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FAMILY AND SCHOOL: OPPORTUNITY FOR EDUCATIONAL TRANSFORMATIONL

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Abstract: It seeks to transform the family-school link from the modernization of the institutional educational project, within the framework of the updating and implementation of the different management areas. The experiential reference as teachers and researchers and the literature review made it possible to pose the research problem to address difficulties associated with the participation of families in school. Research focused on the family and school relationship, the influence of the family in the educational environment and the link between the family context and academic performance have been considered; issues that allow an approach to the problem, in terms of coordination, decision-making and joint management. The research methodology is part of a qualitative paradigm and uses grounded theory as a method. In the information collection process, training tasks have been used that have allowed the consolidation of reciprocal and complementary links.

Keywords: Pedagogical leadership, institutional educational project, collaborative work, family-school link.

INTRODUCTION

The National Development Plan 2018 – 2022, proposes to consolidate an educational system that guarantees conditions to help people achieve their comprehensive development throughout their educational career, so that they can build a life project that generates well-being. In this sense, the Ministry of National Education (MEN), and consistent with the constitutional principle of family co-responsibility, has proposed to strengthen relations between families and schools through the consolidation of an alliance based on in actions of collaboration, solidarity and mutual support in order to ensure social, material and human conditions to promote comprehensive development and learning.

To promote and consolidate links between family and school implies focusing this relationship on the generation of the necessary conditions to guarantee the well-being, development and learning of students, based on interactions of cooperation, coordination, collaboration, respect and shared responsibility. This way, according to Palma and Álvarez (2007), it is proposed that said alliance transcend the formal instances of participation in school life such as parent assemblies and councils, parent schools, the board of directors and the school committee of coexistence.

Faced with the challenge of conquering and linking families, and building an Institutional Educational Project (PEI) that allows them to feel protagonists, the research seeks three goals: promote interactions of cooperation, coordination, collaboration, respect and shared responsibility (family-school); generate spaces for interaction, reflection and collaborative work; and analyze appropriate alternatives for transformation or change.

To achieve these purposes, the PEI has focused on encouraging the participation of the entire educational community, which has ultimately facilitated the emergence of different leaders in the institution, hence the experience becomes an instrument that potentiates the birth and their growth. Permanent revisions and adjustments are carried out, jointly with the estates and efforts, which contribute to the task of strengthening public education, because public education is also of quality.

In this sense, the interactions with the families have been done through the consolidation of reciprocal and complementary bonds, tending to agreement, decision-making and joint management. For this, the degrees of family involvement of Epstein (2002) are incorporated as a strategy; families share basic information so that the

institution knows its students, they appropriate fluid communication, support EI, support their children's learning at home, participate in decision-making and collaborate with the community. Families are facilitated to integrate, from a horizontal, collaborative and supportive relationship, in actions that allow improving quality conditions, as well as in the educational processes of their children.

The family-school relationship has always contained mixed feelings, which for some are intrinsic. It is a complex relationship, a source of questions, tensions and latent conflicts, which allow us to open up to a game of negative, suspicious and even threatening evaluations. (Korinfeld, 2000) But reality also indicates that family and school are fundamental pillars of the social bond. As Martiñá (2006) expresses, "the family continues to be the best invention to guarantee the continuity of life and has not yet been replaced, except in exceptional cases." That societies put the place of the family on the table is not accidental, and responds to a need, which is manifested by its absence. On the other hand, the school is configured as the public space par excellence where it is built in a more disinterested way, or –better said– more interested in the other; in this case, the child or young person as a critical and leading citizen.

For Garay (2003), family and school "are fundamental to guarantee the physical and psychological health and the quality of education of the population of a country", much more so when it comes to the initial stages of a child's development. If we succinctly describe the social, cultural, scientific and economic transformations, it is because each one of them, in addition to affecting the family, school, children and young people, also modifies the relationship between them, producing in some cases situations that do not favor dialogue. and collaboration and that, by

not being understood, give rise to accusations and mutual devaluation. Today, as in the past, although the reasons given for education in general and the school in particular are different, they need to strengthen the role of the family as a social space for upbringing, transmission of culture and social customs.

The family, beyond its sociocultural condition, also needs the school. Both in families with high purchasing power and in those experiencing extremely precarious living conditions, adults spend a lot of time away from home, which leads to children being alone, in the company of the television or with groups of peers, without a adult who indicates the responsibilities from the care. From this point of view, families today more than before, live the presence of the school as an ally in the transmission of social and cultural values and that, in turn, shares the task of being educationally with children, youth and adolescents. The school must facilitate the participation of families, promote communication, mutual respect and collaboration, within a logic of shared effort, to achieve quality education for all.

