

## **Huellas de Esperanza Project**

The Huellas de Esperanza Project aims to transform the **Special Education Center “KO'E PYAHU,”** an institution dedicated to the learning of students with different types of disabilities, serving children, adolescents, and adults between 3 and 38 years of age, into a comprehensive, safe, accessible, and fully adapted space that meets their needs. This project arises in response to the urgent need to improve the institution's physical, pedagogical, and recreational conditions, providing an appropriate environment where students can develop their physical, social, emotional, and cognitive skills.

Currently, the institution lacks sufficient didactic materials and adequate pedagogical resources, which limits meaningful learning opportunities and the active participation of students. In addition, it has a classroom that is currently unusable and a deteriorated playground, further deepening the lack of functional spaces.

Through the remodeling and equipping of classrooms with didactic materials, the full restoration of the currently unusable classroom, and the creation of an inclusive playground, the project seeks to consolidate an environment conducive to learning, play, and inclusion—fundamental components for the comprehensive development of students.

Through the participation of the local community, the involvement of parents and families, and the support of the Rotaract Club Luque, as well as the collaboration of other Rotary clubs interested in joining the initiative, the Huellas de Esperanza Project will not only improve study and recreational areas but will also strengthen community bonds and ensure the long-term sustainability of the project, promoting a true sense of belonging, commitment, and social inclusion.

## **Observation**

This document contains information pertaining exclusively to Phase 1 of the project, which encompasses the initial technical assessment, the rehabilitation of existing infrastructure, and the implementation of basic improvements in the affected areas. The objective is to restore minimum conditions of safety, functionality, and usability to the educational environment.

This phase also includes a survey of the institution's current state and an analysis of teachers' and families' perceptions, which supports the need for intervention through technical and social evidence.

Once this stage is completed, the project will continue with Phase 2. This phase includes strengthening the educational environment through the incorporation of sensory and educational equipment, the implementation of an inclusive playground, training for institutional staff, and monitoring the impact of the improvements made.

**Overall Objective:**

To improve the educational, therapeutic, and recreational quality of life of the students at the Special Education Center “KO'E PYAHU”.

**Specific Objectives:**

- Restore and enable the currently unusable classroom to function as an educational and pedagogical support space.
- Paint the classrooms and other necessary areas of the institution.
- Equip the classrooms with didactic materials and pedagogical resources suitable for the various disabilities of the students.
- Prepare the grounds for the future installation of an inclusive playground that promotes the recreational, motor, and social development of all students.
- Engage the community in the maintenance of the project to ensure its long-term sustainability.

**Areas of Interest:**

1. Basic Education and Literacy
2. Maternal and Child Health

**Beneficiaries:**

A total of 85 students from the Special Education Center “KO'E PYAHU,” with various physical, cognitive, and developmental disabilities.

In addition, the students' parents and the school staff will also benefit from the project.

**Location:** Juan de Mena Street - Palma Loma Neighborhood, Luque, Paraguay.

**ORGANIZATIONAL CHART**

| PROJECT MANAGER                                                                          | FINANCIERO                                                                                                             | TÉCNICO                                                                                          | ENLACE                                                             | IPM                                                                                                                   |
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**Responsible:** Rotaract Club Luque

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*Supported by: Members of the Rotaract Club Luque*

## **BACKGROUND STUDY**

According to a joint study by UNICEF and the Ministry of Education (2023), in Paraguay, 457,844 children and adolescents between the ages of 5 and 17 are currently out of the education system. This situation is particularly critical for children with disabilities, who face a lack of inclusive schools and adequate resources.

Supporting this issue, the Inter-American Development Bank (IDB, 2021) reports that:

*"Children with disabilities are up to three times more likely to be out of the education system in Latin America."*

In the city of Luque, there are several institutions dedicated to inclusive education; however, only a few have the necessary support, backing, and financial resources to provide these children with the education they truly deserve.

In this context, the Rotaract Club Luque aims to contribute to strengthening its community. To this end, visits were conducted to three vulnerable communities, including interviews and surveys with local leaders, in order to identify their specific needs.

While each community presented significant challenges, the one selected met the necessary requirements for support, considering primarily its capacity to care for and maintain the facilities that would be improved, as well as the responsible use of allocated financial resources.

## **DATA COLLECTION: SPECIAL EDUCATION CENTER 'KO'E PYAHU'**

To ensure complete and accurate information gathering, the data collection was conducted in three complementary stages. First, a visit to the institution was carried out, during which conversations were held with the teaching staff to gain firsthand knowledge of the educational situation and observed needs.

Next, surveys were administered to both parents and teachers of the institution, with the aim of validating that the identified needs align with their expectations and priorities.

Finally, a technical inspection by professionals was conducted to assess deteriorated areas and document the institution's physical conditions.

This methodology provided a comprehensive and reliable overview of the center's reality and yielded the following results.

### **A. INITIAL VISIT AND INTERVIEWS WITH STAFF**

In December 2025, a visit to the institution was conducted. Through interviews with staff and key representatives, the following information was collected:

#### **Institution Data**

- Number of students: 85 children and young adults
- Disabilities served: ADHD, ADD, ASD, Down syndrome, learning disorders, behavioral disorders, microcephaly, cerebral palsy, low vision
- Student ages: Between 3 and 38 years
- Class schedule:
  - Children: 7:00 AM to 11:00 AM and 1:00 PM to 5:00 PM, with personalized classes according to each teacher and the student's needs
  - Adolescents and adults: Monday to Friday, 7:00 AM to 10:45 AM

- Available professionals: Psychologist and educational psychologist; the institution provides individualized follow-up and suggests other professionals as needed. The teaching staff consists of 2 administrators and 6 teachers.
- Infrastructure: 6 classrooms in total (5 functional, 1 unusable)

**Identified needs:**

- Insufficient equipment, teaching materials, and concrete learning resources
- Unusable classroom due to cracks and moisture issues
- Deteriorated recreational playground
- Lack of space for specific activities

**Additional information from interviews:**

- The institution does not receive financial support from the Ministry of Education of Paraguay as other schools do.
- Teaching methodology: Each student receives education adapted to their disability, following the national curriculum of the Ministry of Education (MEC)
- Challenges: Maintaining consistency in work and the need for increased family awareness and follow-up

## **SURVEY OF PARENTS**

Based on the data collected, in December 2025 a survey was conducted among the parents of children at the Special Education Center 'KO'E PYAHU', with the aim of gathering detailed information about the current conditions of the facilities and the improvement needs to be addressed through the Huellas de Esperanza Project.

### **Data Collected in the Survey:**

#### **1. General Information:**

- Most students are between 4 and 16 years old, corresponding to early childhood and basic school levels.
- In terms of schooling, students mainly attend early childhood education, kindergarten, and specific support groups.
- Attendance varies: while some children attend regularly throughout the week, others attend for limited hours or on specific days.
- This highlights the need for adequate teaching resources, appropriate physical spaces, and pedagogical strategies focused on early stimulation, continuous support, and inclusive learning.

#### **2. Type of Disability or Diagnosed Condition:**

- The results show a variety of conditions among students, with Autism Spectrum Disorder (ASD) at 52%, followed by Down syndrome at 25%, among other identified conditions.

#### **3. Recommendation of Additional Professionals by the School:**

- 80% of surveyed parents indicated that the institution has recommended consultations with additional professionals.
- However, not all families were able to access the suggested professionals, mainly due to economic limitations, lack of availability, or transportation difficulties.

#### **4. External Specialists Supporting the Child:**

- 72% of parents reported that their children receive support from psychologists.
- 42% indicated that their children receive support from both psychologists and neurologists, while 30% reported assistance from educational psychologists.
- Some students also receive support from speech therapists or other specialists, and there are cases where students are attended by more than one professional simultaneously.

#### **Main Needs Identified by Parents:**

##### **1. Required Teaching Materials:**

Parents indicated the need for diverse materials to support multiple areas of development:

- Playful and sensory resources: Educational games, puzzles, blocks, modeling clay, sensory toys, and materials for fine motor and physical activities (balls, hoops, mats, small weights).
- Academic and reading resources: Educational books and stories, illustrated books, pictograms, and concrete materials for mathematics and writing.
- Technological and audiovisual resources: Computers, tablets, educational software, and interactive videos.
- Cognitive and phonological development: Specific materials for phonology, practical activities fostering autonomy and student independence.

It is emphasized that materials should be attractive and concrete, facilitating children's attention and participation.

##### **2. Benefits of Using Concrete Materials:**

- 77% of parents reported that their children benefit from the use of concrete, manipulative, and sensory materials, while 16% indicated partial benefit.

- These results reaffirm the importance of investing in adapted teaching materials.

### **3. Computer Lab:**

- 90% of respondents agreed that having a well-equipped computer lab would be highly beneficial for students' learning and inclusion.
- Parents identified priority technological resources as computers, tablets, specialized educational software, and materials adapted to different types of disabilities.

