Special Issue

Community Engagement in Education: Diverse Stakeholders Share Their Roles in Educational Policy and Practice

Message from the Guest Editor

This Special Issue centers on how school personnel engage with community members and the broader institutional and social systems that support or hinder these connections. The collection of studies is intended to complete the following:

- Represent well-designed, current research.
- Reflect engagement in education across a variety of contexts including:
  - The level of educational institution—preschool, elementary, secondary and tertiary settings;
  - Degree of community involvement in schools—interagency collaboration, full-service schools, and full-service community schools;
  - Distinguishing community characteristics—urban, rural or suburban residents' demographics, and natural and human-made resources, as well as social, legal, and political contexts.

- Represent different stakeholders' perspectives.
- Educational institutions' roles in community development.
- Highlight recommendations for policy, practice and research, including theoretical contributions.

Its ultimate goal is to ensure that students have access to relevant education that allows them to flourish, preparing them to contribute solutions to complex social, economic, and environmental global challenges.

Guest Editor

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About the Journal

Message from the Editor-in-Chief

Social Sciences is an international open access peer-reviewed journal publishing the latest research across all disciplines of the social sciences including anthropology, criminology, economics, education, geography, history, law, linguistics, political science, psychology, social policy, social work, sociology and related areas. The journal is especially interested in interdisciplinary research, and aims to facilitate the interaction and communication between different social scientific disciplines. The journal welcomes conventional length articles as well as shorter Research Notes or short articles, as long as they meet the journal's standards of quality and originality.

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