

Edu Makloon As A Partnership Model To Improve Students' Entrepreneurship Of The Poultry Farming Sector In Vocational High Schools

Nining Faridah¹, Waras Kamdi², Hakkun Elmunsyah³, Widyanti⁴

^{1,2,3,4}State University of Malang, Jl. Semarang 5 Malang 65145, Indonesia.

³ORCID: 0009-0003-2899-4000, ⁴ORCID: 0000-0002-0754-3097.

¹ningfarid.69@gmail.com, ²waras.ft@um.ac.id, ³hakkun@um.ac.id, ⁴widiyanti.ft@um.ac.id

Abstract

This study aims to offer a work-integrated learning model through the Edu Makloon concept as an innovative sustainable partnership model between vocational schools and the poultry industry that focuses on developing students' technical skills in poultry farming management and forming an entrepreneurial attitude. In this model, students will gain theoretical knowledge and practical field experience that is relevant to the world of work. This study was conducted in four state vocational schools in Indonesia. Data were collected through direct observation, in-depth interviews, and focus group discussions with stakeholders. The findings of the study indicate that the Edu Makloon sustainable partnership concept is to build trust, fairness, honesty, and integrity or both parties. The programs carried out based on this sustainable partnership concept not only add learning elements to students but also guide them to have an entrepreneurial spirit. This partnership concept is in line with the curriculum and can be applied in vocational schools to improve students' skills and readiness to enter the world of work, as well as form an entrepreneurial attitude to be able to work in the poultry farming sector.

INTRODUCTION

Through work-integrated learning, Vocational High Schools (VHSs) provide theoretical knowledge to vocational students and establish close cooperation with industries to introduce the real working environment [1]. In this context, the school acts as a mediator between students and industry in providing opportunities for students to engage in practical activities that align with the labor market's needs. Through this collaboration, students can gain hands-on experience relevant to the industrial world, deepen their understanding of the work process, and develop skills needed in the job market. In addition, through interactions with industry practitioners and stakeholders, students also have the opportunity to develop their entrepreneurial spirit, learn about innovation, and understand the prevailing business dynamics in a particular industry. Mukuria [2] stated that involving students as partners in the planning and implementation of field programs is essential. In addition, the involvement of various stakeholders at various stages is also a key factor in achieving positive outcomes. International field programs for Indigenous students show that combining academic learning with career aspirations, engaging students as partners, and creating sustainable partnerships with communities can enhance transformative and relevant learning experiences. Thus, school-industrial collaboration in work-integrated learning not only improves the relevance of education to the needs of the labor market but also helps shape students' character as individuals who are ready to face the challenges and opportunities of the world of work [3]. In addition, instilling an entrepreneurial spirit in vocational students provides a foundation to foster creativity and innovation. By understanding business aspects and having entrepreneurial skills, students are not only ready to become productive members of the workforce but are also able to create new opportunities. The collaboration between industry and VHS in instilling entrepreneurial spirit is key to ensuring that VHS's graduates can face challenges in the world of work [4]. Lendrum [5] suggested four basic ideas that are the main pillars of the concept of strategic partnerships, including principles, values, concepts, and practices. First, principles cover the foundation or ground rules that govern the relationship between partners. Openness, honesty, and trust are key principles that must be upheld to ensure effective collaboration. Second, values highlight the importance of value alignment between partnering parties. Common values and goals form a strong basis for sustainable cooperation. Third, concepts refer to shared views or core ideas that form the basis for strategic planning and joint decision-making. A shared

