



Commitments of Families and Teachers Integrated with ICT and Neuroeducation for Healthy Coexistence

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Abstract: Coexistence at home is reflected at school, yet many families lack clear parenting guidelines and many teachers lack tools to communicate with them without overloading digital channels. **Objective:** To develop a normative and guiding manual, grounded in documentary evidence, offering families, teachers and students norms and strategies to raise good people. **Methodology:** Documentary and propositional study based on Peruvian regulations on parental duties and school coexistence, and on scientific literature on parenting, sleep, executive functions, ICT, neuroeducation and resilience. **Results:** The study structured the legal framework of family duties, ten household coexistence norms, commitments for family, student and teacher, an ICT communication protocol, neuroeducation principles, personal development strategies with differentiated evidence, and a family-school pact. **Conclusions/Contributions:** Values education requires a home with warm, consistent norms and a school that uses ICT and neuroeducation rigorously. A contribution is made through a manual which, although incipient, is valuable and can be validated with experts, in order to achieve integrated commitments from families and teachers using ICT and neuroeducation for healthy coexistence.

Keywords: Parenting, values, school coexistence, ICT, neuroeducation, resilience.

Compromisos de las familias y los docentes integrados con TICs y neuroeducación para la sana convivencia

Resumen: La convivencia del hogar se refleja en la escuela, pero muchas familias carecen de pautas claras de crianza y muchos docentes, de herramientas para comunicarse con ellas sin sobrecargar los canales digitales. **Objetivo:** Elaborar un manual normativo y orientador, con fundamento documental, que ofrezca a familias, docentes y estudiantes normas y estrategias para formar personas de bien. **Metodología:** Estudio documental y propositivo basado en normas peruanas sobre deberes parentales y convivencia escolar, y en literatura científica sobre crianza, sueño, funciones ejecutivas, TIC, neuroeducación y resiliencia. **Resultados:** Se estructuraron el marco legal de los deberes familiares, diez normas de convivencia en el hogar, compromisos de familia, estudiante y docente, un protocolo de comunicación con TIC, principios de neuroeducación, estrategias de desarrollo personal con respaldo diferenciado y un pacto familia-escuela. **Conclusiones/Contribuciones:** La formación en valores requiere un hogar con normas afectuosas y coherentes y una escuela que use las TIC y la neuroeducación con rigor. Se aporta con un manual aunque incipiente pero de valía susceptible a validarlo con expertos para lograr compromisos de las familias y los docentes integrados con TICs y neuroeducación para la sana convivencia.

Palabras clave: Crianza, valores, convivencia escolar, TIC, neuroeducación, resiliencia.

Compromissos das Famílias e dos Docentes Integrados com as TIC e a Neuroeducação para a Convivência Saudável

Resumo: A convivência vivida no lar reflete-se na escola, mas muitas famílias carecem de orientações claras de criação, e muitos docentes, de ferramentas para comunicar-se com elas sem sobrecarregar os canais digitais. **Objetivo:** Elaborar um manual normativo e orientador, com fundamento documental, que ofereça a famílias, docentes e estudantes normas e estratégias para formar pessoas de bem. **Metodologia:** Estudo documental e propositivo baseado em normas peruanas sobre deveres parentais e convivência escolar, e em literatura científica sobre criação, sono, funções executivas, TIC, neuroeducação e resiliência. **Resultados:** Estruturaram-se o marco legal dos deveres familiares, dez normas de convivência no lar, compromissos de família, estudante e docente, um protocolo de comunicação com TIC, princípios de neuroeducação, estratégias de desenvolvimento pessoal com respaldo diferenciado e um pacto família-escola. **Conclusões/Contribuições:** A formação em valores exige um lar com normas afetuosas e coerentes e uma escola que use as TIC e a neuroeducação com rigor. Contribui-se com um manual que, embora incipiente, é valioso e passível de validação por especialistas, a fim de alcançar compromissos integrados entre famílias e docentes com as TIC e a neuroeducação para a convivência saudável.

Palavras-chave: Criação, valores, convivência escolar, TIC, neuroeducação, resiliência.





