



Humanization of the administrative process: A study of the Francisco de Quevedo Educational Institution

Humanización del proceso administrativo: Un estudio de la Institución Educativa Francisco de Quevedo


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Abstract

To humanize is to cultivate and build a social fabric centered on good treatment, on dialogue, on valuing oneself, others, the world and knowledge. This article analyzes the administrative process to increase competitiveness and human capital in the Francisco de Quevedo Educational Institution, located in the municipality of Malambo, department of Atlántico, in order to detonate comparative advantages in the sector. The study is carried out under a quantitative-qualitative approach because it allows to clarify concepts and fundamental characteristics of the educational humanization and the quality of life of the worker.

Keywords: Educational humanization; Election process; Education.

Resumen

Humanizar es cultivar y construir un tejido social centrado en el buen trato, en la interlocución, en la valoración de sí, de los demás, del mundo y del conocimiento. El presente artículo analiza el proceso administrativo para elevar la competitividad y capital humano en la Institución Educativa Francisco de Quevedo, ubicado en el municipio de Malambo, departamento del Atlántico y así poder detonar las ventajas comparativas en el sector. El estudio se realiza bajo un enfoque cuantitativo-cualitativo, porque permite aclarar conceptos y características fundamentales de la humanización educativa y la calidad de vida del trabajador.

Palabras Clave: Humanización educativa; Proceso de selección; Educación.

Introduction

For any educational organization, it is important to move forward with new processes that allow a sustainable transformation, and the fulfillment of its objectives, to ensure the quality of all its processes, in order to grow, to provide quality education, and thinking about it, it was necessary to review the administrative process of the Francisco de Quevedo Institution of the municipality of Malambo Atlántico, that is, from the process of recruitment and selection of teachers, to the academic processes that they carry out once they are hired.

The Francisco de Quevedo Educational Institution, located in the municipality of Malambo, department of Atlántico, and whose educational emphasis is the teaching of computer science, was founded on October 30, 1985, with 35 students who were part of basic and secondary education. The institution provides a formal education and to the entire educational community, an integrated training in values, responsibility, discipline, wisdom and culture. Over the years, the Educational Institution has grown in all its aspects; therefore, today, it has a population of 900 students, in the pre-school, transition, elementary, elementary, junior high and high school grades. It has 23 teachers in the preschool, transition, elementary, elementary, junior high and high school grades. The institution is about to celebrate its 35th anniversary. It had its first graduating class in 2002, and currently there have been 18 academic graduating classes, with a total of 475 students to date.

It should be noted that this project is not focused on the shortcomings of the processes that the institution currently has, since it has a traditional model of selection in which the worker has access to all the legal benefits involved in their hiring, however it looks only at the labor aspect leaving aside the other needs that they have to experience their self-realization, taking into account the above it is necessary to design a new model of selection where the worker will be taken into account as an integral being. This is the reason why all their needs must be covered, since this translates into efficiency and personal growth that improves their performance and therefore creates a sense of belonging to the institution that can generate permanent changes and growth not only of the institution but of the immediate community, and this could be taken as a departmental model implementing humanization in all the processes of the educational institutions.

It is important to humanize the processes within an organization, since through this it is possible to exploit all the qualities of the people who are part of it, this would undo the limits that normally occur between the different departments with which it counts, generating more ideas and promoting the proposal of methods and strategies that allow optimization of academic processes, would generate impact on the community in a positive way to perceive that institution as a good place to work and also as a reference of quality education.

In this changing world, it is necessary to generate changes, discover new learning methods, develop competencies and contemplate the different aspects of educational innovation, always aiming at quality and taking into account that the Francisco de Quevedo Institution is an institution of education.

It is important to strengthen this recognition, not only to attract new students to the institution, but also to create an educational reference that also has reach in the community.

State of the art

This proposal is based on the central conception of humanization as a central axis in educational processes, as presented by Benítez and Mendoza (2020):

Education does not only depend on attending school and memorizing all the information provided, it does not depend only on the government, nor only on teachers or parents. Education is a joint effort of public servants and society, but above all it is an act of conscience and responsibility that everyone must adopt in order to develop as a country and achieve a better quality of life. Education is one of the most influential factors for the advancement and progress of people, societies and countries, which has acquired greater importance due to accelerated scientific and technological changes (p. 1).

