Abstract

This article reflects on the emergence of socio-educational networking, set up from the collaboration among social and educational institutions. Firstly, the concept of network and the sense of proposing this new way of organizing educational and social action with the school at the core are presented. Then, the principles of this emergent model of socio-educational action are discussed, with network management also being tackled. The principles of proximity, transversality, horizontality, co-responsibility, collaboration, proactivity and projection express and organize the educational action, which requires a leadership capable of developing the network and achieving the objectives. Also, by contrasting the theoretical approach and 4 recognized socio-educational networking experiences in Catalonia, common factors are highlighted and the interest and feasibility of the model presented is appreciated. They are networks that focus on improving social and educational inclusion of adolescents and young people with stress placed on school success and the school to work transition. Its evolution, purpose, organization and performance are analyzed. The paper reaches conclusions about the importance of shared, redistributed and democratized work in order to meet common challenges, avoiding models where the school centralizes all the action or models where the school is excluded to give prominence to other agents.

Keywords

Community education, school-community relationship, community development, school success, local educational networks.