

UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ

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FACULTAD DE EDUCACIÓN Y TURISMO
CARRERA DE PEDAGOGÍA LOS IDIOMAS NACIONALES Y EXTRANJEROS

PREVIO A LA OBTENCION DEL TITULO
LICENCIADO/A EN PEDAGOGÍA DEL IDIOMA INGLÉS

TRABAJO DE TITULACIÓN

MODALIDAD:

SISTEMATIZACIÓN DE EXPERIENCIA

TEMA:

ESCUELA PARA PADRES

Familia, Escuela y Comunidad

AUTOR:

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DOCENTE TUTOR:

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MANTA - ECUADOR

2026

CERTIFICADO DE DERECHO DE AUTOR

PROPIEDAD INTELECTUAL

Título de Trabajo de Titulación: Sistematización de Experiencia, Escuela para Padres, Familia, Escuela y Comunidad

Autor: Delgado Cobo Chrystiams Bernardo

Fecha de Finalización: 24 de julio del 2026

Descripción de Autoría:

La presente sistematización tiene como objetivo implementar un programa de "Escuela para Padres" participativo y contextualizado para orientar a padres en el apoyo del desarrollo emocional de adolescentes escolares dentro de la familia, para optimizar su desempeño escolar..

Declaración de Autoría:

Yo, Delgado Cobo Chrystiams Bernardo, con documento de identidad 091451589-5, declaro que soy el autor original y Rodríguez Zambrano Arturo Damian con documento de identidad 131041753-8, declaro que soy el coautor en calidad de tutor del trabajo de sistematización de experiencia, Escuela para Padres "Familia, Escuela y Comunidad". Este trabajo es el resultado del esfuerzo intelectual y no ha sido copiado ni plagiado en ninguna de sus partes.

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CERTIFICO

En calidad de docente tutor(a) de la Facultad de Educación, Turismo, Artes y Humanidades de la Universidad Laica "Eloy Alfaro" de Manabí, CERTIFICO:

Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Titulación bajo la autoría del estudiante DELGADO COBO CHRYSTIAMS BERNANDO, legalmente matriculado en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS 2024 AS, periodo académico 2026-2027(1), cumpliendo el total de **384 horas**, cuyo tema del proyecto o núcleo problémico es "*Sistematización de Experiencia*"

La presente investigación ha sido desarrollada en apego al cumplimiento de los requisitos académicos exigidos por el Reglamento de Régimen Académico y en concordancia con los lineamientos internos de la opción de titulación en mención, reuniendo y cumpliendo con los méritos académicos, científicos y formales, y la originalidad del mismo, requisitos suficientes para ser sometida a la evaluación del tribunal de titulación que designe la autoridad competente.

Particular que certifico para los fines consiguientes, salvo disposición de Ley en contrario.

Manta, Miércoles, 22 de julio de 2026.

Lo certifico,



RODRIGUEZ ZAMBRANO ARTURO-DAMIAN
Docente Tutor

RECOGNITION

I would like to recognize the authorities at the Universidad Laica Eloy Alfaro de Manabí for giving me the opportunity to successfully complete the professionalization process based on professional experience. I also thank the directors, deans, faculty members, and our advisor, Lic. Arturo Rodríguez Zambrano, PhD ; their wisdom and experience enabled us to overcome challenges and smooth the path through any academic or procedural obstacles that arose. I must certainly acknowledge the unconditional support of my colleagues Jesenia and Gonzalo, who helped me to persevere in the face of difficulties. Finally, I thank my fellow classmates in the PINE program for welcoming and accepting me into such a wonderful group.

DEDICATION

IN MEMORIAM. Dedicated to my parents, Arturo Delgado and Lolita Cobo, for serving as my guides and mentors, and for teaching and instilling in me the ethical and moral values necessary to be a person of integrity and contribute to society. As a posthumous tribute, I thank them today for their boundless love and the sacrifices they made for me.

I also dedicate this achievement to my family: Graciela, María Raquel, Nicolás, Daniel, and Mateo, for being my strength and a source of unconditional support throughout my journey to get this degree.