It is currently considered a tool for transformation, because it allows the promotion of human rights and sustainable development, the practice of humanization in the school generates productivity and competitiveness, teachers, students, administrative and support staff, in short, quality schools and societies will be the masters of the world in the next century and will have their own "made in educational institution" seal. The importance of education lies in being better every day and taking advantage of the resources we have.

According to the review conducted, the existing literature is related to the perspectives of humanization in today's education. Does school education humanize today? "they focus mainly on the value of education in the process of socialization of human groups; it states that the educational process tends to the recognition of man as the most significant being in the world" (Arias Murillo, 2017). It is accompanied by a recent bibliographic review on the social responsibility of the school and citizenship in the educational process of the new generations, for this reason the necessary stimulation for a school to remain in time and be more competitive, is due to the result of a well-fostered policy in humanization that produces the conditions to provide the necessary stability to grow, capable of generating community, cooperation and responsibility; It is essential that schools be directed by leaders, since a leader is a person with great charisma and understands his success to the extent that his work team is successful.

A more humanized organizational culture is one of the fundamental objectives in the country's educational institutions because it allows for a culture of diversity, generates a school environment of coexistence and learning without exclusions with the active participation of various educational agents (teachers, students, parents, etc.), promotes community values that encourage citizen participation and creates an educational social identity that is reflected in the opinions of the students.

The students' participation in matters of a scholastic nature. In this way, active participation in decisions affecting the community is the basis of true democracy.

The study of the ten keys to a humanizing school is to highlight the school's duty to be humanizing because it forms people for the world. In other words, its mission is to form good professionals and citizens, but they must be truly human. A truly humanist education must be fostered in the whole identity of the school in teaching, administrative management, in the school environment, in relationships, in the interest in working as a team with a sense of belonging and trust among all members, being flexible to facilitate the flow of ideas with humanistic thoughts and attitude (García-Rincón, 2018).

School discipline as a path to humanization.

It points out the limits of a historical and surprising territory, it is a transforming proposal in the educational disciplinary aspect and human behavior in the first years of the student's existence that affects the good practices of education within the classroom motivating an education-school discipline-humanization relationship in a creative and hopeful way (Castañeda Londoño, L. I. 2011).

In this way, the socio-affective development and school coexistence arise among the school interactions of the actors of the educational sector as a humanization process that is experienced on a daily basis and in the relationship of the teaching-learning processes (Parada et al., 2014).

The importance of humanizing history to favor the link between students and knowledge, bringing a more humanized history to the classroom favors the construction of a global identity centered on the condition of human. What do we teach? What do students need to know in order to live? What can the Social Sciences offer them? i.e., human versus human (González et al., 2016).

Compassion research, a component of humanization in the emerging proposal of human development. Mosquera Pulido (2018) confirms the presence of behavior with manifestations of compassion, cooperative and prosocial behaviors towards those who need help from others in classrooms, the needs of children and young people through care and ethical responsibility in life scenarios in the educational community recognizing the importance and well-being of others.

According to author Edith González Bernal (2015):

Moral education, a path of humanization, highlights the moral conceptualization of children that is being taught in higher education, why is it important to talk about, research and train today, in Moral Education? At present, people's morality does not depend fundamentally on the transmission of rules or theoretical discourses on this subject, but on the processes of moralization and pedagogies that are taken into account in the context of the family and the educational institution. (p. 227).

The responsibilities of educators in integrating the consciences and moral sensibilities of students through dialogue, conflict resolution and conciliation.

According to Cruz and Henríquez, (2018) in this way "the three principles that should be present in a humanizing education: historical-contextual correspondence, open and integrative education, and critical education". to build an education that develops all the potentialities of the human being, recognizing its complex multidimensionality, its humanizing character, and its importance in the process of socialization and transformation of reality.

Gestão escolar humanizada: perspectivas e desafios (De Freitas, and Gurgel, 2021) awakens a new look on humanized management, in order to understand the role of the school principal and other collaborators in this process aimed at the construction and implementation of this management model, which affects a humanized management and teaching has contributed to a better reception of students, in addition to contributing positively to academic, personal and human growth.

Humanization, an integrating axis in the social responsibility of the teacher, allows the educator to focus on the "less favored", that is, those students who, due to some physical, mental, psychic, cognitive, sensory, armed conflict, race, ethnicity, extreme poverty, street workers (population in vulnerable situations), shows to what extent there is coherence between the approaches of the Public Policy of Educational Inclusion. Exercising a humanizing and ethical management for the rights of their students, the voice of those who continue to be invisibilized (González Viveros, 2017).

