

UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ

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CARRERA DE PEDAGOGÍA LOS IDIOMAS NACIONALES Y EXTRANJEROS

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LICENCIADO/A EN PEDAGOGÍA DEL IDIOMA INGLÉS

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Descripción de Autoría:

La presente investigación analiza las dificultades que enfrentan los jóvenes en el sector escolar de San Mateo y propone procesos viables que, considerando las restricciones educativas, económicas y sociales contribuyen a potenciar sus oportunidades de desarrollo al culminar sus estudiar sus estudios en educación secundaria.

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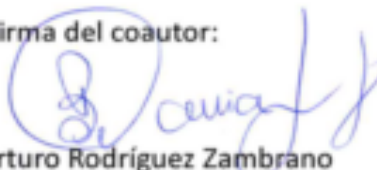
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CERTIFICO

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 FLORES LÓPEZ JESENIA MARÍA, legalmente matriculado en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS 2024 AS, período 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.

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Manta, Viernes, 24 de julio de 2026.

Lo certifico,



RODRIGUEZ ZAMBRANO ARTURO DAMIAN
Docente Tutor

DEDICATION

First and foremost, I dedicate this work to God, for being my guide, my strength and the guiding light that illuminated every step of this academic journey. His infinite mercy enabled me to overcome challenges, keep the faith in times of difficulty and achieve one of the most important goals of my professional life. His infinite mercy allowed me to overcome challenges, sustain my faith through times of difficulty and attain one of the most significant milestones of my profesional life.

To my parents, who, through their unconditional love, sacrifice, relentless effort and wise counsel, taught me th true value of perseverance, responsibility and commitment.

To my daughters, who have been my ultimate source of inspiration and the driving force behind my daily striving. Their love, patience and understanding during the long hours of study gave me the strength to press forward. This achievement belongs to them as well as, every effort was made with the sole purpose of building future for them. To my son-in-law, thank you for always believing in me and for providing the steadfast support needed to continue advancing through each stage of my education.

To my best friends, Gonzalo and Chrystiams, whose accompanied me throughout this entire university journey, offering me their sincere friendship, also fosters both personal and professional growth

Finally, I dedicate this work to all those who, in one way or another, were part of this academic journey and contributed to making the fulfilment of this cherished dream posible.

.

Dedico este trabajo, en primer lugar, a Dios, por ser mi guía, mi fortaleza y la luz que iluminó cada paso de este camino académico. Su infinita misericordia me permitió superar los desafíos, mantener la fe en los momentos de dificultad y alcanzar una de las metas más importantes de mi vida profesional.

A mis padres, quienes con su amor incondicional, sacrificio, esfuerzo y sabios consejos me enseñaron el valor de la perseverancia, la responsabilidad y el compromiso.

A mis hijas, quienes han sido mi mayor inspiración y el motor que me impulsa a superarme cada día. Su amor, paciencia y comprensión durante las largas jornadas de estudio me dieron la fuerza para no rendirme. Este logro también les pertenece, porque cada esfuerzo realizado tuvo como propósito construir un mejor futuro para ellas. A mi yerno, gracias por creer siempre en mí y por brindarme el apoyo necesario para seguir adelante en cada etapa de mi formación.

A mis mejores amigos, Gonzalo y Chrystiams, quienes estuvieron presentes durante todo este proceso universitario, brindándome su amistad sincera, palabras de aliento, apoyo incondicional y motivación en los momentos más exigentes. Gracias por compartir este camino, por cada experiencia vivida y por demostrar que la verdadera amistad también impulsa el crecimiento personal y profesional.

Finalmente, dedico este trabajo a todas las personas que, de una u otra manera, formaron parte de este recorrido académico y contribuyeron a hacer posible el cumplimiento de este importante sueño.

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I express my deepest gratitude to God for granting me the life, wisdom, strength and perseverance necessary to successfully complete this stage of my university education. His constant presence enabled me to face every challenge with hope and confidence, guiding my steps toward the fulfillment of this goal.

To my parents, thank you for being the cornerstone of my life and for instilling in me the values that today empower me to reach this important professional milestone.

To my daughters, for being the driving inspiration behind every effort I make. Thank you for your patience, understanding and affection while I was devoting myself to my academic studies. Your love and unwavering support were the motivation I needed to persevere through every difficulty.

My sincere thanks go to my best friends, Gonzalo and Chrystians, who stood by my side throughout my university journey. Thank you for your friendship, for sharing your knowledge, experiences, joys and challenges, and for offering words of encouragement when I needed them most. Your companionship made this experience all the more enriching and meaningful.