### **4. Condition of Playground and Outdoor Spaces:**

- 58% of respondents consider the current playground condition poor or inadequate.
- The most mentioned improvements include inclusive play equipment, sensory elements, better maintenance, and increased safety.

### **5. Need for More Resources or Improvements:**

- 94% of parents consider that the institution needs additional resources or improvements.
- Priorities identified include classroom upgrades, equipment, educational materials, and inclusive recreational spaces.

The survey results highlight the need for progressive interventions in classrooms, teaching materials, outdoor spaces, and the incorporation of educational technology. These findings support and justify the development of the Huellas de Esperanza Project, aimed at generating a positive and sustainable impact on the educational quality and well-being of students at the Ko'Ē Pyahú School.

## **TEACHER SURVEY**

During the same month, a survey was conducted with the teachers of the Special Education Center 'KO'E PYAHU' to understand their perspective on the conditions of the facilities, available resources, and priority needs for improving the educational environment within the framework of the Huellas de Esperanza Project.

### **1. Teachers Surveyed:**

- The survey included one classroom teacher, two support teachers, a psychologist, an administrative staff member, and the center's director. This diversity of roles allowed for gathering multiple perspectives on the facility conditions and improvement needs.
- Among the respondents, one teacher reported being in charge of the pre-kindergarten class, another of the early childhood level, while others served as specialized support teachers. Some participants work with students across all grade levels, and others are part of mixed groups that include teachers, children, and parents, encompassing all groups from early childhood onward.

### **2. Student Distribution by Classroom – Current Cycle:**

- Teachers reported that student numbers vary depending on the group or classroom. Some have 15–20 students per cycle, while others reported groups of 45, 70, and even 86 students, reflecting the diversity in group sizes within the center.

### **3. Predominant Disabilities in Groups:**

- All surveyed teachers reported having students with ASD, Down syndrome, and learning disorders. 71% reported students with ADHD, and 57% mentioned students with ADD and low vision.
- Some teachers also noted isolated cases of other specific conditions.

### **Main Needs Identified by Teachers:**

#### **1. Access to Teaching Materials:**

- 100% of teachers indicated insufficient access to teaching materials to effectively work with their groups.
- There is a need for varied materials to facilitate meaningful learning, including concrete and semi-concrete materials, blocks, puzzles, stacking toys, pictograms, coloring books, cards, and audiovisual materials.
- Additionally, the importance of having mats, appropriate sports equipment, and safer spaces adapted to students' needs was emphasized.
- This situation highlights a priority need for pedagogical resources to improve teaching quality and better address students' educational needs.

#### **2. Resources Adapted for Sensory, Cognitive, or Motor Needs:**

- 72% of teachers reported lacking adapted resources for sensory, cognitive, or motor needs, while 28% had them fully or partially.

#### **3. Resources Needed for Educational Development:**

- Most cited resources needed include general teaching materials, numerical and alphabet resources, memory and psychomotor development tools, visual-motor skill materials, and other technological tools.
- Also highlighted were the need for concrete materials with various textures, colors, shapes, and sizes, playground equipment, hoops, large blocks, sensory rooms, and sports teaching tools.
- Some teachers emphasized the importance of more professionals and infrastructure improvements to ensure adequate attention for all students.

#### **4. Impact of the Lack of a Usable Classroom on Pedagogical Planning:**

- 86% of teachers reported that the lack of a usable classroom affects their planning.

- Reasons include the need for adequate space for lessons, as some teachers currently conduct classes in improvised areas such as the kitchen, without proper furniture and with multiple distractions; the importance of a safe, motivating environment that facilitates students' attention and concentration; and the need for appropriate spaces to use technological tools, organize groups, and develop computer and manual skills projects.
- These findings highlight the importance of appropriate classrooms for effective learning and a suitable educational environment.

#### **5. Evaluation of the General Condition of Classrooms:**

- Teachers evaluated the classrooms as follows: 28% in good condition, 57% in fair condition, and 15% in poor condition.
- This reflects the majority's perception of the need to improve classroom physical conditions to provide a safe and adequate learning environment.

#### **6. Evaluation of the Playground Condition:**

- 100% of teachers rated the playground at 'KO'E PYAHU' as poor.
- This unanimity reflects the urgent need for intervention to ensure student safety and provide an adequate environment for play, recreation, and holistic development.

#### **7. Urgent Improvements Considered for the Institution:**

- Recovery of the unusable classroom was considered the most urgent improvement by 100% of respondents.
- Other priorities include the installation of an inclusive playground (71.4%), classroom equipment, and provision of teaching materials (57.1% each).
- These results highlight the importance of interventions in both infrastructure and pedagogical resources to provide a safe, inclusive, and suitable educational environment for all students.

#### **8. Types of Support Considered Relevant to Improve Teaching:**

- Teachers emphasized the need for adequate tools and materials, appropriate and pleasant spaces for teaching, and infrastructure improvements, including an inclusive playground for recreation.
- They also highlighted the importance of specialized professionals, such as speech therapists, and the need for continuous training for specific support teachers.

#### **9. Evaluation of Overall Improvement Needs:**

Teachers rated the general improvement needs of the institution on a scale of 1 to 5 (5 being highest urgency).

- **58%** gave a rating of 2, **14%** a rating of 3, and **14%** a rating of 5.

These results indicate that the majority perceives improvement needs as **moderately urgent**, highlighting the importance of actions to strengthen infrastructure, resources, and teaching conditions.

The teacher survey at KO'E PYAHU revealed urgent needs in infrastructure, resources, and teaching materials. The lack of usable classrooms, poor condition of facilities, and playground significantly affect pedagogical planning and learning quality.

Teachers emphasized the importance of adapted materials, technological tools, safe and inclusive spaces, and professional support. Addressing these priorities will improve the educational environment, enhance attention for all students, and promote the holistic development of the children and young adults at the center.

#### **D. TECHNICAL INSPECTION OF THE CLASSROOM BY PROFESSIONALS**

A visit to the institution was conducted by members of Rotaract Club Luque, including a civil engineer and other professionals, with the purpose of verifying the condition of the deteriorated classroom. During the inspection, the presence of cracks and moisture was confirmed, documenting its current state.

The monitoring and evaluation of the data collection were carried out by members of Rotaract Club Luque, following methods established by internal and external volunteers, ensuring technical and professional standards throughout the process.

## PROJECT STAGES

Duration: 3 weeks

The project has been divided into specific goals. Each goal can be implemented according to the funding obtained.

### PHASE ONE

- **STAGE 1: Technical Assessment of the Classroom / 1 week**

- Hire a professional pathologist to assess the conditions of the currently unusable classroom and determine the level of structural damage and necessary interventions.

- **STAGE 2: Rehabilitation of the Existing Classroom / 1 weeks**

Activities:

- Masonry crack repair using metal staples
- Masonry crack repair with polyurethane foam
- Treatment of rising damp with cement mortar in walls
- Interior plastering of treated areas
- Waterproofing under cladding in damp areas with mortar
- Painting

- **STAGE 3: Refurbishment of the Outdoor Area / 1 weeks**

Activities:

- Demolition of ceramic flooring
- Subfloor of ceramic rubble on soil to be compacted to a thickness of 8/15 cm
- Exterior floor insulation
- 1.5cm leveling layer
- Ceramic tile flooring

## **PHASE TWO**

Phase 2 focuses on the comprehensive improvement of the institution through infrastructure upgrades, the installation of sensory elements, and the creation of an inclusive playground with adapted play equipment. It also includes the acquisition of educational materials, staff training on the use and maintenance of resources, and an ongoing process of monitoring and evaluating the project's impact on the children's quality of life and development.

### **Monitoring:**

Rotaract Club Luque will be responsible for collecting information to evaluate the project's impact.

### **Sustainability:**

Maintenance will be managed by the local community and the families of the beneficiaries.