Today the entire urban and school environment allows for better humanization according to Adrian Fernandez (2016), it is necessary for schools to have pedestrian priority areas, parking areas, sidewalk areas, urban furniture areas, areas designed for humanized es- colares activities efficient and comfortable for the inhabitants, to avoid undesirable situations such as accumulation of vehicles (motorcycles, cars, motorcycle cabs) and accidents and delay of transport by the road.

A clear example is reflected in the investigation of the humanization of education in the municipality of Zipaquirá, which has the purpose of contributing to the improvement of the educational quality provided to the youngest students of the municipality due to the lack of sense of humanity of some teachers who do not value or do not give importance to the teacher-student interrelationship, that should exist so that the children can acquire knowledge in an integral way, encouraging from the classroom ethics and human values that allow improving the human quality of the man of tomorrow, through the surveillance and functions of Inspection and Surveillance of the Secretary of Education of Zipaquirá as an integrating axis of the educational process.

A humanizing education is the path through which men and women can become aware of their presence in the world, of the way they act and think when they develop all their capacities, taking into account their needs, but also the needs and aspirations of others. Paulo Freire

According to Cruz and Henriquez, (2018):

The construction of these new educational practices is accompanied by the development of new systems of relationships and meanings that recognize the well-being of the human being as the beginning and end of the pedagogical action; before from the context, now from the individuality situated in the context. (p.141).

According to Pinzón (2020), humanization is important in educational processes because it allows the formation of generations that are friendlier to the planet and to society itself, as well as being in solidarity with others, being fair and fighting for social justice, providing the same opportunities to all regardless of race, sex, color, culture, religion, beliefs and other characteristics that make each being different and unique. It is necessary to make changes in education, so that the generations that are being formed are aware of their duties and rights as citizens, of the responsibility they have with themselves and with their country.

Teaching should be oriented towards social projection, humanization is a fundamental part of this process, the global conditions of society adjectivable as the information age, make the educational profession assume a more focused work in the processes of humanization, from the development of virtuous potential, of guiding agent of change, creator of states of consciousness and propositional orientations. Humanization is a pedagogical and educational act (Pegueros, 2018).

In the end, the current educational system is good, complete and develops in a comprehensive way in children. In the end, school is a part of life and should be a place where families participate and children want to return the next day. A place where values such as respect, dialogue, coexistence and health, both physical and mental, are predominant. It is essential to foster a sense of belonging in the students, developing emotional bonds and making them feel useful in their environment in the practice of humanization (Bona, 2021).

Theoretical framework

Humanization under the educational approach

Talking about the humanization of education implies an obligatory reference to Paulo Freire, the Brazilian pedagogue who had the clarity to recognize that, despite his personal capacity, man is not only in the world, but is an eminently relational being. Freire's work is an attempt at a practical and culturally situated response that seeks to make the human being recognize his own dignity, and the strength it contains once it is discovered (Ricci, 2015).

Education is a process of socialization of people through which they develop physical and intellectual abilities, skills, abilities, study techniques and forms of behavior ordered for a social purpose. Perez states that: "Education, in effect, is not only a passive element that receives the influences of society, but also a dynamic factor that acts on it,

reforming or modifying it" (Pérez, 2004, p. 69). The function of education is to help and guide the learner to conserve and use the values of the culture imparted to him/her, education encompasses two areas; formal and informal education. Formal education, on the other hand, consists of the systematic presentation of ideas, facts and techniques to students in an institution, and informal education is that which they develop in the community, the church and other institutions of society. On the other hand, it should be noted that modern society attaches particular importance to the concept of permanent or continuing education, which establishes that the educational process is not limited to childhood and youth, but that human beings should acquire knowledge throughout their lives.

Vargas (2007) considers that humanization is, in short, a process of transformation of the organizational culture that needs to recognize and value the subjective, historical and socio-cultural aspects of professionals, in order to improve working conditions and quality, by promoting actions that integrate human values with scientific values. In addition, the same author proposes that in order to offer ethical and dignified humanized care, it is necessary not only to train professionals in the basic concepts that make it up, but also to cultivate new customs and postures that take into account their limits, potential and needs, where institutions and administrators recognize that professionals and teachers are human.

Benevides and Passos (2005), for their part, state that there is no way to change the ways of caring for the educational population without also changing the organization of work processes, the dynamics of team interaction, planning, decision-making, evaluation and participation mechanisms. In other words, humanization is a collective process that involves not only a few professionals, but all the personnel involved in the care and not only those who are in charge of the students.

