

## Equity and School Education in Latin America: a literature review



Taluana Laiz Martins Torres<sup>i</sup>

University of Barcelona, Barcelona, Spain

Leonardo Lemos de Souza<sup>ii</sup>

Júlio de Mesquita Filho State University of São Paulo, São Paulo, SP, Brazil

### Abstract

**Introduction.** This study analyzed how the concept of equity is understood in studies on school education in Latin America. The objective was to conduct a systematic literature review to map the field of study and identify trends and factors in the debate. **Methodology.** Based on authors such as Bolívar (2012, 2016) and Flores (2017), this exploratory qualitative study examined 35 articles published in the Scientific Electronic Library Online, Web of Science, and Scopus databases, with 2023 as the cutoff year. **Results.** Rawls, Dubet, Bourdieu, and Passeron were cited in eight Brazilian studies, highlighting the French and American influence on Brazilian discussions about equity. The results reveal the multiplicity of meanings attributed to equity, expressed through four perspectives: equality of conditions, pedagogical principle, strategy for reducing inequalities, and mechanism for balancing between groups. About a quarter of the studies do not clearly define the concept. **Discussion.** The predominance of Brazilian studies requires further examination, as the scope and coverage of the Scientific Electronic Library Online tend to favor national publications.

### Keywords

school education; equity; literature review.

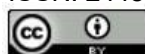
### Equidade e educação escolar na América Latina: uma revisão de literatura

### Resumo

**Introdução.** Analisou-se como o conceito de equidade é compreendido nos estudos sobre educação escolar na América Latina. O objetivo foi realizar uma revisão sistemática da literatura para mapear o campo de estudo, identificar tendências e fatores do debate. **Metodologia.** Fundamentado em autores como Bolívar (2012, 2016) e Flores (2017), a pesquisa qualitativa exploratória examinou 35 artigos publicados nas bases Scientific Electronic Library Online, Web of Science e Scopus, considerando 2023 como limite temporal. **Resultados.** Rawls, Dubet, Bourdieu e Passeron foram citados em oito estudos brasileiros, evidenciando a influência francesa e norte-americana nas discussões brasileiras sobre equidade. Os resultados evidenciam a multiplicidade de sentidos atribuídos à equidade, expressa em quatro perspectivas: igualdade de condições, princípio pedagógico, estratégia de redução de desigualdades e mecanismo de equilíbrio entre grupos. Cerca de um quarto dos estudos não define claramente o conceito. **Discussão.** O predomínio de produções brasileiras requer problematização, pois a origem e cobertura da Scientific Electronic Library Online tendem a privilegiar produções nacionais.

### Palavras-chave

educação escolar; equidade; revisão de literatura.



## Equidad y educación escolar en América Latina: una revisión de la literatura

### Resumen

**Introducción.** Se analizó cómo se entiende el concepto de equidad en los estudios sobre educación escolar en América Latina. El objetivo fue realizar una revisión sistemática de la literatura para mapear el campo de estudio, identificar tendencias y factores del debate. **Metodología.** Basada en autores como Bolívar (2012, 2016) y Flores (2017), la investigación cualitativa exploratoria examinó 35 artículos publicados en las bases Scientific Electronic Library Online, Web of Science y Scopus, considerando 2023 como límite temporal. **Resultados.** Rawls, Dubet, Bourdieu y Passeron fueron citados en ocho estudios brasileños, lo que pone de manifiesto la influencia francesa y estadounidense en los debates brasileños sobre la equidad. Los resultados ponen de manifiesto la multiplicidad de significados atribuidos a la equidad, expresados en cuatro perspectivas: igualdad de condiciones, principio pedagógico, estrategia de reducción de las desigualdades y mecanismo de equilibrio entre grupos. Aproximadamente una cuarta parte de los estudios no define claramente el concepto. **Discusión.** El predominio de las producciones brasileñas requiere una reflexión, ya que el origen y la cobertura de Scientific Electronic Library Online tienden a privilegiar las producciones nacionales.

### Palabras clave

educación escolar; equidad; revisión bibliográfica.

## 1 Introduction

In recent years, the debate on improving the quality of education in Brazil has gained prominence, and within this discussion, the relevance attributed to the concept of equity stands out, appearing repeatedly not only in educational studies but also on the agendas of international organizations.

The Sustainable Development Goals (SDGs) established by the United Nations (UN) place equity at the center of the international development agenda, since quality, inclusive, and equitable education is understood as a fundamental right in promoting human and social development.

Researchers advocate for the relevance of studying equity by considering the role of education in human development (Sen, 1999; Thomas; Wang; Fan, 2002), while others highlight the importance of this debate for building a more just society, insofar as investments address existing inequalities and ensure quality education for all (Oliveira; Pereira Junior; Horta Neto, 2025).

Given the existence of various dimensions that impact public policies and educational practices aimed at promoting equity in the educational system, we highlight the importance of a sufficiently developed theoretical framework regarding the conceptualization of the term in education, as it contributes to guiding policies and shaping practices and research on the topic.

Thus, this article has its origins in postdoctoral research in Education<sup>1</sup> that addressed the following problem: how is the concept of equity employed in educational research? From which theoretical perspectives has what is termed “educational equity” been analyzed?

The systematic literature review aimed to map the field of study and adopted the concept of open science, which relies on free, widely circulated journals.

On this topic, Flores (2017) analyzed the concept of equity in Latin America as a key component in the formation of democratic and inclusive societies and, to this end, identified five tensions surrounding the concept, namely: 1) from equality to equity; 2) from educational equity to systemic equity; 3) from static equity to dynamic equity; 4) from equity centered on primary education to equity in secondary education; and 5) from equity in coverage to equity in quality. The author concludes that the equity policies outlined in educational programs and initiatives in Latin America, although they have had the effect of focusing attention on improving conditions for the most vulnerable populations by expanding coverage and allocated resources, present significant gaps related to educational quality and the generation of relevant and consistent educational opportunities (Flores, 2017).

