



Original article







The management of the educational process in the Faculty of Labor and Peasant, municipality of Guane

La gestión del proceso educativo en la Facultad Obrero y Campesina, del municipio Guane

A gestão do processo educativo na Faculdade Operária e Camponesa, no município de Guane

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ABSTRACT

Managing the educational process is a social necessity for quality education; therefore, it presents a challenge for educational institutions, particularly Faculty of Labor and Peasant, municipality of Guane. The implementation of policies, strategies, leadership, and strategic objectives is sometimes hampered by a fragmented approach to managing educational processes at the Faculty of Labor and Peasant, municipality of Guane. To address these shortcomings, this research aims to diagnose the management for educational process in the Faculty of Labor and Peasant, municipality of Guane. This study aimed to improve the management of the educational process at the Faculty of Labor and

Peasant, municipality of Guane, significantly enhancing the comprehensive development of young people and adults in the municipality of Guane. A dialectical research paradigm was employed, based on dialectical materialism, utilizing theoretical methods such as the historical-logical approach, empirical methods such as document analysis and interviews, and analytical, synthetic, inductive, and deductive reasoning to arrive at theoretical and practical generalizations. This approach enabled the theoretical study of the main theoretical and methodological frameworks for managing the educational process under investigation and characterizing its current state. The current diagnosis confirmed shortcomings related to the definition of the theoretical and conceptual basis and the practical implementation of educational process management at the Faculty of Labor and Peasant, municipality of Guane. The main conclusion is a decrease in the effectiveness of the management team.

Keywords: educational management; educational process; faculty of labor and peasant.

RESUMEN

La gestión del proceso educativo constituye una necesidad social para una educación de calidad; por tanto, constituye un reto para las instituciones educativas, particularmente para la Facultad Obrero y Campesina, del municipio Guane, en la actualidad. El cumplimiento de las políticas, estrategias, liderazgos y objetivos estratégicos, en oportunidades, presenta insuficiencias por una concepción atomizada de gestión de los procesos educativos, en la Facultad Obrero y Campesina, del municipio Guane. En aras de resolver esas insuficiencias, esta investigación tiene como objetivo diagnosticar la gestión para el proceso educativo de la Facultad Obrero y Campesina, que favorezca significativamente la formación integral de los jóvenes y adultos, del municipio Guane. Se utilizó un paradigma investigativo dialéctico que tuvo como base metodológica la dialéctica materialista, con el uso de métodos teóricos, como el histórico-lógico, los métodos empíricos, tales como: el análisis documental y las entrevistas, junto a los procedimientos de análisis y síntesis e inducción y deducción para llegar a generalizaciones teóricas y prácticas. Lo anterior permitió el estudio teórico de los principales referentes teórico-metodológicos de la gestión del proceso educativo en estudio y caracterizar su estado actual. El diagnóstico actual corroboró insuficiencias relacionadas con la definición de la base teórico-conceptual y el accionar práctico de la gestión del proceso educativo en la Facultad Obrero y Campesina. La principal conclusión conlleva a una disminución de la eficacia del grupo gestor.

Palabras clave: gestión educativa; proceso educativo; facultad obrero y campesina.

RESUMO

A gestão do processo educativo é uma necessidade social para a qualidade da educação; portanto, representa um desafio para as instituições de ensino, particularmente para a Faculdade Operária e Camponesa do município de Guane. O cumprimento de políticas, estratégias, liderança e objetivos estratégicos é, por vezes, prejudicado por uma abordagem atomizada na gestão dos processos educativos na Faculdade Operária e Camponesa do município de Guane. Para abordar essas deficiências, esta pesquisa visa diagnosticar a gestão do processo educativo na Faculdade Operária e Camponesa, que contribui significativamente para o desenvolvimento integral de jovens e adultos no município de Guane. Foi utilizado um paradigma de pesquisa dialético, baseado no materialismo dialético, empregando métodos teóricos como o método histórico-lógico, métodos empíricos como a análise documental e entrevistas, e procedimentos de análise, síntese, indução e dedução para chegar a generalizações teóricas e práticas. O exposto possibilitou o estudo teórico dos principais referenciais teóricos e metodológicos para a gestão do processo educativo em estudo e a caracterização de seu estado atual. O diagnóstico atual confirmou deficiências relacionadas à definição da base teórica e conceitual e à implementação prática da gestão do processo educativo na Faculdade Operária e Camponesa. A principal conclusão aponta para uma diminuição da eficácia da equipe de gestão.