Correa and Arrivillaga (2007) state that "humanizing is nothing more than managing so that human resources improve their competence, fulfill themselves and develop personally, achieving the objective of providing quality health services, increasing the satisfaction of both the user and the worker" (p. 8). They also point out that institutions contribute to dehumanization, to the extent that they have obstacles at the administrative level that prioritize efficiency over the welfare of both users and workers.

Quality of life at work through human talent management

Human talent management is considered one of the most important aspects in organizations, and this depends on the activities and the way they are developed, taking into consideration several aspects such as characteristics, habits, skills and aptitudes of each of the members that make up the organization and the attitudes to perform the work.

Pico's (2016) study aims to analyze human talent management models, considering that currently there are markets that are in constant change due to the

This shows the importance of having trained employees, where those truly responsible for the management of the organizations consider the skills, abilities and competencies of each worker that will qualify him/her as "apt" to be part of the group of employees that will take the company to the top.

Currently, educational institutions are applying human talent management as a re-course to increase productivity and competitiveness of the sector, through humanization because it improves the quality of life of the worker.

Quality of life at work (QOL) is a concept that arose in the mid-1970s from a need to humanize work environments with a focus on human resource development and improved quality of life, which gave rise to the quality of work life and job quality movement (Nadler & Lawler, 1983).

According to Casas et al. (2002), "TQOL is a multidimensional concept and is related to all aspects of work that may be relevant to job satisfaction, motivation and job satisfaction" (p.2). According to these authors, TQOL is a dynamic and continuous process in which work activity is organized, objectively and subjectively, in its relational operational aspects in order to contribute to the fullest development of the human being. The aforementioned authors also add that the TLC builder tries to reconcile the aspects of work related to the worker's experience and the organizational objectives integrated into two groups: a) aspects related to the environment where the work is performed and b) aspects that have to do with the psychological experience of the workers.

Thus, Molina et al. (2018) consider that CVT should take into account objective conditions such as occupational health and safety, remuneration, leadership (objective CVT), as well as subjective conditions of the worker about how he/she perceives the objective factors according to his/her perceptions and experiences at work (psychological CVT).

Segurado and Agulló (2002) point out that the objective of CVT is focused on achieving a greater humanization of work through the design of more ergonomic workplaces, safer and healthier working conditions, and more efficient, democratic and participative organizations that are capable of meeting the needs of their members, as well as offering them opportunities for professional and personal development.

CVT as an organizational philosophy and strategy establishes a philosophy or way of conceiving work and work environment conditions in order to generate favorable and positive experiences for workers. The organization's strategies are focused on providing and achieving job security, good working conditions, equal job opportunities for workers, worker participation in decision making, job development, transformation of human resource management processes, increased autonomy, job redesign, improvement of organizational systems and structure, respect for human dignity, attracting and retaining personnel, improving workers' skills and aptitudes, promoting more stimulating and satisfying jobs, achieving a work-family balance, among others.

Definition of CVT as an organizational strategy, as a method, process, technique or program to achieve organizational objectives (Glaser, 1980); they are organizational strategies to achieve job security, provide good working conditions and provide equal employment opportunities to workers.

It is a philosophy of organization with a humanistic approach, integrated with participatory methods and the modification of aspects of the work environment to create more favorable and pleasant situations to achieve worker satisfaction and increased productivity (Bergeron, 1982).

It is a philosophy of organizations about people and work (Nadler and Lawler, 1983). CVT focuses on generating favorable results with respect to the impact of work on people and organizational effectiveness, facilitating the participation of workers in decision making, thus allowing for better labor development. It is an organizational strategy that aims to achieve organizational effectiveness through the transformation of human resource management processes focused on the participation of workers (Munduate, 1993).

It is an organizational philosophy focused on participation in decision making, increasing autonomy at work, redesigning jobs, improving organizational systems and structures in order to promote and develop learning, job development and worker participation (French and Bell, 1996).

It is an organizational philosophy aimed at increasing productivity and improving the morale (motivation) of workers, with special emphasis on: worker participation, respect for their dignity and the elimination of dysfunctional aspects and factors of the organizational structure (Gibson et al, 1996). It is the set of organizational change strategies aimed at optimizing work in organizations, through the improvement of workers' skills and aptitudes, promoting more stimulating and satisfying jobs, transferring autonomy and participation in decision making to operational level positions (De la Poza, 1998). It is an organizational strategy to attract and retain talented workers through work-family balance (Saraji and Dargahi, 2006).