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1. INTRODUCTION

Comprehensive development during childhood and adolescence is solidified by three fundamental pillars: family, school, and society, thereby ensuring quality education. The family plays a paramount role in this triad, constituting the core of society. Schools welcome children who, over time, internalize norms grounded in moral and ethical values through their active participation in the process of becoming future citizens. It is at this stage that the Ministry of Education establishes guidelines to complement this development. Thus, the focus extends beyond mere academic performance to encompass the dynamics of the educational community itself, which receives students from diverse family backgrounds, whether stable or otherwise, where the roles played by family members are decisive in this process.

In addition, the parent education program should not be viewed merely as another requirement to be done under Ministry guidelines; rather, it serves to offer insights into the roles of parents and other family members, while providing information and guidance on managing both everyday and challenging family situations. Conducting these sessions fosters a bond between the family and the educational institution, uniting them in a shared purpose: collaborative effort and mutual support in addressing the difficulties students may face.

These actions are supported by the current regulatory framework (Ministry of Education, 2023) specifically Agreement No. MINEDUC-MINEDUC-2023-00081-A, Article 10, titled "Restorative Educational Practices" which calls for the implementation of preventive measures against problematic behaviors to strengthen educational communities. This factor enables the establishment of parent education programs and directly influences the desired outcome: the development of upstanding citizens who enter society as graduates of the Republic.

2. THEORETICAL FRAMEWORK

The theoretical foundation of this study draws upon theories concerning the influence of the family-school meso system (Muñoz Silva, 2005), highlighting the connection between the family and the educational community, the key actors in the setting known as the "school." It is within this space that they interact to foster the student's improved academic performance and enable them to achieve their goals in the best possible way.

Furthermore, considering the importance of the parental role (La Serna Paqui, 2025), numerous challenges arise regarding families across different social strata; this hinders interaction between family members and students who may be left in the care of others or even alone until their parents return from work and makes it impossible for parents to play an active role in supporting children and young people with their homework, projects, or to study for assessments.

Active participation by family members is fundamental to the students' optimal development. They should not be viewed merely as providers; rather, they should take part in activities proposed by educational institutions to enhance academic performance and overall well-being.

All learning takes place within a specific time and space; talking about time, this process begins at home at a very early age, and the setting or environment, in which it occurs is the family. Consequently, family members are the first educators; the kids or adolescents observe their reactions and models their character after them, afterwards they reply these behavioral patterns in response to the various situations from school environment, a setting vastly different from the first.

As proposed by (Chaves Salas, 2001), the concept of the "zone of proximal development" he distinguishes between the achievements a student can attain autonomously

and those reachable only with adult supervision. Based on this concept, family participation is important; it demonstrates that the support provided by family members is not merely complementary but rather a key factor in enhancing learning. When a parent actively gets involved guiding, motivating, monitoring, and supporting their children; it increases the potential for development and well-being.

On the other hand, the Article 26 in the (Constitution of the Republic of Ecuador, 2008) establishes that the family unit and society have the right and responsibility to participate in the educational process (Ministry of Education, 2016). Furthermore, the Organic Law on Intercultural Education (LOEI) defines co-responsibility as an educational principle based on the shared effort of all stakeholders in the educational community (Ministry of Education, 2016), and Article 320 of the LOEI Regulations (Ecuador, 2011) indicates that education is a right and responsibility of families, shared with authorities and teachers.

However, in daily life, many parents are absent due to long working hours, family abandonment resulting from marital incompatibility, or the death of one or both parents. This situation often leads to grandparents or aunts and uncles stepping into the parental role even though they already have established families of their own and must adapt to unfamiliar changes. All of this results in a compromised or incomplete level of active family involvement, which impacts both academic and social emotional development. There is even a risk that parents or family members might delegate full responsibility to the educational community, leaving teachers exposed by their schools or districts; this situation creates tension among the members of the educational community, whereas the ideal approach is for them to work in an integrated manner (Giró Miranda & Andrés Cabello, 2018).

Based on these reasons, the systematization of experiences can be seen as a process of reflecting the academic activities; this enables an analysis of their scope and methodological limitations, to obtain a support for the tripartite relationship among family, school, and society. Systematizing experiences helps us to understand and interpret these types of events, taking the reconstruction of processes as a beginning.

