

Original article

## **Manual for managing the evaluation process of the Institutional Educational Project**

**Manual para la gestión del proceso de evaluación del Proyecto Educativo Institucional**

**Manual para a gestão do processo de avaliação do Projeto Educativo Institucional**

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### **ABSTRACT**

The changes brought about by the Third Improvement of the Education System have led to new forms of educational work, where the Institutional Educational Project plays a significant role in educational management and the evaluation process. The objective is to present the results of the manual for managing the evaluation process of the Institutional Educational Project in upper secondary teacher training. The research adopted the dialectical-materialist method as its general approach, employing a case study and using theoretical methods such as analysis-synthesis and historical-logical analysis to determine the relevant frameworks for educational management, the institutional educational project, the evaluation process, and management manuals. Empirical methods were also used, including document analysis and focus group interviews, which together allowed for an assessment of the current state of the manual's design and implementation. As a result, a manual was designed containing a methodological procedure described in a flowchart,

guidelines, and tools and instruments that meet quality requirements. In conclusion, the implementation of the manual contributed to defining methodological procedures and impacted the organization and strategic planning by providing a tool for transforming the practices of the educational community, thus achieving greater agency and participation.

**Keywords:** evaluation; management; manual; educational project.

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## RESUMEN

Los cambios del III Perfeccionamiento del Sistema de Educación han traído aparejadas nuevas formas de trabajo educativo, donde el Proyecto Educativo Institucional juega un papel importante en la gestión educativa y en el proceso de evaluación. El objetivo está dirigido a presentar los resultados del manual para la gestión del proceso de evaluación del Proyecto Educativo Institucional en la formación pedagógica del nivel medio superior. La investigación asumió como método general el dialéctico-materialista, donde se utilizó un estudio de caso, empleando métodos del nivel teórico como el análisis-síntesis y el histórico-lógico, para determinar los referentes sobre la gestión educativa, el proyecto educativo institucional, el proceso de evaluación y los manuales de gestión. También se emplearon métodos del nivel empírico, como el análisis de documentos y la entrevista a través del grupo focal de discusión, que en su conjunto permitió constatar el estado actual del diseño e implementación del manual. Como resultado, se diseñó un manual que contiene un procedimiento metodológico descrito en un diagrama de flujo, las orientaciones, las herramientas e instrumentos que cumplen con los requisitos de calidad. Como conclusiones, se evidencia que la implementación del manual contribuyó a definir los procederes metodológicos e impactó en la organización y planificación estratégica, al ofrecer una herramienta para la transformación de las prácticas de la comunidad educativa, logrando un mayor protagonismo y participación.

**Palabras clave:** evaluación; gestión; manual; proyecto educativo.

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## RESUMO

As mudanças da III Melhoria do Sistema Educativo trouxeram novas formas de trabalho educativo onde o Projeto Educativo Institucional desempenha um papel importante na gestão educativa e no processo de avaliação. O objetivo visa apresentar os resultados do manual para a gestão do processo

de avaliação do Projeto Educativo Institucional na formação pedagógica do nível secundário. A investigação assumiu o método geral dialético-materialista onde foi utilizado um estudo de caso, utilizando métodos de nível teórico como a análise-síntese e histórico-lógico, para determinar as referências sobre gestão educativa, projeto educativo institucional, processo de avaliação e manuais de gestão. Foram também utilizados métodos de nível empírico, como a análise documental e as entrevistas através da discussão em grupo de foco, que no seu conjunto permitiram verificar o estado atual da concepção e implementação do manual. Como resultado, foi elaborado um manual que contém um procedimento metodológico descrito num fluxograma, as orientações, as ferramentas e instrumentos que cumprem os requisitos de qualidade. Como conclusões, é evidente que a implementação do manual contribuiu para definir os procedimentos metodológicos e impactar na organização e no planeamento estratégico ao oferecer uma ferramenta para a transformação das práticas da comunidade educativa, alcançando maior destaque e participação.

**Palavras-chave:** avaliação; gestão; manual; projeto educativo.

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## INTRODUCTION

The current challenges facing society demand quality education, in which teacher training plays a crucial role in achieving the goals and objectives of sustainable development. Currently, the Cuban education system is in the implementation phase of the changes from the Third Improvement Plan, adopting diverse educational work modalities and new approaches that promote participation and decision-making in educational management.

Educational management, as Sánchez Armas and Delgado Bardales (2020) propose, allows for the exploration of relationships between processes and activities, the styles and capabilities of administrators and teachers, institutional goals and objectives, and resources and infrastructure. These authors agree with Grass Arzola (2024) that process management involves preparing administrators and teachers to face educational challenges. In this sense, Maturéll, Del Toro, Valiente, and Tamayo (2023) concur in stating that the development and implementation of the Institutional Educational Project (PEI) constitutes a management tool with a strategic focus that emphasizes participatory nature in its design, execution, and evaluation.

