

UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ

Creada mediante Ley No. 010 Reg. Off 313 del 13 de noviembre de 1985



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

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MANTA - ECUADOR

2026

CERTIFICADO DE DERECHO DE AUTOR
PROPIEDAD INTELECTUAL

Título de Trabajo de Titulación:

SISTEMATIZACION DE EXPERIENCIAS, PROYECTO ESCUELA PARA PADRES

Autores: Apellidos y Nombres

Fecha de Finalización: 26 de Julio del 2026

Descripción de Autoría:

El objetivo central de la presente investigación consistió en analizar las dificultades que enfrentan los jóvenes del sector escolar de San Mateo, así como en proponer procesos viables que, pese a las restricciones de índole educativa, económica y social, contribuyan a potenciar sus oportunidades de desarrollo al concluir sus estudios de educación secundaria.

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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 RODRIGUEZ RODRIGUEZ GONZALO, 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 problemático 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, Miércoles, 22 de julio de 2026

Lo certifico,



RODRIGUEZ ZAMBRANO ARTURO DAMIAN
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DEDICATION

IN MEMORIAM. Dedicated to my parents, José De Los Reyes and Terezita, for being my guide and an example of goodness, who, with their patience, love, innate wisdom, iron will, and unwavering discipline—qualities possessed only by free thinkers—knew how to sow in me the ethical and moral values necessary to be a good person. As a posthumous tribute, today I thank them for all their sacrifice and, above all, for instilling in me the value of education as an unequivocal factor of progress in a world increasingly complicated by the deterioration of human values. I also dedicate this achievement to my family, Marilin, Yaiza, and Iris, for being my inspiration, as well as for their unconditional support and understanding.

ACKNOWLEDGMENTS

I would like to acknowledge the authorities of the Universidad Layca Eloy Alfaro de Manabí for granting me the opportunity to successfully complete the professionalization process through professional practice, as well as the directors, deans, professors, and our tutor Lic. German Carrera; also, to professor Arturo Rodríguez for his invaluable guidance and great patience, to professor Gabriel Basurto for his understanding and support, who with their wisdom and experience knew how to overcome difficulties and smooth the path in the face of academic and formal adversities that arose. Undoubtedly, I recognize the support of my classmates Jessy and Crhystiams for their unconditional encouragement to keep moving forward despite difficulties. Finally, to my fellow teachers at the San Mateo Educational Unit who believed in me and encouraged me to persevere.

I. INTRODUCTION

The society is continuously changing and evolving. This study is aimed at the Educational Community broader society in general since; by addressing the challenges that education faces today, its purpose is to offer a global and systematized vision of the difficulties experienced by young people and to analyze potential innovative measures that can successfully carry out in order to improve learning / teaching processes in the near future.

The objective of this research is to analyze the difficulties faced by our young people in Upper Basic Education in the San Mateo area in order to develop their intellectual potential and improve their opportunities with the support of the school, the family, and its impact on society.

Based on this analysis, we propose feasible processes that, framed within educational, economic, and social difficulties, can improve opportunities for students starting from the educational community once they complete their school education. In this context, the interaction of the family, school, and community trilogy is essential in building the social fabric required in our country to offer better opportunities for a brighter future for our youth.

The family is essential and historically considered the niche where personality is constructed. According to Vygotsky (1979), ethical and moral values are developed, emotional bonds are established, and children acquire the ability to function socially, primarily through the example set by their family environment. We cannot expect the best results within a family whose members promote high ethical and moral values if their actions in the family and social environment contradict them.

In parallel to its academic role, the school develops skills that allows for the comprehension of the environment, providing young people with tools to improve their life opportunities, promoting cognitive development, critical thinking skills, and conflict resolution.

Additionally, it participates in the comprehensive formation of the individual, although it should not replace the family in that role.

Society serves as both the starting point and the result of the interaction within the family, school, and community trilogy. According to the Universidad Iberoamericana (n.d.), the community complements the family by offering broader spaces for socialization, where individuals learn to coexist, cooperate, and show respect. In this way, they resolve conflicts, identify and solve problems, and build bonds under the standards of coexistence learned at home and reinforced at school. In conclusion, as educational actors, we must strive for genuine coordination and an effective relationship between family, school, and society aimed at proper cognitive, emotional, physical, and spiritual development, thereby delivering valuable individuals to society who contribute to a stronger social fabric and a better society.