**Budget phase 1**

| Item     | Category                                        | Description                                                                              | Supplier                                            | Budget                                                                                        | Total Price (Gs) |
|----------|-------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------|
| <b>1</b> | <b>Costs independent of scope are necessary</b> | <b>Preliminary work</b>                                                                  |                                                     |                                                                                               |                  |
| 1.1      |                                                 | Re-establishment and marking                                                             | Local - Herrería<br>Tierra Dentro                   |  presup... | 2.515.500        |
| 1.2      |                                                 | Preparation of an expert report with technical recommendations for the execution of work | Local - Rafael<br>Moral Ingeniero<br>Civil - Perito |  Presup... | 15.000.000       |
| <b>2</b> | <b>Phase 1</b>                                  | <b>Classroom</b>                                                                         |                                                     |                                                                                               |                  |
| 2.1      |                                                 | Repair of a crack in masonry, by stitching with metal staples                            | Local - Herrería<br>Tierra Dentro                   |  presup... | 453.600          |
| 2.2      |                                                 | Repairing a crack in masonry with polyurethane foam                                      |                                                     |                                                                                               | 502.200          |
| 2.3      |                                                 | Treatment of rising damp with cement mortar in walls                                     |                                                     |                                                                                               | 5.280.000        |

|                    |                                     |                                                         |                                   |                                                                                               |                |
|--------------------|-------------------------------------|---------------------------------------------------------|-----------------------------------|-----------------------------------------------------------------------------------------------|----------------|
| 2.6                |                                     | Interior plastering in areas that have been worked on   |                                   |                                                                                               | 810.000        |
| 2.7                |                                     | Waterproofing under cladding in damp areas, with mortar |                                   |                                                                                               | 1.458.000      |
| 2.8                |                                     | Paint                                                   |                                   |                                                                                               | 4.258.800      |
| 3                  |                                     | Hallway in front of the classroom                       |                                   |                                                                                               |                |
| 3.1                |                                     | Demolition of ceramic floor                             | Local - Herrería<br>Tierra Dentro |  presup... | 186.000        |
| 3.2                |                                     | Ceramic rubble subfloor on 8/15 cm compacted soil       |                                   |                                                                                               | 1.008.000      |
| 3.3                |                                     | Exterior floor insulation                               |                                   |                                                                                               | 1.260.000      |
| 3.4                | Regularization folder 1/3 of 1.5 cm | 900.000                                                 |                                   |                                                                                               |                |
| 3.5                | ceramic floor                       | 900.000                                                 |                                   |                                                                                               |                |
| TOTAL PHASE 1 (Gs) |                                     |                                                         |                                   |                                                                                               | Gs. 34.532.100 |

We suggest that the **conversion from Guaraníes to US dollars** be carried out on the day the budget is analyzed, using the exchange rate in effect on that date, preferably through the exchange house **CAMBIOS CHACHO S.A.**

### **Observation**

This document contains information pertaining exclusively to Phase 1 of the project, which includes the initial assessment and the first rehabilitation interventions of the existing infrastructure.

In this phase, an evaluation of the current state of the space is conducted, and basic repair and improvement work is carried out both inside the classroom and in the exterior area, with the aim of restoring minimum usability and safety standards.

This phase lays the necessary groundwork for the development of the subsequent phases of the project.

## Annex



Annex 1: Front facade of the "KO' E PYAHU" Special Education Center.



Annex 2: Interior view of the "KO' E PYAHU" Special Education Center from the park.



Annex 3: Outdoor recreation area of the "KO' E PYAHU" Special Education Center.



Annex 4: Leisure area of the "KO' E PYAHU" Special Education Center..



Annex 5: Green space of the "KO' E PYAHU" Special Education Center



Annex 6: Deterioration noted in the classroom.



Annex 7: Issues identified in the classroom.



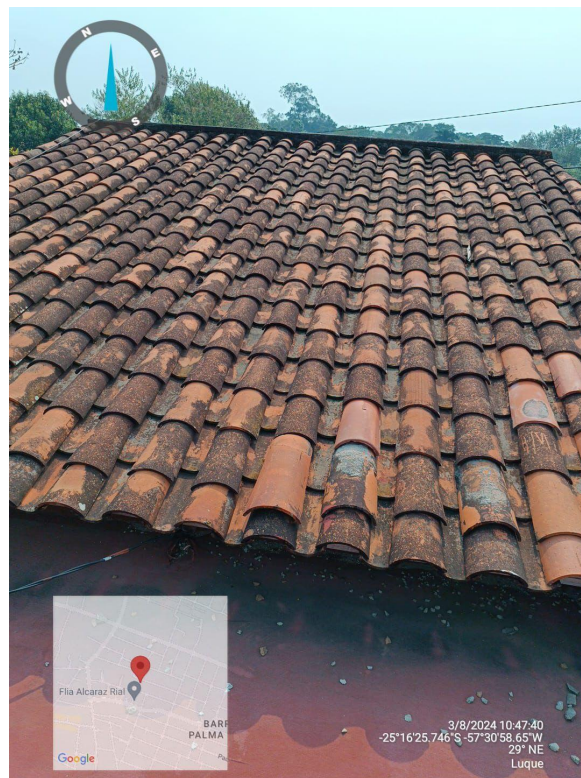
Annex 8: Defects detected in the classroom.



Annex 9: Alterations observed in the classroom.



Annex 10: Deficiencies observed in the ceramic roof.



Annex 11: Deterioration detected in the roof.



## ANALYSIS AND INTERPRETATION OF RESULTS

### SURVEY OF PARENTS AND GUARDIANS

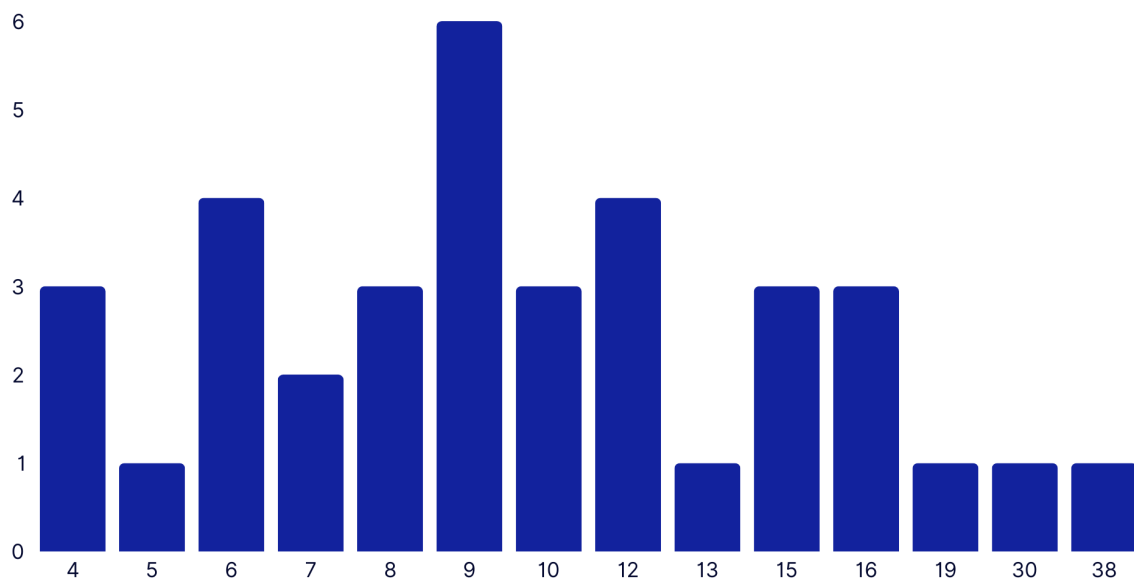
This survey was conducted with 36 parents and guardians of students at the Special Education Center “KO’ E PYAHU”, with the aim of gathering their perspectives and obtaining a clear understanding of how the Huellas de Esperanza Project can contribute to improving the well-being and holistic development of their children.

According to the data analysis, the following results were obtained:

#### **Question N° 1: Age of your son/daughter**

The age range of the surveyed students varies from 4 to 38 years, reflecting the population served by the center, from young children to young adults.

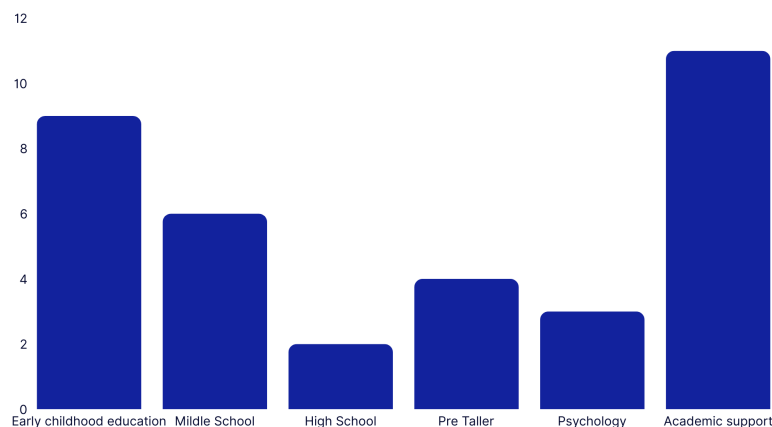
*Graph 1: Age of students at the “KO’ E PYAHU” Special Education Center*



**Question N° 2: Grade or group attended**

The responses indicate that students are distributed across different educational levels: 9 in early childhood education, 6 in basic education, 2 in secondary education, 4 in pre-taller, 3 in psychology, and 11 in specific support programs.

