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The impact of public education on the construction of national identity: The legacy of Gabriel García Moreno

El impacto de la educación pública en la construcción de la identidad nacional:
El legado de Gabriel García Moreno

O impacto da educação pública na construção da identidade nacional: O legado de
Gabriel García Moreno

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ABSTRACT

Politics in relation to education, like the other manifestations of the superstructure of society, is a manifestation of the power of social groups in relation to the economic policies and relations of production in force in a given State, it arises in society at the time and place when the groups that hold political power need to express and preserve their dominion over economic interests. In contrast to those members of society who do not have power. Thus, in the Republic of Ecuador, progress in knowledge and technology was gradually transformed into the; Although it was not a completely radical change, it did represent a turning point in education and science. The educational policies implemented during the García Moreno administration focused on improving the quality of education provided by schools, in order to promote the development of students from a religious perspective based on the Catholic Church. These policies were adapted to the educational needs of the country and facilitated the development of a national identity in the cultural, scientific, technological, artistic and social aspects. The capacities of schools should be oriented to form values of great importance, these educational policies promoted the development of education in Ecuador, especially benefiting women and indigenous people, who were always discriminated against. From this perspective, it can be noted that García Moreno ensured an education that satisfied human needs by providing essential scientific knowledge for society. He directed the formation of Ecuadorian citizens towards the socialization of norms, values and patterns associated with the Catholic Church, complemented by a European influence through the hiring of religious personnel to implement these educational policies; During his government, there was a clearly defined and specific educational policy.

Keywords: National Identity, Public Education, Development, Catholic Church, State.

RESUMEN

La política en relación con la educación, al igual que las demás manifestaciones de la superestructura de la sociedad, es una manifestación del poder de los grupos sociales frente a las políticas económicas y las relaciones de producción vigentes en un Estado determinado, surge en la sociedad en el momento y lugar en que los grupos que detentan el poder político necesitan expresar y preservar su dominio sobre los intereses económicos. En contraste con aquellos miembros de la sociedad que no tienen poder. Las políticas educativas implementadas durante el gobierno de García Moreno se enfocaron en mejorar la calidad de la educación impartida por las escuelas, con el fin de promover el desarrollo de los estudiantes desde una perspectiva religiosa basada en la Iglesia Católica. Estas políticas se adecuaron a las necesidades educativas del país y facilitaron el desarrollo de una identidad nacional en los aspectos culturales, científicos, tecnológicos, artísticos y sociales. Las capacidades de las escuelas debían estar orientadas a formar valores fue de gran importancia, estas políticas educativas promovieron el desarrollo de la educación en Ecuador, beneficiando especialmente a las mujeres y a los indígenas, quienes siempre fueron discriminados. Desde esta perspectiva, se puede señalar que García Moreno veló por una educación que satisficiera las necesidades humanas, proporcionando conocimientos científicos esenciales para la sociedad. Dirigió la formación de los ciudadanos ecuatorianos hacia la socialización de normas, valores y patrones asociados a la iglesia católica, complementados con una influencia europea a través de la contratación de personal religioso para implementar estas políticas educativas; Durante su gobierno existió una política educativa claramente definida y específica.

Palabras clave: Identidad Nacional, Educación Pública, Desarrollo, Iglesia Católica, Estado.

RESUMO

A política em relação à educação, como as outras manifestações da superestrutura da sociedade, é uma manifestação do poder dos grupos sociais em relação às políticas econômicas e às relações de produção vigentes num determinado Estado, surge na sociedade no momento e no lugar em que os grupos que detêm o poder político precisam de expressar e preservar o seu domínio sobre os interesses econômicos. em contraste com os membros da sociedade que não têm poder. Assim, na República do Equador, o progresso do conhecimento e da tecnologia foi-se transformando gradualmente em; Embora não tenha sido uma mudança completamente radical, representou um ponto de viragem na educação e na ciência. As políticas educativas implementadas durante o governo de García Moreno centraram-se na melhoria da qualidade da educação oferecida pelas escolas, a fim de promover o desenvolvimento dos alunos a partir de uma perspectiva religiosa baseada na Igreja Católica. Estas políticas foram adaptadas às necessidades educativas do país e facilitaram o desenvolvimento de uma identidade nacional nos aspectos culturais, científicos, tecnológicos, artísticos e sociais. A capacidade das escolas de se orientarem para a formação de valores foi de grande importância, tendo estas políticas educativas promovido o desenvolvimento da educação no Equador, beneficiando especialmente as mulheres e os povos indígenas, que sempre foram discriminados. Nesta perspectiva, pode referir-se que García Moreno assegurou uma educação que satisfazia as necessidades humanas, fornecendo conhecimentos científicos essenciais para a sociedade. Orientou a formação dos cidadãos equatorianos para a socialização de normas, valores e padrões associados à Igreja Católica, complementada por uma influência europeia através da contratação de pessoal religioso para implementar estas políticas educativas; Durante o seu governo, houve uma política educativa claramente definida e específica.