II. THEORETICAL FRAMEWORK

Recent data from the Ministry of Education highlights a severe educational crisis in Ecuador, with 593,718 students failing the academic year between 2014 and 2024. While temporary flexible policies during the COVID-19 pandemic obscured true dropout rates and learning difficulties, post-pandemic adjustments led to a sharp resurgence in grade retention. Academic failure in Ecuador is heavily driven by structural issues, including poverty (24.5%), low motivation (23%), family migration (13.1%), child labor (71%), and rising school violence. Grounded in the principle of family-school co-responsibility and supported by Ecuadorian legal frameworks (Constitution Art. 347, LOEI, and Code on Children and Adolescents Art. 39), active parental involvement is essential for improving academic performance and well-being. To bridge the gap between home and school, this systematization study examines the Parent's

School project as an innovative strategy to foster positive developmental trajectories for adolescent students.

Table 1

Socio-Educational and Structural Factors Impacting Student Performance in Ecuador

Problem / Factor	Statistical Data	Source / Evidence	Educational & Social Impact
Poverty & Financial Constraints	24.5% of student dropouts due to lack of money	Ministry of Education (MINEDUC, 2024)	Decreases access to educational materials; drives chronic absenteeism.
Lack of Motivation / Interest	23.0% of student dropouts linked to low interest in studying	Ministry of Education (MINEDUC, 2023)	Induces low academic performance and heightened risk of grade retention.
Familia Migration	13.1% of school dropouts tied to household migration	M. J. P. (2025)	Causes disruption of the educational continuity and emotional instability.
Child Labor	71.0% of child labor cases impair school stay	International Labour Organization & MINEDUC (ILO & MINEDUC, 2023)	Generates physical fatigue and severe time constraints for studying.
Digital Breach	Only 41.9% of educational institutions have internet access	Cortez, G. S. C. (2025)	Severely limits digital literacy, research capacity, and homework completion.
Child Malnutrition	Endemic structural issue affecting cognitive growth	UNICEF Ecuador (2024)	Impairs long-term cognitive development and

			causes learning difficulties.
School & Social Violence	Up to 60.0% of students face school violence; test scores drop	INEVAL (2025); ENCE (2024)	Induces chronic anxiety, disrupts concentration, and lowers test.

Grounded in the socio-educational model of family-school co-responsibility, the family functions as the primary educational agent and foundational pillar of human development (López & Guaimaro, 2015). As the initial locus of socialization, the home instills fundamental values and emotional readiness long before formal schooling begins. Empirical evidence consistently demonstrates that active parental involvement directly correlates with higher academic performance, enhanced socio-adaptive skills, and reduced dropout rates across all socioeconomic backgrounds (Anne et al., 2002). When families remain engaged, students demonstrate greater autonomy, learning readiness, and emotional resilience in navigating academic challenges.

In Ecuador, this alignment among family, school, and community is not merely ideal, it is a constitutional and legal mandate. Article 347 of the Constitution of the Republic of Ecuador (2008), alongside the Organic Law of Intercultural Education (LOEI) and Article 39 of the Code on Children and Adolescents, legally binds the State, society, and legal guardians in shared responsibility for the educational process.

Despite this legal framework, creating true synergy requires active, structured spaces where domestic and institutional contexts align. Adolescents thrive when behavioral expectations, values, and support systems at home harmonize with those at school. To bridge this

gap, the Parent's School (Escuela para-Padres) project was implemented as a collaborative support network. This study presents a systematization of that experience (sistematización de experiencias), analyzing how structured parent-teacher alliances build protective environments, foster mutual respect, and guide vulnerable adolescent students toward a positive future.

III. APPROACH AND TYPE OF STUDY

A. Study Design

This study sought to understand, through the experience of Parents' Schools, the active participation of parents, identifying their perceptions, concerns, critical discernment, and learning as a formative factor capable of transforming their actions within their own families. It also interpreted how these factors are constructed through collaboration among facilitators, parents, and the educational environment.