In order to broaden the debate and differentiate between the terms quality and equity, Bolívar (2016) clarifies that an educational system will be more equitable if existing inequalities in education are more advantageous to the most disadvantaged. For the author, equity is fairer than equality, as it exerts a compensatory effect; however, equality is easier to measure than equity, since the latter implies positive compensatory inequality.

---

<sup>1</sup> The research was funded by the Coordination for the Improvement of Higher Education Personnel (Capes), through the Young Talent with International Experience Program (Grant No. 88887.890666/2023-00).

The researcher also highlights that, in the field of the economics of education, two types of equity are recognized: horizontal and vertical. Horizontal equity involves allocating similar resources to each school district, that is, providing mechanisms that ensure comparable conditions regarding infrastructure, funding, teacher qualifications, and student-to-teacher ratios, while also ensuring equivalent per-student spending, regardless of the socioeconomic status, educational level, or wealth of the population in that region. He refers to this perspective as “equal treatment of equals.” On the other hand, vertical equity consists of allocating more resources to school zones where the cost of living is higher, as well as providing additional funding to undertake compensatory efforts, such as offering resources that expand students’ cultural capital or address social disadvantages. In the literature, this practice is often referred to as “unequal treatment of unequals” (Bolívar, 2016).

From this conceptual standpoint, educational equity must encompass both strategies. First, it must establish funding and resource distribution under conditions of equality for all school regions and, in addition, it must ensure additional measures for compensatory actions (Bolívar, 2016).

The report by the United Nations Educational, Scientific and Cultural Organization (UNESCO) titled *Educational Equity and Public Policy: Comparing Results from 16 Countries* (2007) adds a third element to horizontal and vertical equity, known as equality of educational opportunities. This concept refers to the possibility for students from different socioeconomic backgrounds to have equal opportunities for success in their studies. In this sense, the quality of education should not be linked to students’ socioeconomic status, and everyone should have the same opportunities to acquire the required knowledge.

The *Manual for Measuring Equity in Education* (UNESCO, 2019), on the other hand, understands equity to refer to the distribution of social goods or rights considered fair or justified, presupposing the existence of a normative standard that identifies such fairness. Indeed, it is important to specify ways in which it is possible to measure how close or far we are from this standard.

According to Bolívar (2016), in the case of Latin America, most countries have implemented programs to financially support sectors of the population with fewer economic resources or who are more vulnerable; furthermore, initiatives have been implemented that sought to improve the facilities and infrastructure of basic education schools. Despite these

efforts, the debate on educational equity remains open, given the major challenges that Latin America still faces when it comes to education. While, on the one hand, political discourse reiterates the notion of the right to education by advocating for access and quality, on the other hand, the notion of equity points toward targeted measures, with actions focused on groups considered vulnerable.

We must not forget that Latin America, despite the economic and social advances achieved in recent decades, remains one of the most unequal regions in the world, which is associated with lower levels of democracy and equity (Adelantado; Scherer, 2008; Faria; Alvarez; Santos, 2023; Flores, 2017). When it comes to education, the region faces the challenge of transforming its educational systems to promote civic participation, critical thinking, and education grounded in democratic values (Reimers; Villegas, 2006).

As noted, the debate on educational equity is extremely complex. Furthermore, the polysemy of the concept of equity shows that, although widely used in the educational field, authors and researchers do not always explicitly clarify its meaning when addressing it. This study, therefore, contributes to the debate through a systematic review of the literature on equity in school education. This review analyzes academic articles produced by researchers from across Latin America, examining how the concept is understood in this body of work. We know that academic discourse actively participates in the negotiation of social policies for education. Therefore, we start from the understanding that this type of work must be constantly reviewed, analyzed, and critiqued.

Thus, the objective of this research was to analyze, through academic articles, how the theme of equity is addressed and understood in studies of school education.

## 2 Methodology

This qualitative research is characterized as a systematic literature review. According to Esteban (2010, p. 130), among the various characteristics that define qualitative research, its interpretive and reflective nature is fundamental, allowing for special attention to be given “[...] to the way in which different linguistic, social, cultural, political, and theoretical elements jointly influence the process of knowledge development (interpretation), language, and narrative.”

A systematic literature review, on the other hand, consists of analyzing a topic based on a survey of scientific literature: “[...] it is a type of research focused on well-defined questions, which aims to identify, select, evaluate, and synthesize the relevant available evidence” (Galvão; Pereira, 2014, p. 1). For this purpose, three open-access databases available electronically were used as primary sources: Scientific Electronic Library Online (SciELO), Web of Science (WoS), and Scopus. The year 2023 was established as the cutoff date for the publication of the works, given the decision not to include articles published in 2024, as that was the year the research was conducted. The general criteria applied for the selection of works were: scientific articles in the field of education containing the words “education and equity” in the title.

The choice of these databases is justified by the fact that they cover both national and international academic articles, given that the document *corpus* included texts published by Latin American researchers specifically focusing on the Latin American context. In fact, in recent decades there has been a significant increase in the volume of Latin American scientific output in the WoS and Scopus databases; despite this, the volume of regional publications on these platforms remains quite low (Gibbon; Neubert; Dias, 2025). Thus, the inclusion of the SciELO database allowed us to cover not only global scenarios but also regional scenarios of scientific publication.

Regarding the development of search terms and criteria for selecting the works, priority was given to the areas of interest (equity and studies in school education), and the bibliographic material was selected based on titles and keywords identified using search terms related to the subject under study: “equity,” “education,” and “school education,” in two languages: Portuguese and Spanish. Although the delimitation of the descriptors may have excluded relevant studies under alternative terms, which could limit the research’s ability to capture the conceptual diversity present in Latin American literature, we chose to prioritize conceptual precision—a methodological decision justified by the need to delimit a manageable and semantically coherent *corpus* for in-depth qualitative analysis. Furthermore, initially, the term “school” was used for the database search; however, the results were insignificant. Replacing the descriptor “school” with “education” yielded a more significant number of articles; thus, it can be assumed that

search engines consider the word “education” a synonym for “school,” but do not consider the term “school” a synonym for “education.”