Palavras-chave: gestão educacional; processo educativo; facultade operária e camponesa.

INTRODUCTION

Managing the educational process at the Faculty of Labor and Peasant, municipality of Guan (FLCP) presents a challenge for Youth and Adult Education because it is called upon to contribute effectively to local development projects.

In this regard, the United Nations for Sustainable Development proposes 17 general objectives contained in the 2030 Agenda and the United Nations Educational, Scientific and Cultural

Organization (UNESCO) in 2021, points out "the value of education for sustainable development and its key competencies for sustainability" (UNESCO, 2021, p. 11).

In accordance with the above, the Sustainable Development Goals (SDGs 4, 5 and 8): "quality education for all and lifelong learning", "gender equality" and "teaching jobs and economic growth" (United Nations, 2021, p. 27) highlight the importance of education to improve people's lives and sustainable development.

The Cuban Ministry of Education (CME) has been a key player in the transformation and continuous improvement of the national education system (NES), adapting to the challenges and needs of each era. In this context, the Third Improvement of the NES represents a comprehensive and strategic effort to modernize and optimize educational processes, with the aim of raising the quality of teaching and ensuring a well-rounded education for students in accordance with the demands of the 21st century.

The Third Improvement of the NES proposes a group of changes that are adapted to the development of current Cuban society and the search for self-regulation mechanisms of the educational process with greater participation of community agents and agencies, in order to advance in the management of changes in educational institutions, where the FLP plays a significant role in the comprehensive training of young people and adults in general.

In this scenario, the recognized leadership of the management team is indispensable, as they are primarily responsible for guiding the process. It is also necessary to involve the educational community in the commitment of all stakeholders. In this regard, Rodríguez *et al.* (2018) state that:

(...) requires consensus, dissent, and transformation, involving the entire educational institution and all its members. It implies aligning human, economic, and financial resources, (...), and therefore has a systemic character. This requires leadership from all actors in the management process, particularly from administrators. To achieve this, it must be based on frank, empathetic, and fluid communication (p. 14).

With this vision, various proposals for educational management are made, where the most synthetic and comprehensive is the one that proposes four dimensions: "the institutional, the pedagogical, the administrative and the community" (UNESCO, 2011, p. 33).

The authors of this research believe that the UNESCO proposal (2011) can contribute to enriching and refining the approach presented, and therefore incorporate it into the development of this research. The characteristics of each dimension are then outlined, based on an updated theory of educational process management, according to UNESCO criteria (2011) and the contextualization by Pulido *et al.* (2022).

- The institutional dimension: It contributes to "identifying the ways in which the members of the educational community are organized" (UNESCO, 2011, p. 35). This dimension includes the regulations governing the institution, responsibilities, functions, ways of relating, and forms of organization of the organizational structures and actors.
- The administrative dimension: includes "actions and strategies for managing resources (...) and controlling information related to all members of the educational institution; as well as compliance with regulations and supervision of functions" (Pulido *et al.*, 2022, p. 5).
- The pedagogical dimension: according to UNESCO (2011), refers to the work of the educational institution and the members that make it up, reflects on the teaching-learning process and refers to its specific aims and objectives.
- The community dimension: "refers to the way in which the institution relates to the community of which it is a part, knowing and understanding its conditions, needs and demands; likewise, how it integrates and participates in the community culture" (UNESCO, 2011, p. 36).