Wahl and Wiesche's research (2024) affirm the importance of the approaches used in project management, whether process-based, decision-making, evaluation-based, or educational. Furthermore, Jääskä et al. (2022) argue that project management should incorporate game-based learning and student motivation. In this sense, educational management is a fundamental pillar for the functioning of the Institutional Educational Project (PEI). Chávez-Saavedra and Ludeña Torres (2022) state that the PEI should be considered as a:

A proposal for management and policy guidelines for continuous educational improvement, and the product of teamwork by everyone in the educational institution, in which conceptual and methodological tools are used to define the context diagnosis, strategies, design, construction, and evaluation of what needs to be changed in pursuit of educational quality (p. 83).

The management of the Institutional Educational Project (PEI) encompasses an important process: evaluation. Sollied et al. (2025) states that the success of an educational project lies in the capacity of those who carry it out to transform themselves and society. At this point, it is important to understand that evaluation is a management tool, and management relies on the evaluation process to make decisions aimed at continuous improvement, as is the case with the PEI. In managing the PEI evaluation process, the active and transformative participation of the educational community is crucial, as it allows for the improvement of educational processes and has an impact on student development (Bravo Morales et al., 2023).

Likewise, Chávez-Saavedra and Ludeña Torres (2022) emphasize the importance of evaluating the Institutional Educational Project (PEI) in educational management. Navarro Piedra (2023) argues that it is necessary to "design an institutional organizational plan that includes processes, actions, strategies, supervision, and evaluation" (p. 14). While strategic planning is important, so too is considering the evaluators. We agree with Sánchez Armas and Delgado Bardales (2020), who highlight their active role, and with Medina et al. (2023), who emphasize the leadership of management teams as fundamental pillars in managing the PEI evaluation process.

This research assumes that managing the Institutional Educational Project (PEI) evaluation process involves verifying the achievement of objectives and goals through the analysis and interpretation of information. The aim is to make value judgments about the processes and results in order to inform decisions that improve the quality of education. It also requires considering the methods and procedures, how they are used, the specific conditions of each educational institution, and the results

obtained throughout the PEI cycle, thus enabling the effective management of the evaluation process.

Developing an organizational structure focused on using management tools in the Institutional Educational Project (PEI) evaluation process improves teamwork dynamics and facilitates modifications to educational processes through assessments aimed at timely and transformative decision-making. In managing the PEI evaluation process, it is crucial to use methodological tools that support the changes and transformations required for quality education, particularly in upper secondary teacher training.

The implementation of the Third Improvement of the National Education System (SNE) has brought changes to new ways of working and has had an impact on the context of teacher training at the upper secondary level. Caballero Rodríguez et al. (2023) argue that it is "imperative to understand everything that can be seen as threats and opportunities in the management process, which can be used to transform the training process of teacher training colleges."

At the "Manuel Ascunce Domenech" Pedagogical School, the management of the Institutional Educational Project (PEI) evaluation process has faced, among its main challenges, the lack of procedural documentation for carrying out said process. Currently, the *Field Manual for the evaluation phase of the Third Improvement of the National Education System* offers tools for conducting an evaluation phase of the Third Improvement of the National Education System. It identifies aspects of evaluating new forms of educational work, such as the PEI, but does not provide guidance on who should use the evaluation process, when, or which tools to use.

The *Field Manual's* process-based approach as a management strategy for controlling and interrelating processes, as well as their inputs and outputs, is insufficient to identify procedures and prevent the consequences of problems within the institution. This issue stems directly from the absence of a manual for managing the Institutional Educational Project (PEI) evaluation process, which would allow for the identification of activities and processes throughout its management cycle.

The development of this manual considered the work of León, Merizalde, and Guaigua (2022), who designed indicators for measuring educational management projects based on the research needs of teacher training. Navarro, Santos, and Teves (2021) also propose participatory planning by the educational community as essential for quality educational management, and more specifically, Emynick and Martínez (2023) developed a manual for educational evaluation. In this regard,

Hernández Rocha and Martínez González (2023) propose a methodology for implementing a procedures manual in four fundamental steps.

The proposed manual for managing the PEI evaluation process offers a series of tools for evaluators. We agree with Ramírez (2020) that "manuals stand out as highly effective tools for the transmission of knowledge and experience" (p. 32). A manual for managing the PEI evaluation process documents the standardized procedures, communicating and ensuring their implementation by the educational community.

The rationale for designing and implementing this manual stem from the need, within upper secondary teacher training, to improve the quality of education and training, reduce the institution's operating costs, achieve organizational objectives, and address the needs of the educational community. Based on an analysis of the research background and needs, the objective is to present a manual for managing the evaluation process of the Institutional Educational Project in upper secondary teacher training.

