

Development of administrative processes for the Artesemillas S.A.S. Kindergarten in accordance with the Technical Standards for the Quality of Early Childhood Education document issued by the District Secretariat for Social Integration

MBA. Ing. Ever Ángel Fuentes Rojas¹, Angy Jimena Romero Calderón², Diana Carolina Wilches Estupiñán³

¹(Industrial Engineering, Bogotá D.C./Universidad Libre, Colombia)

²(Industrial Engineering, Bogotá D.C./ Universidad Libre, Colombia)

³(Industrial Engineering, Bogotá D.C./ Universidad Libre, Colombia)

ABSTRACT: This article presents a comprehensive study on the administrative management of the Artesemillas S.A.S Kindergarten, aimed at evaluating its alignment with the “Technical standards for the quality of early childhood education (Estándares para la Calidad de la Educación Inicial)” established by the District Secretariat for Social Integration (DSSI). The work is based on findings from inspection processes and seeks to offer a clear diagnosis to guide decision-making and strengthen institutional management. The methodology applied combined documentary analysis, interviews, observation, and time studies with tools proposed by the International Labour Organization, which made it possible to identify strengths, gaps, and opportunities for improvement. The results highlight the need to consolidate a unified annual work plan, design a traceable document management system, implement strategic indicators, and promote an evidence-based organisational culture. It also emphasises the importance of maintaining a humanised approach to early childhood care, where administrative efficiency is balanced with pedagogical sensitivity.

KEYWORDS - Administrative management, early childhood education, educational quality, management indicators, document management-

Date of Submission: 26-09-2025

Date of acceptance: 08-10-2025

I. INTRODUCTION

This study was conducted to determine the current status of the Artesemillas S.A.S Kindergarten in relation to the guidelines established in the “Technical standards for the quality of early childhood education (Estándares para la Calidad de la Educación Inicial)” by the District Secretariat for Social Integration (DSSI). It brings together various analyses and assessments carried out at the institution. The need for this evaluation arises in response to the findings of the last inspection, monitoring and control visit, and seeks to provide a comprehensive overview to guide decision-making, strengthen institutional management and promote continuous improvement in all processes.

During the review of institutional documentation, aspects requiring priority attention were identified. One of the main challenges relates to the planning, recording and supervision of daily activities, as the available information does not always allow for clear verification of compliance with the programme. Added to this are inconsistencies in work schedules and the absence of a structured system for organizing and updating documents, which limits the institution's ability to demonstrate its management in a timely manner and respond effectively to regulatory requirements.

In this context, document management plays a fundamental role, as it guarantees the traceability of processes, protects information, and facilitates accountability [1]. Through the use of the *Master Document List*, it was possible to carry out a detailed inventory that identified strengths, weaknesses, and areas for improvement in the management of physical and digital files. This diagnosis is a key tool for moving towards a more robust organization that is aligned with the required quality standards.

Likewise, institutional strengthening requires analyzing other administrative components that support service delivery. In this regard, a time study was carried out based on methodologies proposed by the International Labour Organization (ILO) in order to identify opportunities for improvement in administrative procedures and ensure greater operational efficiency without losing sight of the humanized approach characteristic of early childhood care [2].

Similarly, the formulation of strategic indicators was proposed to monitor key aspects such as compliance with the work plan, family satisfaction, the working environment, inspection and control processes, and the progress of improvement plans. These indicators not only seek to facilitate decision-making, but also to consolidate an organizational culture focused on evidence and continuous improvement.

Finally, analysis of the document "Annual Work Plan 2025" made it possible to examine the participatory and interdisciplinary methodology used in its preparation, identify advantages and limitations as a planning tool, and recognise its value in the organization of activities distributed across essential areas such as nutrition and health, pedagogical processes, safe environments, psychosocial support, human talent and administrative management [3].

Overall, this article contributes to institutional reflection and the design of strategies for strengthening educational quality in early childhood. To this end, the methodology describes the tools and procedures used; the results present the main findings of the diagnosis; the discussion interprets and contextualizes these findings; and the conclusions highlight the most significant and sustainable actions that enabled 85% progress towards more efficient management consistent with the institution's objectives.