In turn, parents must actively participate in the formal learning processes of their children, exercising effective educational co-responsibility with the school, committing to receive regular information from the educational centers on the learning process of their children, as well as as guidance to cooperate in it.

METHODOLOGY

The study is framed in a qualitative paradigm and uses grounded theory as a method with the purpose of generating an explanatory position on the family and school bond, on the ways in which each one conceives and disposes of its resources to contribute to the educational process of the children. students. To achieve this purpose,

training tasks were used as the strategy that allowed collecting data from the voices of the participants. The parents' council participates, 30 parents who previously have information about the study in question and voluntarily agreed to be part of the study.

A work plan is defined for each management and specific and articulated actions are developed, which includes monthly meetings, recreational-training meetings, training tasks, permanent induction and re-induction, interclass inaugural parade, participation of parents in the quality committee, solidarity sharing, wellness day, analysis of academic results in pedagogical day; group of parents through the strategy "Your story, account", family school, change of roles day of responsibility, antioqueñidad in family, meeting of graduates, family day, week of coexistence, choreography festival, act of good wishes, projects fair, home visits, among others, directly involving families as protagonists.

The training tasks make possible the exchange and joint construction between families, teachers and directors on the practices of care, upbringing and promotion of the integral development and learning of the students; since, by having an alliance between family and school, problems can also be solved together.

The methodological route contemplates the following strategies to materialize the family-school alliance and strengthen its bond:

1. *Beginning of the year meetings*: a meeting with families is institutionalized to reach agreements at the beginning of the school year, and provide information on the operation and some specific processes that will take place during the period. It is suggested to take advantage of this moment so that, transcending the goal of informing and assigning family responsibilities, a space is created that allows the exploration of the activities of childhood

or adolescence and dialogue so that families expose their concerns, possibilities of participation, proposals, expectations and interests regarding the education process that girls, boys and adolescents will experience.

Families need to know the general functioning of educational establishments and identify the participation mechanisms (formal and non-formal) that they have, for which the meetings at the beginning of the year may be the appropriate space for it. In addition, the right time to open the doors and establish adequate and clear conditions to favor the link between families and the school, as well as to raise awareness about the formal instances of participation in school life and about the importance of participating in them actively and purposefully.

2. *Conversations between families, teaching team and institutional leadership team*: planned meetings between families and teachers (sometimes accompanied by a support professional), with the purpose of exchanging expectations and information, and reaching agreements on how to accompany the girl, boy or adolescent in their learning and development processes. These are open spaces that facilitate the recognition of individual processes and the opportunities offered by families and the school to accompany them, and that avoid comments, complaints or judgments about negative aspects that cannot be transformed.

This resource is integrated into the completion of the sociodemographic characterization files, which facilitate dialogue on aspects of the daily life of children and adolescents, the dynamics in the home, the conditions of the houses, access to public services and cultural places., community and recreational, that allow the educational establishment to project actions recognizing the opportunities of their contexts. In this

sense, it is important that this strategy, from cordiality and empathy, take advantage of the formal criteria of the characterization to open dialogue and generate a first moment of trust for cooperation.

3. *Recognize the space, the educational processes and the teachers:* it is important that families know the teachers, the processes that will be developed and the physical space in which the children and adolescents will carry out their pedagogical activities, as a resource that promotes security and encourages the responsibility to participate in the adaptations or adjustments required to favor their development and learning. This resource is enriched, proposing families to participate and lead pedagogical activities in which they accompany teachers in reading groups, sports, artistic, cultural practices, among others.

Also, meetings are held to talk with the families of a group about the learning purposes, the strategies that are implemented by each teacher, the way to integrate knowledge between different areas or experiences pedagogical. Another alternative is to periodically share the goals, activities and tasks that are planned to be carried out, so that families know and participate in them. In the same way, meetings are held so that families and teachers get to know each other a little better, they can talk about the history and makeup of each family, what they enjoy doing, their traditions, this will allow building an environment of trust, to recognize each other and value each other.

4. *Telephone calls, messages in the communicator notebook or emails:* this strategy is carried out at all times, it consists of enabling channels for families and teachers to communicate, effectively and immediately, regarding the processes or situations that arise with children and adolescents, in such a way

that agreements are generated and coordinated processes are guaranteed. The communication channels are selected according to the levels of access, literacy and type of activity carried out by the families. Establish different channels of communication, allows to interact with all families, share information in real time and learn about important situations that occur in the daily lives of children and adolescents.