Palavras-chave: Identidade Nacional, Educação Pública, Desenvolvimento, Igreja Católica, Estado.

Introduction

The purpose of this study is to analyze the influence of public education on the development of national identity during the government of Gabriel García Moreno, among 1861 and 1875. This character is recognized as one of the Ecuadorian presidents who

left a mark on history and changed the course of the country in the mid-nineteenth century, thanks to a series of reforms aimed at the public educational structure. During his two administrations, García Moreno revitalized the State he inherited, demonstrating a strong commitment to the advancement of knowledge and strengthening the links between the various regions of the country, which over time contributed to the construction of a national identity.

This study is relevant because it allows us to delve into the importance of the actions of Gabriel García Moreno as President of the Republic of Ecuador, focused on mainly in public education. For its realization, sources were consulted secondary libraries and repositories, with special emphasis on physical texts of national authors, who provided a detailed analysis of García's life Moreno, his presidential mandates and his impact on Ecuadorian education. It was evaluated the validity of the information was carefully checked and compared with other sources to ensure the objectivity of the analysis.

In addition to examining the impact it had on Ecuadorian society, its reform to be the factor that triggers the development of a national identity in its government.

Methodology

This study includes a theoretical-bibliographic design, which consists of guiding the research in two aspects: first, connecting existing data from various sources; and secondly, by offering an overview and structured on a specific topic, collected from multiple dispersed sources.

By employing this type of research, it will be possible to deepen the knowledge of the nineteenth-century educational system, in addition to identifying critical factors and their social impact with the changes brought about by the Liberal Revolution. The material that is useful for the development of the historical topic in question is selected, discarding those resources that do not contribute to the analysis. Subsequently, the information is compared and organized, and finally, a detailed analysis of each source that supports the historical research work is carried out.

Through the historical-logical method applied in this research, historical data from various national and international historians were used in order to analyze the evolution of the educational system in Ecuador during the nineteenth century. This experience facilitates structured reasoning about the different challenges faced by education in that period.

Gabriel García Moreno

He was born on December 24, 1821 in the city of Guayaquil, as a result of the union between Gabriel García Gómez, a Spaniard of noble origin and Mercedes Moreno, a lady belonging to the Guayaquil aristocracy; This relationship was favored by the context of America in the nineteenth century, where the ties of nobility were not formally established, which gave the family of Gabriel García Moreno a favorable position within Ecuadorian society.

Gabriel García Moreno was the eighth and last child of the family, he grew up in an environment his father, Gabriel García Gómez, was Spanish by birth, and his mother had relatives educated in Spain. Both were opposed to the independence of America, which caused them to lose a large part of their fortune and be practically ruined due to his position against the independence processes in Ecuador.

When García Moreno was around seven years old, it was his mother who taught him the first letters, since the family had lost the

necessary riches and comforts to hire private teachers; however, after the death of his father, when Gabriel.

He was still a teenager, his mother was forced to entrust his education to his father Betancourt, a religious of the convent of La Merced, who was impressed by the learning skills of García Moreno, considered it necessary to send him to the city of Quito, where the only university in the nascent Ecuador operated, so that it could continue their academic training, because in Guayaquil there were no universities to continue their academic training pursue higher education.

In September 1836, Gabriel García Moreno moved to the city of Quito to start their new studies; After a year dedicated to the study of Latin, on 1 December.

In September 1837 he entered the Convent of San Fernando, where he studied Philosophy, 4 Mathematics, History and Natural Sciences. This place was secularized by the president Vicente Rocafuerte, who renamed it the "National College of the University".

During his time in this Convent he became a Latin teacher, benefited from a scholarship granted by Rocafuerte, which allowed him to continue his secondary studies in Philosophy.

The young García Moreno was convinced that his vocation was religious, so he in 1838 he received the tonsure and minor orders; however, over time, his interest he leaned more towards politics, so in 1840 he enrolled in the career of Law obtaining the title of "Doctor" in 1844.