II. METHODOLOGY

The methodological process adopted in this study is characterised by its comprehensive, participatory approach geared towards continuous improvement. It combines qualitative and descriptive tools with document analysis, observation and interview techniques, which provided a broad and detailed overview of the administrative evolution of the Artesemillas S.A.S Kindergarten. Initially, a diagnosis of the administrative processes was carried out, with the aim of identifying strengths and weaknesses in relation to the standards of the District Secretariat for Social Integration (DSSI). Subsequently, institutional documentation was addressed through the construction of master lists and the hierarchical classification of files, ensuring order, traceability and regulatory relevance. In a third step, a study of operation times was developed, applying ILO methodologies and comparing the institutional experience with that of experts in the sector. Later, management indicators were analysed, designed to measure plan compliance, family satisfaction and the work environment, in order to strengthen the culture of measurement and evidence-based decision-making. Finally, an annual work plan was formulated, structured into thematic components and with a monthly schedule, which integrates preventive and development actions and is supported by monitoring, evaluation and documentation mechanisms [4]. Taken together, these methodological procedures not only made it possible to characterise the current state of administrative management, but also to propose technical and practical tools for its strengthening. This section is organized by specific objectives in order to provide a clear overview of the methodological issues addressed in the research.

2.1. Diagnosis of administrative processes

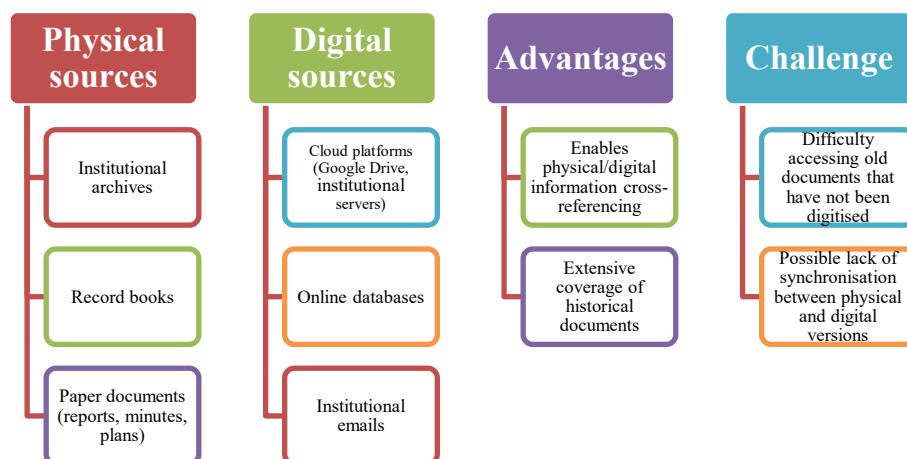
At Artesemillas S.A.S Kindergarten, the assessment was carried out using a comprehensive methodological approach that combined document review, regulatory comparison, and information gathering from various sources. The purpose was to identify strengths, recognise areas for improvement, and establish the gap between current management and the standards required by the District Secretariat for Social Integration (DSSI). This procedure made it possible to highlight gaps already noted in previous supervisory visits, while opening up the possibility of formulating proposals aimed at institutional strengthening.

Initially, an internal document review was conducted, which included schedules, protocols, records, and institutional formats. Next, a regulatory comparison was made with the technical criteria in force, which allowed for the recognition of shortcomings and opportunities for adjustment. Based on this comparison, findings were identified, documenting both the shortcomings detected in inspections and the achievements achieved [5]. Subsequently, a compliance analysis was carried out for each component, the results of which clearly showed the gaps between what was required and what was implemented. Finally, a proposal for improvement was

consolidated, which included the implementation of monitoring mechanisms, document updating and strengthening of management processes.

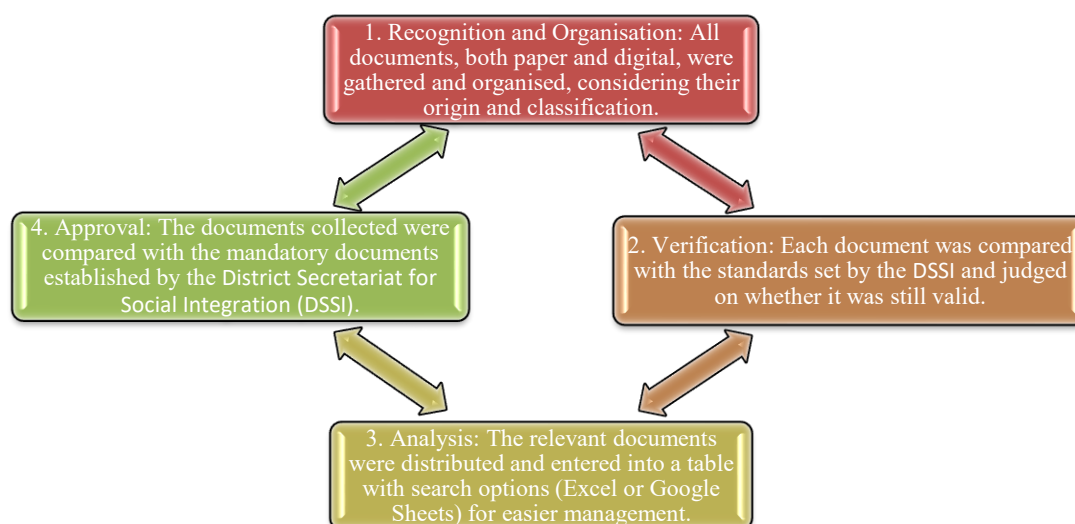
Information was collected from various sources, both physical and digital. This combination of media offered notable advantages and challenges (see Figure 1).