## **MATERIALS AND METHODS**

The methodological conception of the research is based on Marxist-Leninist philosophy, which assumes the dialectical-materialist scientific method as the foundation for conceiving and developing the construction of scientific knowledge in a dialectical and multidisciplinary way, around the management of the evaluation process of the Institutional Educational Project (PEI).

The research on the design and implementation of the manual for the management of the PEI evaluation process in the pedagogical training of the upper secondary level constitutes part of the results of a case study developed in the "*Manuel Ascunce Domenech*" Pedagogical School of Villa Clara.

The case study, considering the stated objective and its leading role in the system of methods, is conceived as a scientific research strategy that, in the context where it is developed, presents the following characteristics:

1. It allows describing, explaining and deepening the understanding of the management of the PEI evaluation process, by offering a detailed view of the strengths, weaknesses, opportunities and threats in educational practice.

2. It facilitates decision-making for the continuous improvement of the process and the phenomenon being studied.
3. It enables the collection, organization, and analysis of data from the perspective and meanings of the participants in relation to the phenomenon.
4. It integrates the use of multiple methods, such as interviews, observations, surveys, and document analysis, among others.

Among the theoretical methods used, the following stand out:

- Analysis and synthesis, which allowed the design of the manual, its structure, writing and synthesis of the main regularities of the management of the PEI evaluation process.
- Induction and deduction, which facilitated the transition from general theoretical, normative and conceptual references to the particular aspects of the design, thematic content and advantages of the manual.
- Historical-logical analysis, which made it possible to understand the evolution of the management of the PEI evaluation process and the management manuals, their design and implementation.
- Systems approach, which allowed the integrality of the thematic contents in the design of the manual, where each part constitutes an essential and complementary component.

Regarding empirical methods, the following stand out:

- Documentary analysis, used to review the design of the manual through an analysis guide of the quality attributes of the documentation and an evaluation scalogram.
- Interview, applied using the focus group discussion technique in order to assess the implementation of the manual for managing the PEI evaluation process.

The investigation unfolded in four essential stages:

1. Analysis of the results on the management of the PEI evaluation process, where causes and effects of the current state were identified.
2. Manual design, structured from a methodological procedure represented in a flowchart that describes the essential stages and steps.
3. Quality assessment, through analysis of the attributes of the manual and its correspondence with the established methodological and technical requirements.

4. Assessment of the benefits, in terms of the usefulness of the manual as a tool for managing the PEI evaluation process.

For the processing of qualitative information, the quality of the process was guaranteed by adhering to two fundamental criteria:

- Credibility criterion, supported by the triangulation of subjects that allowed consistent inferences and interpretations.
- Applicability criterion, based on the collection of broad and varied information, which made it possible to establish similarities and differences during the analysis and processing of qualitative data, complemented by the use of various instruments.

The population consisted of 167 workers from the "*Manuel Ascunce Domenech*" Pedagogical School in Villa Clara. The sample, made up of 20 workers, was organized into four focus groups of five participants each: the first composed of directors; the second of supervising teachers; the third, of educational instructors; and the fourth, of advisors from the institution.

