

The Organic Law of Intercultural Education and Its Impact on Educational Quality in Ecuador

La Ley Orgánica de Educación Intercultural y su impacto en la calidad educativa en el Ecuador



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Abstract

The Organic Law of Intercultural Education (LOEI) constitutes the main regulatory framework of the Ecuadorian education system and guides its actions toward guaranteeing the right to quality, inclusive, and intercultural education. This article aims to critically analyze the LOEI and its impact on educational quality in Ecuador through a qualitative-documentary approach. The study was conducted through a systematic review of official regulatory documents, recent scientific literature, and reports from national and international organizations related to educational quality, public policy, and intercultural education. The results show that the LOEI incorporates

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a comprehensive conception of educational quality aligned with contemporary approaches that go beyond academic achievement and include dimensions such as equity, inclusion, cultural relevance, and teacher professional development. However, the analysis reveals a persistent gap between the normative principles of the law and its effective implementation within the Ecuadorian education system. This gap is reflected in territorial inequalities, limitations in teacher training, challenges in the implementation of intercultural education, and the predominance of evaluation models focused on quantitative indicators. It is concluded that, although the LOEI represents a significant normative advance, its impact on educational quality depends on its articulation with complementary, sustained, and context-sensitive public policies. This study contributes to the academic debate on the relationship between educational legislation and educational quality and highlights the need to strengthen the implementation, monitoring, and evaluation mechanisms of educational policies in Ecuador.

Keywords: Organic Law of Intercultural Education, Educational quality, Educational policies, Interculturality.

Resumen

La Ley Orgánica de Educación Intercultural (LOEI) constituye el principal marco normativo que regula el sistema educativo ecuatoriano y orienta sus acciones hacia la garantía del derecho a una educación de calidad, inclusiva e intercultural. El presente artículo tiene como objetivo analizar críticamente la LOEI y su impacto en la calidad educativa en el Ecuador, desde un enfoque cualitativo–documental. La investigación se desarrolló a partir de la revisión sistemática de documentos normativos oficiales, literatura científica reciente e informes de organismos nacionales e internacionales relacionados con calidad educativa, políticas públicas e interculturalidad. Los resultados evidencian que la LOEI incorpora una concepción integral de la calidad educativa, alineada con enfoques contemporáneos que trascienden el rendimiento académico e incluyen dimensiones como la equidad, la inclusión, la pertinencia cultural y la profesionalización docente. No obstante, el análisis revela una brecha persistente entre los principios normativos de la ley y su implementación efectiva en el sistema educativo ecuatoriano. Dicha brecha se manifiesta en desigualdades territoriales, limitaciones en la formación docente, dificultades en la implementación de la interculturalidad y en el predominio de

modelos de evaluación centrados en indicadores cuantitativos. Se concluye que, si bien la LOEI representa un avance significativo en el plano normativo, su impacto en la calidad educativa depende de la articulación con políticas públicas complementarias, sostenidas y contextualizadas. El estudio aporta al debate académico sobre la relación entre legislación educativa y calidad educativa, y destaca la necesidad de fortalecer los mecanismos de implementación, seguimiento y evaluación de las políticas educativas en el Ecuador.

Palabras clave: integración disciplinar, pensamiento matemático, pensamiento físico, estrategias educativas.

Introduction

In recent decades, education systems in Latin America have undergone profound transformations driven by regulatory reforms aimed at guaranteeing the right to quality, inclusive, and equitable education. These reforms respond both to international commitments—such as the Sustainable Development Goals of the 2030 Agenda—and to internal demands related to historical inequalities, cultural diversity, and persistent learning gaps (UNESCO, 2020). In this context, Ecuador has developed a regulatory framework that seeks to articulate education as a fundamental right, an inescapable duty of the State, and a key instrument for the country's social, economic, and cultural development.

The Organic Law on Intercultural Education (LOEI), enacted in 2011 and reformed in subsequent years, constitutes the central axis of the Ecuadorian education system. This legislation is based on principles such as interculturality, inclusion, equity, educational quality, and social co-responsibility, with the aim of addressing the country's ethnic, linguistic, and cultural diversity (National Assembly of Ecuador, 2011). Since its formulation, the LOEI has proposed a structural change in the organization, management, and evaluation of the education system, proposing guidelines that cover everything from early childhood education to high school, as well as teacher training and professionalization.