5. *Spontaneous conversations:* attempts are made to take advantage of the moments of daily interaction between teachers and families when children enter or leave the educational environment, fundamentally in initial and basic primary education. Families and teachers feel confident when there are gestures of affection and interest in the exchanges they have on a daily basis. Talking at the door allows the construction of agreements to contribute to the development of boys and girls, therefore, it is necessary that these interactions are based on an appreciative look at daily experiences, learning and abilities, avoiding comments of complaint or search of punishments, either by the families or the teacher, when the boy or girl performs unexpected actions.

6. *Thematic gatherings in the delivery of pre-reports or bulletins:* it consists of fostering spaces for dialogue based on conversation on a specific topic, in which families share concerns, cultural aspects and knowledge, allowing them to make decisions and assume commitments regarding accompaniment, to the development and learning of children and adolescents.

It is important to point out that the gatherings must not be confused with informative talks, since they are configured as a two-way relationship, where the actors have the same possibility to ask, and suggest solutions in which they are actively involved

in dealing with the issues that concern them. Elements of the culture that facilitate dialogue and that allow to symbolize concertation, for example, tissue or structure-building exercises with environmental materials.

7. *Experiential exchange spaces*: include family reading circles, game fairs, talent fairs and other meeting possibilities aimed at recognizing the family's own knowledge and practices that promote the comprehensive development of children and adolescents. The suggested activities must respond to the strengthening of the alliance between family and school, as well as the needs, expectations and capacities of families.

8. Services to support well-being: by projecting itself to the educational community, a set of services is made available to support its well-being. The educational institution permanently watches over community well-being, offering different mechanisms for participation and integration with the following activities:

a. parent school. From this institutional project, different activities are developed that lead parents to acquire knowledge, virtues, values and tools that help improve educational processes and coexistence between the institution and the community. In addition, that they have the possibility of acquiring and equipping themselves with tools to support their children's training process from home, from home. (Law 1404 of 2010). It is strengthened in the deliveries of bulletins and pre-reports, that is, six annual meetings.

Its goal is to encourage the participation of parents, guardians and caregivers to strengthen their capacities as responsible for rights, which allows them to support the comprehensive education of students, in order to detect, report and prevent situations

that threaten their physical and mental health. mental, articulated to what is expressed in Law 2025 of 2020.

b. Family Share. Space designed to share with all parents and guardians of the institution's students. This meeting takes place every year in the month of October to close the week of coexistence and seek to link the community in a different, pleasant space, where they can share and dialogue to reaffirm the institutional commitment as a family.

c. Attention to attendees. In addition to periodic attention for the beginning or end of the school year, or for the delivery of academic reports, the institution opens spaces for attention to parents who require it or who are summoned by teachers or directors. This space will be open 2 days a cycle, in such a way that there is participation by the attendees and that their work life is not affected. In addition, there is an induction and re-induction strategy to guide and link students and parents or guardians to institutional life.

d. Civic and cultural events. They are institutional spaces where the entire community meets, with the purpose of commemorating, celebrating and remembering an event or historical fact, or an important national date for the rescue of values, culture, knowledge and traditions.

e. Compulsory social service: "The compulsory student social service constitutes a training mechanism that allows the development of the educational process of the students, not only in the educational establishment, but also in the family context, in the environment and in society" (Resolution 4210 of 1996). Its goal is to integrate the student of the academic secondary education level into community life, in order to contribute to

their social and cultural formation, through pedagogical projects aimed at the development of values, especially solidarity, participation, protection, conservation and improvement of the environment and the dignity and meaning of work and free time.

f. Follow-up of graduates. This project seeks to keep a record and follow up on the institution's students in order to promote and maintain a bond with its graduates, obtaining mutual benefits, consolidating ties to reinforce their belonging to the institution and spread the importance and significance that it has in their groups. institution in your community. The institution promotes forms of participation and contact through the Internet (Institutional Website, social networks, etc.).

g. Institutional co-responsibility for the strengthening of others. It is the responsibility that the institution assumes with respect to the support, accompaniment and strengthening that it offers to other institutions and organizations in the sector in order to protect, respect and make effective the right to education as a means of combating discriminatory attitudes, creating welcoming communities and overcome inequalities through the implementation of permanent projects under inclusion policies and a common good perspective.

As strategies, the Educational Institution must strive for:

1. Bulletin per academic period (3 per year) on the institutional page to disseminate progress in respect for diversity and protection of fundamental rights.