3. INTERVENTION PLAN

The educational intervention described here was conducted as part of my pre-professional practicum for the Family-Community Contexts Project at the San Mateo Public School. In response to an identified need to strengthen family members' roles, a "Parent School" program was designed and implemented as a strategy to foster collaboration between the school and the family. The primary objective of this intervention plan was to guide and teach parents with the knowledge and skills to support their children's emotional development during adolescence (ages 12 to 16) in an informed, caring, and responsible manner.

The main goal was to shift from an attitude of silence or avoidance toward open, respectful, and evidence-based communication; the intervention was characterized by being:

Participatory: Parents were active participants rather than mere recipients of information.

Contextualized: The content was adapted to the educational institution's sociocultural reality.

Now, I proceed to present the Action Plan, detailing the approach, type of study, phases, units of analysis, and the specific planning for the implemented module.

4. STUDY APPROACH AND TYPE

This study was conducted using a qualitative approach, which is well-suited for understanding and interpreting the meanings, perceptions, and subjective dynamics of parents. Accordingly, the study aimed to analyze their various reactions to household roles, identifying how their prior experiences and inherited parenting patterns influence the practices they currently employ with their children.

An inductive critical method, characteristic of the systematization of experiences, was adopted, enabling the reconstruction and reflection of the practice experienced during the process of this workshop. It facilitates the organization of significant moments within the intervention, transforming empirical experience into explicit, useful knowledge for strengthening relationships within the family and school environments.

5. UNITS OF ANALYSIS

The unit of analysis for this systematization is the experience gained through the implementation of the School for Parents as a graduation project: the workshop planning process, the pedagogical strategies employed during its execution, the participation of family members, the contributions of those present, and the analyses conducted during the intervention by the involved stakeholders.

DESCRIPTION OF PARTICIPANTS

The participants in the experience were 32 parents and legal guardians of tenth grade students from the San Mateo Educational Unit, all of whom attended and remained for the entire workshop.

The population is settled in the community of San Mateo and is engaged for the most part in artisanal fishing as its primary economic activity. According to the family structure,

extended and single-parent households, characterized by dynamics involving aunts, uncles, grandparents, and nieces and nephews while the conventional nuclear family model (mother, father, and children) is less common.

During the workshop, a variety of parental attitudes were observed: some parents were reserved, while others were very open about how they reacted to school related events; meanwhile, others initially remained quiet, observing the proceedings, but gradually became willing to participate as the session progressed. All participants found the workshop topic highly beneficial, with some noting that they had previously been unaware of its importance in their children's academic performance.

DESCRIPTION OF SYSTEMATIZATION PHASES

DIAGNOSIS

The diagnosis was the starting point for implementing the “School, Family, and Society” workshop, which enabled us to identify the needs and challenges faced by parents and guardians doing their roles within the family union, particularly when they were called to meetings with teachers or school administrators.

This assessment revealed a need for guidelines and approaches enabling them to respond effectively when correcting behavior or acknowledging achievements at the educational center. It also became evident that, in some instances, there was a lack of communication between parents and children.

Having conducted this analysis within the educational institution, we identified the need for a space dedicated to personal development and aimed at strengthening the roles of all family members; such a space would need to be both informative and practical in order to

improve family communication and promote appropriate disciplinary practices that support the educational process.

WORKSHOP PLANNING PHASE.

MODULE:

Educational Institution: San Mateo Educational Unit

Location: San Mateo Parish, Manta

Zone: Urban

Administration: Public

Shift: Morning

General objective of the module:

Encourage the active participation of mothers, fathers, and guardians in their children's educational process by providing strategies for discipline, communication, and support for the holistic development of the educational community through the "School, Family, and Society" workshop.