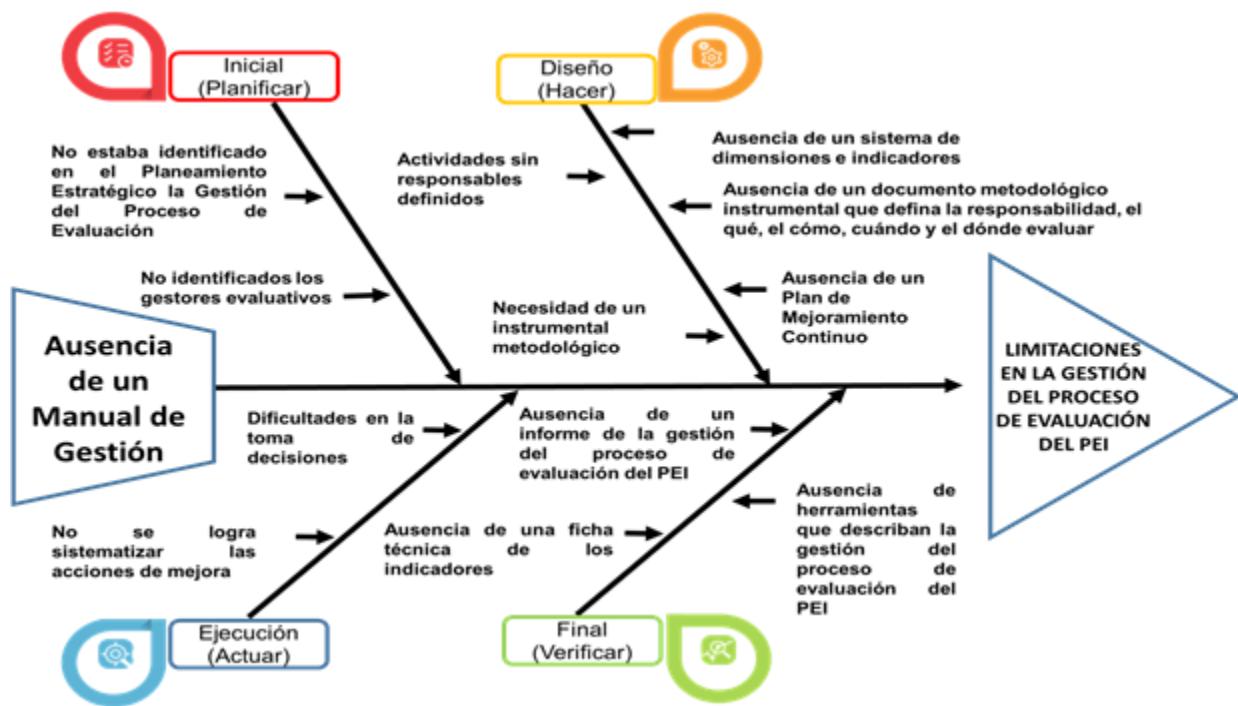
## RESULTS

The main results obtained were triangulated for further study and greater understanding, revealing the following regularities:

1. In managing the PEI evaluation process, from the ideal, analyzed through theoretical methods, deficiencies were found in the theoretical foundation regarding essential relationships, general characteristics, regularities, and principles to be considered.
2. The educational institution does not have an improvement plan for the management of the PEI evaluation process that allows for timely corrections to be made to its progress based on its efficiency.
3. The need to use the system of dimensions and indicators for the management of the PEI evaluation process highlighted the importance of having a methodological instrumental system that encompasses methods, instruments and methodological guidelines.
4. The importance of using management tools in the PEI evaluation process to record relevant information, identify the processes that occur, the causes and effects of the evaluation process, and planning for continuous improvement.

5. The need to design a manual for the management of the PEI evaluation process based on the educational community so that it is aware of how to carry it out and can transfer the results of its application.

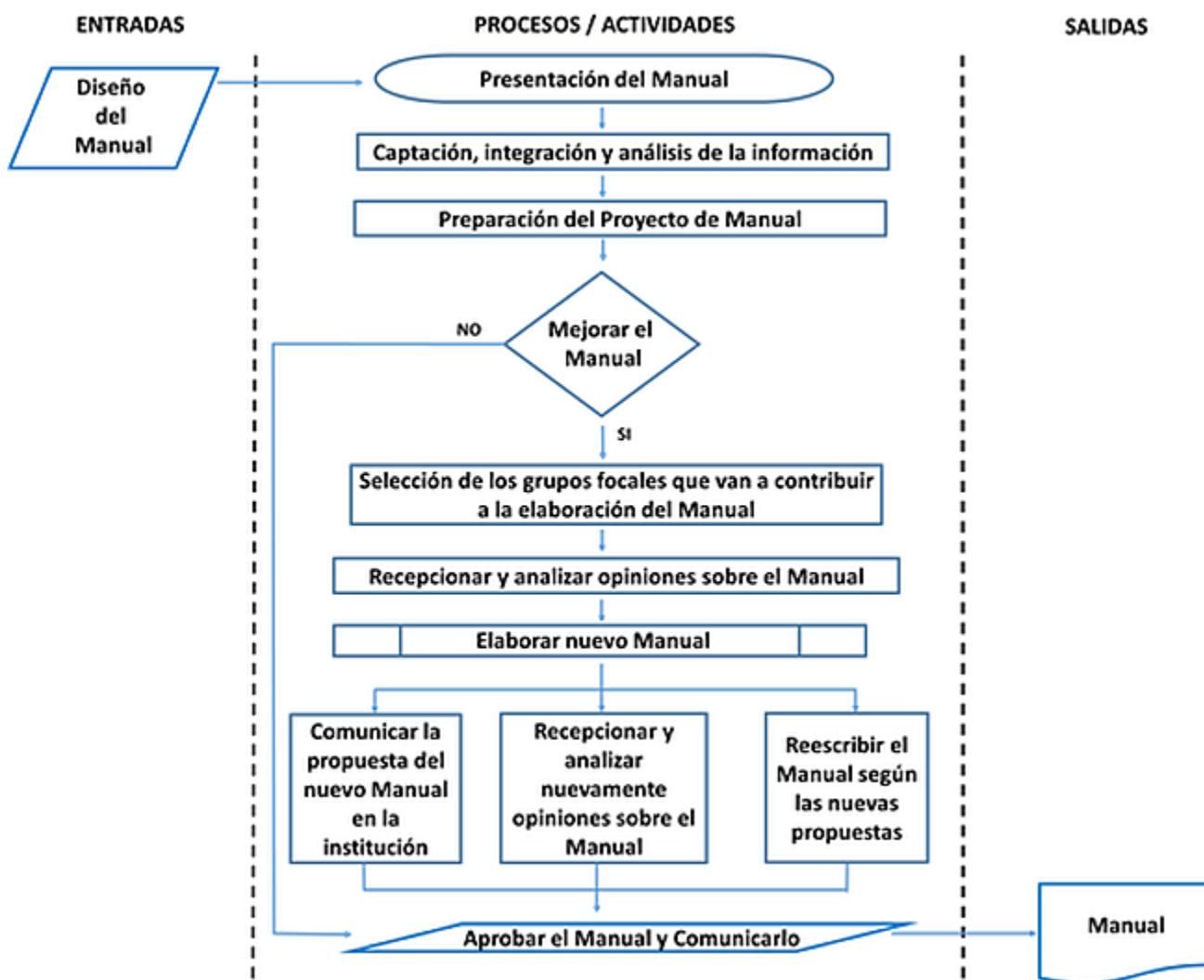
The main patterns were projected onto the Ishikawa cause-and-effect diagram through four fundamental steps: first, defining the problem; second, identifying possible causes; third, classifying the causes; and last, drawing the diagram. In the research, it was used to represent the causes and effects of the needs identified in the case study development phase, as shown in figure 1.