However, the existence of a robust regulatory framework does not, in itself, guarantee substantive improvements in educational quality. Several studies agree that the gap between declared educational policy and its effective implementation remains one of the main challenges in Latin American education systems (Bellei et al., 2020; Gvirtz & Beech, 2021). In the case of Ecuador, the implementation

of the LOEI has taken place in a complex scenario marked by budgetary constraints, frequent changes in public policy, administrative tensions, and territorial inequalities that affect urban and rural educational institutions differently.

The notion of educational quality, far from being a univocal concept, has been widely debated in the specialized literature. From a contemporary perspective, educational quality is not limited to academic performance measured through standardized tests, but also incorporates dimensions such as equity in access, cultural relevance, the inclusion of historically excluded groups, comprehensive student training, and teacher professional development (OECD, 2021; UNESCO, 2021). In this sense, evaluating the impact of an education law such as the LOEI involves analyzing not only its regulatory provisions, but also its consistency with these multidimensional approaches to quality.

In Ecuador, the results of national and international assessments have shown partial progress and persistent challenges in terms of learning, especially in areas such as reading, mathematics, and science (INEVAL, 2023). Likewise, recent reports indicate that factors such as teacher training, working conditions, educational infrastructure, and curriculum relevance significantly influence the quality of the educational process (Ministry of Education of Ecuador, 2022). This evidence raises the need to critically examine the extent to which the LOEI has been effective in improving these conditions.

From a public policy perspective, the analysis of an education law requires consideration of its design, implementation mechanisms, and actual effects on the education system. Authors such as Ball (2017) and Verger, Fontdevila, and Parcerisa (2019) emphasize that educational policies should be understood as dynamic processes, involving multiple actors, interpretations, and contexts, which explains why the expected results do not always coincide with the observed results. In this vein, the LOEI can be analyzed not only as a regulatory instrument, but also as a complex public policy whose impact depends on structural, institutional, and pedagogical factors.

Interculturality, the central axis of the LOEI, represents one of the most significant contributions of the Ecuadorian legal framework. This approach recognizes cultural diversity as a value and promotes respect, dialogue, and the inclusion of ancestral knowledge in the educational process (Walsh, 2018). However, recent research warns that interculturality, when limited to the discursive level, runs the

risk of becoming a normative principle without effective translation into pedagogical practices and educational management (Dietz, 2020). Therefore, it is pertinent to analyze whether the LOEI has managed to transcend legal discourse to have a concrete impact on educational quality from an intercultural perspective.

In this context, the present study acquires academic and social relevance by proposing a critical and documentary analysis of the Organic Law on Intercultural Education and its impact on educational quality in Ecuador. Through a systematic review of recent scientific literature, official documents, and conceptual frameworks on educational quality and public policy, this study seeks to provide a well-founded reflection that allows for an understanding of the scope, limitations, and challenges of the LOEI in the current Ecuadorian educational context.

The Organic Law on Intercultural Education is part of a historical process of educational reforms aimed at redefining the role of the Ecuadorian state in guaranteeing the right to education. Prior to its enactment, the country's education system was characterized by strong segmentation, structural inequalities, and limited coordination between quality, equity, and inclusion (Ramírez & Minteguiaga, 2016). In this context, the LOEI emerged as a regulatory response aimed at strengthening state leadership, regulating the education system, and establishing standards geared toward continuous quality improvement.

From a regulatory standpoint, the LOEI establishes fundamental principles that guide educational action, including equity, inclusion, interculturalism, participation, and educational quality. These principles are aligned with international frameworks that conceive of education as a fundamental human right and a social public good (UNESCO, 2021). However, several authors warn that the effectiveness of these principles depends largely on their operationalization in concrete policies, sustainable programs, and coherent pedagogical practices (Verger et al., 2019).

The concept of educational quality adopted by the LOEI responds to a comprehensive vision that transcends academic results and emphasizes human development, citizenship training, and respect for cultural diversity. This perspective coincides with contemporary approaches promoted by international organizations, which argue that quality must be analyzed from multiple dimensions, including cultural relevance, equity of opportunity, teacher professionalization, and institutional management (OECD, 2021).

However, translating this comprehensive approach into clear indicators and consistent evaluation mechanisms has been a challenge for the Ecuadorian education system.