Specific Objectives	Strategies	Activities	Resources	Evaluation
Discover what role they play in their family group.	Group dynamics and teamwork.	Opening Activity: The trainer (myself) conducts a role-play to demonstrate possible reactions that may arise within the family setting.	Projector Video Seating arranged in a circle so that all participants can see each other's faces.	Identify one's role based on personal experiences within the family group.
Strengthen family support and active communication.	Reflections on everyday family situations.	A variety of situations: Low academic grades Notices requiring the guardian to report to the administration office Unexcused absences	Approximate response time: 30 seconds.	Demonstrate their types of reactions to the situations presented.
Promote active participation and assume responsibility within the tripartite relationship: family, school, and society.	Reflection activity based on a question.	If a school year is failed, how would you respond when looking for someone to blame?	Whiteboard Markers	Verbal commitments
Closing of the workshop.	Final reflection	Each parent has time to share their perception of the workshop with the group what they are taking away from it and what stood out to them the most.	Entrega de detalles por sus participaciones	Decir qué va a replicar de lo aprendido en el taller en su hogar

6. IMPLEMENTATION OF THE EXPERIENCE

As part of the planning for the "School for Parents" workshop, a written and verbal invitation was issued for the 2025–2026 school year end event, to be held on Saturday,

February 21, 2026, at the San Mateo Educational Unit in the San Mateo parish of Manta Canton.

For the session, the space was arranged so the invited parents sat in a circle, allowing everyone to observe each other's reactions during the workshop. This setup fostered confidence and encouraged participation. The session began with an activity in which the facilitator reacted in various ways to spark interaction. Prompted by this, the parents took turns engaging with the facilitator, enabling them to identify their own reactions regarding their children's schooling and family dynamics.

For the session, the space was arranged so that the invited parents sat in a circle, allowing everyone to observe each other's reactions during the workshop. This setup fostered confidence and encouraged participation. The session began with an activity in which the facilitator reacted in various ways to spark interaction. Soon, the parents took turns engaging with the facilitator, enabling them to identify their own reactions regarding their children's schooling and family dynamics.

Following these activities, we proceeded to show a video to illustrate the family unit's typical activities and reactions in a normal, everyday setting.

During the activity, it became evident that some parents find it difficult to talk about their actions or their family members. Many of them can not spend time with their children due to work commitments; while mothers are present more often, there is little communication concerning daily school-related activities.

Throughout the activities, we noticed that whenever a small present was offered for participating, everyone was clearly eager to take part; even students who had simply

accompanied their representatives wanted to join in by answering the questions asked during the workshop.

During this active dialogue, it became evident that many families face similar challenges; as they exchanged experiences, they realized they shared common ground, and this recognition helped them develop new ways of understanding the importance of parenting based on dialogue, listening, and affection.

Another relevant aspect was that some parents had previously only participated by asking general questions or supporting others, without having the opportunity to voice the challenges they faced at home. This highlighted the ongoing need for such interventions, enabling parents to contribute to their children's well-being and fostering a space where families could feel heard, understood, and valued within the educational context.

It was understood that family support is not limited to physical presence; it also requires quality and emotional closeness to improve communication among family members. On this basis, it was possible to outline responsibilities and support strategies.

The workshop demonstrated that these spaces for reflection help parents to recognize how their personal relationships influence their children's development. Through their contributions, participants came to understand that everyday actions within the home can improve their children's academic performance.

7. LESSON LEARNERS

The "School, Family, and Society" workshop made it clear that the relationship between family and school extends beyond attending institutional meetings. Parents need spaces where they feel heard during their children's education, as well as guidance to help them communicate more effectively.

The workshop's reflection allowed them to put into words the emotions and concerns that arise daily at school. They understood that every student, as soon as they get into the classroom, faces an environment different from their family setting, and that emotional support plays a significant role in their development.

Parents also realized that discipline is not maintained solely through punishment or the imposition of rules, but rather through dialogue, listening, and emotional support. They recognized that strengthening communication at home and upholding respect yield better results for family life and for the students' behavior at school.

Parents also realized that discipline is not maintained solely through punishment or the imposition of rules, but rather through dialogue, listening, and emotional support. They recognized that strengthening communication at home and upholding respect yield better results for family life and for the students' behavior at school.

As an educator, the workshop taught me a lesson: education is a shared responsibility among family, school, and society, and when these spheres work in a coordinated manner, students perform better.