**Figure 1.** Ishikawa diagram

The design of the manual for managing the PEI evaluation process took into account several premises, such as the educational institution's interest, commitment, and support for continuous improvement; the reflection and critical analysis of key stakeholders in the educational community; the motivation of the staff involved in managing the PEI evaluation process to improve it; and the possibility of refining and adapting the manual to the professional development of upper secondary school teachers.

The manual's design was based on the materials and guidelines from the Third Improvement of the National Education System (SNE), specifically the evaluation stage of the Institutional Educational Project (PEI). The need for a single document stem from the fragmentation of methodological guidelines for evaluating the PEI and the limited use of management tools in the PEI evaluation process. The steps for designing the manual are outlined in a flowchart (Figure 2).



**Figure 2.** Flowchart in the design of the manual

The manual's design sought the participation and involvement of focus group members. To this end, and once the design steps were established, informational workshops were held to explain what a Management Manual is, introduce those involved in the PEI evaluation process, and explain the

objective. The interactions within the focus groups provided insight into how others think and react to ideas that are not their own, specifically regarding the design and implementation of the manual for managing the PEI evaluation process.

The members committed to improving the manual's content by following the steps outlined in the flowchart. The manual underwent a process of uniformity and standardization among the focus group members regarding its design and structure. The thematic content of the manual for managing the PEI evaluation process retained aspects of the original proposal and underwent several changes that allowed for improvement and better communication of the topics covered.

In the initial draft of the manual, its design focused on process management, decision-making, and continuous improvement, an approach that, according to the criteria and opinions of the focus groups, was maintained as a strategic plan. Both the initial and final drafts retained the need for the manual's institutional identification, scope, objectives, table of contents, and glossary to facilitate communication and implementation in other educational contexts.

The main changes stemmed from the need, identified by the focus groups, to establish a foundation for managing the Institutional Educational Project (PEI) evaluation process, develop an instrumental system and management tools, and identify the PEI evaluation instruments and the Management Model evaluation instruments. The topics covered in the approved manual design include the following aspects:

1. Institutional identification. The manual includes the institutional logo, the official name of the educational institution, and the title that refers to the content to be covered.
2. Table of Contents. This establishes the relationship between chapters and subchapters with their corresponding pages within the manual.
3. Objectives. These are the purposes that are intended to be achieved; for this, the established principles, the diagnosis and experience of the educational institution, as well as the requirements of the Ministry of Education, have been considered.
4. Scope. It constitutes the sphere of action of the members of the educational community in the management of the PEI evaluation process.
5. Glossary. This constitutes a list of technical definitions that serves as support and reference during the PEI evaluation process.