Figure1.Sourcesforthe diagnosis



Once the information had been consolidated, progress was made on the document review, a central phase of the diagnosis. To this end, a Master List of Documents was created, which organizes all the material collected in a structured manner and ensures its traceability. This resource is particularly useful during audits or institutional monitoring processes, as it guarantees the availability and continuous updating of documents. The list was compiled methodically: first, the archive was reviewed and organized according to origin and type; then its validity was checked against DSSI standards; next, it was analysed and recorded using search tables in Excel or Google Sheets; and finally, it was approved, comparing internal records with the mandatory ones defined by the regulatory body (see Figure 2).

Figure2.Diagnosticcycle



The results of this process offered both advantages and limitations. Among the former, the following stand out: obtaining a detailed diagnosis of the processes, formulating concrete proposals, comprehensive coverage of administrative, pedagogical, environmental and infrastructure areas, and recognition of efforts already made, such as the hiring of external consultants. On the other hand, limitations included the lack of

comprehensive systematisation of information, the absence of indicators to measure compliance with standards, the incompleteness of some records, and outdated protocols that do not respond to the current dynamics of the institution.

2.2. Documentation of administrative processes

Document management for administrative processes was addressed through a comprehensive review of the physical and digital archives of Artesemillas S.A.S. Kindergarten. To this end, two key instruments were redesigned: the Master List of Internal Documents, which consolidates information from the archives created by the institution (component, type of record, identification code, name and means of consultation), and the Master List of External Documents, which organizes those issued by suppliers and external entities and which serve as support for the fulfilment of activities. Thanks to these lists, it was possible to obtain a clear diagnosis of the current state of the document inventory and, consequently, to compare the existing records with those required by the technical standards of the District Secretariat for Social Integration (DSSI) [6].

The methodological procedure was carried out in several interrelated stages. First, the documentary requirements defined in the Standards for Quality in Early Childhood Education were identified, using the DSSI Single Verification Instrument Form as a reference. The information was carefully consolidated in the master lists, ensuring that the records remained clear and accurate. Second, a cross-check was carried out, comparing the documents registered as compliance requirements with the physical and digital files available at the institution.

Thirdly, a document pyramid was constructed, a graphical representation that defines the hierarchy of institutional files and helps to structure processes in an orderly manner. Next, the documents were classified, which allowed them to be organized into specific categories according to their subject matter. This step not only facilitated analysis but also made it possible to identify opportunities for improvement and select appropriate tools for systematising the information.

Finally, a file intervention was carried out, consisting of adjusting and updating documents based on the findings obtained during the verification and the observations made by the institution's management. This last step not only sought to correct inconsistencies, but also to align archival management with current management dynamics and regulatory requirements.

2.3. Development of the study of operational times in administrative processes

The time study was constructed based on the documentation and diagramming of the processes related to the implementation of the Standards for Quality in Early Childhood Education. These methodological inputs are essential, as they provide a detailed understanding of the "how" of the activities carried out in the institution and constitute the basis for ensuring a quality service with an impact on early childhood.

For operational routines, the technique proposed by the International Labour Organization (ILO) was used, recognised for its relevance in measuring durations and movements. On the other hand, for non-routine procedures, which are less frequent, intervals were defined by experts in the sector in order to contrast the organizational experience with practices developed in other contexts of childcare and early childhood education. [7]

The methodological process was carried out in several phases. First, progress was made in documenting workflows, updating records in accordance with current practices within the organization. Next, processes were mapped out using flowcharts and process diagrams to facilitate understanding of the activities and their sequence.