I would also like to express my appreciation to the lecturers of this program, who generously shared their knowledge, expertise, and guidance with utmost professionalism and dedication, contributing significantly to both my personal and professional development.

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Expreso mi más profundo agradecimiento a Dios, por concederme la vida, la sabiduría, la fortaleza y la perseverancia necesarias para culminar con éxito esta etapa de mi formación universitaria. Su presencia constante me permitió afrontar cada desafío con esperanza y confianza, guiando siempre mis pasos hacia el logro de esta meta.

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Asimismo, expreso mi gratitud a los docentes de la carrera, quienes compartieron sus conocimientos, experiencia y orientación académica con profesionalismo y dedicación, contribuyendo significativamente a mi formación personal y profesional.

Finalmente, agradezco a todas las personas y a la Universidad Laica Eloy Alfaro de Manabí que, de manera directa, aportaron al desarrollo de este trabajo de titulación y a la culminación de esta importante etapa de mi vida. A todos ellos, mi más sincero reconocimiento y gratitud.

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1. INTRODUCTION

Basic education today faces the challenge of moving beyond the classroom and actively engaging with family and community contexts. In a world characterised by rapid change, particularly in the field of human sexuality, the holistic education of pupils requires a strategic partnership between schools, families and the community. Comprehensive Sexuality Education (CSE), understood as a holistic process encompassing biological, psychological, social, ethical and cultural aspects, is established as a fundamental pillar for promoting the healthy development of children and adolescents, respect for human rights, risk prevention and the responsible exercise of sexuality.

By addressing the challenges currently faced by comprehensive sex education, this study aims to provide a comprehensive and systematic overview of the difficulties encountered by families, schools and the community in supporting the sexual and emotional development of children, particularly during adolescence. Furthermore, it analyses possible innovative and feasible measures that could be implemented in the short and medium term to strengthen the partnership between schools and families.

The main objective of this research is to systematise the experience of the Parents' School held in February 2026 at the Colegio Fiscal San Mateo, which focused on human and holistic sexuality, with the aim of analysing its impact on strengthening parenting skills and proposing replicable processes that improve communication and family support on issues of sexuality. Based on this analysis, the study seeks to: to contribute to the curricular integration of the pre-professional placement for the Basic Education degree programme within the Family-Community Contexts Project, highlighting the role of the family-school-community triad in the holistic education of

pupils.

In this context, the interaction between family, school and community is fundamental to building a social fabric that promotes the healthy development of young people. The family is the first and primary setting for socialisation, where values, self-esteem and emotional foundations are established. As Vygotsky (1979) points out, it is within the family environment that children and adolescents internalise patterns of behaviour, develop language and acquire the tools to function socially, primarily through example and daily interaction. It is not possible to expect responsible sex education if the messages and behaviours at home contradict the principles of respect, consent and care promoted by the school.

Schools, for their part, in addition to their academic role, have a responsibility to complement pupils' holistic development. In the field of human sexuality, they must provide scientific knowledge, promote critical thinking and offer tools for risk prevention, without seeking to replace the family but rather by working in tandem with it. Finally, the community broadens the scope for socialisation, exerting a positive or negative influence depending on the role models and opportunities it offers.

As educational stakeholders, the task ahead is to achieve genuine and effective coordination between the family, school and society, aimed at providing appropriate cognitive, emotional, physical and ethical education on matters of sexuality. It is on this that young people's ability to grow up with their own judgement and respect for their rights and those of others depends.

2. THEORETICAL FOUNDATION

Sexuality represents an intrinsic dimension of the human condition, encompassing biological, psychological, social, ethical, and cultural facets. According to the World Health Organization (WHO, 2006), human sexuality constitutes a core aspect of an individual's identity across the lifespan, manifesting through thoughts, beliefs, attitudes, values, behaviors, and lived experiences. In this context, Comprehensive Sexuality Education (CSE) is defined as a continuous, systematic pedagogical process designed to cultivate the knowledge, skills, attitudes, and values that empower individuals to make informed, responsible, and fulfilling decisions regarding their sexuality, while safeguarding both their own human rights and those of others.

Within the context of adolescence—spanning the ages of 12 to 16—sexuality acquires heightened significance due to the profound physical, emotional, and social transformations characteristic of this stage. During this transitional period, adolescents undergo sexual maturation, construct their gender and sexual identities, and navigate their initial romantic relationships. Consequently, coordinated support from both family and school environments is imperative to mitigate risks such as unintended pregnancies, sexually transmitted infections (STIs), sexual violence, and the perils associated with digital platforms (e.g., sexting, grooming, and excessive exposure on social media).