For the analysis of the perceived objective, the stages of the management cycle defined by UNESCO (2011) are recognized, comprising planning, organization, execution, and control. In this way, through the Planning establishes what to do, where to start, and how to do it; it determines the resources we have, what we need, and the obstacles to overcome. According to Pulido (2018), from the organization, the process design is carried out and "the structures, processes, functions, and responsibilities are determined" (p. 3); besides, to establish "the methods and techniques that allow for optimal coordination of resources and activities" (p. 3).

Execution facilitates the integration and coordination of activities among those involved; under the guidance of a leader, the alignment of resources, the division of labor, the delegation of functions, and decision-making become relevant. It takes into account the use of resources and "involves the division of labor and functions through the hierarchy of authority and responsibility, establishing a framework for the relationships between the actors and their environment" (UNESCO, 2011, p. 45);

meanwhile, control verifies the execution of the activities and actions planned, with the adoption of decisions that allow redirecting the process to ensure the fulfillment of the planned objectives.

New trends in management in educational institutions "complement the administrative with the pedagogical, seeking quality education focused on learning, respect for diversity, and corporate participation in the management of the institution" (UNESCO, 2011, p. 26). These approaches are applied to different institutional contexts.

"The educational process is education as a social process, whose purpose is the multilateral and harmonious formation of the personality, linking school with life, study with work, and theory with practice, where "An integral and polytechnic approach predominates " (Chávez, 2008, p. 25)

The educational process is addressed from the curricular dimension, understanding it as the realization of the social project in school practice, oriented towards integral development, where a curricular and contextualized approach predominates (Addine, 2004, p. 301).

The author subscribes to Navarro *et al.* (2021) when she states "the educational process as a systemic, organized, planned and directed process by the educational institution or modality, intentionally towards the learning, training and integral development of the students" (p. 22).

These definitions show that the educational process is aimed at comprehensive training, which has a social character, where the student gradually appropriates the culture and progresses from dependence to independence in an active, reflective and regulated manner, and in the political aspect with the study-work link, in which he must play an active role, based on meaningful learning and development of autonomy, through the formation of values based on scientificity with free and universal access.

Based on all that theoretical study of the definitions: educational management and educational process, the authors define the management of the educational process as the set of institutional, administrative, pedagogical and community actions that allow the planning, organization, execution and evaluation that are applied systematically and in an articulated manner to ensure that the teaching-learning processes are developed with quality, efficiency and equity.

The current education subsystem for young people and adults in Cuba is composed of three educational levels: the Worker and Peasant Education (EOC in Spanish), the Worker and Peasant

Secondary (SOC in Spanish) and the Faculty of Workers and Peasants (FOC in Spanish), modalities that conceive their programs as a regular course and as a course by meeting.

The FOC in Cuba constitutes, within the Adult Education subsystem, the upper secondary level for adults. The FOC provides its graduates with a level of education equivalent to the twelfth grade.

In Cuba, since the approval of Resolution 387/15, the possibility of admission to the FOC was established for all qualified workers interested in studying the upper secondary level in Adult Education, whether they are employed or not, even if they have not reached the minimum age limit previously established for enrollment (17 years).

FOC is an educational system that also welcomes people who, due to certain illnesses, cannot attend the general education system.

The meetings in this FOC study modality are usually twice a week, from 5:00 pm to 9:00 pm, and extend for a period of four years.

The FOC teaching programs and methodological guidelines contain the subjects corresponding to the study plan, distributed in Exact Sciences, Natural Sciences and Humanities.

Likewise, the FOC provides its students with broader preparation for their social life, as well as a foundation for their technical qualification and for admission to Higher Education, in accordance with the requirements that are established.

In all profiles, FOC graduates end up prepared for the full development of skills contained in the study programs, with competencies equivalent to those of an upper secondary level; that is, a twelfth grade.

Those interested in enrolling in this study program should simply go to the FOC office in their municipality of residence. There, they will be provided with all the necessary information and guidance.