Methodology

The study is carried out under a quantitative-qualitative approach, because it allows to clarify concepts and fundamental characteristics for the analysis of the data and to know the reality of the facts, making a correct interpretation of them.

For the analysis of the diagnosis of the administrative processes, the local panorama is described based on secondary quantitative sources: such as bibliographic research specialized in educational humanization, publications on the subject, texts, information search on the Internet and consultations with specialized persons.

In order to identify the perception that managers and workers have about the processes of educational humanization, the Delphi method is used to identify patterns of concepts to a group of interest that include rector, teachers, administrative staff and thus socialize the importance of a more humanized organizational culture because it allows a culture of diversity, generates a school environment of coexistence and learning without exclusions with the active participation of various educational agents improving the quality of life of workers of the Francisco de Quevedo Educational Institution.

Stages of the investigation:

- Collection of information and preparation of the instrument to be applied to the institution.
- Contact and visit of the Francisco de Quevedo Educational Institution.
- Descriptive analysis

Table 1

Interest group - interviewees

Grupo de interés	Entrevistados
Coordinadora	Nancy Esther García Lobo
Trabajadores de la institución educativa	Andy de Jesús González Vásquez; Valerie Candanoza reales; Ingrith Rodríguez Franco; Yina Paola Gutiérrez Cantillo; Lira Beatriz Cantillo Puerta; Lilia Salas Gutiérrez; Irma Isabel Castillo Villalobos; Blas Rafael Moreno Gándara; Inés María Cogollo Fontalvo; Liseth De La Hoz Charris; Bautista Muñoz Manotas; Luz Esther Villa Ortega.

Source: own elaboration

- Conclusions
- Finally, the conclusions and recommendations of the research are presented.

Presentation and analysis of information

The selection processes in Colombia, for people working in basic and secondary education centers, have been carried out since its inception in different ways, first spontaneously the person who had the power, chose high school graduates to teach in an institution, even if they had no pedagogical basis, as they learned on the fly, Then came the appointments taking into account the preparation of the person who applied for the position, and the job went to any place in Colombia, these people had to leave their places of origin in order not to lose the position that cost so much effort to obtain.

This ended up in the resignation of many of the people hired because the money earned was not enough to cover the expenses of their stay away from home; And so have been all the selection processes in the area of education, only focus on the coverage of the job without taking into account the integrity of the person who will occupy the position, in this case their expectations, and the possible advantages that this could bring to cover the same, now is the competition model, in which people have the freedom to choose the place and the place where they want to work according to their preparation, Although it is something more transparent, it is not possible to make a total verification of the candidate's experience nor of his or her rose with pedagogy and effective teaching methods, since the form of evaluation of this process is with evidence of work until the end of the year, in which it is decided if the person, according to what has been presented, continues or not in the job.

Considering the above, it is evident that there has been no effective planning in terms of selection processes in the area of education in Colombia, they have not been thorough with what you really want to achieve in the position, they have only been limited to hire a person to teach classes, but not to establish what you want to achieve with it as an educational entity and also transformer of lives.

They are only limited to reviewing their academic preparation and capacity to exercise the position, but to see it in a comprehensive manner in order to take the greatest advantage of- Verify and project the partial results obtained from this research, so that in the long term they can exert influence not only in the classroom but also in the community.

Table 2
Description of the educational institution

Nombre de la institución	Institución Educativa Francisco De Quevedo
Estructura de la institución educativa.	La institución educativa Francisco de Quevedo, cuyo énfasis formativo es la enseñanza de la informática, brinda una educación formal y a toda la comunidad educativa, una formación integrada en valores, responsabilidad, disciplina, sabiduría y cultura.
Fecha establecida:	Empezó a operar en año 1958
Municipio:	Malambo
Departamento:	Atlántico
Dirección:	Cl 6 1 d 56
Rector:	Candelaria rocha de payares
Tipo:	Institución educativa
Género:	Mixto
Niveles:	Preescolar, media, básica secundaria, básica primaria
Jornadas:	Mañana, tarde
Carácter:	Académico
Grados:	-2,-1,0,1,2,3,4,5,6,7,8,9,10,11
Calendario:	A
Número de sedes:	1
Modelo educativo:	Educación tradicional

Source: own elaboration

but in the community.