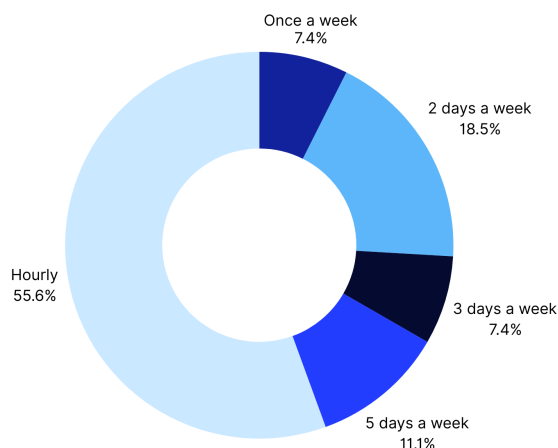
*Graph 2: Students' Grade or Group at the "KO' E PYAHU" Special Education Center*



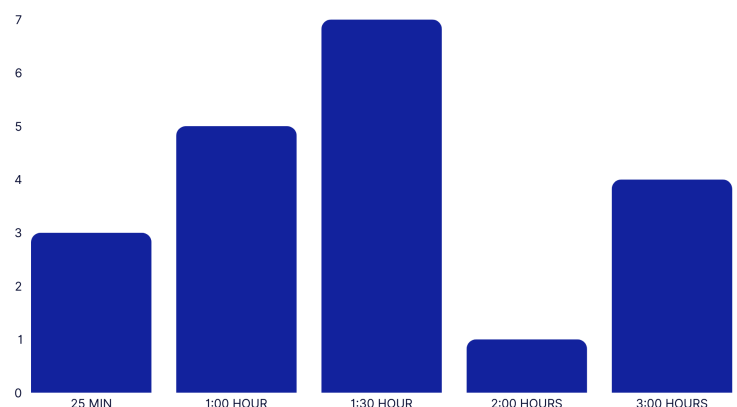
**Question N° 3: How many days and hours per week do you currently attend?**

The responses show variation in both the frequency and duration of student attendance: 7.4% attend once a week, 18.5% attend two days per week, 7.4% attend three days per week, and 11% attend five days a week. In addition, it is important to note that 55.6% of respondents attend on specific schedules on their assigned days, with session lengths ranging from 25 minutes to 3 hours.

*Graph 3: Attendance of students at the "KO' E PYAHU" Special Education Center*



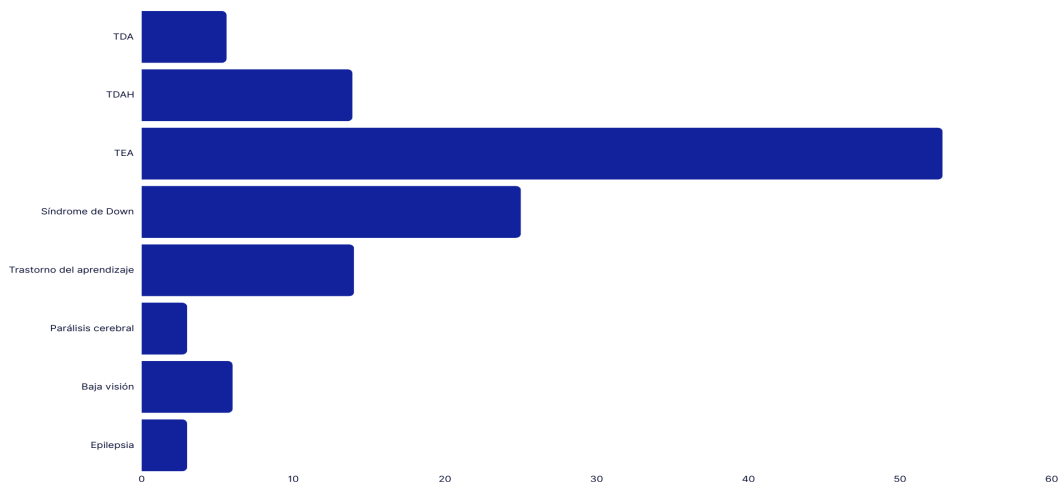
*Graph 3.1: Hourly attendance of students at the "KO' E PYAHU" Special Education Center*



#### **Question N° 4: Type of disability or diagnosed condition**

The responses show a diversity of diagnosed conditions among the students. The most frequent is Autism Spectrum Disorder (ASD), present in 52.8% of cases. Other conditions include Down syndrome (25%), ADHD (13.9%), learning disorders (13.9%), ADD (5.6%), low vision (5.6%), epilepsy (2.8%), cerebral palsy (2.8%), and other conditions (2.8%).

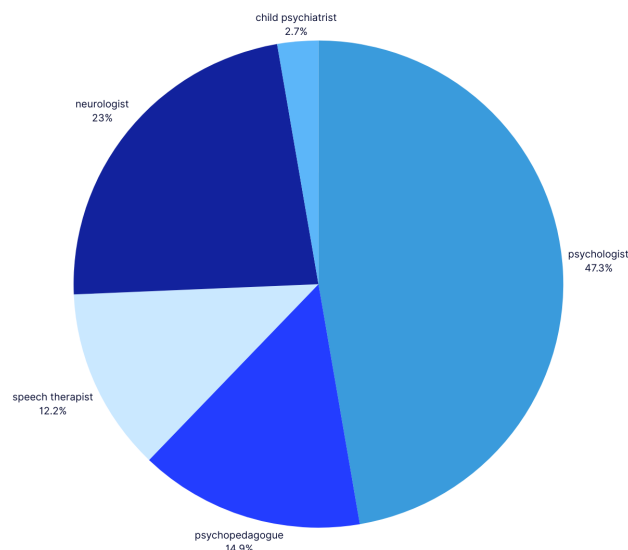
*Graph 4: Distribution of students by type of disability at the Special Education Center*



#### **Question N° 5: Professionals who currently attend the child**

47.3% of the parents surveyed indicated that their children see a psychologist, 23% a neurologist, 14.9% a special education teacher (psychopedagogue), 12.2% a speech therapist, and 2.7% a child psychiatrist. It is worth noting that of these professionals, only the psychologist and the psychopedagogue provide services within the institution.

*Graph 5: Professionals currently providing care to students*

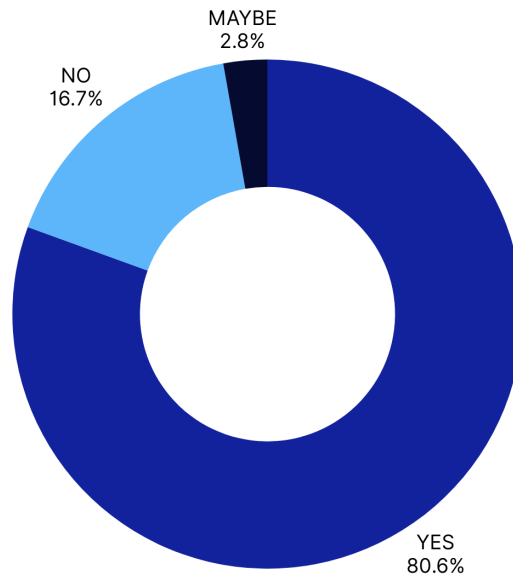




**Question N° 6: Did the school recommend additional professionals?**

In response to this question, 80.6% of parents answered that the school did recommend additional professionals, 16.7% answered no, and 2.8% indicated maybe.

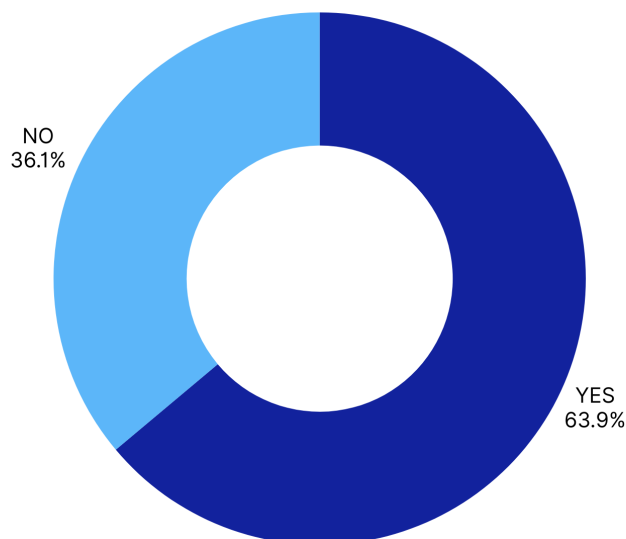
*Graph 6: Recommendation of Additional Professionals by the School*



**Question N° 7: Were you able to access them?**

63.9% of parents indicated that they were able to access the recommended professionals, while 36.1% stated that they were not able to do so.

*Graph 7: Access to Recommended Professionals*



**Question N° 7.1: If you answered “No,” why?**

Among the parents who indicated that they were unable to access the recommended professionals, the main reasons mentioned include:

- Economic cost: Several parents stated that therapy sessions are expensive or that their family budget is limited.
- Availability and access: Some indicated that the institution does not have the necessary professionals or that appointments in the public sector involve long waiting times.
- Time and distance: Some reported that time constraints and distance make attendance difficult.