The simplest actions within the family influence students' emotional security, motivation, and learning. Teaching and passing on values is not the exclusive task of the school; it requires the shared responsibility of parents.

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Appendices:

Appendix 1: Photographic record of the activities carried out



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Artes y Humanidades

CONSENTIMIENTO INFORMADO

Sistematización de Experiencias en Talleres Formativos para Familias

Responsables académicos: Chrystians Delgado Cobo
Jesenia Flores
Gonzalo Rodríguez Rodríguez

Fecha: 21 / febrero / 2026

Estimado/a participante: Chrystians Delgado, Jesenia Flores, Gonzalo Rodríguez

En el marco de un proceso académico de formación y reflexión, se desarrollará una **sistematización de experiencias** correspondiente a tres talleres dirigidos a madres, padres y representantes, relacionados con los siguientes temas:

1. **Roles familiares y su impacto en adolescentes** (liderazgo, límites, distribución de tareas y autoridad).
2. **Sexualidad humana** (comunicación asertiva, mitos, prevención y orientación).
3. **Familia, escuela y comunidad** (vínculos externos, apoyo académico y entorno social).

La sistematización de experiencias constituye un proceso reflexivo y analítico orientado a recoger aprendizajes, percepciones y aportes derivados de la participación en actividades formativas. Este ejercicio tiene fines exclusivamente académicos.

Finalidad

El propósito es analizar, desde una perspectiva educativa, los aportes y reflexiones generadas en cada uno de los tres talleres, desarrollando un estudio independiente por cada temática abordada.

Confidencialidad y uso de la información

- No se recopilarán datos personales identificables en los informes finales.
- No se utilizarán nombres, direcciones, números de contacto ni ningún dato que permita la identificación individual de los participantes.
- La información será utilizada únicamente con fines académicos.
- Los resultados podrán presentarse en informes institucionales o espacios académicos, siempre garantizando el anonimato.



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Registro de la actividad

Se solicita autorización para la **grabación de audio** durante el desarrollo de los talleres, con el único propósito de facilitar el análisis académico posterior.

Las grabaciones:

- Serán utilizadas exclusivamente para la sistematización.
- No serán difundidas públicamente.
- No contendrán identificación personal en los informes finales.

Participación voluntaria

La participación en este proceso es voluntaria. Usted puede decidir no participar o retirar su autorización en cualquier momento, sin que esto genere consecuencias académicas ni institucionales.

Declaración de consentimiento

Las personas participantes declaran que:

- Han sido informadas sobre el propósito académico de la sistematización de experiencias correspondiente a los tres talleres desarrollados.
- Comprenden que no se utilizarán datos personales identificables en los informes o productos derivados del estudio.
- Autorizan la grabación de audio durante el desarrollo del taller exclusivamente para fines académicos.
- Otorgan su consentimiento para que su participación sea considerada dentro del análisis general del estudio correspondiente al taller en el que intervienen.

En constancia de lo anterior, **las personas participantes firman en la página siguiente**, donde se registra su nombre, número de identificación y firma como manifestación expresa de su consentimiento informado.



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Registro de Firmas de Participantes y Firma de Consentimiento

N°	Nombre y Apellido	Cédula	Teléfono	Firma
1	Carolina Hamilton Salazar	11224772-6	090220019	Carolina Hamilton
2	Laura López Rodríguez	130509030	092210509	Laura López
3	Nancy Peña	130910935	090516039	Nancy Peña
4	Paula López López	1312356122	092610490	Paula López
5	Angela Dela Hoz	130603000	09050000	Angela Dela Hoz
6	Nancy Fariña	1304056696	09050000	Nancy Fariña
7	Nancy Yáñez	130505000	09050000	Nancy Yáñez
8	Laura Villalaz P.	120544250	090544250	Laura Villalaz P.
9	Lucía			Lucía
10	María Juana Suárez Amador	130201004		María Juana Suárez
11	Katherin Páez Huila	1303381303	090139300	Katherin Páez
12	Lucía			Lucía
13	Laura Juana Dela Hoz	130509030	09050000	Laura Juana Dela Hoz
14	Nancy Fariña	1304056696	09050000	Nancy Fariña
15	Nancy Yáñez	130505000	09050000	Nancy Yáñez
16	Nancy López	130910935	090516039	Nancy López
17	Katherin Delgado	130910935	090516039	Katherin Delgado

