and externally with societal institutions and individuals, recognizing that education is a concern that impacts all segments of society.

Addressing Centralization Issues: Mitigating the negative impacts of excessive centralization in primary education management by fostering community participation in educational planning within a framework of decentralization.

Enhancing Participation in Educational Planning: Encouraging increased participation in educational planning processes, including policy formulation, goal-setting, curriculum development, and regular evaluation and follow-up activities to continuously improve the educational process and address challenges effectively.

Community partnership trends:

One of the primary trends observed in community partnership is the development trend, characterized by a deliberate and purposeful process of change aimed at steering society towards a future vision. In this trend, the factors driving change

are carefully controlled, mobilized, and directed through systematic planning. This approach is particularly crucial in developing societies, where local development initiatives are essential for addressing numerous economic and social challenges hindering community progress (Bernay, 2020).

Scholars and administrators have underscored the significance of participation in development, emphasizing its role in enhancing individuals' capacity to identify problems, devise solutions, evaluate alternatives, and make informed decisions. This empowerment of individuals is pivotal for fostering sustainable development and addressing the multifaceted issues prevalent in developing communities.

Preventive trend:

Local community development processes are intertwined with social values, serving as a robust barrier against prevalent issues. These values manifest through positive behavioral trends that foster engagement in local development endeavors. The preventive trend of participation hinges on societal behavioral norms and values that cultivate a proactive stance toward addressing challenges. Individuals within such societies are primed to defensively tackle issues, acting as a formidable deterrent against underdevelopment while advancing targeted progress in community development.

The preventive approach optimally utilizes limited human potential by channelling it into effective contributions toward enhancing community services. Education emerges as a pivotal tool in realizing the preventive approach within local communities, as it fosters individuals' self-reliance by honing their aspirations and capabilities toward self-improvement.

Conversely, the therapeutic direction aims to invigorate community participation dynamics across all members of the local community. It seeks to alleviate the repercussions of prevalent community issues, particularly in the economic and social spheres.

This trend necessitates the collaboration of individuals, organizations, institutions, and systems bound by acquired spiritual and social connections. Educational direction underscores the pivotal role of educational institutions in imparting individuals with value systems that enable them to harness their resources, skills, and knowledge to advance societal progress and address its challenges. This educational trend in community participation fosters heightened awareness among individuals regarding their society's issues, cultivating a sense of responsibility toward addressing these issues for collective well-being.

Several fundamental points evidence the positive correlation between education and participation:

Education serves as a conduit for fostering positive engagement among individuals and groups.

It addresses both individual and societal needs and challenges, aligning with the goals of community participation.

Education cultivates self-reliance in problem solving, a crucial precursor to community participation.

It enhances individuals' awareness of society and its dynamics, a primary objective of community participation efforts.

Achieving optimal interaction between individuals and society hinges on fostering positive participation, underscoring the symbiotic relationship between education and community involvement.

To ensure the success of the partnership between schools, families, and the broader community, the following measures are imperative:

Establishing a clear social contract delineating the rights and responsibilities of all stakeholders.

Implementing ongoing interactive programs where families actively contribute to their children's education and upbringing.

Viewing families as partners rather than mere recipients of educational services.

Conducting continuous awareness programs for both families and schools aimed at strengthening and nurturing their relationships.

Establishing joint working groups or committees comprising representatives from both families and schools to facilitate effective collaboration (Karakose, 2021).

Community partnership requirements:

Given the ability of community partnership to meet the challenges of the twenty-first century, solve the problems of the educational process, and raise the quality of education, there are a set of requirements that must be met; In order for the

participation process to achieve its goals and produce the desired results, these requirements are:

- Availability of a favourable economic, social and political framework:

Governments aspiring to foster successful participation projects endeavor to cultivate an environment conducive to such endeavors. This entails establishing a milieu characterized by equitable power distribution, judicious management of public resources to advance societal welfare, and adherence to democratic governance principles predicated on the delegation of responsibility and widespread civic engagement. Additionally, facilitating a political arena that encourages citizen involvement in developmental processes empowers individuals to shape decisions that influence their way of life.

Citizens' awareness of community affairs:

If the realization of participatory processes embodies the ideals of a democratic society, underscored by principles of justice and equality, wherein every individual has equitable access to resources and opportunities to influence decision-making, then translating these principles into tangible outcomes necessitates widespread societal awareness of economic, social, and political dynamics. This entails an understanding of the underlying factors shaping these dynamics and a collective belief in the potential for change through concerted individual and collective action (Casmana, 2023). The effectiveness of such action, facilitated through organized mechanisms, can maximize its impact and address the diverse needs of citizens in accordance with their circumstances.