understanding of the direction and vision of the partnership is essential to avoid misunderstandings and conflict. Fourth, practices related to implementation and concrete actions applied to achieve common goals. Consistent and planned implementation of practices is a real step towards partnership success. By understanding and combining these four elements, strategic partnerships can be built solidly, creating a solid foundation for long-term sustainability and mutual growth [6]. Poultry farming is one of the main economic pillars of Indonesia as an agricultural country [7]. VHS has an important role in preparing graduates to have expertise in the field of poultry farming. However, the gap between the skills taught in VHSs and the demands of the job market in the poultry farming industry is a new challenge for education. The importance of instilling an entrepreneurial spirit in students is to form collaborations to build stronger ties between VHSs and the poultry farming sector. One strategy that has attracted attention is Education through Makloon, known as Edu Makloon. Mesuwini et al. [8] provide insight that work-integrated learning can enrich experiences for students and teachers in the scope of vocational education or vocational high schools. However, facts in the field show that the applied curriculum has not been aligned with industry demands. Rapid developments in the poultry farming industry require rapid modifications to the approach applied in vocational schools [9]. Furthermore, the current curriculum in VHSs faces challenges in accommodating the evolving needs of the poultry industry. Some aspects of the curriculum are not fully in line with the current demands and developments in the poultry farming sector. This creates a misalignment between the skills and knowledge taught in VHS and the expectations desired by the industry. A review and adjustment of the vocational curriculum in VHSs is necessary to provide students with an understanding and skills that match the needs of the poultry industry so that they can be better prepared and relevant when entering the workforce. Close collaboration between educational institutions and the industry is key in ensuring that the curriculum can continue to evolve following dynamic industry developments [10]. Buchan et al. [11] stated that there is an increasing need to meet the growing demand for quality work-integrated learning in various professions and that industry support is essential to meet this demand. The effort is to identify factors that influence work-integrated learning opportunities to develop effective and sustainable practices in the future. Therefore, it is necessary to properly align the needs of the VHS curriculum with the labor market needs of the poultry farming industry. The importance of Edu Makloon as a partnership model between VHSs and the poultry farming industry is most significant in improving student entrepreneurship. By implementing this model, students acquire knowledge relevant to industry needs and are empowered to develop a strong entrepreneurial spirit. Edu Makloon becomes an effective foundation to guide VHS students in understanding the dynamics of the poultry farming industry so they can be involved in the development of their businesses in the future. By adopting the Edu Makloon model, the partnership between VHS and the poultry farming industry can become more effective in preparing students to enter the workforce and forming a proactive and competitive young generation [12]. On the other hand, using Edu Makloon in poultry farming is a strategic step to increase efficiency and innovation in the industry. Through the Edu Makloon model, practical educational approaches and hands-on experience can be integrated into the curriculum, enabling VHS students to develop skills that match the demands of the poultry farming industry [13]. Edu Makloon not only provides theoretical knowledge but also facilitates an in-depth understanding of the practical aspects and challenges faced in the day-to-day operations of farms. Thus, students can experience more contextualized learning, preparing them to face the dynamic working world conditions. This model can also foster students' creativity and innovation of entrepreneurship in VHS, and help create a younger generation to contribute to industry, face changes, and make new solutions to improve productivity and sustainability in the poultry farming sector. Based on the above explanation, the research aim is to offer a work-integrated learning model through the Edu Makloon concept as an innovative sustainable partnership model between vocational schools and the poultry industry that focuses on developing students' technical skills in poultry farming management and forming an entrepreneurial attitude.

METHODS

The qualitative approach and multi-case study design used in this study were used to identify and explore more in-depth information related to the partnership model between vocational schools and stakeholders

in improving entrepreneurial learning in poultry farming. In addition, this model is expected to reduce unemployment for vocational school graduates and increase students' entrepreneurial spirit. Participants in this research are divided into two categories, namely: Primary data and secondary data. Primary data was obtained from interviews with three informants from each VHS: principals, vice principals of public relations, teachers, industry, and students. The selection of research samples used purposive sampling with the criteria that the officials involved amounted to five people. Secondary data was obtained by researchers in the form of observation results and documentation related to the partnership model of vocational schools with stakeholders in improving entrepreneurial learning in poultry farming, and photos. A Focus Group Discussion was conducted to find out the mentoring process carried out by the partner industry on the learning process in the cage, from cage preparation to harvest preparation, with the process of entrepreneurial learning activities carried out through partner industries and schools that have synchronized the curriculum. In this research, the in-depth interview method is one of the techniques used to collect data and information. The interview grids for informants were used to obtain the needed information according to the research focus on four things: (1) Principles of the VHS partnership model with stakeholders in improving entrepreneurial learning in poultry farming, (2) value of the VHS partnership model with stakeholders in improving entrepreneurial learning in poultry farming, (3) The concept of VHS partnership model with stakeholders in improving poultry farming entrepreneurship learning, and (4) practice of VHS partnership model with stakeholders in improving poultry farming entrepreneurship learning.