- **Qualitative Approach:** A qualitative approach was adopted, allowing for an understanding of discussions, perceptions, and subjective interactions of parents and students regarding their role as transformative actors.
- **Inductive Method:** An inductive method was used, starting from workshop execution, collecting participant perceptions, identifying behaviors and real educational contexts, and building collaborative conclusions and relevant learnings for family, social, and educational settings. Its nature is participatory, reflective, interpretive, and transformative. This report reconstructs the Parents' School experience critically by analyzing implemented activities, including opinions and emerging insights.

- Units of Analysis: The unit of analysis is the experience of implementing the Parents' School as a degree project: the planning process, executed sessions, pedagogical strategies, family participation, interactions, and perceived changes among stakeholders.
- Description of the Workshop Experience: The experience centered on conducting a Parents' School workshop on the Family, School, and Society trilogy, examining the role of each element in individual and social transformation starting with the family core.
 - Scope of Planning, Strategies, and Interactions:
 - The analysis considers current curriculum relevance alongside educational strategies implemented at the institution. Participatory dialogues with parent representatives at San Mateo School examined the impacts of insecurity, crime, violence, substances abuse, and both positive and negative effects of social media and technology in academic and home environments.
 - Pedagogical Strategies Employed: Participatory dynamics included games, debates, Problem-Based Learning (PBL) activities, and conflict resolution exercises. Participants collaboratively formulated immediate, medium-term, and long-term action plans based on diagnostic findings. Didactic and technological resources included computers, projectors, audio equipment, paper, pencils, and printed materials. Integrating ICT into Parents' School workshops enhances dynamic understanding and highlights its value as a pedagogical support tool.
 - Implementation Process: Open invitations were extended to the educational community, targeting parents and 10th-grade upper basic education students. Informed consent forms and institutional authorization were secured from school leadership with the knowledge of the Manta, Montecristi, and Jaramijó District Education Office (Annex 2).

The Parents' School workshop took place on February 21, 2026, in the computer lab of the San Mateo Public Educational Unit from 9:00 a.m. to 12:00 p.m., addressing

key behavioral influences identified during initial diagnostic evaluations with parents and guardians.

B. Description of Participants

The workshop convened 24 participants, all parents or legal guardians of 10th-grade students (sections A, B, and C) at UEF San Mateo, who were informed in advance and signed audio/video recording consent forms.

Guardians and Legal Representatives: Most parents were middle-aged individuals with limited financial resources, largely reliant on fishing activities for household income. Attending students ranged between 13 and 15 years of age.

Teachers and Institutional Facilitators: Acted as direct executors of Parents' School workshops and outreach projects, providing professional pedagogical perspectives based on classroom realities.

Strategic Allies (ULEAM Representatives / Community Leaders): Key actors in designing technical training plans and productive projects for local community development.

C. Data Collection Techniques and Instruments

In alignment with the qualitative, interpretive, and participatory approach, data collection techniques fostered dialogue, critical reflection, and experiential analysis:

- **Diagnostic and Exit Perception Surveys:** Survey forms designed to measure baseline understanding and application of concepts learned in critical areas (study habits, violence prevention, parental roles, external influences, crime prevention, substance abuse) and to identify urgent socioeconomic needs and action steps.

- **Semi-structured Interviews:** Conducted with teachers and facilitators to gather classroom-based insights into risks, vulnerabilities, and negative attitudes affecting youth, while informing administrative decisions to mitigate these challenges.
- **Systematization Matrices and Field Journals:** Qualitative recording tools used by researchers to document direct observations, group dynamics, and emergent ideas for local productive ventures.

IV. DESCRIPTION OF THE SYSTEMATIZATION PHASES

A. Diagnosis of the Current Situation

Based on survey results and actor participation (see Annex 2), real obstacles hindering effective coordination between home and school were identified.

Parents' School Diagnostic Survey Summary:

This survey aimed to assess the views of parents and legal representatives of 10th-grade students (sections A, B, and C) regarding academic difficulties, behavior, and interest in attending Parents' School workshops facilitated by ULEAM students (Annex 3).