Subsequently, routines were classified, differentiating between routine (performed frequently) and non-routine (performed less frequently). This classification made it possible to specify the approach for each type of activity. In the fourth stage, durations were measured according to the ILO methodology. This procedure included calculating the sample size, designing recording templates, using specific tools, and direct observation to measure intervals. Next, the time recording technique was applied by experts, focusing on non-routine procedures. The participation of three professionals with experience in similar institutions provided comparative value and enriched the characterisation of these activities (see Table 1).

Table 1. Time measurements by experts

Procedure Code: PD-005

Activity: Training evaluation

Date: 10/08/2025

Role of evaluator: ☐ Expert 1 ☐ Expert 2 ☐ Expert 3 ☐ Garden

Criterion	Brief description	Score Obtained				
		Score Maximum	Expert 1	Expert 2	Expert 3	Garden
Site planning	Definition, analysis and selection of a suitable location for the educational outing.	5	4.5	4.2	4.8	5
Coordination with human resources	Feedback and team decision-making.	5	5	4.3	4.5	5
Authorisation management	Request, verification and registration of permission signed by parents or guardians.	5	4.7	4.5	5	5
Transport safety	Check of driver, vehicle, route and general conditions.	5	4.6	4.4	4.8	5
Logistical organisation	Packing of luggage, attendance list, departure order.	5	4.3	4.8	4.6	5
Monitoring during departure	Constant supervision, communication with families, attendance monitoring.	5	4.8	4.6	5	5
Development of activities	Implementation of educational activities and support for children.	5	4.5	4.2	4.7	5
Emergency management	Definition of protocols for accidents or unforeseen situations.	5	4.4	4.1	4.6	5
Total			7.36	7.02	7.6	10
Weighted Rating			36.8	35.1	38	50
			40.0			

Finally, the results were analysed, the information obtained was systematised, and recommendations were made to optimise administrative processes, reinforcing their relevance and effectiveness in educational management.

This analysis identified several advantages: the application of internationally recognised methodologies, the clear classification of procedures, the inclusion of experts from the sector, the use of visual tools to understand processes, and the detection of opportunities for operational improvement. However, disadvantages that limit the effectiveness of the study were also recognised, including the absence of a culture of document recording, dependence on external teams for administrative tasks, the incomplete formulation of some recommendations, and the risk of subjectivity in time estimates when these are based exclusively on professional experience.

2.4. Administrative process indicators

The study of administrative process indicators was based on a qualitative and descriptive approach, aimed at understanding how the institution currently manages the measurement of results and, in turn, proposing a technical structure to facilitate its implementation. This approach is relevant because it allows phenomena to be examined in their natural context, taking into account practical knowledge, internal dynamics, and the perceptions of the institutional team [8].

Various techniques were used for the diagnosis. The document review allowed for the analysis of records related to family assessments, achievements obtained from external inspection, surveillance, and control visits, as well as evidence of improvement actions. While efforts to evaluate and adjust management mechanisms are recognized, the absence of formal systematisation and historical quantification of data was identified.

Direct observation showed that improvements are often managed informally, without a structured system to ensure follow-up on results. Finally, semi-structured interviews with members of the institutional team provided valuable input on perceptions of process measurement, the barriers they face, and their willingness to adopt new management tools.

Based on this diagnosis, five strategic indicators were formulated, focusing on critical areas of institutional management: compliance with the work plan, results of the family satisfaction assessment, work environment, compliance with inspection, monitoring, and control activities, and progress of the improvement plan.

Each indicator was designed based on a technical data sheet specifying its objective, source of information, unit of measurement, measurement frequency, those responsible for calculation and analysis, and

expected targets. The institutional data sheet for the indicator "Plan for emergency prevention and response" was used as a reference for its construction, adapting its format to the new proposed indicators.

In terms of recommendations to strengthen implementation, the importance of identifying and organizing data sources, promoting a culture of measurement at all levels of the team, accompanying measurement with analysis of achievements and action plans, assigning specific persons responsible for each indicator, and establishing flexible frequencies that allow for periodic adjustments was highlighted. These actions seek to consolidate an evidence-based management system that contributes to institutional strengthening and continuous improvement of processes.

The analysis also allowed for the recognition of the advantages and disadvantages of this exercise. Among the advantages, the following stand out: the possibility of monitoring and controlling processes through objective data, the promotion of an evidence-based organizational culture, the promotion of continuous improvement, and the evaluation of the perceptions of users and collaborators, particularly with regard to family satisfaction and the work environment. On the other hand, the disadvantages identified included the lack of document systematization, resistance to organizational change, difficulties in organizing reliable sources of information, and the need to constantly update goals, formulas, and frequencies to maintain the relevance of the indicators.