After making the interview grid, the researcher analyzed the data interactively through several components. The initial stage of data analysis is data collection. This was conducted through various methods, such as surveys, interviews, observations, or analysis of related documents. The data was collected to get information regarding the Edu Makloon program, partnership activities between vocational schools and the poultry farming industry, and student entrepreneurship data. The next step is data reduction. The purpose is to simplify and organize the data to make it easier to analyze. Data reduction can involve deleting irrelevant data, grouping data into categories, or applying statistical techniques to summarize important information. The third step is to display the data visually or descriptively. This can be done through tables, graphs, diagrams, or narratives. Data presentation allows researchers and readers to understand patterns or trends that emerge from the data and see relationships between observed variables. The final stage of data analysis is drawing conclusions based on the findings from the analysis. In the context of this study, conclusions may include an evaluation of the success of the Edu Makloon partnership model in increasing vocational students' entrepreneurship in the poultry farming sector. Conclusions can also highlight important findings, recommendations for program improvement, and further implications for partnership practices between VHSs and the livestock industry.

FINDINGS

The findings related to a work-integrated learning model through the concept of Edu Makloon as an innovative partnership between a VHS and the poultry farming industry are divided into four things: partnership principles, partnership values, partnership concepts, and VHS partnership practices to improve entrepreneurship learning in schools. A detailed explanation is provided as follows.

Partnership Principles

The principle of partnership between VHS and the poultry farming industry in improving entrepreneurship learning is based on an agreement between the school and the industry. This was conveyed by the VHS Principal.

"This farm has very promising prospects in the community. In fact, we (with the industry) have fulfilled production during the holidays because at that time there was a lot of demand." (VHS Principal).

In addition, the principle built on the partnership between vocational schools and the poultry farming industry is a system of trust between parties. This was conveyed by a teacher's statement. "Mutual trust is very important in establishing partnerships with industry. Mr. GI often makes contact with partners, usually through frequent contact with each other, and is already trusting our school; it's different if we rarely contact the industry or vice versa, which is just necessary." (Animal Husbandry Teacher). The values

built into the partnership between VHS and the poultry industry are dynamic and understanding. This was conveyed by the VHS Principal. "On average, some of the livestock industries that we partner with for internships do not want to be regulated by us. So, anyway, they want students to do internships for only one month, two months, or three months. Then, in the internship program, the internship is immediately cut. Yes, it's a problem, but if we deal with the conditions at school, we have to follow what the industry wants. We adjusted the grade 12 internship to six months, then cut the internship." (VHS Principal). Based on the data presentation regarding the principles of partnership between VHS and the poultry industry to improve entrepreneurship learning in schools, the research findings are that the principles of partnership built between VHS and the poultry industry are agreement and commitment to the agreement made by both parties. Another principle in the partnership between VHS and the poultry industry is to maintain mutual trust in the commitments made. There is also a principle carried out by VHSs in forming partnerships, namely the dedication of partner industries to schools through CSR. In addition, there is the principle of justice, which is realized from the existence of a contract letter between VHS and partner industries.

