

Organisational analysis of accredited second chance schools

Insights into structure and effectiveness

Description

The article explores the organisational dimensions of accredited second chance schools in Spain, emphasising their flexibility due to the absence of specific regulations. The findings highlight that second chance schools focus on educational practices that drive social transformation, with most managed by foundations utilising extensive resources and diverse networks. Accreditation is seen as a means to enhance organisational processes and recognise performance quality. The study concludes that flexibility is essential for personalised inclusion, and greater recognition from public administrations would support project management and policy development.

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