1. Introduction

Before stepping into a classroom, every student has already learned at home to greet or to stay silent, to ask or to demand, to listen or to shout. The school receives what the home has sown, and that is why family coexistence is reflected in the schoolyard, in the classroom and in the messaging group. Many teachers receive students who arrive without breakfast, without enough rest or with family tensions they cannot talk about. An informed teacher can interpret these signs wisely, instead of mistaking hunger or sadness for laziness.

Parenting matters. Baumrind (1966) described that parental control with clear rules and affection, called *authoritative*, is associated with better outcomes in children than a purely authoritarian or permissive style. In addition, sleeping well is associated with better school performance (Dewald et al., 2010), and executive functions can be strengthened through specific activities in childhood (Diamond & Lee, 2011).

For its part, the school can draw on ICT and neuroeducation. Cobos and Ledesma (2022) show that their joint use can improve the teaching–learning process, and Castro and García (2022) and González and Montes de Oca (2022) document neuroscience training experiences in Cuban universities. However, Seminario Córdova (2026), in a systematic review of 50 publications, shows that teachers have little knowledge of neuroeducation.

Problem: Families without clear guidelines and teachers with little preparation in neuroeducation and digital communication weaken healthy coexistence.

Objective: To develop a normative and guiding manual, grounded in documentary evidence, so that families, teachers and students can raise good people, with values and learning useful for life.

2. Methodology

Documentary and propositional study. The following were reviewed: (a) Peruvian regulations on parental duties, education and school coexistence, and (b) scientific literature in peer-reviewed journals on parenting, sleep, executive functions, ICT, neuroeducation and resilience, prioritizing publications from 2022 to 2026 and sources with a DOI or verifiable link.

Classic studies were also included when they support a central foundation. On that basis, the norms, guidelines and protocols of section 3 were developed, and each personal development strategy was assigned a level of support (Table 4). The study does not include fieldwork, but it draws on the expertise of the co-authors, who are teacher educators and practising teachers, and the proposal is presented around a regulatory framework.

2.1 Regulatory framework

Knowing the norm serves to raise awareness and to socialize (Table 1).



**Table 1.** Relevant provisions and their message for families

Norm	What it establishes (summary)	Message for the family
Law No. 27337 (2000), Code for Children and Adolescents, arts. 74-75	Regulates the duties and rights of parents in exercising parental authority and the grounds for its suspension	Caring for, guiding and educating is your duty and your opportunity
Civil Code, Legislative Decree No. 295 (1984), art. 423	Establishes duties and rights in the exercise of parental authority (its paragraph 3, on "moderate correction," was repealed by Law No. 30403)	Children also have duties: to collaborate and show respect
Law No. 29719 (2011), its Regulation (Supreme Decree No. 010-2012-ED, 2012) and the School Coexistence Guidelines (Supreme Decree No. 004-2018-MINEDU, 2018)	They promote violence-free coexistence in educational institutions, with protocols and incident records	If the school summons you, your presence protects your child
Law No. 30403 (2015)	Prohibits physical and humiliating punishment and repealed subsection d) of art. 74 of the Code for Children and Adolescents, which allowed moderate correction	You can correct with firmness, without hitting or humiliating
Law No. 28044 (2003), General Education Law	Recognizes the family as part of the educational community	You are part of your child's educational team

Source. Own elaboration based on the cited regulations. Text consulted in *El Peruano* and the Congress of the Republic.

Can I be reported for being an absent father or mother? There is no offense called "presence abandonment." Missing a meeting or answering a message late does not amount to abandonment. There are, however, legal avenues when there is a serious and sustained failure to meet parenting duties: repeated absence from school, lack of food, lack of supervision or neglect. The expected path is first to talk, accompany and support. If the risk persists, the protection authorities are informed (DEMUNA, the Public Prosecutor's Office or the family court), for protective and not punitive purposes.

Message to families: your child does not need a perfect father or mother. They need someone present. Ten minutes of genuine attention each day are worth more than a thousand gifts.

2.2 Home parenting manual

The essential values are respect, responsibility, honesty, gratitude, solidarity, perseverance and empathy. They are taught through daily practice and not through speeches, by means of ten coexistence norms that are later reflected at school (Table 2).