**Question N° 8: What educational materials does your child need to improve their learning?**

The responses reflect a variety of materials that parents consider necessary to support their children’s learning. The most frequently mentioned include:

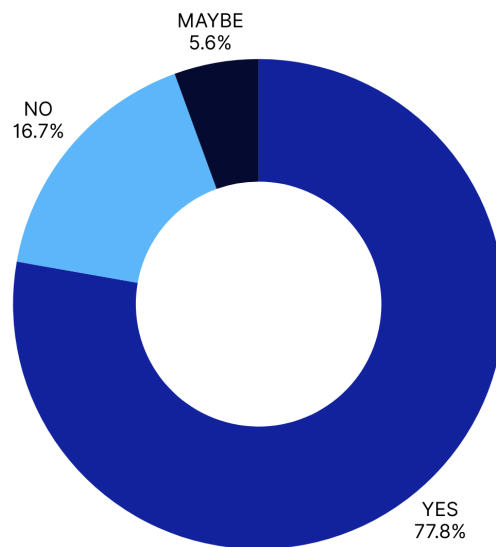
- Educational games and puzzles
- Educational books and storybooks
- Manipulative and concrete materials (blocks, visual resources, models)
- Sensory toys
- Fine motor and physical activity resources (balls, hoops, mats)
- Educational technology (computers, tablets, educational software, interactive videos)
- Pictograms and visual materials
- Materials for practical daily life activities (going shopping, visiting public spaces)

Some parents also mentioned that it is important for the materials to capture the child’s attention and be adapted to their specific needs, such as phonological, cognitive, or writing development.

**Question N° 9:** Does your child benefit from the use of concrete materials (manipulative, sensory, adapted)?

77.8% of parents indicated that their child does benefit from using concrete materials in their learning, 16.7% answered maybe, and the remaining 5.6% indicated no.

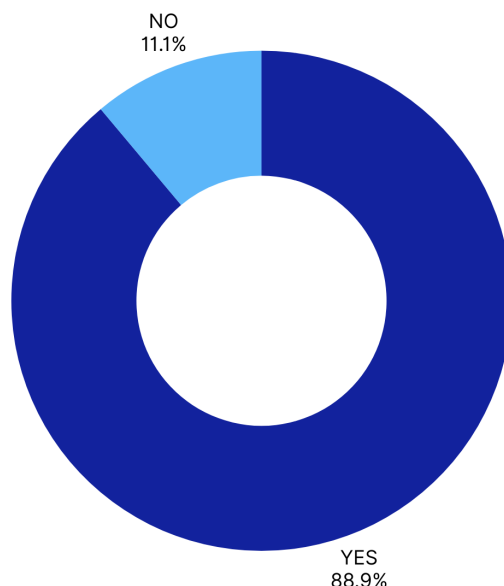
*Graph 8: Benefits of Using Concrete Learning Materials*



**Question N° 10:** Do you think having a fully equipped computer lab would be useful for your child?

88.9% of parents considered that having a computer lab would be useful for their child, while 11.1% answered no.

*Graph 9: Benefits of Using Concrete Learning Materials*





**Question N° 11: What type of technology do you consider necessary for your child's learning? (computers, tablets, specialized software, low-vision resources, etc.)**

The responses show that parents consider various technological tools necessary to support their children's learning. The most frequently mentioned include:

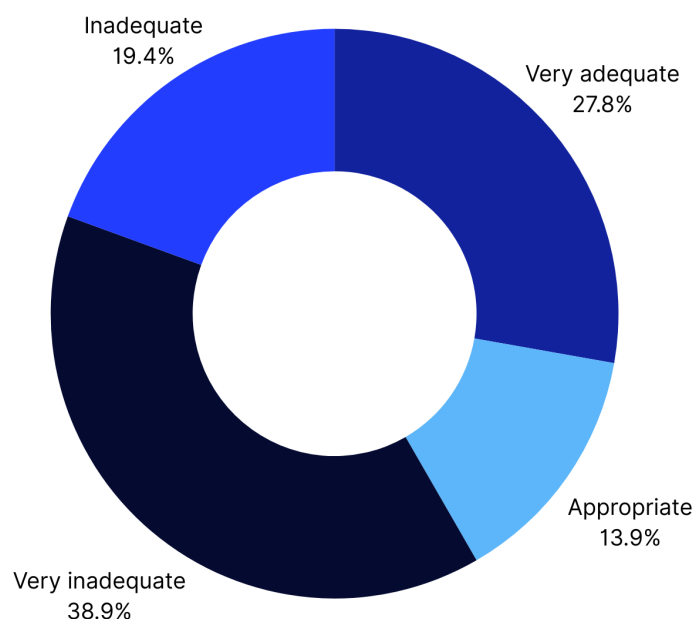
- Computers
- Tablets
- Educational or specialized software
- Low-vision resources

Some parents highlighted that technology can facilitate communication, especially for non-verbal students, and promote autonomous and creative learning.

**Question N° 12: Do you consider the current state of the inclusive playground and outdoor spaces adequate?**

The responses show diverse opinions regarding the condition of the center's outdoor spaces. 38.9% of parents indicated that it is very inadequate, 27.8% rated it as very adequate, 19.4% considered it inadequate, and 13.9% considered it appropriate.

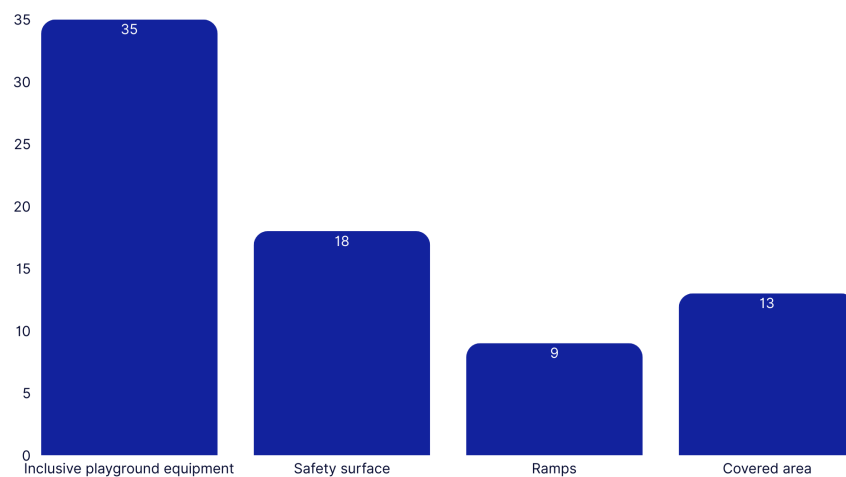
*Graph 10: Parental Perception of the Adequacy of Outdoor and Inclusive Spaces*



**Question N° 13: What improvements do you consider a priority for the park?**

The responses indicate that the most frequently mentioned improvements by parents were the incorporation of inclusive playground equipment, installation of safe flooring, provision of shaded and covered areas, and the construction of ramps and walking circuits. These preferences reflect the need for an outdoor space that is more accessible, safe, and functional for all students.

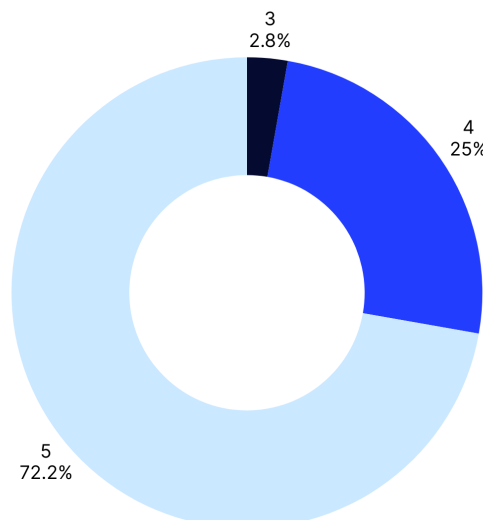
*Graph 11: Priority Improvements for the Inclusive Playground*



**Question N° 14: How satisfied are you with the school's attention? Please rate from 1 (lowest) to 5 (highest).**

In response to this question, 72.2% of respondents rated the school's attention as 5, the highest score; 25% rated it as 4, and 2.8% rated it as 3.

*Graph 12: Parental Satisfaction with School Attention*

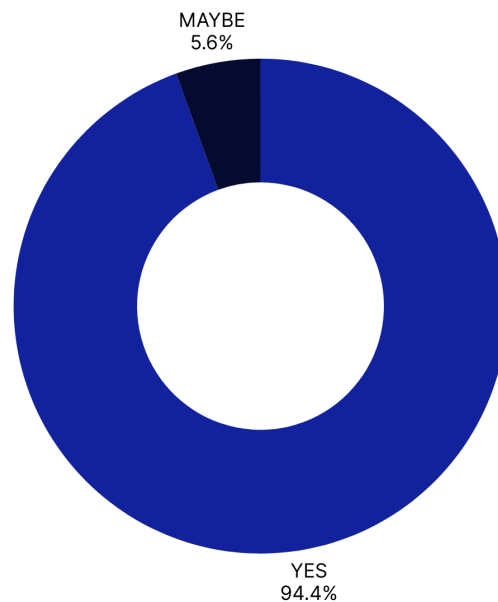




**Question N° 15: Do you think the institution needs more resources or improvements?**

94.4% of the surveyed parents responded that they do believe the institution needs more resources or improvements, while the remaining 5.6% indicated maybe.