In the first stage of the study, 482 articles were identified that met the general criteria. As specific selection criteria, the studies had to address basic education and focus their research on the Latin American context. From this pool, articles on equity in higher education were excluded, since, although present in significant numbers, they did not correspond to the research focus. Duplicate references and works of a different nature, such as editorials or reviews, were also excluded. Thus, in a second screening based on the exclusion criteria, 35 articles were selected.

**Table 1** – Flowchart of data collection for the research on education and equity

Search term	Database	Search (n)	Duplicates (n)	Exclusion criteria* (n)	Total (n)
“Education and equity”	SciELO	161	-5	-144	12
“Education and equity”	Web of Science	73	-3	-57	13
	Scopus	248	-17	-221	10
Total - Three databases		482	25 titles (across multiple bases)	-422	35

\*Exclusion criteria: articles on higher education, publications from 2024, English-language publications, journals from other fields, and studies not focused on basic education and equity in Latin America.  
Source: the authors (2024)

After identifying, selecting, and reviewing the abstracts, the full-text articles were analyzed to identify and examine educational approaches related to the concept of equity. To organize the articles, a brief preliminary review of the texts was conducted to gain an overall understanding of them. Next, we proceeded to the in-depth study phase, based on a detailed analysis of the text sections, to arrive at a comprehensive synthesis of the works.

### 3 Results and Discussion

After a thorough analysis of the selected texts, a summary table was generated, divided into four categories: article number, authors/year of publication, title, and journal.

Table 1 – Bibliographic production on educational equity selected through the SciELO, Web of Science, and Scopus platforms

(continued)

N o.	Authors and year of publication	Title	Journal
1	Tripodi, Delgado, and Januário (2022)	Affirmative action in basic education: subsidies for equity under Fundeb	Education & Society
2	Reznik and Massarani (2022)	Mapping and importance of projects for gender equity in STEM education	Research Notebooks
3	Godoi, Borges, and Ayoub (2021)	Gender equity in a physical education teacher's classes: a case study	Physical Education and Science
4	Garcia and Michels (2021)	Education and Inclusion: Equity and Learning as Strategies of Capital	Education and Reality
5	Rezende Pinto (2019)	Funding policy in Brazil for education financing and the challenges of equity and quality	Educational Proposal
6	Carro-Olvera, Lima-Gutiérrez, and Carrasco-Lozano (2018)	School Technical Councils for Inclusion and Educational Equity in Basic Education in Tlaxcala, Mexico	Educare Electronic Journal
7	Valero (2017)	The desire for access and equity in mathematics education	Colombian Journal of Education
8	Rohling and Valle (2016)	Principles of justice and school justice: multicultural education and equity	Research Notebooks
9	Zamora (2011)	School Mobility in Chile: Analysis of the Implications for the Quality and Equity of Education	Pedagogical Studies
10	Arroyo (2009)	Popular education, health, equity, and social justice	Cedes Notebooks
11	Radovic (2022)	Translating discourses on gender equity in school interventions: conflicts between the visibility/invisibility of gender and the development of mathematical skills	Colombian Journal of Education
12	Ribeiro, Bonamino, and Martinic (2020)	Implementation of educational policies and equity: regulation and mediation	Research Notebooks
13	Echavarría-Grajales, Vanegas-García, and González-Meléndez (2021)	Rural education in the context of equity and peace	Equity and Development
14	Travitzki (2017)	Quality and Equity in Schools: Obstacles and Challenges in Brazilian Education	Ibero-American Journal on Quality, Effectiveness, and Change in Education



15	Rueda (2019)	Achieving Equity in Education Through Intercultural and Intersocial Competencies	Fuentes Journal
16	Cruz, Farah, and Ribeiro (2020)	Education management strategies and equity: the case of the Learning at the Right Age Program (PAIC)	Online Journal of Educational Policy and Management
17	Cervantes, Santamaría, Gutiérrez, and Ritchie (2018)	Successful Education for All: Tutoring as a Process of Academic Support from the Perspective of Educational Equity	Fuentes Journal
18	Formichella (2023)	Pandemic, ICT, and Equity in Technical Secondary Education	Magis: International Journal of Educational Research
19	Fierro Saldaña and Treviño Villareal (2022)	What Does Chilean Policy Say About School Integration?: A Critical Analysis from the Perspective of Equity	Spanish Journal of Comparative Education
20	Ariza Dau and Ramos Ruiz (2022)	Educational Governance in Latin America: Autonomy with Equity?	Educational Profiles
21	Moraes, Peres, Barbosa, and Pedreira (2022)	Equity and performance on the National High School Exam: a study on gender and race in Brazilian municipalities	Analytical Archives of Educational Policies
22	Santos, C. Callegari, and A. Callegari (2022)	Evaluation of the redistributive equity of federal government supplements in the New Fundeb	Analytical Archives of Educational Policies
23	Míguez, Beech, and Nigro (2021)	Social Segregation and Educational Equity in Chile and Argentina	Spanish Journal of Comparative Education
24	Muñoz Gañán, López Bravo, and Rincón Présiga (2021)	Application of the decolonial and gender equity approach in alternative primary and secondary education institutions in Colombia	Cadernos Pagu
25	Sígolo, Gava, and Unbehaum (2021)	Gender Equity in Education and the Sciences: New Challenges in Contemporary Brazil	Cadernos Pagu
26	Gomes and Melo (2021)	Toward a Spatial Approach to Educational Policy Management: Equity to Overcome Inequalities	Education & Society
27	Paiva (2019)	Envisioning an Adult and Youth Education (EJA) that meets the demands of citizenship, equity, inclusion, and diversity	Curriculum Without Borders
28	Miranda-Calderón and Rosabal-Vitoria (2018)	Administrative Management in One-Teacher Schools and Leadership: A Challenge for Achieving Educational Equity in Rural Contexts in Costa Rica	Educare Electronic Journal