Results

In order to know the current conditions of the administrative process, a characterization of the education sector in the department of Atlántico was initially carried out, describing the local panorama.

A diagnosis of the current situation of the teacher selection process at the Francisco De Quevedo Educational Institution was made to determine the degree of management needs required to improve competitiveness and human capital in the face of the existing educational humanization. The collaboration of the rector, teachers, and administrative staff of the institution confirmed this common need to improve the administrative process taking into account the stimulation of humanization so that the school remains in time and is more competitive, based on a well-fostered policy in the human dimension, strengthening the personal and organizational development of the school in order to provide the necessary stability to grow, generate community, cooperation and responsibility of belonging to a certain educational institution.

Expert opinion

As a last measure to identify the importance of educational humanization in the administrative personnel, the Delphi method was used, applied to the coordinator, teachers and workers of the institution for the creation of strategies. The persons surveyed were selected taking into account the degree of influence in the decisions related to the selection processes. The fifteen persons surveyed were the following: Andy de Jesús González Vásquez; Valerie Candanoza reales; Ingrith Rodríguez Franco; Nancy Esther García Lobo; Yina Paola Gutiérrez Cantillo; Lira Beatriz Cantillo Puerta; Lilia Salas Gutiérrez; Emanuel David Castilla Guzmán; Irma Isabel Castillo Villalobos; Blas Rafael Moreno Gándara; Inés María Cogollo Fontalvo; Liseth De La Hoz Charris; Bautista Muñoz Manotas; Luz Esther Villa Ortega.

Questionnaire

The questionnaire was designed with the following type of questions: introductory questions (opinion on educational humanization and problems of selection processes); central questions: (knowledge in educational institutions, selection processes...); associative relationships and educational cooperation and institutional development were analyzed.

Variables: $Y = f(x_1, x_2, x_3)$

Y = perception that managers and workers have about the administrative processes to generate competitiveness of the educational sector in Malambo.

x_1 = Experience: built from the current problems of the administrative processes x_2 = Knowledge:

built from the knowledge of the facilities.

x3= Instruction: according to position level (coordinator, teachers, administrative personnel).

Results

Educational humanization emphasizes the school's duty to train integral students for the world through an administrative management based on the quality of life of its workers and teachers.

At the Francisco De Quevedo Educational Institution it is necessary to make adjustments to the selection processes, to contemplate the worker of the educational sector in an integral way, taking into account not only their academic preparation but each of the qualities that make up the being, in this way, to exploit each of the qualities and in turn ensure the welfare of the same so that he/she gives the best of himself/herself. The application of humanized strategies allows to cover all the needs of the worker that in the long term will be reflected in a transforming and efficient educational process, capable of generating changes in each one of the students that are part of the institution, with this project, in addition to providing labor welfare and quality education, efficiency is sought, which in turn generates new students to the institution and would awaken the interest of qualified personnel to be part of the institution, generating job security, good working conditions, equal job opportunities for workers, participation of workers in decision making, labor development, transformation of administrative management processes, increased autonomy, redesign of jobs, improvement of systems and organizational structure through the quality of life of the worker.

Conclusion

The educational humanization seeks to respond to the needs of the administrative staff, teachers, students and parents of the Francisco De Quevedo Educational Institution by improving living conditions, the main aspect of these strategies is the realization of awareness, socialization, training and appropriation of a humanized service model, where human talent should generate satisfaction, with a humanization policy for all employees, service providers, suppliers and stakeholders who are directly related to the institution. Emphasizing the attributes of a humanized service, kindness, information and guidance, respect, safety and comfort.

According to the Colombian Ministry of Education (MEN), it is recognized that improving the quality of education implies coordinating actions in the training of teachers and school administrators, so that their pedagogical practices and activities have an impact on the development of students' competencies, but also facilitate reflection on didactic strategies for teaching and learning, and foster the professional development of educators. Improving the quality of education also requires the recognition and valuation of good practices through the consolidation of an incentive plan.

This research will allow the introduction of new strategies in the administrative process of the Francisco de Quevedo Educational Institution, with the purpose of humanizing it and treating the workers in an integral way, so that they can have an efficient process within the Institution that will have a positive impact on the educational community and the immediate environment.

Humanizing education means, in short, rethinking the current educational system and making it more comprehensive, more inclusive, more respectful of people and society. In the end, in institutions, organizations and companies, the true value is in people.

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