*Graph 13: Perceived Need for Additional Resources or Improvements*



**Question N° 15.1: If you answered “Yes,” which improvements do you consider a priority?**

Parents’ responses highlight the following main priorities:

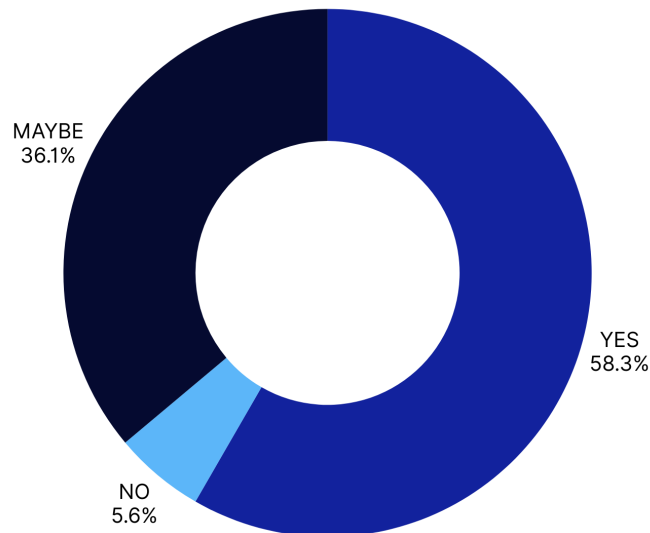
- Infrastructure and maintenance: Repair of classrooms, painting, climate control, ramps, improvement of the playground, and adaptation of spaces.
- Recreational and sports spaces: Inclusive playground, sports center, and areas for play and recreation.
- Human resources: More teachers, special education teachers, and support staff.
- Specialized professionals: Speech therapy, psycho-pedagogy, occupational therapy, neurology, child psychiatry, physiotherapy, and pediatrics.
- Educational materials and resources: Educational games, sensory materials, and learning support resources.
- Educational technology: Fully equipped computer lab.



**Question N° 16: Would you like to participate as a volunteer in the project activities?**

In response to this question, 58.3% of respondents said they would like to participate as volunteers in the project activities, 36.1% indicated maybe, and 5.6% responded no.

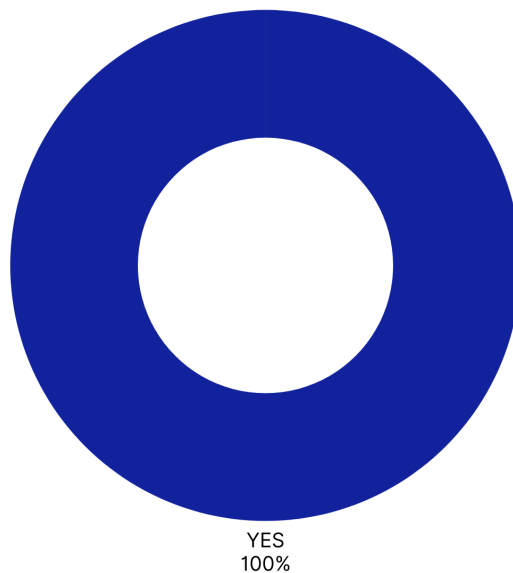
*Graph 14: Parental Interest in Volunteering for Project Activities*



**Question N° 17: Do you authorize the use of this data exclusively for the purposes of the institutional improvement project?**

100% of respondents answered yes, authorizing the use of the data solely for the purposes of the institutional improvement project.

*Graph 15: Authorization for Use of Data in Institutional Improvement Project*



## SURVEY OF TEACHING STAFF

This survey was conducted with 7 members of the teaching staff at the "KO' E PYAHU" Special Education Center, aiming to gather their opinions and gain a clear understanding of how the Huellas de Esperanza project can contribute to the well-being and development of their students, as well as to the strengthening of the institution. Based on the analysis of the collected data, the following results were obtained:

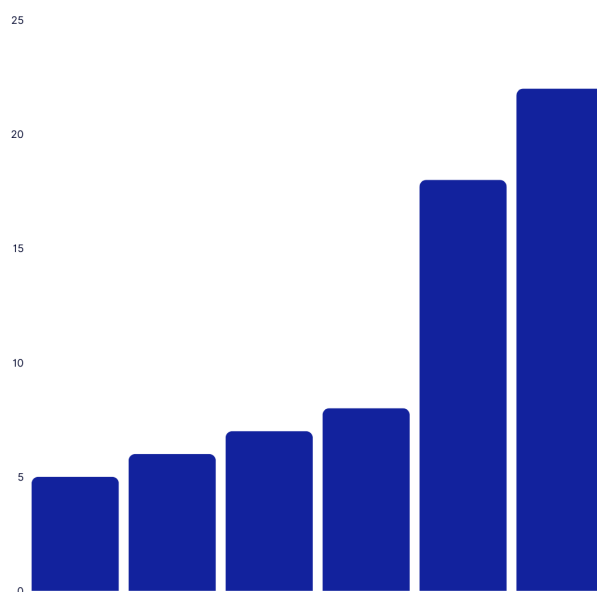
### **Question N° 1: Position/Role**

Teachers reported that their positions or roles are: Classroom Teacher (1), Support Teacher (2), Psychologist (1), Psychopedagogue (1), Administrative Staff (1), Principal (1), and Physical Education Teacher (1).

### **Question N° 2: Years Working at the Institution**

Teachers reported that they have been working at the institution for 5, 6, 7, 8, 18, and 22 years, with an average of 10.7 years among the respondents.

*Graph 1: Years working at the Institution*



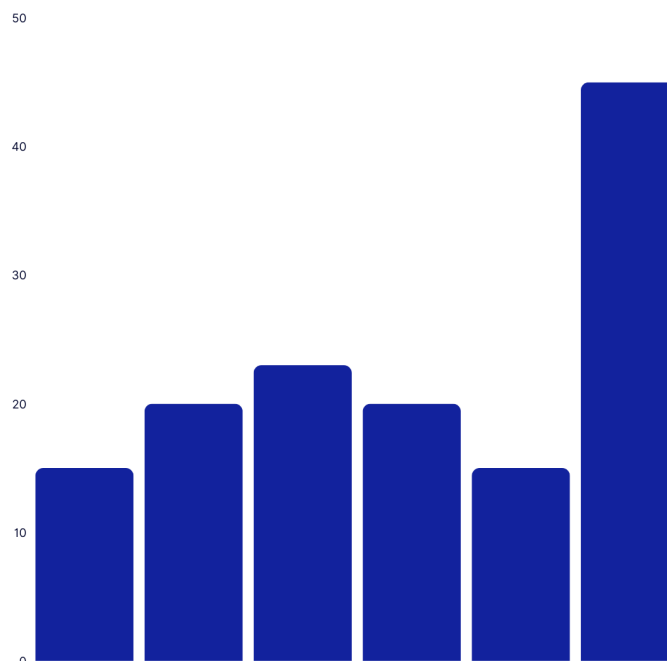
**Question N° 3: Classroom or Group in Charge**

It was reported that the classrooms or groups under the teachers' responsibility include: Pre-vocational workshop, Early Childhood Level, Specific Support Teacher, Students from all levels, Groups of teachers, children and parents, and All groups from early childhood level.

**Question N° 4: Number of Students Assigned in the Current Academic Cycle per Classroom or Group**

According to the respondents, the number of students assigned per teacher in the current academic cycle ranges from 15 to 45 students, with an average of 23.6 students per classroom or group.

*Graph 2: Number of students assigned per classroom or group*

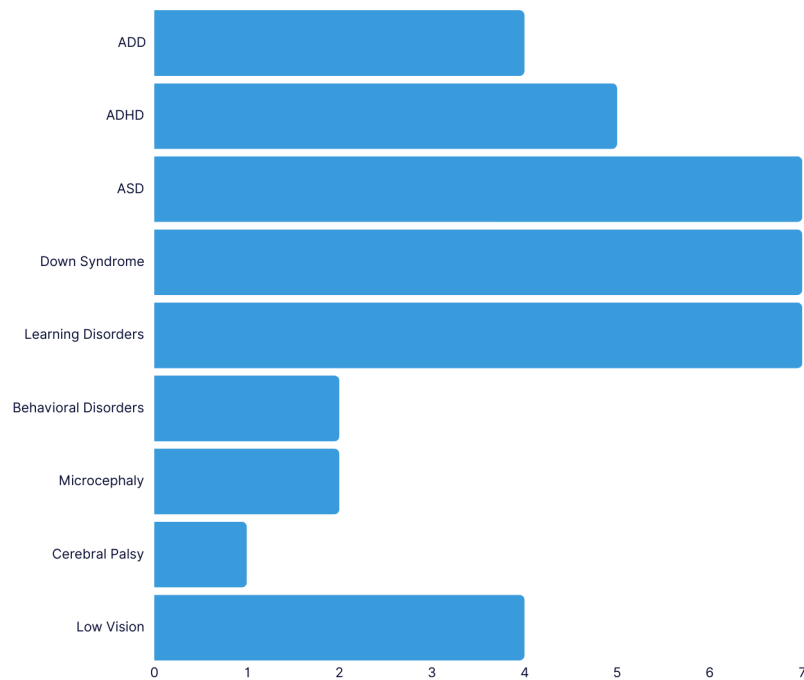


**Question N° 5: Predominant Types of Disabilities in Their Groups**

Teachers indicated that the most frequent types of disabilities in their groups are: ADD (57.1%), ADHD (71.4%), ASD (100%), Down Syndrome (100%), Learning Disorders (100%),

Behavioral Disorders (28.6%), Microcephaly (28.6%), Cerebral Palsy (14.3%), and Low Vision (57.1%).