29	Simielli (2017)	Equity and educational opportunities: access to teachers in Brazil	Analytical Archives of Educational Policies
30	Jiménez Moreno (2017)	A Look at the Quality of Primary Education in Baja California, Mexico: School Marginalization and Equity in Outcomes	Ibero-American Journal on Quality, Effectiveness, and Change in Education
31	Formichella (2014)	Basic Educational Inequality Index. A Proposal for Measuring Internal Educational Equity in Latin America	Analytical Archives of Educational Policy
32	Vargas, Gamboa, and García (2014)	The Dark Side of Equity: Violence and Equity in School Performance	Development and Society Journal
33	Molina (2013)	Sense of the future among high school students: paradoxes of quality and equity in the school experience	Pedagogical Studies
34	Franco, Brooke, and Alves (2008)	Longitudinal study on quality and equity in Brazilian elementary education: Geres 2005	Essay: Assessment and Public Policy in Education
35	Franco, Ortigão, Albernaz, Bonamino, Aguiar, Alves, and Satyro (2007)	Quality and Equity in Education: Reconsidering the Meaning of "Intra-School Factors"	Essay: Assessment and Public Policy in Education

Source: The authors (2024).

The publication period of the 35 selected works spans the years 2007 to 2023. Prior to 2007, no studies addressing the topic of equity in basic education within the Latin American context were identified. The peak of production occurred in 2021 and 2022, totaling 14 studies.

Brazil, Colombia, Mexico, Chile, Argentina, and Costa Rica accounted for the largest number of studies conducted within their territories (18, 5, 4, 4, 3, and 1, respectively). Four studies were multinational: one involving Chile and Argentina, another between Mexico and Spain, and two focusing on Latin America as a whole. Thus, Brazil stands out as the country with the highest volume of research, mostly without international partnerships or collaboration.

Brazilian journals also published the most on the topic (13 articles), followed by Spanish (6), Colombian (5), and American (4) journals. Journals from Chile, Costa Rica, and Argentina published two articles each, and a Mexican journal published one.

Despite the predominance of works produced in Brazil and their concentration in national journals, this data must be viewed critically. According to Gibbon, Neubert, and Dias (2025, p. 7), the SciELO database was created and is headquartered within the scope of Brazilian scientific coverage, and more than 50% of the works indexed in its collections originate from that country. Given the weight of SciELO, whose origin and coverage tend to favor national publications, the regional representativeness of the sample must be put into perspective; for although the objective is to analyze Latin American output on the topic, the results strongly reflect the weight of Brazilian publications, which limits the generalizability of the findings to the entire region.

Also noteworthy is the significant presence of studies focused on analyzing and measuring the equity outcomes of educational policies. Santos, C. Callegari, and A. Callegari (2022, p. 10) highlight that, over the past ten years, “[...] the topic has been addressed with greater emphasis, and researchers have sought diverse approaches to operationalize the concept” in these studies.

Another relevant aspect concerns the themes associated with the concept of equity: five articles addressed gender issues (2, 3, 11, 24, and 25), three dealt with special education (4, 6, and 19), and two others adopted a perspective based on multiculturalism or interculturalism (8 and 15).

Upon a careful reading of the selected works, it was found that a significant number of articles—nine in total (2, 5, 9, 10, 20, 23, 25, 33, and 34)—failed to define what they meant by equity, accounting for one-quarter of the analyzed corpus. As an example, one can cite the article by Rezende Pinto (2019), in which the term “equity” appears only in the title and does not reappear anywhere else in the work.

The works of John Rawls, François Dubet, Pierre Bourdieu, and Jean-Claude Passeron were cited in eight Brazilian studies (1, 8, 12, 14, 16, 26, 27, and 29); that is, nearly half of the Brazilian articles used these works as references in the discussion of the concept of equity. Notable works included *A Theory of Justice* by Rawls (1981), *Les dilemmes de la justice* by Dubet (2009), and *Reproduction: Elements for a Theory of the School System* by Bourdieu and Passeron (1975). Thus, these references mark the influence of the French sociological school, as well as of the American doctrine of political

philosophy, due to the issues they address and the theoretical-methodological categories they mobilize for critical reflection on education, especially in Brazil.

Based on the analyzed data and the studies by Torres, Ghanem, and Jardim (2024), which identified three perspectives in investigations on action research and equity, a fourth was proposed, since equity can be understood as: (1) equality of conditions in the teaching-learning field; (2) a pedagogical principle focused on student outcomes and performance; (3) reduction of social inequalities; and (4) balancing tensions between social groups (Torres; Ghanem; Jardim, 2024).

Equity was associated with equal conditions in teaching and learning in three studies (6, 28, and 30). Despite methodological differences—participatory action research (Carro-Olvera; Lima-Gutiérrez; Carrasco-Lozano, 2018), teacher-administrator training (Miranda-Calderón; Rosabal-Vitoria, 2018), and analysis of large-scale assessments (Jiménez Moreno, 2017)—the three articles converge on the understanding that the starting point for an equitable school is the promotion of equal teaching and learning conditions for all students. In this group of studies, the approaches employed differ, as Carro-Olvera, Lima-Gutiérrez, and Carrasco-Lozano (2018), as well as Miranda-Calderón and Rosabal-Vitoria (2018), focus on strengthening the work of teachers and/or administrators as key elements for promoting equity, Jimenez Moreno (2017, p. 37), in turn, highlights the centrality of better learning opportunities for students: “[...] *it is not enough for students to have access to school; rather, it is necessary that those from more disadvantaged social strata have better learning opportunities.*”

There is consensus, therefore, on the idea of education as a right that unfolds in the realm of learning and teaching, and in line with these principles, Bolívar (2012, p. 10) clarifies that “[...] equality of opportunity is a dream or a fiction, albeit a necessary one, since it presupposes the aspiration toward equity,” and is also a longstanding demand of democratic societies (Flores, 2017).