Key findings from parent surveys include:

- 42% of parents observe academic difficulties in their children, representing a significant proportion that warrants targeted intervention.
- Concern regarding behavioral issues, conflict, and low performance is high: 42% expressed feeling 'very concerned' and 33% 'somewhat concerned'. These metrics reflect strong parental investment in addressing negative behaviors. Unconcerned parents noted an absence of major issues in their children.

- Overall response was overwhelmingly positive (83% highly supportive, 17% supportive), highlighting strong approval for Parents' School workshops and recognition of values-based training in improving academic performance and conduct.
- Parents view Parents' Schools as mutual support networks for joint community and family initiatives, supported by 75% definitive and 25% conditional interest.
- 100% of respondents supported ULEAM involvement in facilitating parent training workshops.
- Parents proposed local entrepreneurial initiatives tied to fishing, tourism, and gastronomy for potential future collaboration with ULEAM.
- Survey data from 21 teachers at San Mateo Educational Unit revealed weekly observations of academic difficulties, behavioral issues, and assignment non-compliance. Primary contributing factors identified include poverty, insufficient values-based instruction at home, and communication gaps. Teachers viewed behavioral conflicts and substance abuse as severe issues requiring prompt intervention, noting that Parents' Schools offer a critical mechanism to strengthen communication and ethical formation. Consequently, teachers assigned high priority to these workshops and suggested diverse supportive activities for implementation.

Diagnostic data informed realistic goals aimed at enhancing parental and community engagement within the school environment. Initial diagnostic findings provided the baseline for executing the 'School, Family, and Society' workshop. School observations and informal dialogues with faculty and administration revealed that while parents demonstrated interest in supporting their children's education, effective involvement was often hindered by challenges in setting home boundaries, inconsistent discipline, and limited parent-child communication.

Legal representatives expressed uncertainty regarding how to guide adolescents through contemporary social pressures, responsibility management, and time organization. Consequently, establishing a structured learning space to equip families with practical communication and positive discipline tools was deemed essential.

B. Workshop Planning Phase

An intervention plan was conceived, (table 2) considering the general module objective; strengthen the participation of mothers, fathers, and legal representatives in their children's educational process through the 'School, Family, and Society Trilogy' workshop, promoting communication strategies, active accompaniment, and positive discipline for holistic student development.

Institutional Details:

Educational Unit: San Mateo Educational Unit

Location: San Mateo Parish, Manta Canton | Zone: Urban

Funding: Public (Fiscal) | Shift: Morning

Table 2.
Intervention Plan

Specific Objectives	Strategies	Activities	Resources	Evaluation
Strengthen family guidance practices and affective communication in the home.	Ludic Dynamic activity and group workshop	Initial dynamic: Introducing my superhero Activation (7 minutes) Imagine your family is a superhero team. Each person will be a superhero with a special family power that helps young people (such as emotional support or magical communication). Draw the superhero and give it a name.	Speaker or phone, open space, projector.	Participation and body expression..
Promote active and co-responsible	Guided Reflection	Central activity: "Superhero Actions" (10 minutes) Small groups are formed (groups of 3 people):		Anecdotal record of oral interventions.

participation of mothers and fathers in their children's school and social lives.	Propose solutions to support students on the following hypothetical cases: Case 1. A student with low academic performance. Case 2. A student detected using harmful or prohibited substances. Case 3. A student who says they are bored all the time and only spends time on their phone out of school. Case 4. A student who stays up until the early hours of the morning playing internet games. • Write possible support solutions on a sheet of paper and stick them to the board. • Brief group sharing session. The facilitator calls on several parents and invites them to participate by sharing the role they represent in the family environment and the powers that reflect their transformative role. (5 minutes)	Checklist for group participation.
Workshop Closing	Closing activity: "Words I take with me" (5 minutes) Parent volunteers share a single word summarizing what they learned and take one of the sheets posted on the board. • Gratitude and final message from the facilitator. Reflective closing: "Each of us, within our possibilities, carries a superpower that allows us to shape and transform our children's future."	Verbal synthesis of learning.