Furthermore, ensuring the inclusivity of all segments of society is imperative in the realm of education, which represent a matter of national security. Various societal groups, including the government, families, non-governmental institutions, the private sector, educators, students, and local as well as international organizations, should actively engage in the planning, implementation, and evaluation of educational initiatives. Each of these entities possesses a distinct role in contributing to the advancement of education and the enhancement of student achievement. Accordingly, they are entitled to transparency regarding school policies and programs, opportunities for consultation on matters affecting students' education, and avenues for meaningful participation in educational decision-making processes.

Forming an organizational structure for participation:

To realize the objectives of participatory processes in education, an organizational framework can be established to facilitate the engagement of diverse segments of society. This framework encompasses various entities such as parent councils, teacher-parent associations, community councils, school advisory committees, and amalgamated groups comprising these councils.

The formation of these organizations does not rest solely with any singular authority; rather, it entails collective involvement in determining the most suitable organizational structures that cater to the needs of constituents. Additionally, it involves establishing a legislative framework governing the operational protocols and delineating the roles and responsibilities of each participating entity. The management of these organizations is entrusted to individuals possessing the requisite qualifications, supported by tailored training programs aimed at equipping them with the skills necessary to effectively lead participatory initiatives and realize their objectives (Ainscow, 2020).

The second question: What is the proposed scenario for activating the role of partnership between the school and the local community?

To answer this question, the researchers used the following methodological approach:

A review of theoretical literature and studies examined the partnership between Emirati schools and the local community. Practical analysis and meetings with Ministry of Education officials were also conducted. Discussions were held with school directors and teachers. From this, a vision to strengthen the partnership was developed. This vision aims to continuously improve the existing collaboration. It is outlined as follows:

Philosophy of the proposed concept:

The methodology employed to address the research questions and propose a vision for enhancing the partnership between schools and the local community in the United Arab Emirates (UAE) adhered to several key philosophical guidelines:

Emphasis on the Functional Scientific Role of Schools:

The methodology prioritized recognizing the pivotal role of schools within society, granting them autonomy to articulate a clear vision and mission statement. This approach enabled schools to delineate their objectives and outline strategies for fulfilling their scientific mission within the context of broader societal needs.

Responsiveness to Rapid Societal Changes:

Given the rapid pace of change across various spheres of life, particularly driven by globalization and technological advancements, the methodology acknowledged the profound impact of these changes on cultural and societal values. Schools were positioned as crucial agents in navigating the challenges posed by globalization while leveraging its benefits. As such, the proposed vision aimed to equip schools with the tools necessary to address the evolving needs of society and capitalize on opportunities presented by globalization.

By adopting these philosophical underpinnings, the methodology aimed to develop a comprehensive vision for strengthening the partnership between schools and the local community in the UAE, aligning educational objectives with societal goals and fostering positive engagement with global trends.

Objectives of the proposed vision:

The proposed vision aims to achieve the following objectives:

Activation of School Role in Community Development:

The vision seeks to enhance the effectiveness of schools in contributing to the development of their surrounding areas by fostering solidarity among community members and supporting institutions. This entails leveraging the resources and expertise within the community to address local challenges and promote holistic development.

Recognition of Global, Regional, and Local Challenges:

The vision underscores the importance of acknowledging and addressing global, regional, and local challenges that necessitate strengthening the partnership between schools and society. By illuminating these challenges, the vision aims to foster proactive engagement and collaborative solutions.

Development of a Clear Concept of Community Partnership:

A key goal of the vision is to cultivate a precise and unambiguous understanding of community partnership among members of Emirati society. By disseminating a clear concept of community partnership, the vision aims to enhance awareness and knowledge among individuals, thereby facilitating effective collaboration and synergy.

Emphasis on the Importance of Community Partnership:

The vision highlights the utmost significance of community partnership within the school community as a vital means of addressing current and anticipated negative impacts of economic and social changes. By emphasizing the importance of community partnership, the vision aims to mobilize collective action and resilience in navigating societal transitions.

Provision of Effective Training Courses:

To support the realization of the vision, emphasis is placed on offering comprehensive training courses aimed at elucidating the concept of community partnership and its operational mechanisms. These courses aim to empower members of both the school and surrounding community with the requisite knowledge and skills to actively participate in collaborative endeavors.