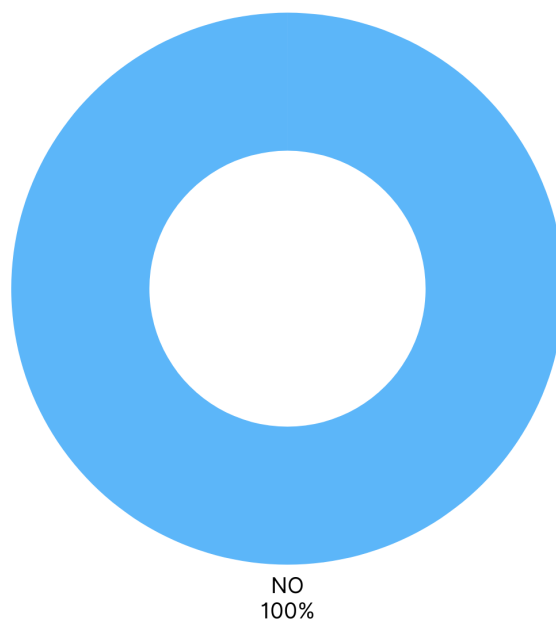
*Graph 3: Predominant types of disabilities in the groups in charge*



**Question N° 6: Do You Have Sufficient Access to Teaching Materials to Work Effectively with Your Group?**

One hundred percent (100%) of the respondents stated that they do not have sufficient access to teaching materials to work adequately with their group.

*Graph 4: Access to teaching materials*



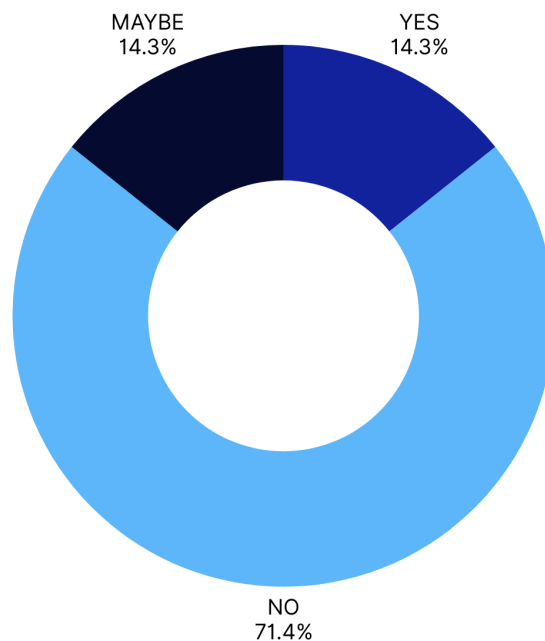
**Question N° 7: What Materials Do You Consider a Priority to Improve Learning?**

According to the teachers, the priority materials include: concrete and semi-concrete teaching materials; age-appropriate puzzles, interlocking toys, and blocks; mats; all types of materials useful for meaningful learning; pictograms and coloring books; interlocking games, cards, and audiovisual materials; as well as safer spaces with sports equipment appropriate for the population they work with.

**Question N° 8: Do You Have Adapted Resources for Sensory, Cognitive, or Motor Needs?**

In response to this question, 71.4% indicated that they do not have adapted resources, 14.3% answered that they do, and the remaining 14.3% stated that they may have them.

*Graph 6: Availability of adapted resources for sensory, cognitive, or motor needs*



**Question N° 9: What Resources Are Lacking?**

According to the respondents, the resources they consider to be lacking include:

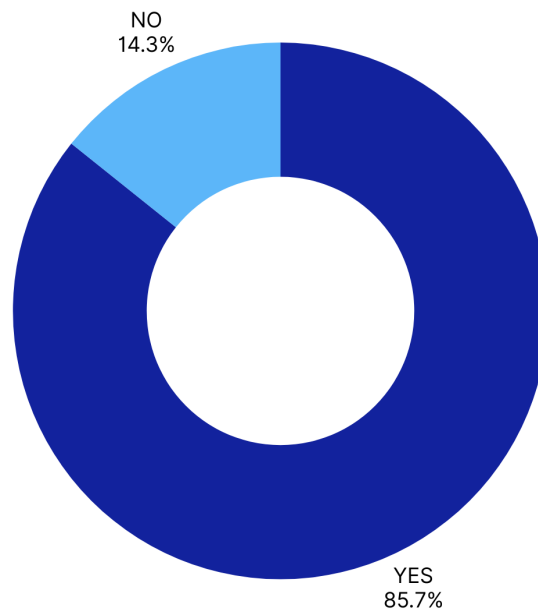
- Teaching materials in general
- Numerical materials and alphabet resources
- Resources for memory, psychomotor, and visuomotor development
- Printers

- Concrete materials with different textures, colors, shapes, and sizes
- Playground equipment; hoops and large blocks
- A relaxation room
- Sports and physical education teaching equipment
- As well as more professionals and better infrastructure

**Question N° 10: Does the Lack of a Suitable Classroom Affect Educational Planning?**

85.7% of teachers indicated that it does affect educational planning, while 14.3% responded that it does not.

*Graph 7: Impact of the lack of a suitable classroom on educational planning*



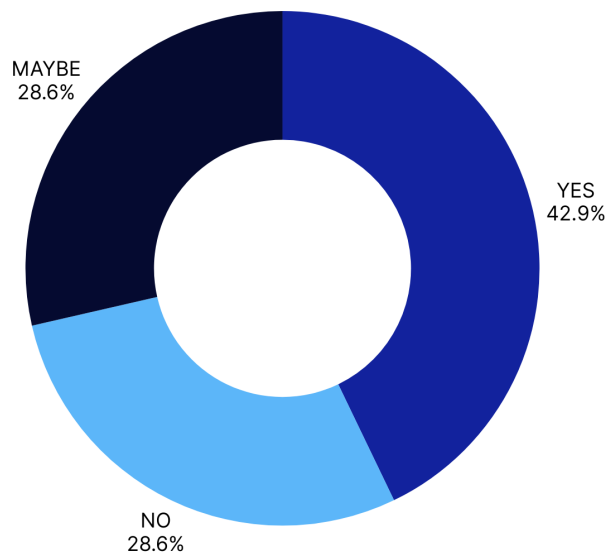
**Question N° 11: If You Answered “Yes,” How Does It Affect Learning?**

Teaching staff indicated that the lack of a suitable classroom affects learning in the following ways: holding classes in the kitchen with inadequate furniture and multiple distractions; limiting the use of technological tools; hindering the development of effective teaching and learning processes; preventing better group organization and the implementation of computer and manual skills projects; and reducing the possibility of having a safe, attractive, and appropriate space for students.

**Question N° 12: Do You Use Technological Tools When Working with Students?**

42.9% of the teaching staff indicated that they do use technological tools, 28.6% responded that they do not, and another 28.6% mentioned that they may use them.

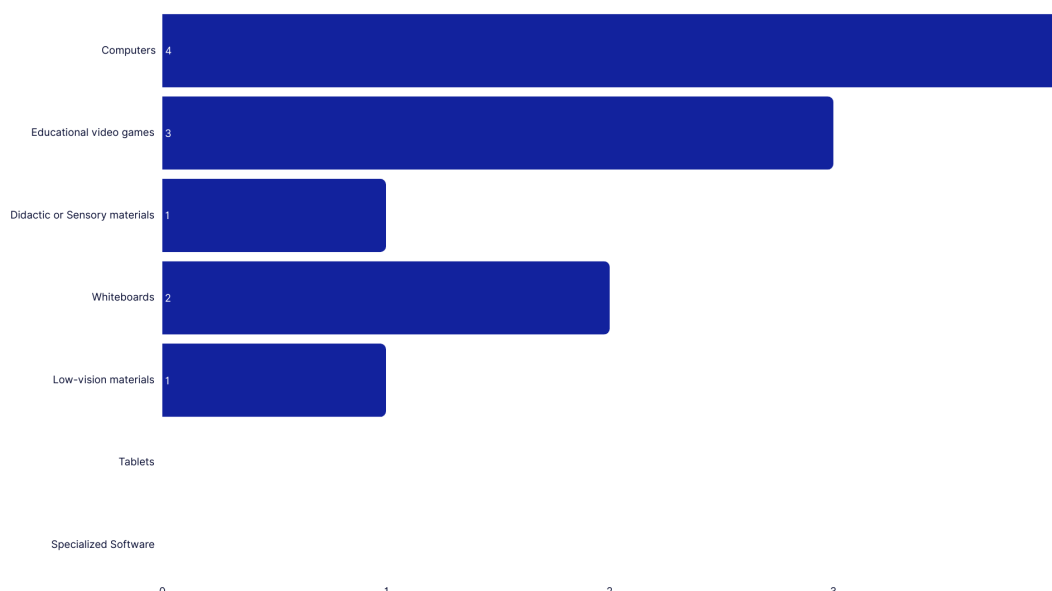
*Graph 8: Use of technological tools in work with students*



**Question N° 13: What Types of Tools Do You Currently Use?**

The teaching staff indicated that they mainly use computers (57.1%), educational video games (42.9%), didactic or sensory materials (28.6%), whiteboards (14.3%), and low-vision materials (14.3%). No use of tablets or specialized software was reported.

