

Accreditation of learning in a basic educational institution: systematic review

Acreditación de aprendizaje de una institución educativa básica: revisión sistemática

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Abstract

His reviews focuses on analyzing the impact of accreditation processes on learning and the educational quality of basic level institutions. Accreditation is approached as a strategic tool to ensure quality standards, strengthen internal processes, and improve learning outcomes. The studies reviewed indicate that accreditation processes promote alignment with national and international standards that improve curriculum planning, infrastructure, and educational resources. This ensures a more effective and equitable learning environment. Some studies highlight that accreditation is associated with an improvement in specific competencies, such as written skills and critical thinking. However, these improvements are conditional in the effective implementation of evaluation standards and teacher training. Accreditation fosters a thoughtful and participatory approach, engaging faculty, students, and administrators in a cycle of continuous improvement. This includes identifying critical areas, such as deficiencies in teacher evaluation or lack of adequate resources, that need to be addressed to ensure effective learning. The identify significant barriers to accreditation, such as resistance to change, lack of funding, and administrative overhead. These difficulties can limit the scope of proposed improvements to learning plans.

Keywords: barriers to accreditation, educational resources, reflective participation

Resumen

La revisión se centra en analizar el impacto de los procesos de acreditación en el aprendizaje y la calidad educativa de las instituciones de nivel básico. La acreditación se aborda como una herramienta estratégica para garantizar estándares de calidad, fortalecer los procesos internos y mejorar los resultados de aprendizaje. Los estudios revisados indican que los procesos de acreditación promueven una alineación con estándares nacionales e internacionales, lo que mejora la planificación curricular, la infraestructura y los recursos educativos. Esto asegura un entorno de aprendizaje más efectivo y equitativo. Algunos estudios destacan que la acreditación está asociada con una mejora en competencias específicas, como las habilidades de escritura y el pensamiento crítico. La acreditación fomenta un enfoque reflexivo y participativo, involucrando a docentes, estudiantes y administradores en un ciclo de mejora continua. Esto incluye la identificación de áreas críticas, como deficiencias en la evaluación docente o la falta de recursos adecuados, que deben ser atendidas para garantizar un aprendizaje efectivo. Se identifican barreras significativas para la acreditación, como la resistencia al cambio, la

falta de financiamiento y la sobrecarga administrativa. Estas dificultades pueden limitar el alcance de las mejoras propuestas en los planes de aprendizaje.

Palabras clave: barreras para la acreditación, recursos educativos, participación reflexiva

Introduction

In an increasingly competitive and globalized educational landscape, institutions are expected to demonstrate the quality of their teaching and learning processes through reliable and transparent mechanisms. Accreditation has emerged as a key strategy for evaluating institutional performance against established standards and promoting continuous improvement. Through structured assessments, accreditation contributes to institutional accountability, reinforces public trust, and supports efforts to enhance educational quality.

Accreditation systems across the Americas vary significantly, reflecting diverse national priorities and regulatory frameworks. Although regional and national bodies, such as the U.S. Commission on Higher Education, Chilean National Accreditation Commission (CNA), and Peruvian National System of Educational Accreditation (SINEACE), have established procedures to ensure quality, the lack of standardized criteria limits comparability and mutual recognition of academic programs (CALED, 2020). Recent trends emphasize learning outcomes and competency-based assessment, leading to accreditation being oriented towards evidence-based models that evaluate not only institutional structures but also student performance.

The COVID-19 pandemic further accelerated this shift by compelling institutions to adapt to virtual and hybrid learning environments. Accreditation bodies responded by adjusting evaluation criteria to encompass digital learning processes, technological resources, and accessibility (Orozco-Inca et al., 2020; Lira Camargo et al., 2021). These changes highlighted existing disparities, particularly in countries where institutions, especially those in rural or underserved contexts, lack adequate technological infrastructure or financial resources to meet accreditation requirements.