We must not forget that what students learn is the result of what happens in the classroom, and this depends mainly, though not entirely, on teaching practices; that is, effective learning requires excellent teaching strategies (Escudero; González; Martínez, 2009). Thus, this research group understands that ensuring equity means taking the utmost care to ensure the quality of teachers, since offering quality to all presupposes guaranteeing

a good education as well as a diverse curriculum with culturally valuable teaching experiences.

Concerned with academic performance and success, a second group of articles portrays equity as a pedagogical principle focused on student outcomes (17, 21, 29, 31, and 35). Thus, four of the five studies examine data from large-scale assessments, such as the Basic Education Assessment System (SAEB), the National High School Exam (ENEM), or the Programme for International Student Assessment (PISA). In this context, researcher Simielli (2017, p. 4) clarifies that, “[...] for equity to exist, resources and processes must have an impact on student performance.” For this reason, her research analyzes the “[...] resource that has the greatest impact on student performance, according to the literature: teachers,” since students’ access to qualified teachers—considering professional experience and qualifications—promotes effective improvement in their performance.

Although analyses of large-scale test results are important for understanding student performance in certain areas, this group of articles sheds light on a specific part of the process: the results achieved—even though their analyses include multiple variables, such as race, gender, or social class, which imply greater proximity to or distance from educational success. Such studies can be viewed as “snapshots” that reveal how performance varies depending on social and/or cultural markers, which either enhance or diminish certain academic outcomes; thus, they serve as indicators of how social inequalities impact student success or failure.

In this context, Garcia and Michels (2021, p. 8) contribute to the debate by offering a critical analysis of this conception of equity, as it favors “[...] the development of liberal thought in education, its principles, and the formulation of a consensus according to which what matters are learning outcomes, and not the processes of study and teaching and human development itself,” as noted in the study by Moraes *et al.* (2022, p. 3): “The idea of equity that will be used in this work is related to an environment where individual and socioeconomic factors do not interfere with student learning. Thus, this work presents an approach to equity focused on outcomes.”

Next, a third group, which includes the largest number of articles, is based on the principle of justice as equity, that is, it understands that one way to reduce social inequalities is to distribute material or symbolic goods unequally, giving more to those who

have less (1, 4, 8, 12, 16, 18, 22, 26, 27, and 32). Garcia and Michels (2021, p. 7) clarify that the “[...] notion of equity points toward targeted measures, actions aimed at the incorporation of groups considered vulnerable into educational systems.”

From another perspective, Tripodi, Delgado, and Januário (2022) bring up the discussion on racial inequalities in education and highlight advances in indicators of access and school retention for Black children; however, more than 15 years after the creation of the Fund for the Maintenance and Development of Basic Education and the Valorization of Education Professionals (Fundeb), “[...] racial inequality that the funding provided by the fund’s policies has not been able to reverse” still persists; in other words, “[...] more assertive policies are still needed, ones that foster racial inclusion and qualification, so that the principle of equity enshrined in the Federal Constitution becomes a reality” (Tripodi; Delgado; Januário, 2022, p. 14).

Based on the same concept of equity, the articles by Cruz, Farah, and Ribeiro (2020) and Ribeiro, Bonamino, and Martinic (2020) reiterate the importance of targeted policies and argue that legislation should act “[...] so that everyone, including those facing greater difficulties or who are socially disadvantaged, can acquire the knowledge defined as necessary at each stage of schooling” (Ribeiro; Bonamino; Martinic, 2020, p. 700). This perspective thus represents what Flores (2017) refers to as one of the tensions surrounding the concept, which moves from educational equity to systemic equity and is grounded in Rawls’s (1981) ideas on the theory of justice.

In a fourth perspective, equity is understood as a way to balance existing tensions between different social groups, a conception present in eight studies (3, 7, 11, 13, 14, 16, 19, and 24). Among these, Rueda’s (2019) study reveals that social class is a key factor influencing educational segregation and affirms the need to promote work on intersocial and intercultural competencies that value difference and recognize equality in diversity as the only path to coexistence, justice, freedom, and educational equity. Meanwhile, the article by Echavarría-Grajales, Vanegas-García, and González-Meléndez (2021, p. 147), whose findings highlight the importance of adopting a flexible curriculum in rural schools, also emphasizes the centrality of promoting “[...] *for all students, regardless of their background, opportunities to develop the skills and values necessary to live, coexist, be*

*productive, and continue learning.*” Despite this, the study does not present evidence of how such a curriculum model affects educational equity.

Within this collection of texts, it is also worth highlighting the articles that address the issue of gender in its various dimensions. For Muñoz Gañán, López Bravo, and Rincón Présiga (2021) and Radovic (2022), equity is related to the recognition of differences and diversity, which promotes conditions of equality in the guarantee of human rights and leads us to the idea of the development of social and collective rights. In contrast, the article by Godoi, Borges, and Ayoub, “ ” (2021), posits that gender equity consists of adapting contexts that take into account differences in students’ abilities, thereby promoting more egalitarian and inclusive practices.

These studies acknowledge differences and identities, reinforcing the need for differentiated strategies to achieve equity when social groups face historical discrimination or barriers to accessing educational spaces and knowledge due to race, social class, disability, or gender. Thus, affirmative action or positive discrimination would ensure greater equity and recognition policies, democratizing knowledge and promoting social, cultural, and symbolic changes.

## 5 Final Considerations

The research aimed to analyze how the theme of equity is addressed and understood in studies of school education through Latin American academic articles. The highest concentration of publications occurred between 2017 and 2022, peaking in 2021–2022 (14 studies), demonstrating that, although the topic of equity is not new in the educational landscape, the relevance of the discussion in the Latin American context is recent, as there were no recorded articles on the topic prior to 2007.