2.5. Workplan design

The creation of the Annual Work Plan is based on a participatory, structured methodology geared towards continuous improvement. It is built on an institutional diagnosis that identifies needs from different perspectives: children, families, staff, and the educational community in general. Based on this input, activities are organized into thematic components, each with specific objectives, target population, designated responsible parties, and a monthly schedule. The planning integrates both preventive and developmental actions, ensuring a comprehensive approach to institutional processes [9].

Programme monitoring is carried out on a monthly basis, recording the status of each action as Planned (P), Executed (E) or Rescheduled (R). This control is essential, as it facilitates the assessment of compliance, the early detection of difficulties and the introduction of timely adjustments. In addition, institutional evaluation mechanisms such as self-evaluation, peer evaluation, and external evaluation are used to strengthen the schemes and ensure service quality. Each activity is supported by documentary evidence—minutes, reports, photographs, and attendance lists—that ensure traceability and transparency in management.

A variety of techniques and strategies are used for implementation, including participatory workshops, awareness-raising sessions, drills, psychosocial support, specialised training, and recreational-educational activities. These allow the different actors to take ownership of the content in a practical way, promoting learning through experience, collaborative work, and skills development. Complementary monitoring tools such as timelines, observation forms, checklists, and meeting minutes are also used, reinforcing the control and evaluation of each action.

The preliminary institutional diagnosis, based on documentary records and a time study applied to administrative procedures, facilitated the identification of areas for improvement. Among the most relevant findings were the need to strengthen the systematisation of activities, the culture of record-keeping, and the assignment of tasks. These results made it possible to formulate clear and relevant objectives, aligned with the actual conditions of the institutional environment and with the mission of ensuring comprehensive development for children from a humanised and pedagogical perspective.

The analysis also identified the advantages and disadvantages of this planning scheme. Among the advantages are the existence of a detailed monthly schedule that allows for constant monitoring, the possibility of assessing progress in a timely manner, the documentary support that ensures traceability and transparency, and the promotion of continuous improvement through the identification of opportunities for innovation. In contrast, the disadvantages include the risk of partial execution of activities, the possibility of becoming outdated if not reviewed periodically, limitations in adapting to unforeseen changes in the environment, and the absence of a clear hierarchy that prioritises actions in contingency scenarios or when resources are restricted.

Consequently, the Annual Work Plan is a key tool for institutional management, as it combines planning, participation, and ongoing evaluation. However, its success depends on the ability to update and be flexible in responding to emerging challenges in the educational context.

III. RESULTS

The findings obtained during the project enabled us to diagnose, document and analyse the administrative processes of Artesemillas S.A.S Kindergarten., as well as to propose improvement mechanisms and tools to ensure compliance with the “Technical standards for the quality of early childhood education (Estándares para la Calidad de la Educación Inicial)” defined by the District Secretariat for Social Integration (DSSI). The results are presented organised by specific objectives to show the progress achieved in a progressive manner.

3.1. Diagnosis of administrative processes

The review of archival information against the Technical Standards revealed several shortcomings in the planning, execution and recording of activities. Among the most relevant were the absence of a unified work plan, the duplication of schedules and the lack of formal recording of actions, which generated information gaps in the DSSI's inspection, monitoring and control processes.

It was also identified that the current schedules do not allow for evidence of the execution frequencies required by the standards or the relationship with the corresponding components. It was also observed that the controls carried out by the institution, although applied, lack documentary support, which limits traceability. Another recurring difficulty was the lack of a consolidated system for managing institutional information, with formats scattered both physically and digitally and no clear location for consultation.

At the same time, it was found that some procedures and records are designed according to internal needs, without being fully aligned with the provisions of the Single Instrument for Verification of Early Childhood Education. Although the entity has protocols related to risk management, admission of external persons, child safety, as well as environmental and waste plans, these files are not always updated or used systematically.

Finally, the findings show that the corrective actions resulting from the DSSI visits are known to the Management, but are not fully recorded. This makes it difficult to address and follow up on 100% of non-conformities in a timely manner.