6. Rationale for the management of the Institutional Educational Project (PEI) evaluation process. This constitutes the foundation of the Institutional Educational Project Evaluation Process Management Model (MGPEPEI). It defines the structure of its elements, components, and relationships, and, consequently, the principles and regularities inherent to it. The Institutional Educational Project Evaluation Process Management System (SGPEPEI) comprises a set of procedures, processes, and tools.
7. Methodological recommendations. A narrative and sequential presentation of all steps, explaining what they consist of, when, where, how, with what resources, how long it takes, and indicating the responsibilities for carrying them out. It includes:
  - Example. Presentation of an example of filling out the technical data sheet and the PEI evaluation report.
  - Responsible parties. Establish the members of the educational community who must develop the PEI evaluation process.
8. PEI evaluation process management cycle. It understands evaluation as a descriptive, evaluative, and transformative process oriented towards decision-making, and answers the questions: What to evaluate?, When to evaluate?, What will be evaluated?, How will it be evaluated?, With what will it be evaluated? and why will it be evaluated? These key questions determine the scope of the PEI evaluation.
9. Instrumental system for the management of the PEI evaluation process.
  - System of dimensions and indicators. Presentation in a descriptive sheet of the structural components where the dimension, the associated strategic line, the objective, the general goal, the system of indicators, the objective per indicator, the type of indicator, the frequency of measurement, the responsible party, the data sources and the method and instrument are found.
  - Technical sheet. Presentation of each of the indicators with its compliance pattern, the scale, the points of the range, the category to be awarded, the total points, the results in a graphic representation and the improvement actions.
  - Measurement system for each indicator. Representation in tables of the compliance level pattern, the scale, the points, the category of the dimensions and indicators, and the table of absolute and relative frequencies in the evaluation of the system of dimensions and indicators.
10. Tools for managing the PEI evaluation process.

- Strategic plan for improving the Institutional Educational Project. The framework used for the improvement plan is as follows: What?, Who?, How?, When? and how much does it cost?
- Process map. It was used to encompass all the information regarding the process structure, process information, and interrelationships.
- Flowchart. It allows you to represent the information of the evaluation process in an easy and clear way; it is a very useful tool to achieve this objective.
- Operational plan for managing the evaluation process of the Institutional Educational Project. This tool was implemented to improve the performance and quality of the evaluation process offered, as it allows for monitoring the execution of activities through educational advising.

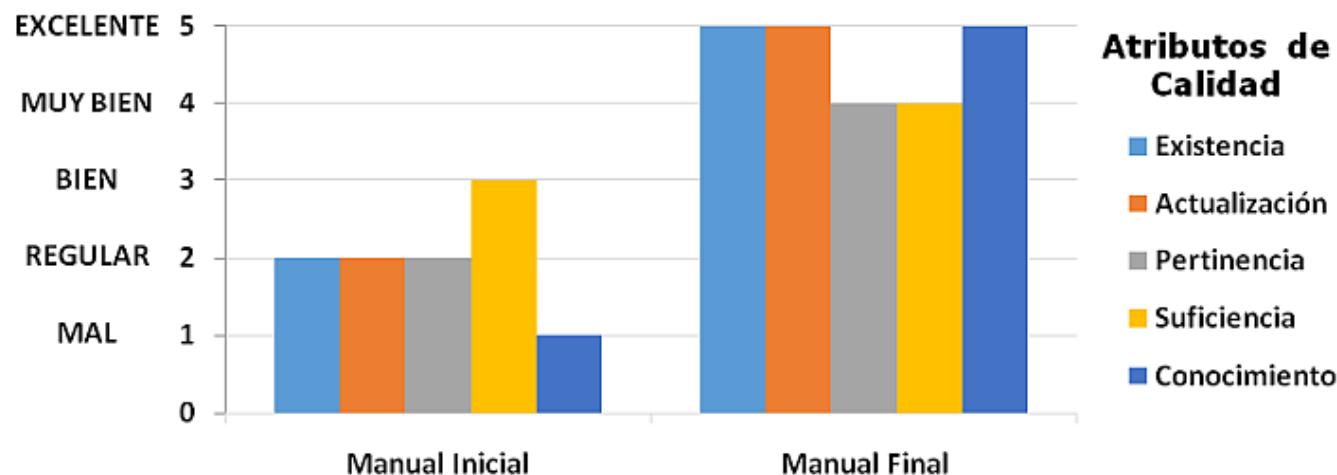
11. Methods and instruments. Presentation of the different methods used for the PEI evaluation process. These include interview guides, document analysis, questionnaires, and observation guides.

- PEI assessment instruments.
- Management Model Assessment Instruments.

12. Bibliography. It constitutes theoretical, methodological and normative references for the management of the PEI evaluation process.

The manual's thematic content aims to guide reflection on the possibilities of systematically evaluating the Institutional Educational Project (PEI), considering the entire evaluation cycle. The manual provides guidance on how the evaluation process should be carried out, in accordance with national and institutional regulations, and secondly, it seeks to improve the efficiency and effectiveness of the PEI. Furthermore, it facilitates the preparation of administrators and teachers in carrying out the activities, providing them with the opportunity to determine whether they are being implemented correctly.

The results of the comparative analysis of the initial manual proposal (IM) and the final manual approval (FM) show that, in terms of existence, the IM has a Regular rating (2), while the FM obtained an Excellent rating (5), due to its formal documentation and approval by the educational institution. The results are presented in the following graph (Figure 3).