A relevant aspect is that about a quarter of the studies—that is, nine articles—do not provide a clear and/or explicit definition of what is meant by equity, leaving this concept implied or treated implicitly throughout the texts. Among the remaining studies, equity is understood from four perspectives; however, the predominant understanding is that of equity as a principle of justice and as a means of reducing social inequalities, seeking to

distribute goods (material or symbolic) unequally, giving more to those who have less and prioritizing action on the most disadvantaged groups.

Considering that the analyzed literature is predominantly Brazilian and concentrated in national journals, this sample must be problematized, as it limits its regional representativeness and the generalization of findings to all of Latin America. In short, it is possible to affirm that, despite being widely advocated as a guiding principle for educational policies and practices, equity still poses conceptual and operational challenges to education systems.

Finally, the study highlights polysemy as a defining characteristic of the term “equity,” as it can be understood from different perspectives, depending on the context in which it is used and operationalized. Although this polysemic nature can be seen as a value to be celebrated, it is essential to insist on transparency regarding our own interpretation of the concept. This clarity directly influences negotiations with administrators, educators, and policymakers, allowing them to understand more precisely the actual demands at stake.

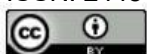
Thus, depending on the conception of equity adopted, certain values, resources, and/or rights may be prioritized over others. This polysemy, therefore, can be strategically used in favor of those who work and fight for education for all people, strengthening more inclusive and effective policies.

## 6 References

ADELANTADO, J.; SCHERER, E. Desigualdad, democracia y políticas sociales focalizadas en América Latina. *Estado, Gobierno y Gestión Pública: Revista Chilena de Administración Pública*, Santiago de Chile, v. 6, n. 11, p. 117-134, 2008. Available at: <https://revistaeggp.uchile.cl/index.php/REGP/article/view/14143>. Accessed on: 28 jan. 2025.

ARIZA DAU, M. A.; RAMOS RUIZ, J. L. Gobernanza educativa en América Latina: ¿Autonomía con equidad?. *Perfiles Educativos*, Ciudad de México, v. 44, n. 178, p. 10-31, 2022. DOI: <https://doi.org/10.22201/iisue.24486167e.2022.178.60596> Available at: [http://www.scielo.org.mx/scielo.php?script=sci\\_arttext&pid=S0185-26982022000400010](http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S0185-26982022000400010). Accessed on: 10 jan. 2026.

ARROYO, M. G. Educação popular, saúde, equidade e justiça social. *Cadernos Cedes*, Campinas, v. 29, n. 79, 2009. DOI: <https://doi.org/10.1590/S0101-32622009000300009>. Available at:



<https://www.scielo.br/j/ccedes/a/rfvVFSs3Kd5s6WdggYgWzMN/?format=html&lang=pt>.  
Accessed on: 10 jan. 2026.

BOLÍVAR, A. Equidad educativa y teorías de la justicia. *Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, Madrid, v. 3, n. 2, 2016. Available at: <https://revistas.uam.es/reice/article/view/5555>. Accessed on: 26 jan. 2026.

BOLÍVAR, A. Justicia social y equidad escolar: una revisión actual. *Revista Internacional de Educación para la Justicia Social*, [S. l.], v. 1, n. 1, 2012. Available at: <https://revistas.uam.es/riejs/article/view/308>. Accessed on: 28 jan. 2026.

BOURDIEU, P.; PASSERON, J. C. *A reprodução: elementos para uma teoria do sistema de ensino*. Lisboa: Veja Universidade, 1975.

CARRO-OLVERA, A.; LIMA-GUTIÉRREZ, J. A.; CARRASCO-LOZANO, M. E. E. Los consejos técnicos escolares para la inclusión y equidad educativa en la educación básica de Tlaxcala, México. *Educare*, Heredia, v. 22, n. 1, p. 146-175, 2018. Available at: [http://www.scielo.sa.cr/scielo.php?script=sci\\_arttext&pid=S1409-42582018000100146&lng=en&nrm=iso](http://www.scielo.sa.cr/scielo.php?script=sci_arttext&pid=S1409-42582018000100146&lng=en&nrm=iso). Accessed on: 21 jan. 2026.

CERVANTES, J.; SANTAMARÍA, M.; GUTIÉRREZ, A.; RITCHIE, S. Educación exitosa para todos: la tutoría como proceso de acompañamiento escolar desde la mirada de la equidad educativa. *Revista Fuentes*, Sevilha, v. 20, n. 2, p. 91-104, 2018. Available at: <https://revistascientificas.us.es/index.php/fuentes/article/view/6085>. Accessed on: 10 jan. 2026.

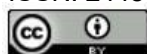
CRUZ, M. C. M. T.; FARAH, M. F. S.; RIBEIRO, V. M. Estratégias de gestão da educação e equidade: o caso do Programa Aprendizagem na Idade certa (mais PAIC). *Revista on-line de Política e Gestão Educacional*, Araraquara, v. 24, n. 3, p. 1286-1311, 2020. Available at: <https://periodicos.fclar.unesp.br/rpge/article/view/13904>. Accessed on: 26 jan. 2026.

DUBET, F. Les dilemmes de la justice. In: DEROUET, J.-C.; DEROUET-BESSON, M. C. (org.). *Repenser la justice dans le domaine de l'éducation et de la formation*. Lyon: Peter Lang, 2009. p. 29-46.

ECHAVARRÍA-GRAJALES, C. V.; VANEGAS-GARCÍA, J. H.; GONZÁLEZ-MELÉNDEZ, L. La educación rural en clave de equidad y paz. *Equidad y Desarrollo*, Bogotá, v. 1, n. 37, p. 145-167, 2021. DOI: <https://doi.org/10.19052/eq.vol1.iss37.7>. Available at: <https://www.redalyc.org/journal/957/95776117005/html/>. Accessed on: 10 jan. 2026.

