There are initiatives done by internal and external stakeholders of education with regard to the promotion of innovative practices in the Philippines. This paved the way for the context of the combined effort of these stakeholders as a significant factor in the effective and successful implementation of innovations. Recently, there are some local government which prioritized aiding schools in their aim of integrating technology in the teaching and learning process by giving them laptops, printers, tv monitors and the like. This move is admirable for it shows support to the aim of the education sector and giving importance to the welfare of the students at large.

There are problems in the journey of education towards a clear application of innovation inside the system which may cause by the internal stakeholders as teachers for such. Although technology is widely utilized in our daily lives it is alarming to know that the majority of educators in a large number of countries do not use ICT from time to time in their practice. It can be said that this is may be caused by the lack of provision, but teachers’ professional development and their beliefs about work are key to unlocking technology’s potential for teaching and learning. But ways although the education sector is not considered as a change-averse sector since improvements already taking place in classrooms, for instance, it has not managed to harness technology to promote productivity, enhance efficiency, elevate quality and support equity in the way other public sectors have. OECD (2016) stated that it is part of the duty of the government to establish smart innovation strategies for education with the right policy mix to give meaning and purpose to innovation, including creating an innovation-friendly culture. Thus, the success of any innovation in education can only be made possible with the help of the internal and external stakeholders. One way of such wouldn’t be enough. And,
knowing the education sector has another hand to rely on in the presence of external stakeholder especially the government units bring relief in some ways. It is not an all-in-one solution but a means of helping the inside agent in doing their jobs with ease in some part with that kind of support.

Teacher's commentaries and even studies mentioned various limitations that hinder a teacher to be innovative. This includes different matters and covers a variety of aspects. It could be in terms of personal like belief and attitude. It can also be with regard to professional discourse such as knowledge and skills. With this in mind, limitations and boundaries can be broken if these problems can be assessed and addressed accordingly. Thus, it is not enough that internal stakeholders are working, external partners of the education sector can contribute a lot in the quest to succeed in innovative practices in this current time.

References:
https://www.google.com/search?q=THE+ROLE+OF+STAKEHOLDERS+IN+INNOVATION+IN+EDUCATION&rlz=1C1CHBD_enPH880PH880&oq=THE+ROLE+OF+STAKEHOLDERS+IN+INNOVATION+IN+EDUCATION&aqs=chrome..69i57j0l7.11025j0j4&sourceid=chrome&ie=UTF-8