2. Offer of advice to educational institutions in the sector, in strengthened internal processes and experiences, through the web or other dissemination channels.

3. Advice and support in the implementation of agreements that are developed with other institutions.

h. Availability of the physical plant and other resources. The Educational Institution facilitates its spaces and resources for events that benefit the community both culturally and in the educational and informative aspects.

5. Inter-institutional relations. The MEN (2008) states that alliances are cooperative relationships that are established with institutions and entities in the sector for the development of policies and practices that allow progress in educational attention to diversity and generate the culture of diversity as the guiding axis of coexistence and human development. The Institution benefits from external programs such as the school store budget, which make use of educational facilities, thus generating resources that collaborate with the expenses for the maintenance of the institution. The Educational Institution has the complementary services of:

a. School Feeding Program (PAE). The community is informed about the School Feeding Program (PAE), administered by the Secretary of Social Welfare and the possibility of using these services in the institution; The coverage of these services is approved by the secretary in question, and the Institution selects the students who participate in these complementary services, taking into account the criteria stipulated in resolution 16432 of 2015.

b. Library. It is in management.

c. Extracurricular activities and alliance with inspiration Comfama. Another important aspect is the development of extracurricular activities.

Extracurricular activities will be managed through the development of different institutional programs and projects.

d. Institutional alliances. The Share Educational Institution participates with other allied entities to improve internal processes. Students, their families, teachers, directors and administrative and support staff. These alliances must account for an articulated work in the different management areas: Directive, academic, administrative and community.

RESULTS

The transformations that have arisen in the institution and the participants are: appropriation of spaces for interaction, reflection and collaborative work; shared responsibility and strengthening of communication strategies so that it is fluid, permanent, positive and two-way; guidance to the educational community in processes of continuous improvement with a view to a culture of quality; strategic direction; precision of intervention strategies by processes; confidence of the educational community and reconstruction of the paradigm in front of public education; institutional projects centered on being, civic competences and care for the environment; consolidation of the life project with students, parents and teachers; culture for caring for the environment through the 5S strategy; family-school articulation; increase in the level of satisfaction of the different classes and in the school climate; leadership strengthening; empowered parent council; Strategic Alliances; use of resources, among others.

This experience has had an impact on aspects such as: empowerment in the institutional culture, sense of belonging, active participation, awareness in the care of public goods, construction of a true educational

community, which have been shaping the Institutional Educational Project (PEI) towards the goal of consolidating a quality institution, appropriating community spaces used inappropriately, turning them into learning scenarios and contact with nature, projects that enrich teaching, school coexistence and community participation. In conclusion, every day there is a more democratic, participatory, deliberative, pleasant and comfortable educational institution where well-being together with respect coexists in the institution.

An organizational culture, participatory administration and community development have been generated from leadership and comprehensive management to give continuity to the experience. In addition, it has been consolidated as an institutional policy, which seeks to strengthen educational processes within the framework of inclusion, interaction and healthy coexistence; aimed at academic excellence and training for citizenship.

The foregoing, framed in a perspective where family and school complement each other, are at the service of the comprehensive development of children and adolescents, with differentiated functions, dynamics, structures and actors. The relationship established between the two is mediated by moments in which the expectations and purposes of each one mesh, but also by some tensions and dissonances about the ways in which each one conceives and disposes of its resources to contribute to the educational process of people.

Given the training challenges derived from Covid-19, the activities were rethought but they did not stop being carried out, we took advantage of technological resources such as social networks, virtual platforms and institutional channels to maintain contact with families; The goal was to work as a team to create a sense of institutional belonging,

the training of leaders and the principle of co-responsibility, hand in hand with our parent council and school government as allies that facilitate and contribute to the achievement of results that result in good. common.

The alliance materializes in the definition and consolidation of proposals that, in a concrete and pertinent way, respond to the results of the agreement between families and the human talent of the educational establishment. Thus, projects have emerged that, through the strengthening of the alliance, address issues such as improving the socio-emotional skills of family members; the development of leisure activities, sports and proper use of free time for everyone in the family and school; the enjoyment of artistic and cultural activities that allow the recognition and appreciation of the knowledge and practices (trades) of the families; the development of strategies to jointly support the construction of life projects, particularly for adolescents and young people; the definition and implementation of strategies to improve the health and nutrition conditions of children and adolescents; the management of resources for the improvement of the educational process; among others.