In the field of public policy, the specialized literature points out that educational reforms often face tensions between normative objectives and actual implementation capacities. Ball (2017) argues that educational policies are not simply legal texts, but complex social processes that are reinterpreted at different levels of the education system. In the case of Ecuador, the implementation of the LOEI has been conditioned by factors such as the availability of resources, institutional stability, the training of educational actors, and the socioeconomic conditions of school communities.

Several studies have shown that, although the LOEI has contributed to strengthening the regulatory framework of the education system, significant challenges remain in terms of educational quality. For example, reports from the National Institute for Educational Evaluation indicate that there are significant gaps in student learning associated with socioeconomic context, geographic location, and type of educational institution (INEVAL, 2023). These gaps suggest that legislation, although necessary, is not sufficient to guarantee substantive improvements in quality without accompanying pedagogical strategies and territorial equity policies.

Teacher training and professionalization is one of the central pillars of the LOEI in relation to educational quality. The regulations establish requirements for teacher entry, retention, and evaluation, recognizing the fundamental role of teachers in teaching and learning processes. However, recent research indicates that teacher evaluation and professional development policies must be coordinated with contextualized and relevant continuing education processes in order to generate positive impacts in the classroom (Darling-Hammond et al., 2020). In Ecuador, the implementation of these guidelines has been the subject of debate, particularly with regard to working conditions and effective pedagogical support.

Another relevant aspect is interculturality as a structural component of educational quality. The LOEI recognizes the country's cultural and linguistic diversity, promoting intercultural bilingual education as a strategy to guarantee the right to relevant and quality education for indigenous peoples and nationalities. However, critical studies warn that interculturality faces difficulties in its implementation due to curricular limitations, scarce resources, and a lack of specific teacher training (Dietz, 2020; Walsh, 2018). These limitations

directly affect the quality of educational processes developed in intercultural contexts.

From a comparative perspective, educational reforms in Latin America show that improving educational quality requires coherent coordination between legislation, public policies, and pedagogical practices. Bellei et al. (2020) emphasize that successful reforms are those that are sustainable over time, involve educational actors, and are adapted to the particularities of the context. In this sense, the analysis of the LOEI allows us to reflect on the need to strengthen implementation and evaluation mechanisms to ensure that normative principles translate into real improvements in educational quality.

In short, the literature review shows that the LOEI represents a significant advance in the regulatory framework of the Ecuadorian education system; however, its impact on educational quality depends on multiple factors that transcend the legal sphere. This scenario justifies the need for a critical and documentary analysis that allows us to understand the tensions, advances, and challenges associated with the implementation of the LOEI, contributing elements to the academic debate and the formulation of more effective educational policies.

Despite the extensive regulatory output and institutional efforts aimed at strengthening the Ecuadorian education system, the scientific literature shows that there are gaps in the critical analysis of the real impact of the Organic Law on Intercultural Education on educational quality. While numerous studies address specific dimensions of the education system—such as academic performance, teacher training, or bilingual intercultural education—research that analyzes the LOEI comprehensively as a public policy and its direct relationship with contemporary approaches to educational quality is less frequent (Verger et al., 2019; Bellei et al., 2020).

One of the main gaps identified in the literature is the tendency to evaluate educational quality based on isolated quantitative indicators, without considering the regulatory framework that guides such evaluations. International organizations such as UNESCO (2021) warn that educational quality must be understood as a multidimensional construct, influenced by legal, institutional, pedagogical, and sociocultural factors. In this sense, the analysis of an education law such as the LOEI requires an approach that allows for an understanding not only of its observable results, but also of its

internal coherence, theoretical foundations, and implementation mechanisms.

Likewise, recent research indicates that educational reforms in Latin America often face a persistent gap between regulatory design and everyday educational practice. Gvirtz and Beech (2021) argue that this gap is largely explained by the lack of coordination between macro-level educational policies and the institutional and pedagogical dynamics of schools. In the case of Ecuador, this situation is manifested in the coexistence of a legal framework that promotes interculturality, inclusion, and quality, with educational realities marked by territorial inequalities, resource constraints, and challenges in teacher training (INEVAL, 2023).

Interculturality, as a guiding principle of the LOEI, is a particularly relevant axis for the analysis of educational quality in Ecuador. From a critical perspective, authors such as Walsh (2018) and Dietz (2020) warn that interculturality should not be reduced to a declarative approach, but rather requires profound transformations in the curriculum, pedagogy, and educational management. However, empirical evidence suggests that the implementation of intercultural bilingual education faces structural difficulties that limit its impact on improving educational quality, especially in rural contexts and indigenous communities.