ESCUADERO, J. M.; GONZÁLEZ, M. T.; MARTÍNEZ, B. El fracaso escolar como exclusión educativa: comprensión, políticas y prácticas. *Revista Iberoamericana de Educación*, Madrid, v. 50, p. 41-64, 2009. Available at: <https://rieoei.org/RIE/article/view/660>. Accessed on: 28 jan. 2026.

ESTEBAN, M. P. S. *Pesquisa qualitativa em educação: fundamentos e tradições*. Tradução de Miguel Cabrera. Porto Alegre: AMGH, 2010.



FARIA, L.; ALVAREZ, R. E. C.; SANTOS, L. A. C. Desigualdades socioeconômicas na América Latina e Caribe: o futuro pós-pandemia para a formação profissional na saúde. *História, Ciências, Saúde, Manguinhos*, v. 30, e2023029, 2023. DOI: <https://doi.org/10.1590/S0104-59702023000100029>. Available at: <https://www.scielo.br/j/hcsm/a/qHRRn35ymQfpRPBWPVr8Rdm/?format=html&lang=pt>. Accessed on: 10 jan. 2026.

FIERRO SALDAÑA, B.; TREVIÑO VILLARREAL, E. ¿Qué dice la política chilena para la integración escolar?: un análisis crítico desde la perspectiva de la equidad. *Revista Española de Educación Comparada*, Madrid, n. 42, p. 305–317, 2022. DOI: <https://doi.org/10.5944/reec.42.2023.31993>. Available at: <https://revistas.uned.es/index.php/REEC/article/view/31993>. Accessed on: 10 jan. 2026.

FLORES, G. C. Igualdad y equidad en educación: retos para una América Latina en transición. *Educación*, Lima, v. 26, n. 51, p. 159-178, 2017. Available at: [http://www.scielo.org.pe/scielo.php?script=sci\\_arttext&pid=S1019-4032017000200008&lng=es&nrm=iso](http://www.scielo.org.pe/scielo.php?script=sci_arttext&pid=S1019-4032017000200008&lng=es&nrm=iso). Accessed on: 2 nov. 2023.

FORMICHELLA, M. M. Índice de inequidad educativa básica. Una propuesta de medición de la equidad educativa interna en Latinoamérica. *Archivos Analíticos de Políticas Educativas*, Arizona, v. 22, p. 1-23, 2014. Available at: <https://www.redalyc.org/pdf/2750/275031898001.pdf>. Accessed on: 10 jan. 2026.

FORMICHELLA, M. M. Pandemia, TIC y equidad en la educación secundaria técnica. *Magis: Revista Internacional de Investigación en Educación*, Bogotá, v. 16, p. 1-23, 2023. DOI: <https://doi.org/10.11144/Javeriana.m16.ptee>. Available at: <https://revistas.javeriana.edu.co/index.php/MAGIS/article/view/34532>. Accessed on: 2 nov. 2023.

FRANCO, C.; BROOKE, A.; ALVES, F. Estudo longitudinal sobre qualidade e equidade no ensino fundamental brasileiro: Geres 2005. *Ensaio: Avaliação e Políticas Públicas em Educação*, Rio de Janeiro, v. 16, p. 85-106, 2008. DOI: <https://doi.org/10.1590/S0104-40362008000400008>. Available at: <https://www.scielo.br/j/ensaio/a/zRNLHSCWtS3Lz3HzzLN9RjR/?format=html&lang=pt>. Accessed on: 10 jan. 2026.

FRANCO, C.; ORTIGÃO, I.; ALBERNAZ, Â.; BONAMINO, A.; AGUIAR, G.; ALVES, F.; SÁTYRO, N. Qualidade e equidade em educação: reconsiderando o significado de “fatores intra-escolares”. *Ensaio: Avaliação e Políticas Públicas em Educação*, Rio de Janeiro, v. 15, n. 55, p. 277-298, 2007. DOI: <https://doi.org/10.1590/S0104-40362007000200007>. Available at: <https://www.scielo.br/j/ensaio/a/xmrGSs8Y9Cx8dYTVHtWfWfL/?format=html&lang=pt>. Accessed on: 10 jan. 2026.

GALVÃO, T. F.; PEREIRA, M. G. Revisões sistemáticas de literatura: passos para a sua elaboração. *Epidemiologia e Serviços de Saúde*, Brasília, DF, v. 23, n. 1, p. 183-184, 2014. DOI: <https://doi.org/10.5123/S1679-49742014000100018>. Available at: <http://www.scielo.br/pdf/ress/v23n1/2237-9622-ress-23-01-00183.pdf>. Accessed on: 10 jan. 2026.

GARCIA, R. M. C.; MICHELS, M. H. Educação e inclusão: equidade e aprendizagem como estratégias do capital. *Educação e Realidade*, Porto Alegre, v. 46, n. 3, e116974, 2021. DOI: <http://dx.doi.org/10.1590/2175-6236116974>. Available at: <https://www.scielo.br/j/edreal/a/bkyxVHz9FYPCwRQj8KnJCSb/abstract/?lang=pt>. Accessed on: 10 jan. 2026.

GIBBON, C. A.; NEUBERT, P. S.; DIAS, T. M. R. Facetas da Ciência Aberta e a publicação científica na América Latina. *Transinformação*, Campinas, v. 37, e2515048, 2025. DOI: <https://doi.org/10.1590/2318-0889202537e2515048>. Available at: <https://www.scielo.br/j/tinf/a/8cFFBR7sbGyckYkzrJ9HTvB/abstract/?lang=pt>. Accessed on: 10 jan. 2026.

GODOI, M.; BORGES, C.; AYOUB, E. Equidade de gênero nas aulas de um professor de Educação Física: um estudo de caso. *Educación Física y Ciencia*, La Plata, v. 23, n. 1, e159, 2021. DOI: <https://doi.org/https://doi.org/10.24215/23142561e159>. Available at: [https://www.scielo.org.ar/scielo.php?script=sci\\_arttext&pid=S2314-25612021000100159](https://www.scielo.org.ar/scielo.php?script=sci_arttext&pid=S2314-25612021000100159). Accessed on: 10 jan. 2026.