On June 25, 1845, García Moreno traveled to Europe with the purpose of complementing their university studies and delving into religious subjects; he spent three years in Paris and, at the same time, returning to Ecuador, he was appointed mayor of Quito, thus beginning his life in politics Ecuadorian. Later, in 1861, he ran for the presidency of the Republic of the Ecuador, winning two terms that spanned from 1861 to 1865 and from 1869

to 1875. His life ended on August 6, 1875 in Quito, in the government palace, through the hands of those who opposed him.

The Garciano program, a reflection of Gabriel García Moreno's thinking

Gabriel García Moreno belonged to a family that declared itself a realist, but also he was deeply conservative; This family had very definite ideals about the religiosity and a great intellectual inclination, values that shaped life and conduct of García Moreno. With a conservative thought, he sought to restore order and moral in Ecuador through repression and a strict Catholic religious formation, during his terms as constitutional president of Ecuador, he implemented reforms to guide the country to prosperity with a steady hand.

After assuming the presidency in 1861, Gabriel García Moreno presented a program for the organization of the Ecuadorian State, whose objective was to unify a nation fragmented and weakened by previous governments, using the Catholic religion, the figure of God and knowledge as pillars. In his project he promoted religiosity, technological and scientific progress, abandoning the conservative liberal model in favor of a completely conservative one.

García Moreno, because of his dream of reforming the country, based his program on his own convictions, as Carrión affirms: "García Moreno had the program in himself.

In what he was and what he was due to, as constants." (Carrión, 1984); This means that he directed his actions solely according to his personal interests and what he considered correct to guarantee the well-being of the nation and its inhabitants.

Galvez (1942) states, "He will try to re-establish the empire of morality, without which the order it is nothing more than truce or fatigue and outside of which freedom is deception and chimera", during the government program of Gabriel García Moreno, later known and "Garcianismo," three key

aspects of his thought were reflected: his interest in politics, education and his deep religious convictions. Continuing with Galvez (1942) who states that "for this he will use two means: the energetic repression of the crime and the solidly religious education of the new generations." In his two mandates, García Moreno implemented legislative reforms focused on these three Areas. An example of this is in the years 1869 and 1871 the creation of new institutions and the incorporation of foreign teachers, especially religious teachers.

Presidential terms of Gabriel García Moreno

Galvez (1942) states "It will protect Religion, without whose influences it is not possible to moral reform. It will promote industry, commerce and agriculture, hitherto backward "due to lack of knowledge and communication routes". On April 2, 1861, García Moreno assumes the Constitutional Presidency of the Republic of Ecuador, with the purpose of carrying out a profound transformation in the nation. The objective that he proposes to reform the Ecuadorian Republic of the mid-nineteenth century, with the purpose of to train the new generations through religion. This arises as a response to the negative background as a nation, since, after the independence of the territories Ecuadorians, the country lost its legislative organization. Despite the efforts of the first presidents, failed to unify the population, resulting in a constant Organizational instability in the Ecuadorian nation.

During his first presidential term, which lasted from 1861 to 1865, García Moreno focused his attention on addressing mainly military and educational institutions in the country. For this reason, it implemented a series of reforms aimed at correcting failures in these sectors, with the aim of transforming the image of the nation and establishing A new direction.

One of Gabriel García Moreno's first priorities as president of the Republic of Ecuador was to reform public education, which had

received little attention in previous administrations. In 1861, the same year in which he assumed the presidency, decreed the abolition of freedom of study, a law established during the mandate of José María Urbina. García Moreno also recognized the need to count with adequate institutions and trained personnel to improve the quality of education in the country. He founded secondary educational institutions in the main cities such as such as Guayaquil, Quito, Riobamba and Cuenca and brought religious from Europe to educate young people.

Gabriel García Moreno paid a lot of attention to the system in his first term military Ecuadorian. Garcia herself Found discontent with the organization and administration of the army before his entry into power, as Galvez states, "He wants to that the army has no other mission than to defend the country and the government, and does not tolerate that the sword intends to govern" (Gálvez, Vida de don Gabriel García Moreno, 1942).

Gabriel García Moreno was forced to adopt some ideals and methods of administration of the Spanish government. As a result, in 1862 a School was established Artillery. In addition, García Moreno reorganized the hierarchy in the military sphere and in the National Guard, eliminating certain battalions and replacing senior officers by new leaders from the National Guard. In his second term, spanning from 1869 to 1875, Gabriel García Moreno adopted a more authoritarian; During this last period, his control as president intensified, which led him to focus on completing projects and works that he could not finish during his First government.