Value of Vocational Partnerships

The value of the partnership in VHS is influenced by the character of the leader and also the friendship that exists between the partner industry and the school. The VHS Principal revealed:

"I always intensely build good relations with the industry because the industry is also a user and a partner in the learning process. Currently, we have formal and informal relationships with partners." (VHS Principal). In addition, the establishment of partnerships with industry needs to be matched by company leaders who are also alumni, so that there is a moral responsibility to the school. This was conveyed by the public relations officer of the poultry industry. "There is an alumnus here, so when I am successful, I also want to teach the younger siblings so that they can have good competencies later. Be it competencies that will be needed by the company or competencies used for entrepreneurship." (Poultry Industry Public Relations). Based on the presentation of data regarding the value of partnerships between vocational schools and the poultry industry to improve entrepreneurship learning in schools, the research findings are that the value of partnerships built between vocational schools and the poultry industry is dynamic and understanding. There is also a value in the partnership regarding friendship, namely the existence of informal and formal approaches to be able to establish partners, from an intense leadership pattern that can establish partners to join the school. The technological innovation used is the change of the cage system from a semi-closed house to a closed house cage.

Concept of Vocational Partnership

The concept that is built from the partnership carried out by VHS is to share the vision and mission with curriculum synchronization activities between partner industrial schools. This was conveyed by the VHS Principal. "The industry knows exactly how our school is. The teacher internships, student internships, and the industry are involved in learning, so curriculum synchronization is important. Because curriculum synchronization is also a sharing of vision and mission, how the vision and mission of the industry match learning." (VHS Principal). The concept or idea that is built on the partnership between VHS and industry is based on a sense of togetherness. This was conveyed by the VHS Principal. "They also come to realize the wishes of the children (students). We also work with MSMEs that can guide children, some alumni have businesses that also help and guide their younger siblings on how to start a farming business." (VHS Principal). According to the public relations officer of the poultry industry, the partnership between VHS and the industry is based on mutual cooperation. The industry regularly comes to the school to facilitate cooperation. "Every week we also sell there, Mom." (Poultry Industry Public Relations).

The performance indicators carried out for the creation of partners are also the mentoring process from VHS teachers and partner industries. This was conveyed by the VHS productive teacher.

"We provide assistance from ourselves because there are our teachers who graduated from the livestock industry and happen to serve here. The company that assists is a company that collaborates with us regarding feed and VVOD. Monitoring the development is all that we assist the children with." (VHS Productive Teacher). Based on the data presentation regarding the concept of VHS partnership with the poultry industry to improve entrepreneurship learning in schools, the research findings are the concept

of partnership by sharing vision and mission through curriculum synchronization between VHS and partner industries. Another partnership concept is a sense of togetherness; besides that, the performance indicators that are included in the aspect of the partnership concept are found from the assistance with industry and schools. Assistance from industry is focused on feeding assistance, VVOD, while assistance from teachers is obtained if productive teachers have previously worked in poultry companies.

Practices of Vocational Partnership

The practices of partnership between vocational schools and the poultry industry through technical partnership implementation begin with a memorandum of understanding (MoU) signed by both parties. The MoU lists various types and forms of cooperation, ranging from industrial work practices, work internships, recruitment, and production cooperation in the Model of Makloon. In production cooperation, the VHS provides cages used for the production of laying hens and broilers. The Day-Old Chicken (DOC) of broilers and brooders, and feed are provided by the industry. DOC and feed are purchased by the school from the poultry industry. The VHS Principal described it.

"Here, sometimes the partnership changes, for example, the industry supplies the DOC, and then the feed is also borrowed first, for example, later when the harvest is harvested, then we calculate." (VHS Principal). The same thing was also conveyed by the public relations of the poultry industry. The poultry industry supplies DOC and feeds to schools, which are then raised by the schools and harvested. The harvest is then purchased by the industry at the prevailing price. "We handle the DOC, feed, and harvest. From the management side, there are usually teachers and friends who are directly involved." (Poultry Industry Public Relations). Something is interesting about the cooperation practices carried out by VHS with the poultry industry, namely, in the practice of student involvement, in the form of funds invested by students in class XII, who are also in charge of raising chickens. The amount of funds is not large for each student, only USD 31. From this money, students can learn directly to do entrepreneurial activities, make investments, manage production activities, as well as run business activities. Every harvest, they also get the results of the invested funds. According to the VHS Principal, the activity is part of entrepreneurial learning that is carried out practically at his school. "The children are also involved in the capital. Alhamdulillah, the livestock farming is going very well, sometimes even the demand for both the broiler and the eggs, we are even overwhelmed, and the children also get a few percent of that." (VHS Principal). The same thing was conveyed by one of the class XII students who was practicing running production activities in the drum. According to him, he feels happy with what he is doing now. He can learn and practice directly, while at the same time earning money from his activities. 20 students who take care of the drums and production can earn more money than the money they invested. "I am very happy, sir. I can learn, live here, get food, get knowledge, and I also get money. Not bad for saving." (VHS student). Based on the data presentation regarding partnership practices between vocational schools and the poultry industry to improve entrepreneurship learning in schools, the following research findings were obtained: The partnership practice developed between vocational schools and the poultry industry is a technical partnership in the form of a Makloon model. In this technical partnership, there is active student involvement, students invest USD 31,31 for each student, which is used to buy DOC, feed, and medicines. At harvest time, the students receive profit sharing from the invested funds. This is a real form of entrepreneurship practice in schools. In addition, partnership practice between VHS and the poultry industry has benefits.