The educational process at the FOC was characterized as a model of popular, mass, and accelerated education. It was designed for the academic and political advancement of adult workers and peasants during the Cuban Revolution (1960s-1970s). Its essence was to guarantee access to secondary and

higher education for historically excluded sectors, linking study and work from a Marxist perspective. (MINED, 2022).

To understand what has been stated above, it is enough to analyze the object of Pedagogy, which studies the process aimed at the integral formation of the personality, identified as the educational process; this, although it has been the subject of many analyses and has been called in different ways, its essence has remained.

The elements that coincide in their conceptualizations about the educational process establish that this process is developed fundamentally in the school, is directed towards the integral formation of the personality, is also identified as a pedagogical process, in which active social relationships are established, constitute a set of complex activities in which teachers, students and administrators intervene, is typical of each educational level and requires adequate direction by the teaching staff.

The discrepancies that reveal confusion and differing viewpoints stem from the lack of clear distinctions between the definitions of "educational process" and "teaching process." This situation hinders the development of a valid and coherent pedagogical theory regarding the educational process. Specifically, this is not merely a terminological problem, but a semantic one, as differences in criteria and approaches are evident, influencing the theory that underpins the conception of the educational process and its management by teaching staff.

Therefore, for the purposes of this work, the following definition of educational process is assumed, which will make it possible to explain and reflect on how this process and its direction should be conceived, based on the multiple interactions and influences that must be integrated and harmonized to meet the objectives of institutionalized education.

Therefore, the educational process is recognized as the system of interactions of the learner with reality, fundamentally with other people, organized in interdependent stages and phases constituting a strategy of the school or other educational institution that includes the participation of the family and the community and that is structured on the foundation of pedagogical theory, according to the social and contextual needs derived in precise objectives and contents, " concretized in a dynamic of scientific basis, flexible and creative, directed by pedagogues to achieve as a result education, which leads to the development of the personality " (Pla, 2012, p. 10).

In this regard, these authors recognize that the educational process includes all agents who interact in the school and influence the students; they substantiate the interactions that occur in this process and suggest new roles for teachers; all this from a scientifically based dynamic in its direction.

The above imposes on teachers the need to conceive and manage the educational process in its entirety, in order to raise to higher levels the quality of education for students that society aspires. According to the Ministry of Education (MINED), it is essential to consider the individual characteristics of students as key players in this process, recognizing their complex personality traits and the crucial role of their individual assessments in shaping and directing both classroom and extracurricular activities within the educational process.

The municipality of Guane is located in the province of Pinar del Río. It borders the municipality of Mantua to the north, the municipality of Sandino to the south, the municipality of San Juan y Martínez to the east, and the Gulf of Guanahacabibes (Caribbean Sea) and the municipality of Sandino to the west. It has a land area of 717 km². The main economic activity is tobacco cultivation, although other sectors exist, including agriculture, forestry, fishing, local industry, and a largely untapped tourism potential.

The municipality has the typical network of educational institutions of the Cuban education system. The levels offered are: Early Childhood, Primary, Secondary, Pre-University, Technical and Vocational, and Adult Education. The latter comprises four modalities: Primary Worker and Peasant School (EOC), Secondary Worker and Peasant School (SOC), Worker and Peasant Faculty (FOC), and Language School; the University Center is also located within the municipality.

The FOC in the municipality of Guane is an accelerated and emblematic night school within the adult education system in Cuba, created in the 1960s. It responds to the specific needs of a working adult population in a territory that is primarily agricultural and tobacco-growing, and its intention is to raise the cultural level of that working mass.

In short, the historical analysis of the management of educational processes in the FOC, in the municipality of Guane, demonstrates the need for its redesign from a systemic perspective; therefore, it is decided to focus on the management of its educational processes, to ensure that the teaching-learning processes are developed with quality, efficiency and equity.

In response to this situation, the authors set themselves the objective of: diagnosing the Management for the educational process at FOC, which significantly favors the comprehensive training of young people and adults of the municipality of Guane.

MATERIALS AND METHODS

The philosophical conception on which the study presented was based is Marxist-Leninist philosophy, which has as its methodological and ideological basis the dialectical-materialist method.