In Ecuador, for instance, basic education institutions face challenges related to funding constraints, insufficient technological resources, and difficulties in reconciling local realities with international standards. These barriers adversely affect their ability to effectively participate in accreditation processes, underscoring the importance of context-sensitive approaches and more robust support systems (Orozco-Inca et al., 2020; Ortiz-Herrera et al., 2020). Local stakeholder involvement and teacher preparedness are also crucial, as educators must be equipped not only with updated pedagogical skills but also with competencies necessary for engagement in quality assurance processes (Sánchez & Calle, 2021).

Globally, accreditation efforts are increasingly linked to the Sustainable Development Goals (SDGs), particularly Goal 4, which promotes inclusive and equitable quality education. Accreditation frameworks have been progressively incorporating dimensions related to equity, inclusion, and sustainability, encouraging institutions to align their educational practices with broader development agendas (UNESCO, 2020; UNESCO, 2021). This perspective reinforces the need for evaluation systems that consider learning outcomes, resource availability, and the social mission of educational institutions.

Despite the growing importance of accreditation, research specifically focused on basic education remains limited. Existing studies have predominantly concentrated on higher education, leaving a gap in the understanding of accreditation processes in early and compulsory education contexts, where considerations related to child development, curricula, and inclusion differ significantly (Orozco-Inca et al., 2020). Furthermore, challenges such as socioeconomic inequality, deficiencies in teacher training, and inadequate infrastructure continue to impact basic education institutions, affecting both educational quality and the feasibility of meeting accreditation standards (UNESCO, 2021; Lira Camargo et al., 2021).

Therefore, conducting a systematic review of learning accreditation in basic education institutions is essential to synthesize current evidence, identify advancements and persistent challenges, and propose context-sensitive strategies for strengthening quality assurance. This review will elucidate how accreditation influences institutional management, teaching practices, and student learning outcomes, as well as how it fosters cultures of accountability and continuous improvement (Ortiz-Herrera et al., 2020; Sánchez & Calle, 2021). The evidence suggests that accreditation can enhance academic performance, promote inclusive practices, and guide the development of safer and more functional learning environments (UNESCO, 2020; Rodríguez & Gómez, 2022).

In this context, the present systematic review aims to address three fundamental questions: (1) How does the accreditation process influence the educational quality of basic education institutions? (2) What are the main challenges faced by educational institutions in obtaining accreditation? and (3) What quality indicators are strengthened by implementing accreditation standards in the educational sector? By examining these questions,

the review seeks to provide a comprehensive understanding of accreditation processes in basic education and offer recommendations particularly relevant to institutions operating under resource constraints.

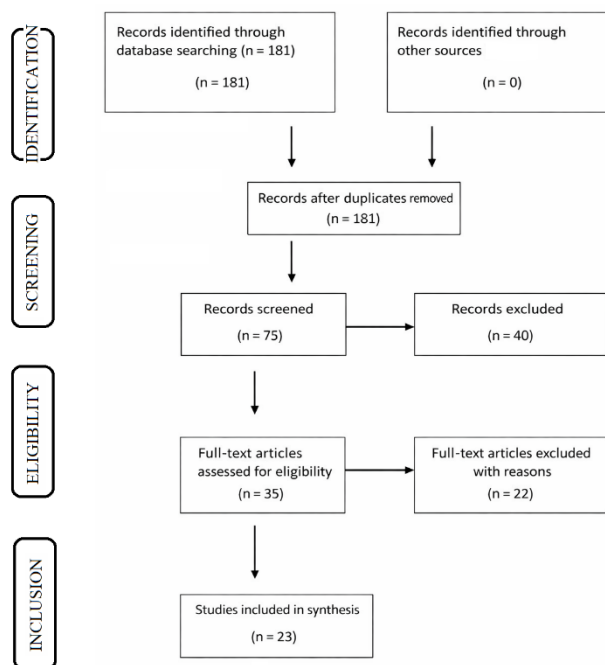
Methodology

This systematic review adhered to PRISMA guidelines to ensure transparency in the identification, selection, and inclusion of studies. A search was conducted in academic and scientific databases, including SciELO, Dialnet, Frontiers, Google Scholar, UMA, Redilat, and other relevant sources.