DISCUSSION AND CONCLUSIONS

Transforming the family-school bond is an opportunity for institutional development and distributive leadership, since through their participation the institutional improvement and action plan is consolidated, enabling the appropriation of spaces for interaction, reflection and collaborative work with families; shared responsibility and strengthening of the principle of co-responsibility in parents and guardians.

The contribution to school management is based on principles of continuous improvement of the PHVA cycle (Plan, Do,

Check and Act), where key components for the institution are systematized; diagnosis, planning, implementation and evaluation, which feed each other and lead to obtaining the defined results. The foregoing, framed in a quality education that transforms individuals, has meaning and belongs within a project that belongs to everyone.

This study is likely to be replicated by overcoming the traditional structure of involving “families” to comply with the conformation of the school government, to move towards a construct that allows interaction with them from a methodological route that enables permanent meeting points; a route that allows school and family to get to know each other and read reality, establish agreements and project, work together to materialize ideas and reflect on their experiences.

When the school decides to grow in the participation of parents or when it intends to develop networking with the community, it is extremely important to build an institutional modality that frames the work. The opening in the participation can produce as an effect a change in the ensemble, for which it is necessary to be prepared. The first step consists of preparation within the institution, and this is done through a process of socialization and search for agreements by all the teachers and directors that make it up.

When some of the actors are not aware of the opening that the school intends, misunderstanding of directors or peers occurs, a process that affects families who perceive these contradictions. It is necessary, then, to formalize the proposal so that all the personnel know the directionality of the actions and join institutional criteria that apparently are not freed from each one. Personal answers, when they are positive, contribute a lot; however, they do not reach the transcendence of the institutional ones.

A unified base does not mean that it must be rigid or stereotyped, but rather consensual. Another important aspect of institutional meetings is being able to work from the school on the recognition of the other. As described before, the distance and the difference that usually arise due to generational, cultural and economic aspects must be critically reviewed from the institution that there are no disagreements, glances focused on the position of each one or prejudiced behaviors.

A direct way to move forward is to work around three specific actions present in the daily life of children and adolescents, in their families and at school, to empower them:

Caring, understood as an action focused on guaranteeing the essential conditions for well-being and quality of life, which includes protection against all potential harm and forms of violence that violate human dignity. This action implies arranging the material and emotional conditions necessary to that children and adolescents feel confident in their families and school, and based on this, develop their full potential without fear of exploring, experimenting and set your own path. As a result of this, they will be able to go out into the world as many times as they feel necessary, without losing sight of the fact that there is a safe space to which they can always return and where they can find the motivation they need to advance in their construction.

Accompany, referring to the different ways of being present and ensuring permanent contacts with each girl, boy and adolescent, which contribute to the strengthening of their autonomy, confidence in their own abilities and the creation of interactions based on respect. This action materializes in the mental disposition to enter into a permanent dialogue, as well as having spaces and times to be alone and motivate the encounter with oneself in a respectful way and calm, and in accordance with the particularities that

mark the transformations in development. Accompanying reinforces the idea that adults are there for children and adolescents, to let them know that they are important, that their feelings are valid, that their words are valuable, and that they have an impact on the decisions that are made about their well-being.

Promote the capacities of each girl, boy and adolescent, by recognizing and valuing the diversity that characterizes them, generating opportunities to explore, experiment and build their own ideas, interact with themselves, with peers and adults and with the world around them, motivate their creations and establish genuine exchange scenarios that enable dialogues between peers and intergenerational that build bridges between the knowledge and practices of the legacy and the historical moment in which they are participants. This action is closely linked to the dialogue of knowledge, participation in social life and an approach to the cultural context as a way of encouraging the questioning and projection of new realities.

Situating these three forms of relationship makes it possible to strengthen the interactions that are built in the family network and in the school, while at the same time they are understood as actions that take place in the lives of children and adolescents, which can be influenced to modify the styles and ways of life and, this way, position constructions aligned with the exercise of citizenship and the social construction of realities with increasing strength. The alliance between family and school implies generating an awareness to put the comprehensive development of girls, boys and adolescents at the center of actions, and make good treatment prevail, building trust and bonds of affection that ensure their sense of identity. and belonging, as well as their intention to shape their

own elaborations, based on the intentional educational proposals, in which that the entire educational community occupies an important place.

In light of the recognition of the relationships that have been mentioned, the establishment of the alliance requires considering the transformations in the interests, abilities and needs of children and adolescents, which are enhanced by their educational trajectories, so that the realization of the methodological route that is proposed here, is relevant and responds in a contextualized way to their realities.

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