The population consisted of 105 students from the FOC (Faculty of labor and Peasant) in the municipality of Guane, 18 teachers, 186 family members, and 11 community agents directly involved in the management of the educational process. The sample was non-probabilistic and purposive, selecting those individuals whose administrative position required direct participation in the management of the educational process.

The instruments used enabled the implementation of the selected empirical methods. The guide for document analysis allowed for the initial assessment of the problem based on the reviewed theoretical sources and the development of its foundation. For scientific observation, an observation guide for activities was developed, which allowed for the characterization of the management of the educational process at the FOC, at its different levels. The interview was conducted using a guide that gathered information based on the criteria of various stakeholders in the process and allowed for measuring their level of knowledge about the object of study. The survey was carried out using a questionnaire that made it possible to ascertain the stakeholders' knowledge regarding the management of the educational process at the FOC.

The operationalization of the management of the educational process in the FOC, of the Guane municipality, consisted of breaking down the variable into dimensions and indicators, which led the author to establish four dimensions with their indicators.

The institutional dimension takes into account the aspects of the formal structure (organizational charts, division of labor, use of time and spaces) and those of the informal structure (the mechanisms for management, the links and the ways of relating); together with the levels of participation in decision-making, the theoretical and methodological foundations that support the process, where it must be constantly verified that there is a congruence between the institutional policies, the principles and the institutional vision.

Indicators:

1. The determination of the organizational structure that the FOC has of the Guane municipality.
2. The determination of the regulations that govern the educational process in the FOC of the municipality of Guane.
3. Determining the necessary resources for the educational process at FOC of the Guane municipality.
4. The use of established communication channels and pathways for the different levels of management, for their exchange and communication, in the educational process at the FOC of the Guane municipality
5. The relationship established between the actors who coordinate the educational process in the FOC of the Guane municipality.

The administrative dimension considers the functions, mechanisms, means, and resources that encompass the management of human, material, economic, and time resources, with a view to their acquisition, distribution, coordination, and optimization. It also takes into account the pathways and channels for integrating the stakeholders in the process. It seeks to reconcile individual interests with those of the organization through actions and strategies for resource management, as well as compliance with regulations and the supervision of functions.

Indicators:

1. The selection, preparation, and behavior of the actors who contribute to the management of the educational process at FOC, in Guane, for the fulfillment of their functions.
2. The administration of the necessary resources and their integration into the FOC educational project of the municipality of Guane.
3. Compliance with regulations and the allocation of time and space for planned activities within the FOC educational project of the Guane municipality.
4. The relationship between the dimensions of the management of the educational process in the FOC, in Guane, the contents of the management and the stages of the management cycle.
5. The relationship between the management levels of the actors and the management levels of the educational process in the FOC, in Guane.

The pedagogical dimension of educational process management at the FOC in the municipality of Guane is characterized by the connections that stakeholders build with knowledge. It reflects on the

educational process that leads to holistic development. This includes the preparation of the human resources involved in the process, as well as the training and development of stakeholders to strengthen their knowledge, skills, experience, and interpersonal relationships. It also encompasses the criteria for evaluating processes and their outcomes to enhance the effectiveness of this management process.

Indicators:

1. The preparation of the actors at each management level.
2. The determination of the knowledge and skills acquired by the actors, which contributes to the integration of good interpersonal relationships for the formation of an institutional educational project.
3. The use of active methodologies (project-based learning).

The community dimension of educational process management at the FOC in the municipality of Guane refers to the relationships established by social actors and organizations. It established its influence on the institutional educational project and its integration, as a contribution to the comprehensive development of young people and adults in general.

Indicators:

1. The satisfaction of the actors with the performance of social organizations in decision-making.
2. The response to the authors' needs, based on the result of the integration of the institutional educational project.
3. The relationship established between the actors and social organizations that contribute to the formation of an institutional educational project.
4. Adapting the activities of the institutional educational project, based on sociocultural relevance and social justice.