The family unit plays an irreplaceable role in sexuality education. Vygotsky (1979) posits

that learning occurs primarily through social interaction, particularly within the family micro-system, where children and adolescents internalize values, social norms, and relational patterns. When parents possess the preparation and confidence to engage in open dialogue about sexuality, emotional bonds are reinforced, thereby reducing youth vulnerability to misinformation originating from peer groups or unverified online sources.

For its part, the educational institution is tasked with complementing and formalizing this educational process. In the Ecuadorian context, the Organic Law on Intercultural Education (LOEI, 2011), in Articles 2 and 27, recognizes holistic education as a fundamental right and establishes education in values, human rights, and sexuality as essential curricular components. Furthermore, the Constitution of the Republic of Ecuador (2008, Articles 26 and 28) guarantees high-quality, inclusive education oriented toward Buen Vivir (Good Living), which inherently encompasses emotional and sexual development.

Scholars and international bodies, including UNESCO (2018) and UNFPA (2014), emphasize that CSE programs yield optimal outcomes when anchored in a genuine partnership between schools and families. Isolated approaches—whether exclusively school- or family-based—demonstrate limited efficacy compared to integrated interventions. In this regard, "Parents' Schools" serve as a vital pedagogical strategy, empowering families, dismantling socio-cultural taboos and stigma surrounding sexuality, and refining parental communication skills.

At the national level, Ecuador's Ministry of Education has promoted initiatives such as Educando en Familia to strengthen parental involvement in children's holistic upbringing. Nevertheless, substantial implementation gaps persist: many parents report feeling ill-equipped or apprehensive when addressing sexual health topics. This reality underscores the importance of systematizing experiences like the one conducted at the Colegio Fiscal San Mateo in February 2026.

This theoretical framework underpins my pre-professional practicum, providing the analytical basis to interpret the Parents' School intervention as a process of curricular integration that connects family, school, and community contexts around the axis of human and holistic sexuality.

3. INTERVENTION PLAN

The educational intervention carried out forms an integral part of my pre-professional practicum within the Family and Community Contexts Project at the Colegio Fiscal San Mateo. In response to the identified need to strengthen the role of families in the comprehensive sexuality education of children and adolescents, a "Parents' School" was designed and implemented as a strategic vehicle for school-family collaboration. The overarching goal of this Intervention Plan was to equip parents with the necessary competencies to support their children's sexual and emotional development during adolescence (ages 12–16) in an informed, empathetic, and responsible manner.

The initiative sought to shift family dynamics away from silence and avoidance toward open, respectful, and evidence-based communication. The intervention was characterized by the following features:

Participatory: Parents were engaged as active agents in the learning process rather than passive recipients of information.

Contextualized: The thematic content was tailored to the socio-cultural and digital realities of the school community.

Preventive and Educational: The approach addressed both risk mitigation and the positive, healthy expression of human sexuality.

The Action Plan is outlined below, detailing the research approach, study design, project phases, units of analysis, and the specific structure of the implemented module.

1.1. Research Approach and Study Design

This Curricular Integration Project is framed within a qualitative paradigm with a focus on the systematization of educational experiences. This methodology allows for the recovery, analytical breakdown, and critical reflection on pedagogical practice, thereby transforming lived experience into actionable and transferable educational knowledge.

According to Jara (2018), the systematization of experiences is a structured, reflective process designed to critically interpret educational practice in order to understand its achievements, obstacles, lessons learned, and potential for institutional growth. It transcends mere description, seeking instead to extract meaningful insights that enhance teaching practice and strengthen family-community linkages. Methodologically, this work constitutes a descriptive-interpretative study based on an educational intervention.

Descriptive: It systematically documents the execution of the Parents' School conducted in February 2026 at the Colegio Fiscal San Mateo.

Interpretative: It analyzes the underlying meaning of the activities, the participants' responses, and the impact of the intervention on refining parental communication skills regarding comprehensive sexuality education.

Applied: Stemming directly from pre-professional practice, it generates concrete recommendations for replicating this model across other educational institutions.

1.2. Units of Analysis

These units of analysis facilitated a transition from observational reporting to critical reflection, generating valuable pedagogical insights for future interventions in family and community settings. To organize, categorize, and interpret the qualitative data collected, the following analytical units were established:

1.2.1. Participant Profile

The direct participants in the Parents' School comprised 28 parents from the Colegio Fiscal San Mateo, whose children were enrolled in the 8th, 9th, and 10th grades of Educación General Básica Superior (adolescents aged 12 to 16).