Table 2. Ten coexistence norms for the home, their practice and their reflection at school

No.	Norm	How it is practiced	Value it builds	Reflection at school
1	We greet and give thanks	"Good morning," "please," "thank you"	Gratitude	Courtesy





No.	Norm	How it is practiced	Value it builds	Reflection at school
2	We speak with respect	No shouting, insults or mockery	Respect	Dialogue without violence
3	We keep schedules	Fixed time to wake up, eat and sleep	Responsibility	Punctuality
4	We have breakfast before leaving	Simple, nutritious food	Self-care	Attention and energy
5	We sleep enough	Night routine without screens	Self-care	Memory and concentration
6	We help out at home	Household chores according to age	Solidarity	Teamwork
7	There is a time and place for study	Quiet space, review of notebooks	Perseverance	Completion of assignments
8	We correct without hitting or humiliating	Clear limits, reasonable consequences, constant affection	Respect	Self-control
9	We resolve conflicts by talking	Each person expresses how they feel and an agreement is sought	Empathy	Mediation instead of fighting
10	We take care of ourselves online	Family rules on social media, games and messages	Honesty and respect	Responsible use of technology

Source. Own elaboration based on Baumrind (1966) and Dewald et al. (2010).

Household collaboration by age. Between ages 3 and 5, children can put away toys or water a plant; between 6 and 9, make the bed and help set the table; between 10 and 12, wash simple dishes and sweep; and between 13 and 17, cook something simple, organize the shopping, look after younger siblings under supervision and manage their time. Tasks should be presented as a contribution to the family, not as punishment.

Positive discipline. Correcting is not humiliating. It is advisable to speak in a calm voice and explain the rule, to correct the behavior and not the person ("your room is messy; let's tidy it up," not "you are messy"), to apply reasonable and predictable consequences, to also recognize achievements and to set an example, because children learn by observing. The law prohibits physical and humiliating punishment (Law No. 30403, 2015).

Reasonable use of the internet. Seven family agreements are suggested: defined schedules for digital leisure, after homework; devices in common areas for the youngest; a screen-free night and no devices in the bedroom; joint review of apps, games and contacts; not sharing personal data, location or photos with strangers; respect online ("what you would not say face to face, you do not write"); and telling a trusted adult, without fear of punishment, about harassment or uncomfortable content.

Dialoguing with respect toward everyone. Respectful dialogue is learned by practicing it at home: listening without interrupting, expressing how one feels with "I feel..." instead of "you always...", acknowledging mistakes, apologizing and respecting all people regardless of their age, condition, belief or appearance.





3. Results

With the information presented, the aim is to achieve commitments

Table 3. Commitments of each actor and teacher–family communication protocol with ICT

Actor / aspect	Commitment or agreement
Student at home	Collaborate, keep schedules, speak with respect, ask for help when something worries them
Student in the classroom and with peers	Arrive on time, participate, listen, do not attack or mock, defend those who need it and report if there is harassment
Student on the internet	Use technology to learn and communicate with respect; do not spread photos or rumors
Family	Accompany the child every day, ensure breakfast and rest, check notices within the agreed time, attend when the school summons
Teacher: channel and types of message	One official group or platform per classroom; informative messages in the group and individual cases by private message
Teacher: schedule and response	Availability within a defined time window, messages scheduled outside working hours and a response time of 24 business hours for both parties
Teacher: tone and inclusion	Cordial, brief and positive communication that includes achievements; alternatives for families with poor connectivity (printed note, phone call or meeting)
Teacher: privacy	Do not disclose sensitive student data in groups

Source: Own elaboration.

Protocol for signs of neglect or family dysfunction. The teacher should follow six steps: (1) observe and record concrete facts (attendance, nutrition, mood), without judging; (2) talk with the student calmly and confidentially; (3) summon the family to a cordial interview to understand and offer support; (4) coordinate with the tutor, the school management and school psychology; (5) if there is risk or serious and persistent neglect, refer to the protection authorities in accordance with Law No. 29719 (2011), the Guidelines of Supreme Decree No. 004-2018-MINEDU and institutional protocols; and (6) accompany the follow-up and acknowledge the family's progress.

3.1 Neuroeducation and personal development

Neuroeducation brings together neuroscience, psychology and pedagogy to understand how the brain learns. Its most useful principles are that positive emotions favor memory; that learning is more motivating when it makes sense; that attention is limited and requires breaks; that spaced review consolidates what has been learned; that sleep, nutrition and movement influence performance; that sustained stress interferes with learning; and that children learn by observing. In the classroom this translates into greeting students by name, alternating short activities and avoiding humiliation. At home, it means praising effort and not only grades, maintaining routines and asking every afternoon, "What did you learn today?".