According to Ayala Mora (2016), "The plan was to achieve in a more or less short term the eradication of illiteracy, through compulsory primary education." The President García Moreno focused his attention on public instruction, and between 1869 and 1869.

1871 centralized the administration of the country's educational establishments. During During this period, he modernized and

established new curricula for students Ecuadorian. Continuing with Ayala Mora (2016) who argues "To achieve that the indigenous majority was integrated into the school system, created a "Normal School" aimed at to the training of indigenous teachers and numerous rural schools."

Gabriel García Moreno's objective during his two governments was to improve the systems educational, military, religious and public to promote the development of the country. In his In the second administration, García Moreno gave a more prominent role to education, with the purpose of building a newer, more unified nation. In addition, in this period, allowed the participation not only of the aristocratic elites, who were the only ones who access to the education system, but also from historically excluded groups, such as the indigenous peoples, with the aim of eradicating illiteracy in Ecuadorian territory, a situation that could not be fulfilled due to the feudal conditions of the time.

Public education in the government of Gabriel García Moreno

For Donoso (1923), "During the epic years of 1809 to 1822, only the public education institutions very few select spirits, which broadened the horizons of his intelligence with deep personal studies." (Donoso, García Moreno and the Public Instruction, 1923). Public education in the early years of the Republic of Ecuador during the early years of the nineteenth century was seriously affected by the aftermath of the wars of independence, which generated a great recession in the educational and cultural progress of the country. In addition, the South American nations showed a notable backwardness compared to the scientific progress of the time. In other words, training in various areas of knowledge was not a priority, resulting in that only a very select group of individuals, belonging mainly to the aristocracy, had access to the educational system.

Continuing with Donoso (1923), who states that:

The hasty approach to the new institutions, made by men who lacked political experience, in the midst of the turbulent sea of unleashed ambitions and appetites, must have absorbed almost all the energies that, in other times, would have been devoted to popular education, the foundation of the new regime.

Ecuador entered a stage of reconstruction, initiating a new administrative process with the coming to power of General Juan José Flores in 1830, during which the education public did not occupy a priority place. Maintaining a model focused on public education was unsustainable because Ecuador lacked people trained to lead the country. In addition, the first presidents did not dedicate the necessary effort to their lack of experience in this field. The first stages of the nation were not the most conducive to educational development, given the difficulties faced by the country in the years that followed.

Upon assuming the presidency of the Republic of Ecuador, Gabriel García Moreno implemented a drastic change in the current educational system, proposing a series of reforms with the aim of promoting the development of a new education in the country. In his first administration, between 1861 and 1865, Moreno as a first step abolishes the law of freedom of studies, with the purpose that Ecuadorian citizens receive an education compulsory.

However, after eliminating the law, it takes into consideration that if people They have to study, they need teachers who educate them in the best way. As the Gálvez (1942) maintains, "García Moreno calls the Brothers of the Christian Doctrine, or of Lassalle, for the primary education of boys;", so that it is seen in the need to call foreign religious institutes to engage in teaching.

Continuing with Gálvez (1942), "to the Sisters of the Sacred Hearts, for the girls' education; and the Jesuits, to entrust them with

secondary education and university.". The hiring of religious personnel was beneficial for Garcia, as facilitated the achievement of two of its main goals: to provide the people with an education and at the same time, transmit Catholic doctrine and principles to the children of the national territory.

Despite his intense effort in the field of education, his second presidential term, which spanned from 1869 to 1875, was the one that achieved the best results in public education. During this period, Gabriel García Moreno centralized control and administration of the country's educational centers through laws of 1869 and 1871. In addition revamped curricula to raise educational requirements and standards for students.

However, the sudden increase in Ecuador's student population presented challenges for Gabriel García Moreno. The increase from 13,459 students in 1867 to approximately 32,000 in 1875 led to an increased demand for education, which required the hiring of teachers with better skills to meet the new needs. Therefore, García Moreno saw the need to hire more staff European to instruct Ecuadorian students; A group of religious women French women took on the role of teachers in the girls' school, while the priests Jesuits in Spain were in charge of teaching in secondary schools and the Germans at the Polytechnic School.

During his period of reforms, García established educational institutions to promote literacy. First, he founded the National Polytechnic School and also promoted the construction of the first astronomical observatory in Ecuador. In addition, in the city of Quito, created the School of Arts and Crafts, known as the Protectorate, and founded a school of painting and sculpture, as well as the Conservatory of Music, promoting this forms the development of art and culture in the capital of the Republic.