Keywords related to the topic, such as learning accreditation, educational quality, basic education, and accreditation systems, were used to identify pertinent studies. After compiling the initial records, duplicates were removed, and the remaining articles were selected based on their titles and abstracts.

Next, full texts were evaluated according to predefined inclusion and exclusion criteria. Inclusion criteria considered studies published from 2020 onward, focusing on learning accreditation in basic education conducted in Latin America. Studies that did not concentrate on basic education institutions or that did not directly address learning accreditation were excluded. Consequently, the final set of studies included in the synthesis resulted from this multi-stage selection process, as illustrated in the PRISMA flow diagram.

Figure 1
Flow of article location and selection



Results

Table 1
Final selected sample

No.	Database	Quantity	Language
1	SCIELO	7	Spanish
2	DIALNET	1	Spanish
3	FRONTIERS	2	English
4	GLOOGLE SCHOLAR	3	English
5	UMA	2	Spanish
6	REDILAT	3	Spanish
7	OTHERS	5	Spanish
	Total	23	

Table 2*Dimensions and number of publications*

Dimensions	No. of Publications	%
Educational quality	10	43%
Equity and inclusion	2	10%
Institutional management	3	13%
Learning outcomes	4	17%
Innovation and technology	4	17%
Total	23	100%

The majority of publications (43%) focus on educational quality, highlighting it as the primary topic in accreditation research. A smaller percentage (10%) addresses equity and inclusion, while 13% examines institutional management, reflecting a moderate interest in how institutions organize their processes. Both learning outcomes and technological innovation each account for 17% of the publications, emphasizing the importance of assessing learning and the impact of new technologies on education.

Table 3*Publications addressing research question 1: how does the accreditation process influence educational quality in basic education institutions?*

Selected article authors	Article title	Responses to research question
Jaramillo Marín, J. & Amaya Sierra, A.	The Affective Reorientation of the Nation in Times of Democratic Security (2002-2010) and Its True Effects on Schools.	This study in Colombia highlights that the accreditation process strengthens pedagogical practices and institutional performance, fostering a culture of continuous improvement in schools. This is achieved through the use of clear standards and institutional self-evaluation as a driving force for change (Jaramillo Marín & Amaya Sierra, 2022).
Juárez & Valencia	The Tension Between Quantitative and Qualitative Methods in Education: The Role of Scientific Journals	In Mexico, it is shown that accreditation promotes the professionalization of teachers and the inclusion of educational policies aimed at achieving meaningful learning outcomes. This approach enhances the commitment of educational stakeholders (Juárez, 2022). Statistical analysis revealed a significant correlation between accreditation and improvements in academic outcomes. The enhancement is associated with the systematic implementation of external evaluations and teacher training programs (Mendoza, 2016).
Mendoza-Rodríguez et al.	A Documentary Study from a Socio-Formative Perspective	The author emphasizes that accreditation allows for the identification of areas for improvement in infrastructure and educational resources, positively impacting the learning environment (Espíritu, 2019).
Espíritu Martínez, Y.N.	The Integration of ICT in Higher Education: Learning from the COVID-19 Context	