Requirements to achieve the proposed vision:

The following are the most important factors that help achieve the proposed vision, by providing the following requirements:

- Understanding and agreeing on community partnership standards within educational institutions in the Kingdom, and spreading the culture of partnership among its members.
- Working to prepare and form new cadres and leaders capable of sustainable development within Emirati educational institutions
- Establishing codified, clear and specific criteria for selecting leaders of educational institutions in the UAE

Mechanisms for activating the proposed vision:

- To solidify the relationship between schools and the local community, the following actions can be taken:

Establishing Legal Frameworks:

Issue ministerial decisions that facilitate collaboration between associations, civil society organizations, and the Ministry of Education. This legal framework would provide a basis for formal cooperation and outline the parameters of engagement.

Institutional Coordination Mechanisms:

Develop institutional mechanisms for coordination between non-governmental organizations (NGOs) and the Ministry of Education. This would streamline communication channels and enhance collaboration between these entities in support of educational initiatives.

Cultivating a Supportive Cultural Environment:

Foster a conducive cultural environment that encourages associations to engage in partnerships with the Ministry of Education. This may involve promoting a culture of collaboration and emphasizing the value of community involvement in education.

Establishment of Comprehensive Databases:

Maintain and regularly update databases containing information on supporting civil society organizations. This would facilitate the identification of potential partners and streamline the process of collaboration and resource allocation.

Provision of School Facilities:

Facilitate access to school facilities such as playgrounds, halls, meeting rooms, and libraries for use by the wider community. By opening these facilities to external stakeholders, schools can enhance community engagement and promote the sharing of resources.

Recommendations stemming from the study's analysis and findings include:

Evening Access to School Facilities:

The Ministry of Education should implement systems that enable schools to open their doors to the local community in the evenings. This extended access would provide opportunities for community members to utilize school facilities for various purposes, fostering greater community engagement.

Utilization of Retired Teachers:

Encourage schools to leverage the expertise of retired teachers and provide incentives for their cooperation. Retired educators can contribute valuable knowledge and experience to educational initiatives, enriching the learning environment and supporting teacher development.

Community Access to School Libraries:

Allocate school libraries for use by the local community and equip them with updated resources and materials. Opening school libraries to the wider community would promote literacy, lifelong learning, and knowledge sharing, benefiting both students and community members alike.

REFERENCES

- Agrawal, D. K. (2022). An Empirical Study on Socioeconomic Factors Affecting Producer's Participation in Commodity Markets in India. *Journal of Positive School Psychology*, 2896-2906.
- Ainscow, M. (2020). Promoting inclusion and equity in education: lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7-16.
- Al-Ghamdi, A. (2015). *The reality of community participation in general education schools*.
- Al-Otaibi, M. (2019). The role of secondary school principals in the city of Tabuk in activating community partnership. *Journal of the Faculty of Education, Assiut University*, 35(6).