**Figure 3.** Comparative results of the evaluation of the attributes of the manual documentation

In the update attribute, the Initial Manual (IM) received a Regular rating (2) because, in its initial design, it considered the content addressed in the Third Improvement of the National Education System (SNE); however, it did not fully incorporate the characteristics of the context of teacher training at the upper secondary level. In this attribute, the Final Manual (FM) achieved an Excellent rating (5) as a result of the update and review process carried out with members of the educational community.

In the relevance attribute, the MI received a rating of Fair (2), as the concepts and terms used were only partially appropriate to the institutional context. In this aspect, the MF achieved a rating of Very Good (4), due to the progress made in the attributes of updating and knowledge, which allowed for a better adaptation of the terms and concepts to the pedagogical context of the upper secondary level. However, some difficulties are still evident in the description of the concepts used in the Third Improvement of the SNE.

In the sufficiency attribute, the MI achieved the Good category (3), as its initial design partially met the quality requirements related to the documentary scope and current regulations. In contrast, the MF obtained the Excellent category (5) by integrating all the quality requirements corresponding to the declared scope and the reference regulations, supported by the results of the updating and relevance attributes.

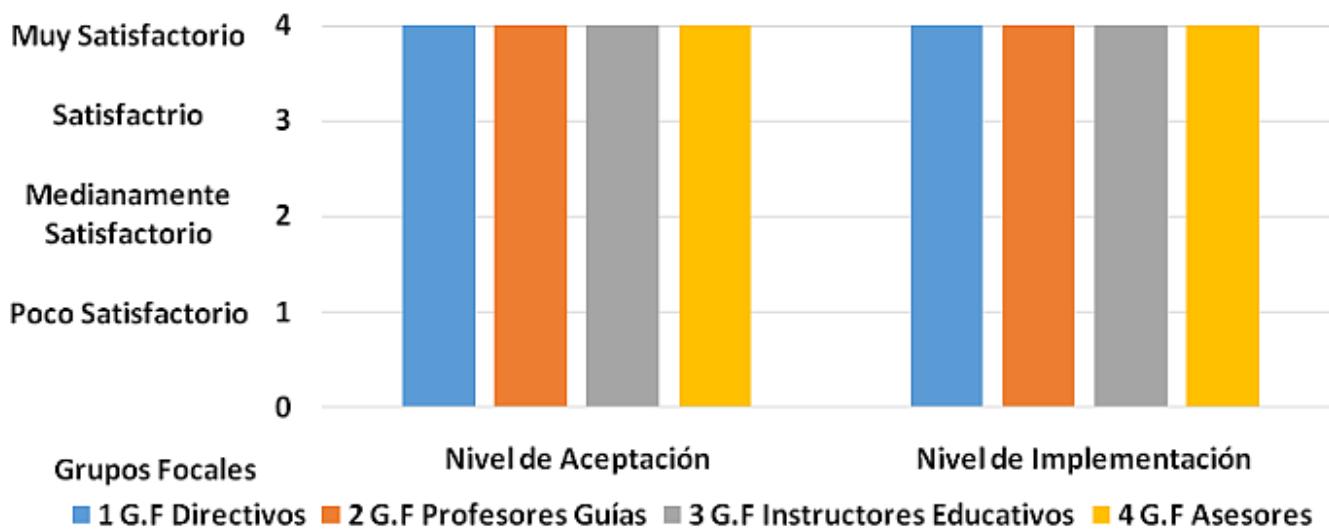
In the knowledge attribute, the MI was initially rated as Poor (1) because its initial proposal was unknown to members of the educational institution. Through workshops conducted with focus groups, this situation gradually changed, leading to the appropriation of the content and its practical application by the educational community, which is why the MF received an Excellent rating (5).

The results of implementing the manual for managing the PEI evaluation process were obtained through focus group discussions. The main benefit was the active participation and commitment of administrators, teachers, educational instructors, and advisors in implementing the manual as a management tool. The interaction achieved allowed for the identification of different perspectives and an appreciation of the benefits of the designed manual.

The focus group agreed that the manual provides methodological guidance for the PEI evaluation process and serves as a dissemination tool that promotes the educational community's understanding of the established procedures. They also recognized that its application reduces subjectivity and increases the objectivity of the evaluation process by standardizing the steps and establishing precise categories according to the type of indicator.

The designed manual helps reduce the costs and time required to carry out the Institutional Educational Project (PEI) evaluation process, overcoming the organizational and methodological limitations identified. Among the difficulties noted, participants highlighted the need to continue strengthening the design and development of the evaluation process management with methodological tools that ensure the continuous improvement of institutional educational quality.

Finally, the focus groups expressed levels of acceptance ranging from very satisfactory to satisfactory, highlighting that the manual provides significant advantages to the Pedagogical School by favoring the timely fulfillment of the proposed objectives and promoting a rational use of the resources available during the evaluation process (Figure 4).