The cohort consisted of 19 mothers (68%) and 9 fathers (32%), predominantly from lower-middle-class socioeconomic backgrounds, displaying diverse educational attainment ranging from primary education to tertiary degrees. Prior to the intervention, a substantial portion of the group reported difficulties discussing sexuality with their children—attributing these barriers to embarrassment, socio-cultural taboos, a lack of updated information, or religious convictions. Nevertheless, attendance was driven by a genuine commitment to improving parental guidance, particularly regarding the challenges posed by the digital landscape and adolescent development. Analyzing this unit provided crucial context regarding the family environment and the participants' real-world needs.

Table 1.

Breakdown of participants by gender

Category	Frequency	Percentage
Mothers	19	68%
Fathers	9	32%
Total	28	100%

Note: Compiled by the author based on the workshop attendance register (2026).

3.1.1. Description of the phases of the systematisation

The systematisation was organised into the following phases:

a. Diagnostic phase

An initial assessment was carried out through participant observation, informal conversations with teachers and school leaders, and an exploratory survey administered to a group of parents (see Appendix 2). The main needs identified were: a lack of confidence in discussing sexuality; a lack of understanding of adolescent changes; concerns about social media use and sexting; and difficulty in answering children's questions.

b. Workshop Planning Phase

The complete Parents' School module was designed. Objectives, content, methodology, resources and assessment strategies were defined. Slides, discussion guides and practical activities

were prepared. This phase was supported by the placement tutor and the school's coordination team.

c. Implementation Phase

The workshop was delivered in February 2026. It included a theoretical presentation, participatory activities and a final open discussion.

d. Reflection and Analysis Phase

Systematic documentation of the experience (logbook, photographs, videos and participant feedback). The data was subsequently analysed and interpreted to draw meaningful lessons.

Presentation of the Module

Educational Institution: “San Mateo” State School

Location: San Mateo, Manta cantón

Area: Urban

Funding: State-funded

School Day: Morning

General objective of the module: To strengthen parenting skills in order to promote comprehensive sex education within the family, thereby contributing to the holistic development of pupils at the “San Mateo” Upper Primary School.

Specific Objectives	Strategies	Activities	Resources	Assessment
To understand the concept of holistic sexuality and its importance during adolescence.	Interactive presentation	Slide presentation and Q&A session	Projector, slides, whiteboard	Active participation and questions asked
To identify the physical, emotional and social changes that occur between the ages of 12 and 16.	Interactive presentation, explanation and everyday examples	Case studies and group activities	Slides, short videos, worksheets	Verbal feedback from participants
To understand the cornerstones of family dialogue and strategies for speaking openly.	Interactive presentations and experiential learning	Practical communication exercises and role-play	Dialogue guide, question cards	Assessing openness to dialogue
Recognising the risks and opportunities of the digital world (sexting, social media).	Interactive presentation and reflective analysis	Presentation and group discussion	Slides, anonymised real-life examples	Written commitments from participants

Developing answer questions sexuality.	skills to children's about	Interactive presentation and reflective practice	Final discussion	open	Comfortable venue, facilitator	Satisfaction survey and final commitments
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4. IMPLEMENTATION OF THE EXPERIENCE

To strengthen parenting skills in order to promote comprehensive sex education within the family, contributing to the holistic development of pupils at the 'San Mateo' Upper Secondary School.

The Parents' Course on Comprehensive Human Sexuality took place on 18 February 2026 in the auditorium of the San Mateo State School. The session lasted two hours and was attended by 28 parents.

The session was delivered according to the established plan and was divided into three main parts:

Stage 1: Opening and Introduction

The participants were welcomed, the purpose of the Parents' Workshop was explained, and an icebreaker activity was carried out to foster an atmosphere of trust, with an incentive or prize awarded.

Figure 1 shows the welcoming and trusting atmosphere created during the opening of the workshop with the parents.

Figure 1

Welcome and team-building session at the Parents' School workshop



Note: Photograph taken during the workshop, February 2026.

Stage 2: Thematic Presentation

The following topics were covered using a slide presentation:

- 1) What is holistic sexuality?
- 2) What does holistic sexuality involve during adolescence?
- 3) The Stage of Change (12–16 years): physical changes, identity, consent, prevention, social media and self-esteem.
- 4) The pillars of family dialogue.

- 5) The digital world: sexting and social media.
- 6) How to answer questions about sexuality without feeling embarrassed or avoiding the Subject.

During this phase, theoretical explanations were combined with everyday examples, and participants were encouraged to engage actively throughout.

Figure 2 shows the atmosphere during the thematic presentation.