Another aspect that justifies this study is the need to strengthen the academic debate on the role of educational legislation in improving education systems. Darling-Hammond et al. (2020) emphasize that quality-oriented education policies must be accompanied by strategies for teacher professional development, formative assessment, and ongoing institutional support. In this context, it is pertinent to analyze whether the LOEI has succeeded in creating the necessary conditions for these elements to be coherently articulated in the Ecuadorian education system.

From a public policy analysis perspective, a review of the documentation allows us to identify both the regulatory advances and the tensions and contradictions that emerge in the implementation processes. Ball (2017) points out that education policies should be analyzed as texts, discourses, and practices, which implies considering the interpretations made by the different educational actors. In this sense, a qualitative-documentary analysis of the LOEI offers the possibility of understanding how the principles of educational quality are configured in legal discourse

and how they dialogue—or come into tension—with the educational reality of the country.

The social relevance of this study is based on the central role that education plays in sustainable development, social cohesion, and the reduction of inequalities. The 2030 Agenda for Sustainable Development establishes as one of its priority objectives the guarantee of inclusive, equitable, and quality education for all (UNESCO, 2020). In this context, critically evaluating the impact of the LOEI on educational quality contributes not only to academic debate but also to reflection on the effectiveness of public education policies in Ecuador.

Consequently, this article is justified by the need to provide a systematic and well-founded analysis of the Organic Law on Intercultural Education, integrating theoretical perspectives on educational quality, interculturality, and public policies. Through a qualitative-documentary approach, based on a review of recent scientific literature and official documents, we seek to generate relevant knowledge that allows us to understand the scope and limitations of the LOEI in relation to improving educational quality.

Therefore, the purpose of this study is to critically analyze the Organic Law on Intercultural Education and its impact on educational quality in Ecuador, using a qualitative-documentary approach that allows for the identification of advances, tensions, and challenges in its design and implementation as a public education policy.

Materials and methods

This study was conducted using a qualitative approach, with a documentary research design. This approach is relevant because the object of analysis—the Organic Law on Intercultural Education and its impact on educational quality—corresponds to a public education policy, the study of which requires critical interpretation of regulatory frameworks, official documents, and specialized scientific literature. Documentary research allows educational phenomena to be analyzed from an interpretative perspective, aimed at understanding meanings, approaches, and conceptual relationships present in the sources analyzed (Bisquerra, 2020).

The study adopts a descriptive-analytical scope, since, on the one hand, it describes the main normative postulates of the LOEI related

to educational quality and, on the other hand, it critically analyzes its coherence, scope, and limitations in light of contemporary approaches to quality and available scientific evidence. The aim is not to establish causal relationships, but to generate a deep and well-founded understanding of the normative impact of the law on the Ecuadorian education system.

The methodological design is structured around the analysis of public education policies, understood as a process that examines policies in their normative, discursive, and contextual dimensions (Ball, 2017). In this sense, the Organic Law on Intercultural Education is approached as a legal text that expresses political intentions, pedagogical principles, and institutional guidelines, which are contrasted with theoretical and empirical contributions from recent scientific literature.

The analysis was carried out in three complementary phases:

- Review and selection of sources
- Organization and categorization of information
- Critical analysis and interpretation of results
- Sources of information

The sources used in the study correspond exclusively to secondary sources, selected according to criteria of relevance, timeliness, and academic validity. These were classified into three main groups:

- Official regulatory documents: These include the Organic Law on Intercultural Education, its current reforms, associated regulations, and documents issued by the Ecuadorian Ministry of Education and educational evaluation agencies. These sources made it possible to identify the principles, objectives, and legal guidelines related to educational quality.
- Scientific literature: Scientific articles published in indexed journals, academic books, and research reports related to educational quality, public policy, interculturality, and educational reforms in Latin America were reviewed. Priority was given to publications from 2018 to 2024, available in academic databases such as Scopus, Web of Science, ERIC, and Google Scholar.
- Reports from national and international agencies: Reports prepared by agencies such as UNESCO, OECD, and the National Institute for Educational Evaluation were included, which provide conceptual

frameworks, educational quality indicators, and comparative analyses relevant to the study.