RESULTS

The characterization of the management of the educational process in the FOC, of the municipality Guane is presented through regularities, which encompass the four dimensions with their corresponding indicators.

The methodological triangulation technique was used to establish the correspondences and discrepancies of the results of the applied instruments, which are presented in an integrated way as regularities of the diagnosis.

The most significant regularities in the management of the educational process in the FOC, in the municipality of Guane, were the following:

Strengths:

- The actors in the educational process demonstrate that they possess some preparation and leadership to manage said process.

Weaknesses:

- Some shortcomings in the management model in the linking of the dimensions: institutional, administrative, pedagogical and community.
- Shortage of permanent teachers to manage the educational process.
- Lack of protagonism of the actors involved in the management of the educational process.
- Lack of adequate planning, organization, execution and control of the management of the educational process.

Then, after processing the results of each instrument applied, it was possible to verify that in the management of the educational process in the FOC, of the Guane municipality, There are still shortcomings related to the definition of the theoretical-conceptual basis and the practical action of said management, the lack of a particular structure and regulations that govern and define it within the FOC, poor articulation between the actors, low impact on the continuous improvement project, which leads to a decrease in the effectiveness of the management group.

DISCUSSION

Models for educational management are theoretical and practical frameworks that guide the organization, direction, and evaluation of educational institutions, with the aim of improving the quality, efficiency, and equity of the educational process.

Valle Lima's reflection highlights that today's schools need to transform themselves to respond to social and cultural changes, which imply reviewing their structures and pedagogical practices. This perspective underscores the importance of a flexible and contextualized education that addresses contemporary demands (Valle Lima, 2019). In this sense, educational management at the Guane FOC draws on diverse models that have emerged at different historical moments, each responding to the social needs of its time. These approaches reflect both the understanding of reality and its processes, and the role played by the actors involved. Cassasus (2000) identifies seven management visions that have succeeded and complemented one another:

- Normative model (1950s-1970s): It was based on linear and predictable planning, geared towards the quantitative growth of the education system through national development plans. Its main limitation was its limited capacity to adapt to social dynamics.
- Prospective model (since the 70s): It introduced the construction of multiple and uncertain scenarios, making planning more flexible. In education, this translated into profound reforms in several Latin American countries, incorporating qualitative criteria derived from research.
- Strategic model (mid-70s-80s): It coordinated human, technical, and financial resources, applying cost-benefit analysis and SWOT diagnoses. It allowed for the identification of alternative solutions and the linking of educational management with the institutional vision and mission.
- Situational strategic model (mid-1980s): It added the political and budgetary dimension, promoting decentralization and the coordination of actors, although it fragmented planning into multiple levels and entities.
- Total quality model (since the 90s): It incorporated continuous improvement, reduced bureaucracy and costs, administrative flexibility, and lifelong learning. The use of quality assessment systems became widespread.
- Reengineering model: it proposed radical changes to the processes, recognizing that the previous structures were exhausted. In education, this meant greater demands on the type and quality of training.
- Communication model (second half of the 90s): it conceived of the organization as a communication network, where language coordinates actions. In education, he promoted shared responsibility, collective agreements, and teamwork.

There is no single model that can be considered ideal. As Cassasus points out, models overlap and contain elements of previous ones. Each one brings new perspectives and management styles that

depend on the interaction between managers and work groups, the organizational structure, and the role of individuals in relation to their environment.

In practice, normative and prospective models are more applicable in contexts of cumulative change and defined objectives, while the communicational model prioritizes the diversity and quality of interactions among actors, families, and the community. The essential point is not to adopt a theory for its own sake, but rather that it serves to interpret reality and guide daily action within the FOC (Family-Centered Community).

The challenge for teachers and administrators is to analyze the institution, identify the prevailing model, and refine it, adapting it to local needs and potential. The ultimate goal will always be to improve the quality of educational processes and ensure their social relevance.

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Conflict of interest

Authors declare no conflict of interests.

Authors' contribution

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.



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