DISCUSSION

Principles are indisputable, self-evident, unchangeable, and non-negotiable truths that are universal and non-specific to any religion, culture, country, or business sector [14]. According to Litvinenko et al. [15], principles are the basis or principles used as guidelines in carrying out various activities. Principles are believed to be true and embraced by members of the organization, and together serve as a guide. Three things become principles in the partnership, namely mutual respect for every difference, mutual trust in each other, and mutual balance between all partners in the partnership [16].

Then, the principles of partnerships carried out by industrial VHSs are the principles of trust, integrity, honesty, and justice. The principle of trust is to bring out the character of honesty between stakeholders who partner with each other. Mutual assistance is a principle that is maintained and maintained in

partnerships. Mutual aid provides many benefits to improve the quality of the partnership. One party cannot live or survive without the help of the other party. And so on, each party needs the other. The assistance provided by one party, and received by the other party is not just a formality, that there is a responsibility carried out by one party to the other party, but is interpreted as a form of concern that is reflected in real form [17] [18]. One of the evidence for the value of trust that occurs in almost all four VHSs is the existence of a contract letter, an MoU, and a clause that is the trust of the industry that provides the entire capital (in the form of DOC, feed, sapronak, VOVD) or part of the capital to run a broiler farming business. A person's reputation in a partnership will determine and have an impact on trust, where a person will look more to the individual than to the partnership of stakeholders. The focus of internal factors is more on the characteristics of each individual involved, which includes experience in the field [19]. The emergence of integrity, honesty, and fairness in partnering, which are also the principles of the partnership, will encourage longer cooperation time. This is evidenced by a contract letter that runs more than 1 period (1 period of 35 to 40 days) and always has an increase in the number of broiler chickens. The results of research on the principles of honesty, integrity, and justice together have a significant effect on economic growth between partners. If fellow stakeholders apply the principles of business ethics together, then directly or indirectly, the economic value will also increase [20]. Furthermore, the values of the VHS partnership to enhance entrepreneurship learning are human qualities or characteristics used to achieve an organization's vision and mission, and therefore often seen in mission and vision statements. They will differ in degree and application from one organization to another [14]. According to Ewens et al. [21], value is a price or a measure. Value is abstract, but can be used to measure something concrete, such as actions and behaviors. Whether a behavior is good or bad can be measured by values. The value in partnership is honesty, which is realized in the form of transparency, and others [22]. The value of VHS partnerships with the poultry industry to improve entrepreneurship learning in schools that emerged was the value of leadership, solidarity, innovation and technology, and sustainable development. A leader at least has the ability to create harmonious relationships with subordinates and partners, in addition to communicating well to foster an attitude of responsibility and increase motivation at work. The new paradigm is that the ability to lead can at least take collaborative action. Collaborative leaders are leaders who can influence people to partner to achieve partnership goals in a mutually needy, strengthening, beneficial, and effective manner [23]. Then, the concept or idea applied to partnering is based on togetherness. Not just sharing strategies, information, and the like, but having or sharing a common vision, common goals, and performance indicators, and therefore will be useful for the future together [14]. According to Turner [24], concept means design, or the abstraction of thought on something. In a partnership, the concept is the design of the cooperation carried out by the partners involved in a partnership. The concept in the partnership is realized in the form of a vision, and mission, and how to carry out the vision and mission [4]. The concept of VHS partnership with the poultry industry to improve entrepreneurship learning that emerges is the sharing of vision and mission. This is evident in the synchronization of the curriculum that has been agreed upon between partners and schools. Togetherness is built with emotional bonds. Emotional bonds continue to be built throughout the partnership, including in the learning process that takes place at school, whether carried out by school teachers or by officers from companies who come to school to provide assistance and learning materials. Curriculum synchronization can bridge the gap between schools and partners and is carried out effectively curriculum synchronization to address problems between the needs of partner industries and also from schools to meet them [25]