**Figure 4.** Perception of focus groups on the acceptance and implementation of the manual

Here is the revised text with clearer, more coherent and formal academic writing, without adding ideas or modifying the technical content:

The main recurring themes in the descriptions of the advantages expressed by focus groups when having a manual of this type are:

1. It allows for the establishment of the regulatory framework for the management of the PEI evaluation process.
2. It contributes to the standardization of criteria in the development of the system of dimensions and indicators.
3. It facilitates the standardization of the methods and instruments used.
4. It enables the management of the PEI evaluation process by identifying within the manual the procedure for each stage in the evaluation cycle.
5. It facilitates the document management of information.
6. It defines the functions and responsibilities of the educational community in the management of the PEI evaluation process.
7. It constitutes a permanent reference document that serves as support for the continuous improvement of the PEI.
8. It facilitates the participation and leading role of the educational community in decision-making.

9. It allows the elimination of incorrect procedures, confusion, uncertainty, and duplication of functions.
10. It serves as a basis for the methodological preparation and educational advising of managers and teachers.

The focus group technique used did not generate tension or conflict among the participants; the process unfolded in an atmosphere of respect and cooperation. Both the researcher and the focus group members demonstrated commitment to the discussion topic. The main goal -to listen to and understand the participants' opinions- was successfully achieved, fostering the open expression of feelings, perceptions, and assessments that would have been difficult to elicit through other techniques.

## **DISCUSSION**

The resulting manual for managing the Institutional Educational Project (PEI) evaluation process has demonstrated practical validity, as evidenced by the higher levels of knowledge, skills, and attitudes among the focus group members. Furthermore, a greater emotional connection to the roles and functions assumed was observed, along with positive attitudes, during the workshops conducted as part of the manual's design and implementation process. This manual has been consolidated as a comprehensive methodological tool that integrates methods, instruments, and guidelines for managing the evaluation process.

The main limitation of the study was its restricted participation, limited to administrators and teachers, without including other members of the educational community, such as students and families. Nevertheless, the methods and instruments used yielded valid results, supported by the active participation of the focus groups. This addresses the challenges facing teacher training at the upper secondary level within the current organizational structures implemented in the Third Improvement of the National Education System (SNE). The study allowed for the description of a management system for evaluating the Institutional Educational Project (PEI) that integrates normative, projective, and strategic components as cross-cutting themes.

The management of the Institutional Educational Project (PEI) evaluation process is linked to contemporary approaches such as process-based management, decision-making, continuous improvement, and the use of procedure manuals as tools for institutional transformation. Likewise,

the need to implement strategies and innovations that strengthen pedagogical training at the upper secondary level is recognized, in accordance with current scientific, technological, and socioeconomic transformations.

The proposal arose from practical gaps identified through the analysis of the theoretical frameworks of the Third Improvement of the National Education System (SNE) and is based on the contributions of ICCP (2022), Chávez-Saavedra and Ludeña Torres (2022), and Caballero Rodríguez et al. (2023). The research of Sánchez Armas and Delgado Bardales (2020), Bravo Morales et al. (2023), Medina et al. (2023), and Navarro Piedra (2023) concur in highlighting the importance of management and the use of tools that promote the exchange of knowledge and experiences, with the active participation of school administrators and teachers in the evaluation process of the Institutional Educational Project (PEI).

The study aligns with the postulates of Chávez-Saavedra and Ludeña Torres (2022), who emphasize the satisfaction of the educational community as a result of teamwork, leadership, teacher performance, and organizational climate, considered fundamental pillars in managing the PEI evaluation process. In this sense, evaluation is viewed as a management tool, designed to foster continuous institutional improvement.

The criteria of Ramírez (2020) and Emynick and Martínez (2023) are also shared, who highlight that the use of process manuals increases efficiency and provides tangible benefits to the management of the PEI evaluation process in upper secondary teacher training. The results obtained in this research confirm the need to move towards new lines of work, oriented towards the development of institutional communication strategies, the strengthening of the evaluative culture and knowledge, and the consolidation of management systems that guarantee educational quality and scientific communication.

It is also recommended to implement supporting IT tools -such as institutional websites, educational data mining, and intelligent tutoring systems based on artificial intelligence- that enhance the management of the evaluation process.

The research yielded as its main result a manual for managing the PEI evaluation process, distinguished by its process-based approach, decision-making, and continuous improvement. Its implementation contributed to developing the potential of school administrators and teachers to exchange ideas, experiences, knowledge, and skills.

The manual's design meets the requirements of existence, updating, relevance, sufficiency, and knowledge, and demonstrates coherence in its guidelines, tools, and instruments, which are integrated into a digital document manager that promotes organization and institutional communication.

The manual's implementation was successful within the educational community, defining methodological procedures and positively impacting organization and strategic planning. Consequently, it became established as an educational transformation tool that promotes the active participation of all stakeholders.

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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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