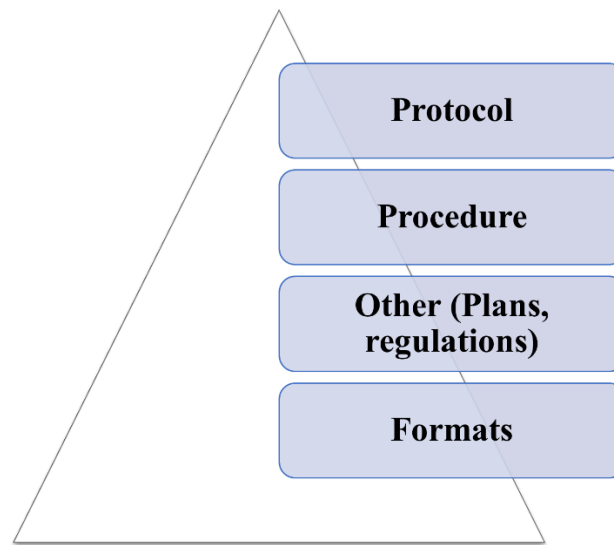
This diagnosis reveals opportunities for improvement, such as: designing a unified annual work plan, implementing a formal recording system for all controls, creating a master list of documents, updating institutional protocols, and defining indicators to measure the degree of compliance with standards.

3.2. Documentation of administrative processes

In order to strengthen file management, a Master List of Documents was drawn up by cross-checking internal and external files. This exercise made it possible to detect inconsistencies such as missing, duplicate, outdated or obsolete documents, as well as highlighting the need to integrate content to optimise information management.

The organization of the files in the list, according to their component and type, provided a structured view of the set of files and facilitated the analysis of their regulatory relevance. Based on this, a document pyramid was constructed that defines the hierarchy of protocols, procedures, plans and formats (see Figure 3).

Figure3.DocumentPyramidArtesemillas S.A.S Kindergarten



Subsequently, three classification criteria were established: by component, by document type and by actions to be taken (see Tables 2, 3 and 4).

Table2. Classification by components

Component	Quantity
Administrative	8
Suitable and safe environments	17
Nutrition and health	4
Teaching process	9
Human talent	9

Table3. Document type classification

Type of document	Quantity
Format	23
Others (Plan, annexes)	6
Procedure	12
Protocol	6

Table4. Actions to be taken

Action	Quantity
Create	8
Create and consolidate	1
Review and update	28
Review and consolidate	10

The results of this classification showed that the component "Appropriate and safe environments" accounts for the largest number of required files, highlighting the need to prioritise this aspect. In addition, it was found that formats are the most frequent type of record, especially those related to child safety [10].

In terms of the actions to be taken, it was observed that a significant proportion of documents require

review, updating or consolidation. This indicates that, although there is a basis for the files, it does not yet fully respond to institutional dynamics or current standards.

Finally, adjustments were made to the form (standardization of fonts, margins, titles, headings and change control tables) and content (creation of new required files, consolidation of formats and redesign of procedures). As a result of this process, Procedure PD-008 for document management was delivered, establishing the methodology for identifying, managing and controlling documented information.

3.3. Development of the study of operational times in administrative processes

The time analysis provided an understanding of the day-to-day functioning of the entity. Process diagrams were used to visualise the actions and their interconnections, identifying both strengths and opportunities for improvement in terms of efficiency (see Table 5).

Table 5. Classification of procedures according to frequency of execution.

Component Standards	Code	Document name	Type
Teaching process	PD-007	Route activation procedure	Non-routine
Administrative	PD-008	Document management procedure	
Human resources	PD-001	Procedure for the selection and recruitment of human resources	
	PD-002	Procedure for induction and re-induction of human talent	
	PD-003	Procedure for the qualification and training of human talent	
	PD-004	Procedure for monitoring compliance with human talent activities	
	PD-005	Procedure for the wellbeing and satisfaction of human talent	
Suitable and safe environments	PD-006	Procedure for strategies for the safety of children: Entry of persons outside the nursery school	Routine
		Procedure for strategies for the safety of children: Organisation of educational trips or other outings	
		Procedure for strategies for the safety of children: Provision of transport services	
Suitable and safe environments	PD-006	Procedure strategies for the safety of children: Arrival time for children at the nursery school	Routine
		Procedure strategies for the safety of children: When children leave the nursery school	
		Procedure strategies for child safety: Children staying in recreational areas	

The results show that many tasks are tailored to the needs of each child. Although this prolongs the time taken to complete them, it also significantly improves the quality of the service, as it promotes a more humane and personalized approach to care.