López & Martínez	Educational Innovation with ICT in Latin American Universities: A Multi-Country Study	Accreditation fosters educational equity by ensuring minimum quality standards in diverse socioeconomic contexts, thus enhancing the student experience in rural schools (López, 2021).
Sánchez & Paredes	Mental Health, Violence, and Emotional Competencies in Adolescents	A Peruvian study confirms that self-evaluation promoted by accreditation leads to improvements in administrative processes and active community participation in educational settings (Sánchez, 2024).
Rivera et al.	Pedagogies of Conflict for Emancipation: Balancing Regulated Knowledge and Common Sense in Schools	This article explores how accreditation introduces measurable indicators that guide decision-making toward continuous improvement, particularly in ethical and civic education (Rivera, 2022).
Pozuelos Estrada, F. J.	Innovating with Purpose: The Challenge of Educational Transformation: Key Elements from a Multiple Case Study	According to this analysis, the accreditation process enhances relationships between teachers and students through participatory evaluation strategies and the development of soft skills (Pozuelos, 2022).
Burbules, N.C.	Globalization and Education: Critical Perspectives	This study concludes that accredited institutions receive greater social recognition and improved positioning in educational rankings, fostering positive competition among schools (Burbules, 2000).
Valenzuela et al.	The Importance of Educational Management for Achieving Quality Education: A Systematic Review	This work highlights the influence of accreditation on institutional sustainability by ensuring responsible and effective practices in educational management (Valenzuela, 2023).

Table 4

Publications addressing research question 2: what are the main challenges faced by educational institutions in obtaining accreditation?

Selected article authors	Article title	Responses to research question
González, J. P., & Santamaría Ambriz, R.	Educational Accreditation Processes in Latin America: Challenges and Opportunities	This study identifies key challenges such as a lack of financial resources, resistance to change from academic and administrative staff, and the need to adapt to international standards that are often misaligned with local realities. The importance of self-evaluation as an initial tool for accreditation is also highlighted (González & Santamaría Ambriz, 2022).
Rubio Oca, Julio	The Evaluation and Accreditation of Higher Education in Mexico: A Long Journey Still Ahead	This article indicates that evaluation and accreditation are essential for improving quality in higher education institutions, facing challenges such as the need for institutional reorganization, the incorporation of advanced technologies, and compliance with strict regulations that demand greater efficiency and educational relevance (Rubio, 2007).
Torres, A., & Martínez, L.	Accreditation and Student-Centered Education: Tensions and Challenges	The authors emphasize the complexity of balancing accreditation objectives with the educational mission of institutions. One of the primary challenges is maintaining a

Bernate Jayson, Andrey	Challenges and Trends in 21st Century Higher Education	student-centered approach while meeting regulatory requirements and external quality standards (Torres, 2021). The author analyzes the gap between international standards and local capacities, arguing that institutions face significant economic and bureaucratic pressures that hinder the implementation of continuous improvement processes (Bernate, 2020).
Tutasi Benítez, Rosa Viviana	Transforming Educational Accreditation: Evaluating Innovative Models for Quality Management	This study identifies key challenges, including organizational resistance to change, lack of technical preparation among staff, and the need to integrate quality management systems that facilitate compliance with accreditation criteria (Tutasi, 2024).

Table 5

Publications addressing research question 3: which quality indicators are strengthened by the implementation of accreditation standards in the educational sphere?

Selected article authors	Article title	Responses to research question
Ramírez Casco, A.	Quality Management in Public Higher Education Institutions Based on ISO 9001 Standards	This study highlights that accreditation standards strengthen indicators such as the quality of academic programs, teaching effectiveness, student satisfaction, and administrative services. The authors emphasize that the implementation of these standards fosters strategic planning and continuous evaluation to ensure academic excellence (Ramírez, 2017).
García Cabrero, B.	Educational Evaluation: Continuous Improvement in Education	The importance of formative and summative assessment within quality standards is underscored. These practices enhance feedback mechanisms, achievement of educational objectives, and continuous improvement—essential elements for institutions seeking accreditation (García, 2014).
Martínez Ordoñez, M. P	Educational Quality from Quality Standards	This work emphasizes that indicators concerning infrastructure, teacher training, and technological resources are significantly strengthened through accreditation standards (Martínez, 2024).
Farfán García, M., Navarrete Sánchez, E. & Dávalos Romo, M.	Evaluation, Accreditation, and Quality Assurance: The Path of Continuous Improvement in Educational Programs	The authors suggest that the implementation of standards encourages the participation of educational stakeholders and improves indicators related to pedagogical innovation, research, and community engagement (Farfán, 2021).
PUCP	Accreditation and Quality Management in Educational Entities	The report emphasizes that accreditation processes strengthen indicators related to institutional management, such as self-evaluation, strategic planning, and ongoing