CONCLUSION

The partnership between VHSs and the poultry industry has important principles to build trust, fairness, honesty, and integrity. These principles encourage longer cooperation between the two parties. In this partnership process, some beneficial values have been for VHSs, including dynamically enhancing entrepreneurial learning, enhancing stakeholders' leadership capabilities, supporting innovation and technology, and enhancing perspectives, knowledge, and ideas for problem-solving. Synchronizing the curriculum between VHS and the poultry industry through the concept of partnership that has been running on sharing the vision-mission of both parties, is also committed to realizing the targets agreed

upon in the contract letter. The implementation of the Edu-Makloon model is expected to improve the quality of education in VHS and produce graduates who are ready for work and entrepreneurship because the partnership model between VHS and the livestock industry is designed through mentoring carried out by certified professionals with a curriculum that is synchronized with the industry, internship practices carried out by students in grades X and XI interning at partner livestock companies and getting assignments as stable boys or leaders, and entrepreneurship learning to students by cultivating chickens professionally to get maximum profit, including recording, recapitulating transactions, and profit and loss analysis. Therefore, the model of Edu-Makloon has to improve entrepreneurship learning in VHS. Optimal implementation requires commitment, cooperation, and support from all parties. By paying attention to the above, partnership programs with the poultry industry can provide optimal benefits and improve the educational quality for VHS students.