V. IMPLEMENTATION OF THE EXPERIENCE

The 'School, Family, and Society' workshop was held on February 21, 2026, in the computer lab of the San Mateo Public Educational Unit from 9:00 a.m. to 12:00 p.m. It created a participatory space to strengthen family support, trust, and shared experience in parenting.

The session opened with the 'My Superhero' icebreaker activity, fostering trust among participants. Initial hesitancy gave way to active sharing and mutual empathy as parents connected over shared challenges.

During the superhero drawing activity, participants described their family roles and daily parenting experiences. This emotional engagement highlighted communication gaps, with several parents noting limited family time due to work commitments and expressing a desire for more meaningful engagement with their children.

Working through hypothetical case scenarios generated strong empathy among participants. Parents expressed solidarity with families experiencing hardship and recognized that meaningful parental influence relies on quality time, emotional support, and open communication rather than physical presence alone.

The experience emphasized the value of home-school collaboration, illustrating that parental example strongly shapes youth behavior. Beyond information delivery, the workshop fostered mutual support and actionable commitment, culminating in signed agreements establishing short-, medium-, and long-term goals to address social risks.

PHOTOGRAPHIC MATERIAL AND DETECTED RESULTS

Photographic Evidence	Description of the Moment.	Observed Outcome
	Workshop with parents on the role of parents as transformative and educational agents. Positive impact with the activity “my superhero”.”	Active interest and reflection by families on the reality of young people in San Mateo.
	Plenary session for the creation of groups to analyze problems and provide broad mutual support in problem solving.	During the setup of these groups, parents felt comfortable and free to express themselves in an atmosphere of camaraderie and genuine desire to make a difference for the good of their children and others.
 	Parents shared their lived experiences and compared them with those of others as part of the learning-by-problem-solving activity, creating an environment of empathy that strengthened communication and the relevance of the workshop’s outcome.	Establishment of agreements and commitments to address the potential problems looming over our local society, on three fronts: the FAMILY, SCHOOL, AND SOCIETY trilogy. With mutual trust, effective and supportive cooperation as the key factor for ethical, moral, and pedagogical formation. (Annex 4)

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VI. LESSONS LEARNED

The concepts that parents had at the beginning of the workshop were determined through rhetorical introductory questions about the topic to gather the opinions and beliefs expressed by the participants. We then examined the new concepts that the attendees acquired regarding co-responsibility in education and social transformation, as creators of well-being and opportunities for the young people in the community.

Thanks to the experience we gained from running the School, Family and Society workshop, we were able to confirm that the success of the relationship between family and school does not depend solely on purely institutional activities. It also depends on creating physical and time spaces for parents to express themselves freely, in an environment of understanding that allows them to become more firmly engaged in their children's educational process. With guidance and support, they can contribute in a more active way for the good of the entire educational community. The “MY SUPERHERO” activity had a very positive impact on the participants, as it allowed them to reflect on the emotions, concerns, and experiences that children bring to school every day. It also helped them reflect on what our role as parents can be, since our actions are imitated and help shape their character through parental guidance. It is a great responsibility.

Another lesson we learned from the experience of the Parents' School was that we came to understand that discipline in educational institutions is not based exclusively on regulations, sanctions, and punishments, but that dialogue is essential. Active listening and emotional guidance are key to achieving good results and for young people to perceive them as natural and real. During the exchange of experiences among parents, they were able to see the importance of strengthening effective communication within the home. When promoted with respect, empathy, strong ethical values, and support, it creates family coexistence that improves student behavior while also fostering better intra-

family relationships. To conclude, the experience of carrying out the Parents' School workshops leaves us with the firm impression that education is a shared responsibility within the Family, School, and Society trilogy. When their cooperation is well-structured, organized, and coherent, it ultimately results in more solid and efficient support for students. With this we confirmed that if we want a better society for our families, which is the foundation or social fabric of it, we must strive to build it better starting from the social, emotional, cognitive, and physical development, and with high standards of ethical and moral values, in the students themselves. All of these elements framed by something as essential and as simple as a hug, presence, or affection within the family home. The unavoidable commitment of the trilogy, Family, School, and Society, can make a big difference.

