

Educational Links and Community Capital: a Co-Management Experience Between Families and Local Productive Environments

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ABSTRACT

The weakening of ties between educational institutions and local productive communities is one of the most persistent challenges in contemporary Latin American education systems. Given this reality, this article aims to analyze, from a hermeneutic documentary perspective, the relationship between educational links, community capital, and the co-management practices that emerge when families actively participate in the productive environments of their territories. The methodology employed was documentary in nature, with a hermeneutic-interpretive approach. This involved reviewing and analyzing academic texts, empirical research, and theoretical proposals from recognized authors in community education, social capital, and local development. The main findings demonstrate that family participation in co-management spaces for schools and productive activities strengthens the social fabric, expands community capacities, and generates situated learning processes that transcend the formal boundaries of the school. Furthermore, it was identified that community capital acts as a relational resource that enhances local productivity when mobilized through collaborative educational approaches. The study concludes that co-management between families and productive environments is not simply a participation strategy, but rather a way to reconfigure the meaning of education as a territorial and community practice.

Keywords: educational links, community capital, co-management, families, local productivity.

Biographical Note: Specialist in Early Childhood Education, currently completing a Master's degree in Early Childhood Education. I have worked at this institution since 2016, providing early childhood education as well as first grade, and serving as the institutional coordinator.