It was also noted that the organization works under a principle of humanization, prioritizing respectful and empathetic treatment of children and staff. Although daily checks are adequate, it was found that the established forms are not always completed, which limits monitoring.

When comparing times with those of other institutions in the sector, no significant differences were observed. However, the personalized approach is a distinguishing feature. In addition, the institution complements its activities with external administrative support teams, allowing it to focus on its educational mission.

3.4. Administrative process indicators

In terms of measuring results, it was evident that the institution did not initially have a culture of indicator management or historical data. However, based on existing mechanisms, such as biannual family satisfaction surveys and DSSI inspection reports, two indicators were designed to measure performance in a more structured way.

The indicators defined were:

- Assessment of family satisfaction
- Compliance with inspection and monitoring activities

In addition, with the implementation of new mechanisms (work plan, work climate survey, and improvement plan), three additional measurements were proposed:

- Compliance with the work plan
- Work environment results

- Compliance with the improvement plan

These instruments strengthen the entity's capacity to analyze trends, define goals and evaluate the effectiveness of its administrative and pedagogical actions.

3.5. Work plan design

Finally, a comprehensive work plan was designed that consolidates the institution's annual activities, both educational and administrative, into a single document. Unlike previous schedules, this one allows for the recording of responsible parties, target population, implementation dates, rescheduling, and compliance monitoring.

The structure of the plan provides a macro view of all activities, avoiding duplication and gaps. It also provides a measurement tool that contributes to the control of technical standards and the educational project [11].

The evidence allows for an analysis of the achievements in different areas, demonstrating that the institution has significant strengths in its human approach and in the existence of basic records, but needs to consolidate its administrative management through document integration, strategic planning, the use of indicators, and the systematic recording of actions. The proposed tools lay the foundations for moving towards more organized and efficient management that is aligned with technical quality standards.

IV. DISCUSSION

The implementation of standards for quality in early childhood education through the application of quality management tools at Artesemillas S.A.S Kindergarten showed that, as in other organizations, these instruments become the "how" to meet the legal requirement or the "must" of a standard. However, beyond their mandatory nature, their implementation opened up the possibility of strengthening internal processes and generating relevant learning for institutional management. Proof of this is the 85% increase in the implementation of the standards achieved by the nursery school compared to the last rating obtained during the inspection and monitoring visit carried out by the District Secretariat for Social Integration (DSSI), in addition to the benefits perceived by the management and the institution's human resources team.

The results obtained indicate that the methodologies used have helped the human resources team understand the importance of implementing the standards defined by the DSSI. They have also helped to demonstrate that their implementation is feasible, weakening the perception that these are difficult requirements to meet or that they should only be implemented out of obligation without demonstrating the benefits they bring.

In addition to the above, we agree with the conclusions of Peña and López (2017), who highlight the importance of the active participation of human talent in the design and execution of these procedures. Their knowledge and perception are fundamental, as they allow the procedures to be adjusted to the reality of the organization and the dynamics of the service. However, it is worth adding that, in relation to the expected time frame for obtaining results, which, according to the authors, should be less than a year, this time frame would only be viable if there is constant commitment on the part of management, especially with regard to the allocation of resources and rigorous compliance with planned activities. [12]

Thus, the sequence defined for the application of the methodologies was relevant, as it allowed for the systematic identification of institutional weaknesses and opportunities. This orderly approach facilitated the adaptation of processes, the definition of evaluation mechanisms, and the selection of tools to ensure continuity in the implementation of standards.

A personal challenge to be faced in the development of this project was to address the documentation of procedures specific to the education sector, given that there was no previous experience in this area at the start of the project. Although the methodology applied is universal in nature, the lack of specific experience in this sector made it difficult to understand the technical concepts involved. However, the fact that the documentation was developed with the support of the human resources team provided an opportunity to draw on specialized knowledge in the sector, enabling the strengthening of document management in institutions in line with the processes implemented in the educational environment and, with it, the fulfilment of their objectives.

V. CONCLUSIONS

The diagnosis carried out was essential for identifying the institution's gaps and difficulties, as it not only allowed priorities for intervention to be established, but also determined the level at which the processes were at. Based on this, it was possible to recommend opportunities for improvement, including the consolidation of activity schedules into a unified work plan, the design and implementation of a document management system in line with quality standards for early childhood education, and the definition of indicators to facilitate the measurement of progress against the findings and opportunities for improvement identified by stakeholders.