The selection of sources was made considering the following criteria:

- Thematic relevance to the object of study.
- Academic rigor and institutional support.
- Timeliness and regulatory or scientific validity.
- Accessibility and reliability of information.

Documents without academic review, unsubstantiated opinion sources, and outdated materials that did not contribute to the analysis of the current educational context were excluded.

Qualitative content analysis was used to process the information, which allows for the systematic examination of written texts in order to identify relevant categories, patterns, and meanings (Flick, 2022). This analysis was carried out through a process of comprehensive reading, thematic coding, and interpretive categorization.

The categories of analysis were defined based on the theoretical review and conceptual framework of the study, among which the following stand out:

- Educational quality
- Interculturality
- Equity and inclusion
- Teacher training and professionalization
- Implementation of educational policies
- Evaluation of the educational system

These categories made it possible to organize the information and establish relationships between the LOEI's postulates and contemporary approaches to educational quality.

The procedure followed in the research was developed as follows:

- Identification of the research problem and delimitation of the object of study.
- Systematic search for relevant documentary sources.

- Analytical reading and final selection of documents.
- Coding and categorization of information.
- Critical analysis and interpretation of findings.
- Drawing conclusions based on the triangulation of sources.

This procedure ensured the internal consistency of the study and the interpretive validity of the results.

Since the research is based exclusively on the analysis of publicly available secondary sources, no informed consent or intervention with human subjects was required. However, the ethical principles of academic research were respected, such as the responsible use of information, the correct citation of sources consulted, and the recognition of intellectual authorship, in accordance with the APA seventh edition standards.

Results

The documentary analysis of the Organic Law on Intercultural Education (LOEI), together with a review of scientific literature and official documents, identified a set of results organized around the defined categories of analysis: educational quality, interculturality, equity and inclusion, teacher training, and implementation of educational policies. The results are presented in an integrated manner, highlighting regulatory advances, structural tensions, and persistent challenges in the Ecuadorian education system.

Results related to educational quality:

Analysis of the LOEI shows that the regulations incorporate a broad and comprehensive conception of educational quality, in line with contemporary approaches proposed by international organizations. The law defines quality not only in terms of academic learning, but also in relation to equity, inclusion, cultural relevance, and the comprehensive development of students. This regulatory approach represents a significant advance over traditional models focused exclusively on school performance.

However, a review of official reports and recent studies shows that the operationalization of this comprehensive concept of quality has limitations. The results of national assessments reflect persistent gaps in learning, especially those associated with socioeconomic, territorial, and cultural factors. In this regard, there is a gap between

the normative framework of the LOEI and the actual results of the education system, suggesting that educational quality, although recognized as a legal principle, is not uniformly achieved in all educational contexts in the country.

Likewise, the documentary analysis shows that educational quality assessment mechanisms continue to favor quantitative indicators, which makes it difficult to assess qualitative dimensions such as cultural relevance, inclusion, and student well-being. This situation limits the system's ability to comprehensively evaluate the impact of the LOEI on educational quality.

Results on interculturality and educational relevance

One of the most relevant results of the study relates to the central place that interculturality occupies in the regulatory framework of the LOEI. The law explicitly recognizes Ecuador's cultural and linguistic diversity, establishing bilingual intercultural education as a fundamental component of the education system. From a regulatory perspective, this approach represents a significant advance in terms of the recognition of rights and educational justice.

However, a review of the specialized literature reveals that the implementation of interculturality faces significant challenges. The studies analyzed agree that, in many cases, interculturality remains at the level of discourse, without effective translation into the curriculum, educational materials, and pedagogical practices. The shortage of teachers with specific training in intercultural education, as well as the limited availability of contextualized resources, has a negative impact on the quality of educational processes developed in intercultural contexts.

Consequently, the results suggest that interculturality, although it constitutes a normative pillar of the LOEI, has not fully consolidated itself as a factor in improving educational quality, especially in rural areas and indigenous communities.

Results related to educational equity and inclusion

The document analysis shows that the LOEI explicitly incorporates the principle of equity, promoting access, retention, and completion of studies as essential components of educational quality. The regulations establish measures aimed at reducing discrimination and ensuring the inclusion of historically excluded groups.

However, the results of the reports reviewed indicate that significant inequalities persist in access to educational resources, infrastructure,

connectivity, and pedagogical support. These inequalities differentially affect students in rural areas, marginalized urban sectors, and intercultural contexts, limiting the impact of the LOEI on effectively improving educational quality.