The development of national identity in the presidency of Gabriel García Moreno

During his period of reforms, García established educational institutions to promote literacy. First, he founded the National Polytechnic School and also promoted the construction of the first astronomical observatory in Ecuador. In addition, in the city of Quito, he created the School of Arts and Crafts, known as the Protectorate, and founded a school of painting and sculpture, as well as the Conservatory of Music, promoting this forms the development of art and culture in the capital of the Republic.

Scientific evolution in Ecuador

Ayala Mora (1999), states that "The Garcia program, which had its maximum expression in the Constitution of 1869... On the one hand, it promoted modernization and consolidation state, stimulated production and trade, developed science and education."

During his term in office, President García Moreno always stressed his objective of promoting scientific knowledge, reflecting its ideals in educational plans for Ecuador. With the Garcia program, the creation of new institutions was encouraged educational and the growth of science in the country. The new educational models imported from Europe contributed significantly to scientific progress in the Ecuador.

Continuing with Como Ayala Mora (2016) who asserts "Groups of engineers, Qualified geologists, geographers and craftsmen were brought to the country to promote the plans of modernization." The incorporation of European teachers in Ecuador was fundamental for the scientific progress of the country; the knowledge that these religious, educators and professionals introduced from abroad played an essential role in improving and Specialising educational levels.

According to Lezama (2001) García Moreno, "It stimulated the development of education for the work, with the construction of

schools of arts and crafts for young people of limited resources.". These transformations reflect the internal politics of the García government Moreno, characterized by measures that promoted the social progress of the country. In general terms, he implemented a political project aimed at welfare, seeking to moralize the Ecuadorian population with the support of the Catholic Church.

Gabriel García Moreno and the development of national identity

After his death on August 6, 1875, Gabriel García Moreno left a legacy in the Ecuadorian society of the nineteenth century, which over time contributed to the formation of a national identity. During his two terms, García Moreno focused on improving the social conditions in Ecuador. Aware that the country was divided, he implemented Garciano's program, focused on public education, with the aim of raising the educational and scientific levels of the country, relying on religion.

Among the scientific and technical contributions that García Moreno promoted during his Administrations in Ecuador herself highlighted the construction of works Based in knowledge brought from Europe. In this way, through his program, he left a legacy in which he used education and knowledge as key tools to implement improvements and carry out their plans in the country.

On the development of national identity in the Garcia period, Ayala (2016) states, "Another of the main lines of the García program was the construction of works of infrastructure. With the support of foreign technicians, the use of large sums of public money and salaried but compulsory peasant labor, the first road plan." To carry out his government program, Gabriel García Moreno it sought to promote both internal and external sources of trade. Although it was aware of the conflicts between the coastal and highland regions due to regionalism of the time, believed that the joint application of knowledge and technification would facilitate the creation of communication networks between the two regions.

This would not only improve the country's economic system, but would indirectly improve the country's economic system.

Would promote regional integration, contributing over time to the formation of a national identity for Ecuadorians; as stated by Ayala (2016), "The acceleration of domestic and foreign trade required an improvement in the channels of communication to the coast and between inter-Andean markets."

Conclusions

It is highlighted that public education was a priority for President Gabriel García Moreno, who dedicated his time and effort to repairing and improving the educational system Ecuadorian of the nineteenth century.

It is noteworthy that Gabriel García Moreno managed to translate his thought into his project educational, which proved beneficial in addressing in part the needs of the young woman Republic of Ecuador in the nineteenth century, such as education and the creation of a national. Despite the fact that their drastic measures and their strict imposition nun conservative, his actions brought about long-term positive change for society Ecuadorian during his two presidential terms.

It is argued that public education had a positive impact, being a key factor in the development of national identity during the administrations of García Moreno.

Although the creation of a national identity was not an explicit goal in the plans de García, his actions in the country contributed to the unity of Ecuadorian society. Thus, it is stated that the president's measures, focused on national education, facilitated the unification of Ecuadorian territory.

Although he faced a disintegrated country with a stagnation in education and culture, Gabriel Garcia Tanned by means of his effort y legacy, Managed diminish regionalism and the divisions between the Coast and the Sierra. In this way.

In this way, it strengthened relations between people from different regions through the education, knowledge, science and religion. These educational elements were fundamental so that, gradually in the Republic of Ecuador, a national identity.

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