For its part, the continuity in the implementation and updating of the documentation and the Master List in accordance with the dynamics of the processes significantly strengthens document management by allowing efficient control, contributing to knowledge management, and facilitating both internal and external audit processes, thanks to its clear organization by component, type, and status.

The work plan must be developed jointly by the institutional team and the consulting team. This practice allows for the incorporation of lessons learned from the previous year's planning and ensures the integration of all activities in a common format, thus guaranteeing their execution. In addition to implementing follow-up dynamics, it is an essential strategy for reviewing progress, identifying rescheduling needs, and proposing corrective actions or opportunities for improvement with respect to activities already executed.

VI. RECOMMENDATIONS

- Regular updating of documentary records should be part of institutional culture in order to ensure regulatory compliance and validity. In this regard, it is recommended that a review schedule be established that covers technical, regulatory, and institutional aspects and prioritises the inclusion of new information in existing documents before creating additional ones.
- With regard to human talent, it is suggested that re-induction processes be carried out gradually, dividing the content into days before the start of service. This strategy promotes the updating of knowledge, reinforces the team's operational memory and contributes to optimising execution times, especially in non-routine procedures.
- To advance in the measurement of indicators, it is essential to begin by identifying available sources of information—such as surveys, timelines, or external documents—classifying them according to their relevance and reliability, and then recording them in the technical data sheet format designed for their formalisation.

REFERENCES

- [1] Secretaría General de la Presidencia de la República de Colombia. (2024). Document Management Process. Government of Colombia. https://secretariageneral.gov.co/sites/default/files/2024-08/8_%20Proceso%20Gestio%CC%81n%20Documental%20%281%29.pdf
- [2] Ramírez González, M. del R., & Quesada-Lacayo, J. (2019). Rethinking educational indicators: educational management, curriculum and community engagement. *Educational Innovations*, 21(30), 37-47.
- [3] Solano Castro, A., et al. (2019). Research project report: Development of indicators for the administrative and curricular management of educational centres to improve educational performance. State Distance University – Colypro. https://www.colypro.com/wp-content/uploads/2021/10/Informe_gestion_indicadores_administrativa_y_curricular_de_centros_educativos.pdf
- [4] MEN, M. D. (2014). National System of Educational Indicators for preschool, primary and secondary levels in Colombia. Government of Colombia. https://www.mineducacion.gov.co/1780/articles-363305_recurso_1.pdf
- [5] Galván-Gómez, L. F. et al. (2023). Methodology for the assessment of first-party audit findings. *Revista Politécnica*, 19(38), 160-172.
- [6] District Secretariat for Social Integration (DSSI). (2023). “Technical standards for the quality of early childhood education (Estándares para la Calidad de la Educación Inicial)” in public and private nurseries in the Capital District: Technical annex [Document adopted by Resolution 2984 of 29 December 2023]. Capital District, Colombia.
- [7] International Labour Organization. (1996). Introduction to the study of work (4th ed., revised). Geneva: ILO. <https://teacherke.files.wordpress.com/2010/09/introduccion-al-estudio-del-trabajo-oit.pdf>
- [8] IPES (Bogotá District Solidarity Economy Entity). (2019). Management and Impact Indicators Manual (Version 02, MS-017) [PDF]. Subdirectorates of Design and Strategic Management, IPES. https://www.ipes.gov.co/images/informes/SDE/Mapa_de_Procesos/Proceso_Planeacion_Estrategica_y_Tactica/2020/Ms_017_Manual_De_Indicadores_De_Gestion_E_Impacto.pdf

- [9] Solis, C. R. (2014). Institutional diagnosis and educational improvement plan: Xipalpu Kindergarten. JUNJI — Master's Degree in Education with a specialisation in Quality Management. Castro, Chile.
- [10] District Secretariat for Social Integration (DSSI).. (2013). Technical guidelines for kindergarten design and construction. Government of Colombia. https://sig.sdis.gov.co/images/documentos_sig/procesos/gestion_de_infraestructura_fisica/documentos_asociados/20130201_1_bs_001_v0_1_lineamiento_tecnico_de_diseño_y_construcción_jardín.pdf
- [11] Ministerio de Educación de Colombia. (2008). Guide for institutional improvement of self-assessment of the improvement plan. Government of Colombia. https://www.mineducacion.gov.co/1759/articles-177745_archivo_pdf.pdf
- [12] Peña Benavides A. del P., & López Español. S. (2017). Plan for improving pedagogical processes to strengthen educational management at Andy Panda Nursery School. <https://hdl.handle.net/10901/10323>