Ortiz, M. E.	Reflections on Teacher Training and Work in Ecuador and Latin America	improvement processes. Additionally, it promotes cohesion among students, faculty, and administration (PUCP, 2024). The author identifies that accreditation standards improve indicators related to inclusion policies and the development of professional competencies, ensuring more equitable education that aligns with labor market demands (Ortiz, 2015).
Corzo de Rodríguez, L.	Institutional Evaluation, Quality, and Relevance of Higher Education Institutions	The authors emphasize that indicators related to the quality of teaching, faculty performance, and the relevance of academic curricula are significantly strengthened through evaluation and accreditation processes (Corzo, 2007).
Romero, J., et al.	Educational Quality and Student Well-Being	This recent study indicates that student well-being indicators, such as advising, emotional support, and extracurricular activities, also benefit from accreditation, promoting a comprehensive environment for learning (Romero, 2023).

The question, *"How does the accreditation process influence educational quality in basic education institutions?"* can be directly linked to the discussion proposed by Mendoza and Juárez regarding the relationship between structured strategies and educational quality. In their analysis, Mendoza-Rodríguez et al. (2020) highlight that external evaluations, when supported by well-defined educational policies, have a significant impact on improving educational quality. This aligns with the influence that the accreditation process can have on basic education institutions, as accreditation not only measures academic performance but also drives comprehensive transformation in organizational structures and pedagogical approaches. Juárez and Valencia (2021) emphasize that these policies must be centered on clear and meaningful objectives, reinforcing the idea that accreditation should be more than just an external evaluation; it must become a catalyst for change within institutions.

The question, *"What are the main challenges faced by educational institutions in obtaining accreditation?"* is closely connected to the discussion about the structural and bureaucratic obstacles involved in the accreditation process. As noted by Torres and Bernate, a primary barrier is the bureaucracy that accompanies accreditation. According to Torres and Martínez (2021), regulatory requirements, while necessary, often divert attention from fundamental educational objectives, as institutions must focus on meeting administrative demands rather than on improving educational quality itself. Bernate (2020) emphasizes that this issue is exacerbated in developing countries, where institutional capacities are often limited and resources scarce, making it even more difficult to comply with the bureaucratic procedures required for accreditation.

This critique suggests that the challenges arise not only from the implementation of educational reforms but also from the administrative burden these entail, which can hinder institutions' capacity to carry out the pedagogical and organizational changes necessary for improving educational quality.

Finally, the question, *"What quality indicators are strengthened through the implementation of accreditation standards in education?"* is closely linked to the premise that accreditation standards are not only meant to ensure quality but also to address issues of equity and accessibility in education. According to Ortiz (2021), standards should consider inclusive policies that promote the participation of all students, thus contributing to improvements in equity and accessibility indicators. On the other hand, Romero et al. (2023) emphasize the quality of the educational process itself, highlighting that standards help ensure a high-quality academic formation, which directly impacts indicators such as student performance and teacher preparation. However, they also underline the challenges of integrating these elements. For instance, educational institutions must balance compliance with educational quality standards with the implementation of inclusive policies, which often require additional resources to ensure access for all students. This balance can test institutional capacities, especially in contexts with limited financial and human resources.

Conclusions

It is evident that the accreditation process has a multidimensional impact on educational quality, fostering improvements in pedagogical practices, infrastructure, assessment, and administrative management. The findings

provide a comprehensive view of the challenges faced by educational institutions on the path to accreditation and illustrate how accreditation positively impacts various aspects of the educational environment, promoting standards that ensure a quality education.

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