Chrystians Delgado Cobo, Jesenia Flores, Gonzalo Rodríguez Rodríguez

Investigadores Responsables



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**Registro de Firmas de Consentimiento Informa
proceso de sistematización de talleres para padres
(página 2/3)**

18	Carolina Hamilton Salazar	11224772-6	090220019	Carolina Hamilton
19	Laura López Rodríguez	130509030	092210509	Laura López
20	Nancy Peña	130910935	090516039	Nancy Peña
21	Paula López López	1312356122	092610490	Paula López
22	Angela Dela Hoz	130603000	09050000	Angela Dela Hoz
23	Nancy Fariña	1304056696	09050000	Nancy Fariña
24	Nancy Yáñez	130505000	09050000	Nancy Yáñez
25	Laura Villalaz P.	120544250	090544250	Laura Villalaz P.
26	Lucía			Lucía
27	María Juana Suárez Amador	130201004		María Juana Suárez
28	Katherin Páez Huila	1303381303	090139300	Katherin Páez
29	Lucía			Lucía
30	Laura Juana Dela Hoz	130509030	09050000	Laura Juana Dela Hoz
31	Nancy Fariña	1304056696	09050000	Nancy Fariña
32	Nancy Yáñez	130505000	09050000	Nancy Yáñez
33	Nancy López	130910935	090516039	Nancy López
34	Katherin Delgado	130910935	090516039	Katherin Delgado
35				
36				
37				

Chrystians Delgado, Jesenia Flores López, Gonzalo Rodríguez Rodríguez

Investigadores Responsables

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Facultad de Educación, Turismo,
Artes y Humanidades

HOJA DE REPORTE
Talleres para Familias – Sistematización de Experiencias
Fecha: 21 febrero / 2025

I. Datos generales

Género:
☐ Femenino
☐ Masculino
☐ Otro
☐ Prefiero no responder
 Edad: 32 años

Número de hijos/as en la institución:
☐ 1
☒ 2
☐ 3
☐ 4 o más

Rol:
☒ Madre
☐ Padre
☐ Representante / Apoderado
☐ Otro

II. Evaluación de los talleres
Escala:
Siempre (S) – A veces (AV) – Nunca (N)
Marque una opción por cada afirmación.

A. Roles familiares y su impacto en adolescentes

Afirmación	Si	A veces	No
1. Antes del taller, aplicaba en casa prácticas relacionadas con liderazgo y establecimiento de límites.	[x]	[]	[]
2. Me comprometo a fortalecer la organización y la comunicación en mi familia.	[x]	[]	[]
3. El taller fue claro y pertinente para mi realidad familiar.	[x]	[]	[]

B. Sexualidad humana

Afirmación	Si	A veces	No
4. Antes del taller, dialogaba con mi hijo/a sobre temas vinculados a la sexualidad.	[x]	[]	[]
5. Me comprometo a promover una comunicación abierta y orientadora sobre este tema.	[x]	[]	[]

05-2623-740 ext 181 / 05-2613-433
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Afirmación

Afirmación	Si	A veces	No
6. El contenido del taller fue comprensible y útil para mi rol familiar.	[x]	[]	[]

C. Familia, escuela y comunidad

Afirmación	Si	A veces	No
7. Antes del taller, mantenía comunicación activa con la institución educativa.	[x]	[]	[]
8. Me comprometo a fortalecer el vínculo entre mi familia y la comunidad educativa.	[x]	[]	[]
9. El taller aportó elementos relevantes para comprender la relación familia-escuela-comunidad.	[x]	[]	[]

III. Comentarios final (opcional)
¿Qué aspecto considero más significativo de los talleres desarrollados?
Considero que hablar de la relación familia-escuela es importante para el desarrollo integral del estudiante. Y es importante, dado que ellos tienen acceso a la experiencia de otros padres de una institución.

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