The results are summarized in the table below.

Table 3.

Summary of results

Trilogy Component	Difficulty / Detected Reality	Perception of the Actor in the Workshop	Guideline / Commitment to Transformation
Family (parents)	Lack of communication with the young students of San Mateo.	Recognition of emotional distance due to work schedules.	Creation of the first support and active listening group in the home.
School teachers	Need for continuous parental guidance spaces.	Openness to lead community educational processes.	Integration of families into institutional planning.
Society (Environment)	Few youth support networks in the community.	Urgency of safe environments to prevent social risks.	Neighborhood coordination to activate sports or cultural spaces.

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Anexo 1. Revisión de Plagio



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Tamaño del archivo original : 167,77 kB

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2	 departamentos.uleam.edu.ec departamentos.uleam.edu.ec/gestion-aseguramiento-calidad/files/2020/0... 	1%	

Anexo 2. Acta de consentimiento y Asistencia, firmadas por los asistentes.



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Facultad de Educación, Turismo,
Artes y Humanidades

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.

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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.

Registro de Firmas de Participantes y Firma de Consentimiento

N.º	Nombre y Apellidos	Cédula	Teléfono	Firma
1	Diana Carolina Morán Salcedo	131177972-6	0980250419	Diana Morán
2	Fabian López Rodríguez	1311514238	0992105249	Fabian López
3	Maria Mora	1311925935	0980516054	Maria Mora
4	Ruth López López	1312556127	0978104924	Ruth López L
5	Angelia Ortiz Morales	1308443225	09630595 ⁶²	Angelia Ortiz
6	Nancy Franco	1304522806		Nancy Franco
7	María Yraola y	130265238-1		María Yraola
8	Lionel Villalobos P	1305441358	0985486601	L E V P
9	Eulalia			
10	Juliana Vanessa Suárez Anchundia	131217184-4		Vanessa Suárez
11	Katherine All-gua Herillo	1309383333	0984397042	Katherine All-gua
12	Eulalia			
13	Lidia Fúera Velz Udeyda	1207200203	098907869	Lidia Fúera
14	Carmen López A	1309401041		Carmen López
15	Antonieta López	131472374-1	0991439924	Antonieta López
16	Liliana Lucas Alongo	130936826-2	0994390960	Liliana Lucas
17	Katherine Delgado Lucas	131041018-5	0777577778	Katherine Delgado Lucas

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	Marina Jossia Ibarra Reyes	131250278-2	0967062690	Marina Ibarra Reyes
19	Leyda Lucas Delgado	130759389-5	099197378	
20	Evelyn Lopez	1314720911	0994129911	
21	Paula Aracely Reyes	1314720945	0981295403	Paula Reyes
22	Leticia Franco Pachay	1306310952	0986579904	Leticia Franco
23	Virginia Calderon Reyes	1314344711	0939612696	Virginia Calderon R
24	Valeska Santana		0994129911	Valeska S
25	Luisa Mercedes Ibarra Lopez	131168793-1	0969128681	
26	Vanessa Lorena Reyes Reyes	1311844987	0997744862	
27	Carmen Margarita Reyes Anchundia	130309846-7	0998201847	Carmen Reyes
28				
29				
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37				

Chrystiams Delgado, Jesenia Flores López, Gonzalo Rodríguez Rodríguez
Investigadores Responsables

Anexo 3. Encuesta aplicada

ENCUESTA A DOCENTES DE LA UNIDAD EDUCATIVA SAN MATEO



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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

ENCUESTA ESCUELA PARA PADRES, DOCENTES

• Nombre: Alexandra Zambrano Posición: Docente

• Número de celular: 099531270 email: alexandra.zambrano@uleam.edu.ec

• Edad: 40 años

Preguntas Opciones Múltiples Elija la opción que mejor describe su aporte (marque con X).