*Graph 9: Types of technological tools currently used*

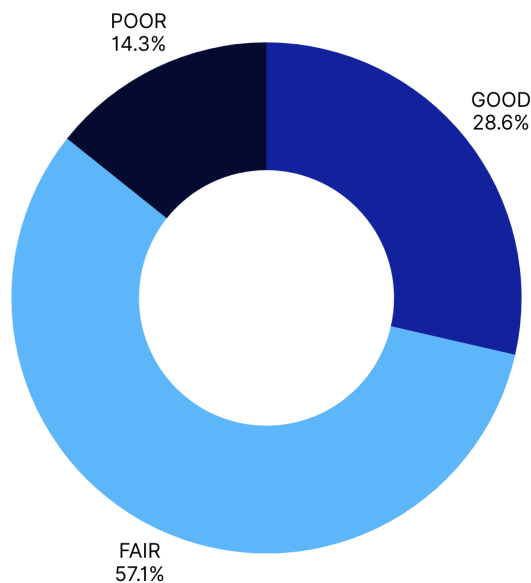




**Question N° 14: How Do You Evaluate the Overall Condition of the Classrooms?**

28.6% of the teaching staff rated the condition of the classrooms as good, 57.1% indicated that it is fair, and 28.6% rated it as poor. None of the respondents (0%) evaluated the classrooms as very good.

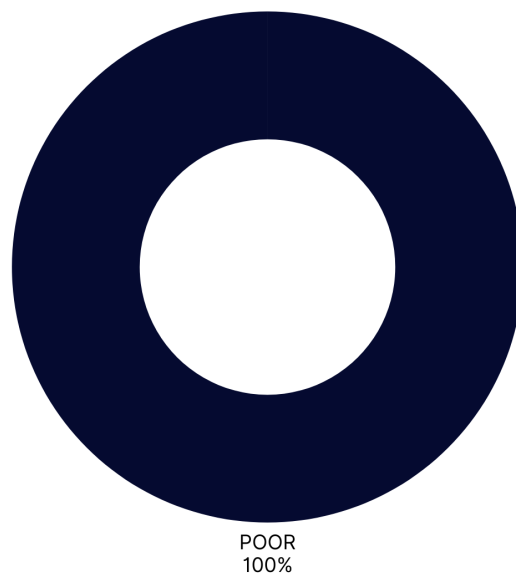
*Graph 10: Evaluation of the overall condition of the classrooms*



**Question N° 15: How Do You Evaluate the Condition of the Playground?**

The teaching staff rated the condition of the playground as poor in 100% of the responses. None of the respondents (0%) rated the playground as very good, good, or fair.

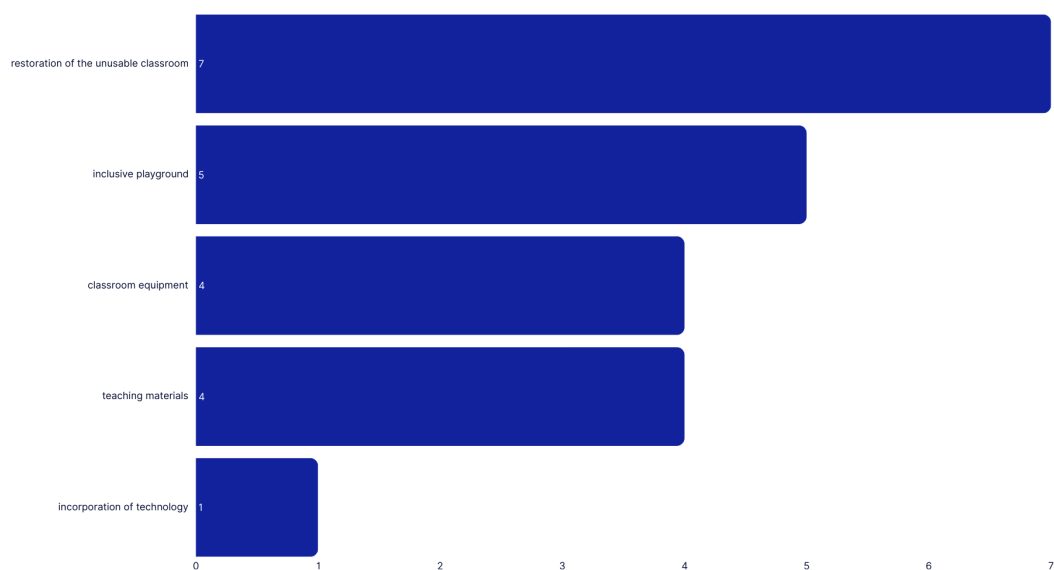
*Graph 11: Evaluation of the condition of the playground*



**Question N° 16: What Improvements Do You Consider Most Urgent in the Institution?**

Respondents identified the most urgent improvements as the restoration of the unusable classroom (100%), the establishment of an inclusive playground (71.4%), classroom equipment (57.1%), and the provision of teaching materials (57.1%). Additionally, 14.3% indicated the incorporation of technology.

*Graph 12: Most urgent improvements considered in the institution*



**Question N° 17: What are the main challenges you face in the classroom?**

The main challenges reported include: resistance to change, deteriorating infrastructure, motivating students and adapting the space to their needs, lack of resources, shortage of audiovisual and concrete teaching materials, and ensuring that children and young people progress enthusiastically toward the proposed objectives. One respondent indicated that they do not face any specific challenges



**Question N° 18: What type of support do you consider most helpful to improve your work?**

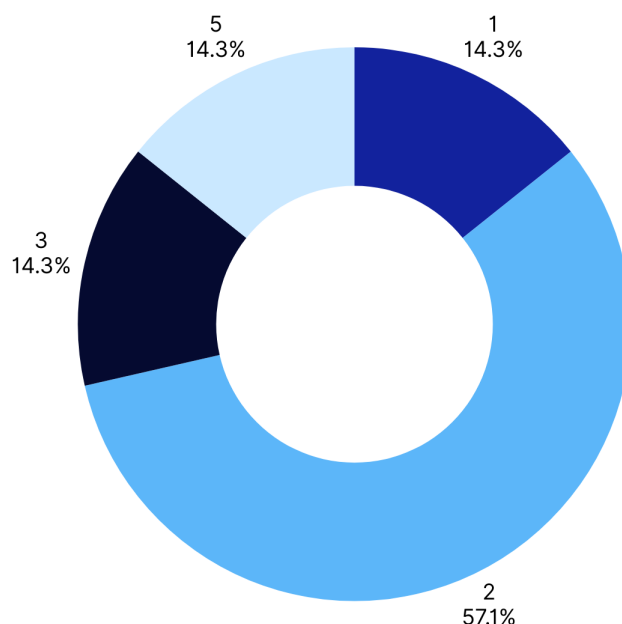
In response to this question, teachers mentioned that the most useful support includes:

- Having the necessary tools and an adequate, pleasant space to conduct classes;
- Promoting the happiness of the children and young people in the institution;
- Having professionals such as a speech therapist;
- Continuous training for specific support teachers;
- Access to resources and teaching materials;
- Improving infrastructure and establishing an inclusive playground;
- And, in general, having the requested materials and infrastructure to successfully achieve teaching objectives.

**Question N° 19: On a scale from 1 to 5 (with 5 being the highest and 1 the lowest), how do you rate the overall improvement needs of the institution?**

Respondents rated the institution's overall improvement needs as follows: 14.3% gave a score of 1, the lowest rating; 57.1% gave a 2; 14.3% gave a 3; and another 14.3% gave a 5, the highest rating. No respondents (0%) gave a score of 4.

*Graph 13: Rating of the institution's overall improvement needs*





**Question N° 20: Do you authorize the use of this data exclusively for the purposes of the institutional improvement project?**

100% of respondents answered yes, authorizing the use of the data solely for the purposes of the institutional improvement project.

*Graph 14: Authorization for Use of Data in Institutional Improvement Project*