Neuroeducation requires caution with *neuromyths*, popular ideas about the brain without scientific support (Howard-Jones, 2014). Solid teacher training is the best antidote: professional development programs in educational neuroscience have been positively valued by school



personnel (Hachem et al., 2022), and a teacher training program in neuroeducation improved reading, mathematical and socioemotional competencies of secondary school students (Caballero & Llorent, 2022).

To raise awareness among students and families, personal development strategies are proposed, differentiated according to their scientific support (Table 4).

Table 4. Personal development strategies and level of support

Strategy	What it involves and how to apply it	Level of support
Positive self-suggestion	Repeating realistic confidence phrases, such as "I can improve if I practice," every morning	Limited; works better when combined with actions and achievable goals
Exitodynamics	A motivational approach for setting goals, habits and a vision of the future; for example, writing a weekly goal and the steps to achieve it	Self-help approach; no validation in the peer-reviewed literature reviewed
Resilience	Ability to overcome adversity: having a supportive adult, talking about problems, looking for solutions	High (Masten, 2001)
Implementation intentions	"If X happens, I will do Y" plans; for example, "when I get home, I do my homework first and then play"	High (Gollwitzer, 1999)
Executive functions	Planning and self-control games, physical activity, routines and small goals	High in childhood (Diamond & Lee, 2011)

Source: Own elaboration. The level of support is a qualitative assessment based on the cited literature.

3.2 Implementation and family-school pact

An eight-week plan is proposed. In weeks 1–2, school management and tutoring present the manual to the educational community and gather feedback. In week 3, a teacher workshop addresses the ICT communication protocol and basic neuroeducation. In week 4, a family school covers home rules, positive discipline and the internet. In weeks 5–6, the family-school pact is signed and the agreements are put into practice. In week 7, the coexistence committee reviews messaging, attendance and classroom climate. In week 8, school management evaluates, adjusts and recognizes outstanding families and students.

Pact for healthy coexistence (model)

I, [name of father/mother/guardian], commit to accompany my child every day, to make sure they eat breakfast and rest, to talk with respect, to collaborate with the school and to check notices within the agreed time.

I, [name of teacher], commit to communicate cordially and within agreed hours, to also report achievements, to use ICT with purpose and to guide with knowledge and empathy.

I, [name of student], commit to show respect, to help at home, to make an effort every day and to ask for help when I need it.

Date: _____ Signatures: _____



4. Discussion

The manual brings together three lines of evidence. First, *parenting with clear rules and affection* (Baumrind, 1966) underpins the household norms, and the legal prohibition of physical and humiliating punishment (Law No. 30403, 2015) reinforces positive discipline. Second, *habits that sustain learning*, such as sleeping well (Dewald et al., 2010) and training executive functions (Diamond & Lee, 2011), connect household routines with school performance. Third, *teacher preparation* in ICT and neuroeducation (Cobos & Ledesma, 2022; Castro & García, 2022; González & Montes de Oca, 2022) appears as a condition for technology to add value, and training must be rigorous to avoid neuromyths (Howard-Jones, 2014; Seminario Córdova, 2026).

A distinctive contribution is to separate personal development strategies according to their support. Resilience (Masten, 2001) and implementation intentions (Gollwitzer, 1999) have good evidence. Self-suggestion and exitodynamics have limited support, and they should be used as a motivational complement and not as a substitute for concrete actions.

4.1. Limitations. The proposal is documentary and has not been empirically validated. The norms must be verified in their current version and the age-based guidelines are indicative. It is recommended to validate the manual through expert judgment, pilot it in an institution and evaluate its effect on attendance, school climate and family–teacher communication.

5. Conclusions

Education begins at home, and healthy school coexistence reflects family coexistence. A home with warm and consistent norms, with shared tasks, respectful dialogue and reasonable use of the internet, raises good people. The law recognizes the parenting duties of fathers and mothers, and reminding them of this warmly is more effective than threatening them. Teachers play a decisive role when they use ICT in an orderly and purposeful way, apply neuroeducation rigorously and raise awareness among students and families with strategies differentiated by their support. When family, school and student sign a shared pact, the student understands that their education is transcendental for their life.

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