- ¿Cuán frecuentemente observa problemas académicos (bajo rendimiento, baja participación o incumplimiento de tareas) en estudiantes de la unidad educativa San Mateo?
 - Todos los días
 - ☒ Varias veces por semana
 - Una vez por semana
 - Rara vez o nunca
- Cuales cree usted que son las 3 principales razones para los problemas de comportamiento, desobediencia, ¿bajo rendimiento, participación y conflictos en sus clases?
 - La pobreza
 - ☒ La Baja autoestima
 - Los docentes
 - ☒ El entorno familiar; sin formación en casa sobre valores, ética y responsabilidad.
 - ☒ La falta de comunicación
- ¿Qué tan graves considera los problemas de comportamiento, conflictos en clase, consumo de sustancias, en el colegio?
 - ☒ Muy graves
 - Algo graves
 - Neutrales
 - Poco graves o inexistentes
- ¿Qué tan importantes pueden ser las capacitaciones en "Escuela para Padres" para mejorar la comunicación, la formación ética y de valores de los estudiantes?
 - ☒ Muy importantes
 - Importantes
 - Neutral
 - Poco importantes
- ¿Apoyaría usted la realización de talleres formativos de Escuela para padres, que puedan mejorar sus oportunidades y su entorno familiar con auspicio de la Universidad ULEAM?
 - ☒ Alta prioridad
 - Media prioridad
 - Baja prioridad
 - Ninguna prioridad
- Tiene alguna idea de emprendimiento o apoyo entre padres que se pudiera llevar a cabo en el grupo del grado, con apoyo comunitario de Universidad ULEAM. Describalo brevemente.
- Capacitaciones en diversos ámbitos (Gastronomía - Geografía turística, idiomas, etc.).

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ENCUESTA DIRIGIDA LOS PADRES DE FAMILIA DE LA UNIDAD EDUCATIVA

SAN MATEO

Preguntas Opciones Múltiples. Elija la opción que mejor describe su situación (marque con X).

- | | # respuestas | porcentaje. |
|--|--------------|-------------|
| 1. ¿Con que frecuencia observa problemas académicos (bajo rendimiento, falta de tareas) en sus representados o compañeros de los mismos en la unidad educativa San Mateo? | | |
| a) Todos los días | — | — |
| b) Varias veces por semana | — | — |
| c) Una vez por semana | 10 | 42% |
| d) Rara vez o nunca | 14 | 58% |
| 2. ¿Qué tan preocupados está por los problemas de comportamiento (desobediencia, conflictos en clase, o bajo rendimiento) de su hijo o sus compañeros? | | |
| a) Muy preocupado | 10 | 42% |
| b) Algo preocupado | 8 | 33% |
| c) Neutral | 6 | 25% |
| d) Poco o nada preocupado | 2 | 8% |
| 3. ¿Le interesaría capacitaciones en "Escuela para Padres" sobre formación en valores para mejorar la comunicación, el desempeño y comportamiento de los jóvenes? | | |
| a) Sí, mucho | 20 | 83% |
| b) Sí, moderadamente | 4 | 17% |
| c) No estoy seguro | — | — |
| d) No me interesa | — | — |
| 4. ¿Participaría en grupos de padres para actividades cooperativas que mejoren el entorno familiar y generen ingresos (ej. emprendimientos locales)? | | |
| a) Sí, definitivamente | 18 | 75% |
| b) Sí, si es accesible | 6 | 25% |
| c) Tal vez | — | — |
| d) No | — | — |
| 5. ¿Qué prioridad tiene para usted recibir talleres formativos sobre emprendimientos familiares (actividades comunitarias, apoyo mutuo) a través de Escuela para Padres auspiciado por la universidad ULEAM? | | |
| a) Alta prioridad | 20 | 83% |
| b) Media prioridad | 4 | 17% |
| c) Baja prioridad | — | — |
| d) Ninguna prioridad | — | — |
| 6. Tiene alguna idea de colaboración entre padres que se pudiera llevar a cabo entre el grupo del grado, con apoyo comunitario de Universidad. Describalo brevemente. | | |

Varias Respuestas innovadoras para trabajar de manera colaborativa.

ANEXO 4. ENCUESTA DE SALIDA Y ACTAS DE COMPROMISO REDACTADA
EN EL TALLER



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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.	☒	☐	☐

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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.