- Arnstein, S. (2020). BUILDING “A LADDER OF CITIZEN PARTICIPATION”. *Learning from Arnstein's Ladder: From Citizen Participation to Public Engagement*, 2.
- Awad, A. A. (2012). Activating the role of the family in the educational process in secondary education in light of the principle of partnership. *Journal of the Faculty of Education*, Al-Azhar University, 4 (151). Pages: 453 - 509
- Bernay, R., Stringer, P., Milne, J., & Jhagroo, J. (2020). Three models of effective school–university partnerships. *New Zealand Journal of Educational Studies*, 55(1), 133-148.
- Brown, M., McNamara, G., O'Brien, S., Skerritt, C., O'Hara, J., Faddar, J., ... & Kurum, G. (2020). Parent and student voice in evaluation and planning in schools. *Improving Schools*, 23(1), 85-102.
- Carstensen, M. B., & Ibsen, C. L. (2021). Three dimensions of institutional contention: Efficiency, equality and governance in Danish vocational education and training reform. *Socio-Economic Review*, 19(3), 1037-1063.
- Casmana, A. R., Dewantara, J. A., Timoera, D. A., Kusmawati, A. P., & Syafrudin, I. (2023). Global citizenship: preparing the younger generation to possess pro-environment behavior, mutual assistance and tolerance awareness through school engagement. *Globalisation, Societies and Education*, 21(1), 15-32.
- Curry, K., Harris, E., Olsen, J., Kim, Y., & Egre, D. (2023). TeleNGAGE: Enhancing Collaboration between Families and Schools. *Current Issues in Education*, 24(1).
- David, G. (2002). *Participation in the preparation of the poverty Reduction and Economic Growth program in Georgia*. the Secretariat of the Governmental Commission, Georgia.
- Edwards-Groves, C., Grootenboer, P., & Ronnerman, K. (2020). Facilitating a culture of relational trust in school-based action research: Recognising the role of middle leaders. In *Partnership and Recognition in Action Research*, 53-70. Routledge.
- Egholm, L., Heyse, L., & Mourey, D. (2020). Civil society organizations: the site of legitimizing the common good—a literature review. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 31, 1-18.
- Ice, M., Thapa, A., & Cohen, J. (2015). Recognizing Community Voice and a Youth-Led School-Community Partnership in the School Climate Improvement Process. *School Community Journal*, 25(1), 9-28.
- Jalal, A. B. A. S., & Metwally, T. M. I. (2021). A proposed educational policy for parallel education at Al-Azhar University in light of the requirements of the productive University.
- Karakose, T., Yirci, R., & Papadakis, S. (2021). Exploring the interrelationship between covid-19 phobia, work–family conflict, family–work conflict, and life satisfaction among school administrators for advancing sustainable management. *Sustainability*, 13(15), 8654.
- Kosunen, S., Bernelius, V., Seppänen, P., & Porkka, M. (2020). School choice to lower secondary schools and mechanisms of segregation in urban Finland. *Urban education*, 55(10), 1461-1488.
- Lau, E., & Body, A. (2021). Community alliances and participatory action research as a mechanism for re-politicising social action for students in higher education. *Educational Action Research*, 29(5), 738-754.
- Lerner, R. M., Fisher, C. B., & Weinberg, R. A. (2021). Toward a science for and of the people: Promoting civil society through the application of developmental science. In *Individuals as Producers of Their Own Development*, 175-190. Routledge.
- Louis, K. S., & Kruse, S. D. (2021). Creating Community in Reform: Images of Organizational Learning in Inner-City Schools 1. In *Organizational learning in schools*, 17-45. Taylor & Francis.
- Malkawi, S., & Al-Qudah, M. (2018). Reality and Obstacles of the Partnership between Family and School in Jordan. *Modern Applied Science*, 2(12), 81-92.
- Meltzer, B. N., & Petras, J. W. (2023). The Chicago and Iowa Schools of Sysbolic Interactionism. In *Human nature and collective behavior*, 3-17. Routledge.
- Nestor, P. G., & Schutt, R. K. (2018). *Research methods in psychology: Investigating human behavior*. Sage Publications.
- Odile, C. (2006). *Civil Society's Involvement in the Provision of Educational Services in the Dominican Republic – A case Study of School Autonomy and Educational Relevance*. An Unpublished EdE thesis, Teacher College ,Columbia University ,U.S.A.
- Papadimitri, P., Pasiouras, F., Tasiou, M., & Ventouri, A. (2020). The effects of board of directors' education on firms' credit ratings. *Journal of Business Research*, 116, 294-313.

- Provinzano, K., & Mayger, L. K. (2024). Betwixt and between justice and inaction: Full-service community school principals and Community Equity Literacy. *Urban Education*, 59(4), 1252-1283.
- Randall, B. (1998). Restructuring in Relation to the informal and professional organization of an Elementary School, paper presented at the Annual meeting of the American Educational Research Association, San Francisco.
- Richardson, W. (1995). School – Business Partnerships, in “the International Encyclopedia of Education”, T.Neville (ed), 2nd Ed., vl.9, Pergamon , Britain.
- Ritzer, G., & Stepnisky, J. (2017). *Sociological theory*. Sage publications.
- Shibuya, K. (2020). Community participation in school management from the viewpoint of relational trust: A case from the Akatsi South District. Ghana. *International journal of educational development*, 76, 102196.
- Thomas, J., Utley, J., Hong, S. Y., Korkmaz, H., & Nugent, G. (2020). A Review of the Research. *Handbook of Research on STEM Education*.
- United Nations Development Programme (UMDP). (2005). UNDP Guide Book on Participation, New York. Available at: <http://www.undp.org/csopp/paguide1.htm>
- Weekend, N. S. (2005). An Investigation into the Implementation of Participative Management in a Rural School in the Pietermaritzburg District. AM, Rhodes University.