Figure 2

Thematic Presentation



Note: Photograph taken during the workshop, February 2026.

Stage 3: Final Discussion

A space for open dialogue was created, alongside an anonymous survey, where parents shared their experiences, doubts and concerns. This was the most rewarding and moving part of

the session: many expressed their fears for the first time, as well as the need for greater support from the school. The session concluded with the distribution of a summary guide and a commitment from the participants to put what they had learnt into practice at home. Overall, the workshop was well-timed, featured active participation and fostered a respectful atmosphere for discussing sensitive issues.

5. LESSONS LEARNED

Based on an analysis of this experience, the following lessons were learnt:

Parents do want to get involved, but they need safe spaces and professional support. For most, it was the first time they had attended a workshop of this kind, and they viewed it positively.

Shame and cultural taboos remain the main barrier. Several parents admitted to feeling uncomfortable discussing sexuality, which confirms that we must work with adults first before reinforcing education with students.

The digital world is a particular cause for concern: the topics of sexting, pornography and social media generated the most interest and debate. Parents feel out of touch with their children's use of technology.

Dialogue works better than imposing rules. Participants realised that an open dialogue, based on trust and respect, yields better results than bans or lectures.

Parents see the school as a key ally and hope for more opportunities for ongoing training, not just one-off activities such as this one.

Systematising the experience also strengthens teaching practice: recording, reflecting on and analysing what has been learnt helps to improve future interventions and provides useful pedagogical knowledge for other teachers.

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Appendix 1. Tool used

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Facultad de Educación, Turismo,
Artes y Humanidades

HOJA DE REPORTE
Talleres para Familias – Sistematización de Experiencias
Fecha: 21 /febrero / 2026

I. Datos generales
Género:
☐ Femenino
☐ Masculino
☐ Otro
☐ Prefiero no responder
Edad: 42 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.	☒	☐	☐
2. Me comprometo a fortalecer la organización y la comunicación en mi familia.	☒	☐	☐
3. El taller fue claro y pertinente para mi realidad familiar.	☒	☐	☐

B. Sexualidad humana

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

05-2623-740 ext 181 / 05-2613-453
Av. Circunvalación Vía a San Mateo
www.uleam.edu.ec

Uleam



Afirmación	Si	A veces	No
6. El contenido del taller fue comprensible y útil para mi rol familiar.	☒	☐	☐

C. Familia, escuela y comunidad

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

III. Comentario final (opcional)

¿Qué aspecto considera más significativo de los talleres desarrollados?

Considero que hablar de la relación familia-escuela es importante para el desarrollo integral del estudiante. Y comentarlo dentro de estos talleres fomenta a la comprensión de estos temas de suma importancia.



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9	Eulalia			
10	Juliana Vanessa Suarez Anchundia	131217184-4		Vanessa Suarez
11	Katherine Alligua Morillo	1309383333	0984397012	Katherine Alligua
12	Eulalia			
13	Lidia Jimena Velazquez	1209900803	0989078612	Lidia Jimena
14	Carmen Lopez A	1309401041		Carmen Lopez
15	Larstenia Lopez	131472374-1	0991439924	Larstenia Lopez
16	Liliana Lucas Alonzo	130936826-2	0994390960	Liliana Lucas
17	Katherine Delgado Lucas	131071018-5	0777577778	Katherine Delgado Lucas

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Investigadores Responsables

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

18	Storini Jossia Sora Reyes.	131250278-2	0967062690	Storini Sora Reyes.
19	Leyda Lucas Delgado	130759389-5	0991973178	
20	Evelyn Lopez	1314720911	0994129991	
21	Paula Aracely Reyes	1314720945	0981295403	Paula Reyes
22	Leticia Franco Pachay	1306310952	0986579904	Leticia For
23	Virginia Calderon Reyes	1314344711	0939613698	Virginia Calderon R
24	Valeska Santana		0994129991	valeska S
25	Luisa Mercedes Héro López	131468793-1	0969728681	
26	Vanessa Lorena Reyes Reyes.	1311844987	0997744862	
27	Carmen Margarita Reyes Anchard.	130309846-7	0998201847	Carmen Reyes
28				
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Chrystiams Delgado, Jesenia Flores López, Gonzalo Rodríguez Rodríguez
Investigadores Responsables



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.

CONSENTIMIENTO INFORMADO**Sistematización de Experiencias en Talleres Formativos para Familias**

Responsables académicos: Chrystiams Delgado Cobo

Jesenia Flores

Gonzalo Rodríguez Rodríguez

Fecha: 21 / febrero/ 2026

Estimado/a participante: Chrystiams 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 recuperar 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.