The findings show that equity, although recognized as a legal principle, requires sustained complementary policies over time to translate into real conditions of educational equality.

Results on teacher training and professionalization

Teacher training emerges as a strategic axis of the LOEI in relation to educational quality. The regulations establish clear guidelines on teacher admission, evaluation, and professional development, recognizing the central role of teachers in teaching and learning processes.

However, analysis of the scientific literature shows that the effectiveness of these provisions depends on the coherence between evaluation, continuing education, and working conditions. The results indicate that, although teacher evaluation mechanisms have been implemented, they are not always linked to contextualized pedagogical support processes, which limits their impact on improving educational practice.

In this sense, a tension is identified between the normative objectives of the LOEI and the actual conditions of professional teaching practice, which has a direct impact on educational quality.

Results on the implementation of educational policy

Finally, the results of the documentary analysis allow us to identify that the implementation of the LOEI has taken place in a context marked by institutional changes, budgetary constraints, and management challenges. The literature reviewed agrees that these conditions affect the education system's ability to translate normative principles into sustainable practices.

The study shows that the LOEI has contributed to strengthening the regulatory framework of the Ecuadorian education system; however, its impact on educational quality depends on structural factors that transcend the legal sphere. The absence of comprehensive monitoring and evaluation mechanisms makes it difficult to accurately measure the long-term effects of the law.

Discussion

The qualitative-documentary analysis carried out in this study allowed for a critical examination of the Organic Law on Intercultural Education as a public education policy and its impact on educational quality in Ecuador. The results show that the LOEI constitutes a significant advance at the regulatory level, incorporating a comprehensive conception of educational quality that articulates principles of equity, inclusion, interculturality, and human development, in line with contemporary approaches promoted by international organizations and specialized scientific literature.

However, the study's findings confirm that the existence of a solid legal framework does not, in itself, guarantee substantive and homogeneous improvements in educational quality. A gap persists between the normative postulates of the LOEI and its effective implementation at different levels and in different contexts of the Ecuadorian educational system. This gap manifests itself in territorial inequalities, limitations in the availability of resources, difficulties in teacher training, and the predominance of evaluation models focused on quantitative indicators that do not fully capture the complexity of the concept of educational quality.

With regard to interculturality, the study concludes that, although the LOEI explicitly recognizes the country's cultural and linguistic diversity, its implementation faces structural challenges that limit its contribution to improving educational quality. Interculturality continues to be, in many contexts, a normative principle rather than a consolidated pedagogical practice, which highlights the need to strengthen specialized teacher training, contextualized curriculum development, and the provision of relevant educational resources.

Likewise, the analysis identified that the provisions of the LOEI aimed at educational equity and inclusion require the support of complementary and sustained public policies over time. The reduction of educational gaps cannot depend exclusively on the regulatory framework, but requires strategic investments, effective monitoring mechanisms, and educational management that is sensitive to the social, cultural, and territorial particularities of the country.

With regard to teacher training and professionalization, it is concluded that the LOEI adequately recognizes the central role of teachers in educational quality; however, the effectiveness of its provisions depends on consistency between evaluation, professional

development, and working conditions. The absence of contextualized pedagogical support processes limits the impact of teacher policies on improving teaching and learning practices.

From the perspective of public policy analysis, the study reaffirms that the LOEI should be understood as a dynamic process, whose effectiveness is conditioned by institutional, political, and social factors. The lack of comprehensive impact assessment mechanisms makes it difficult to accurately measure the long-term effects of the law, which represents a challenge for evidence-based decision-making.

In academic terms, this study contributes to the debate on the relationship between education legislation and education quality, providing a critical analysis that integrates regulatory frameworks, theoretical approaches, and documentary evidence. However, the documentary nature of the study is recognized as a limitation, which opens up the possibility of future empirical research that incorporates the perceptions of education stakeholders and the analysis of quantitative data to deepen the understanding of the impact of the LOEI.

Finally, it is concluded that improving educational quality in Ecuador requires not only a coherent regulatory framework, but also coordinated, sustainable, and contextualized public policies that allow the principles of the Organic Law on Intercultural Education to be translated into effective educational practices. Strengthening the processes of implementation, monitoring, and evaluation of the LOEI is an indispensable condition for advancing toward a truly inclusive, equitable, and high-quality education system.

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