REFERENCES

- [1] Li, J., and Pilz, M., 2023, "International transfer of vocational education and training: A literature review," *Journal of Vocational Education & Training*, 75(2), pp. 185-218.
- [2] Mukuria, V., 2022, "Preparation for work: Reflections on developing an international indigenous field trip," *International Journal of Work-Integrated Learning*, 23(2), pp. 169-186.
- [3] Martinez-Morales, I., and Marhuenda-Fluixá, F., 2020, "Vocational education and training in Spain: Steady improvement and increasing value," *Journal of Vocational Education & Training*, 72(2), pp. 209-227.
- [4] Cooper, A., MacGregor, S., and Shewchuk, S., 2021, "A research model to study research-practice partnerships in education," *Journal of Professional Capital and Community*, 6(1), pp. 44-63.
- [5] Lendrum, T., 2003, *The Strategic Partnering Handbook: The Practitioners Guide to Partnerships and Alliances* (4th edition). McGraw-Hill.
- [6] Tamaludin, F., 2014, *The Complete Guide to Broiler Chicken*, Penebar Swadaya, Jakarta.
- [7] Djamaluddin, A., Asriadi, A. R., and Abdullahi, A. B., 2020, "The policy of Tanete Village government to create conducive laying chicken farm business climate," In *IOP Conference Series: Earth and Environmental Science*, 492(1), 012115.
- [8] Mesuwini, J., Thaba-Nkadimene, K. L., Mzindle, D., and Mokoena, S., 2023, "Work-integrated learning experiences of South African technical and vocational education and training lecturers," *International Journal of Work-Integrated Learning*, 24(1), pp. 83-97.
- [9] Fanatico, A. C., Upadhyay, A., and Bramall, S. B., 2025, "Sustainable poultry education for undergraduate students. *Poultry Science*," 104(2), p. 104693.
- [10] Hamiyanti, A. A., Nurgiartiningih, V. M. A., Muharli, M., and Suyadi, S., 2023, "The influence of open, semi-closed, and closed house microclimates on broiler productivity in the dry season," *Journal of Tropical Animal Production*, 24(1), pp. 47-58.
- [11] Buchan, J., Pitcher, C., Pascoe, D., McGowan, C., Clanchy, K., and Sealey, R., 2023, "Identifying factors affecting work-integrated learning opportunities in exercise science and exercise physiology," *International Journal of Work-Integrated Learning*, 24, pp. 241-259.
- [12] Melesse, S., Haley, A., and Wärvik, G. B., 2023, "Bridging the skills gap in TVET: A study on private-public development partnership in Ethiopia," *International Journal of Training Research*, 21(3), pp. 171-186.
- [13] Mujuru, N. M., Hyams-Ssekasi, D., and Mushunje, A., 2022, "Experiential learning in entrepreneurship education for sustainable agricultural development: A bibliometric analysis," In *entrepreneurship and change: Understanding entrepreneurialism as a driver of transformation*, Palgrave Macmillan, Cham, pp. 165-188.
- [14] Lendrum, T., 2000, *The Strategic Partnering Handbook: The Practitioners Guide to Partnerships and Alliances*, McGraw-Hill Book Company Australia Pty Limited.
- [15] Litvinenko, V., Bowbrick, I., Naumov, I., and Zaitseva, Z., 2022, "Global guidelines and requirements for professional competencies of natural resource extraction engineers: Implications for ESG principles and sustainable development goals," *Journal of Cleaner Production*, 338, pp. 130530.
- [16] Mukembo, S. C., and Edwards, M. C., 2020, "Improving livelihoods through youth-adult partnerships involving school-based, agripreneurship projects: The experiences of adult partners in Uganda," *Journal of International Agricultural and Extension Education*, 27(2), pp. 62-76.
- [17] Castañer, X., and Oliveira, N., 2020, "Collaboration, coordination, and cooperation among organizations: Establishing the distinctive meanings of these terms through a systematic literature review," *Journal of Management*, 46(6), pp. 965-1001.
- [18] Heyneman, S. P., and Lee, B., 2016, "International organizations and the future of education assistance," *International Journal of Educational Development*, 48, pp. 9-22.
- [19] Poupaud, M., Dieuzé-Labaye, I., Asfaw, Y. T., Wieland, B., Tesfu, F., Daniel, U., ... and Peyre, M., 2022, "Evaluation of public-private partnerships in the veterinary domain using impact pathway methodology: In-depth case study in the poultry sector in Ethiopia. *Frontiers in Veterinary Science*, 9, p. 735269.
- [20] Sun, W., Robinson, S., and Polowczyk, P. Ł., 2018, "Integrity and Its counterfeits: implications for economy, business and management," *Palgrave Communications*, 4(1), pp. 1-4.

- [21] Ewens, M., Peters, R. H., and Wang, S., 2024, "Measuring intangible capital with market prices," *Management Science*, 71(1), pp. 407-427.
- [22] Boldureanu, G., Ionescu, A. M., Bercu, A. M., Bedrule-Grigoruță, M. V., and Boldureanu, D., 2020, "Entrepreneurship education through successful entrepreneurial models in higher education institutions," *Sustainability*, 12(3), p. 1267.
- [23] Belov, A. A., Belova, E. V., Gordienko, I. V., and Shvarev, E. V., 2021, "Improving the staffing of the agro-industrial complex of the Belgorod Region on the basis of partnership between education and business," *Revista Geintec-Gestao Inovacao E Tecnologias*, 11(4), pp. 3974-3984.
- [24] Turner, M., 2023, Design for a theory of meaning. In *The nature and ontogenesis of meaning*, Routledge, pp. 91-107.
- [25] McGrath, S., Ramsarup, P., Zeelen, J., Wedekind, V., Allais, S., Lotz-Sisitka, H., ... and Russon, J. A., 2020, "Vocational education and training for African development: A literature review," *Journal of Vocational Education & Training*, 72(4), pp. 465-487.