GOMES, S.; MELO, F. Y. M. Por uma abordagem espacial na gestão de políticas educacionais: equidade para superar desigualdades. *Educação & Sociedade*, Campinas, v. 42, n. 153, e273297, 2021. DOI: <https://doi.org/10.1590/ES.273297>. Available at: <https://www.scielo.br/j/es/a/y4pScPn3NtcrCFXqMTFGsjz/?lang=pt>. Accessed on: 10 jan. 2026.

JIMÉNEZ MORENO, J. A. Una mirada hacia la calidad de la educación primaria en Baja California, México: marginación escolar y equidad en sus resultados. *Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, Madrid, v. 15, n. 3, 2017. Available at: <https://revistas.uam.es/reice/article/view/7646>. Accessed on: 28 jan. 2026.

MÍGUEZ, D. P.; BEECH, J.; NIGRO, M. Segregación social y equidad educativa en Chile y Argentina. *Revista Española de Educación Comparada*, Madrid, v. 40, p. 127-144, 2021. DOI: 10.5944/reec.40.2022.28951. Available at: <https://revistas.uned.es/index.php/REEC/article/view/28951>. Accessed on: 10 jan. 2026.

MIRANDA-CALDERÓN, L. A.; ROSABAL-VITORIA, S. La gestión directiva en escuelas unidocentes y dirección: un desafío para alcanzar la equidad educativa en contextos rurales de Costa Rica. *Revista Electrónica Educare*, Heredia, v. 22, n. 3, p. 198-227, 2018. DOI: <http://dx.doi.org/10.15359/ree.22-3.105>. Available at: [https://www.scielo.sa.cr/scielo.php?script=sci\\_arttext&pid=S1409-42582018000300198](https://www.scielo.sa.cr/scielo.php?script=sci_arttext&pid=S1409-42582018000300198). Accessed on: 10 jan. 2026.

MORAES, C. P.; PERES, R. T.; BARBOSA, M. T. S.; PEDREIRA, C. E. Equidade e desempenho no Exame Nacional do Ensino Médio: um estudo sobre sexo e raça nos municípios brasileiros. *Arquivos Analíticos de Políticas Educativas*, Arizona, v. 30, n. 68, 2022. DOI: <http://dx.doi.org/10.14507/epaa.30.6971>. Available at: <https://epaa.asu.edu/index.php/epaa/article/view/6971>. Accessed on: 4 nov. 2024.

MUÑOZ GAÑÁN, G.; LÓPEZ BRAVO, D.; RINCÓN PRÉSIGA, Á. Aplicación del enfoque decolonial y de equidad de género en instituciones de educación básica y media alternativa en Colombia. *Cadernos Pagu*, Campinas, 2021. DOI: <http://dx.doi.org/10.1590/1809-44492021.350>. Available at: <https://periodicos.sbu.unicamp.br/ojs/index.php/cadernospagu/article/view/350>. Accessed on: 10 jan. 2026.

OLIVEIRA, D. A.; PEREIRA JUNIOR, E. A.; HORTA NETO, J. L. Qualidade da educação básica: para além dos testes cognitivos em larga escala. *Cadernos de Pesquisa*, São Paulo, v. 55, p. e11295, 2025. DOI: <https://doi.org/10.1590/1980531411295>. Available at: <https://www.scielo.br/j/cp/a/5D9KZRJDfbGXbMmGT5JfwjK/?format=html&lang=pt>. Accessed on: 10 jan. 2026.

PAIVA, M. Imaginando uma EJA que atenda a demandas de cidadania, equidade, inclusão e diversidade. *Currículo sem Fronteiras*, [S. l.], v. 19, n. 3, p. 1142-1158, 2019. DOI: <https://doi.org/10.35786/1645-1384.v19.n3.20>. Available at: <https://www.curriculosemfronteiras.org/vol19iss3articles/paiva.html>. Accessed on: 10 jan. 2026.

RADOVIC, D. Traduciendo discursos sobre equidad de género en intervenciones escolares: conflictos entre la visibilidad/invisibilidad del género y la construcción de habilidades matemáticas. *Revista Colombiana de Educación*, Bogotá, n. 86, p. 277-304, 2022. DOI: <https://doi.org/10.17227/rce.num86-12400>. Available at: [http://www.scielo.org.co/scielo.php?script=sci\\_arttext&pid=S0120-39162022000300277](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0120-39162022000300277). Accessed on: 10 jan. 2026.

RAWLS, J. *Teoría de la justicia*. Madri: Fondo de Cultura Económica, 1981.

REIMERS, F.; VILLEGAS, E. Sobre la calidad de la educación y su sentido democrático. *Revista Prelac*, Santiago de Chile, v. 2, p. 91-107, 2006. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000145882>. Accessed on: 28 jan. 2026.

REZENDE PINTO, J. M. A política de fundos no Brasil para o financiamento da educação e os desafios da equidade e qualidade. *Propuesta Educativa*, Buenos Aires, n. 52, p. 24-40, 2019. Available at: [https://www.scielo.org.ar/scielo.php?script=sci\\_arttext&pid=S1995-77852019000200004&lng=es&nrm=iso](https://www.scielo.org.ar/scielo.php?script=sci_arttext&pid=S1995-77852019000200004&lng=es&nrm=iso). Accessed on: 27 jan. 2024.

REZNIK, G.; MASSARANI, L. Mapeamento e importância de projetos para equidade de gênero na educação em STEM. *Cadernos de Pesquisa*, v. 52, 2022. DOI: <https://doi.org/10.1590/198053149179>. Available at: <https://www.scielo.br/j/cp/a/5Lrds8ScpY44ckQy4M8MchB/?format=html&lang=pt>

RIBEIRO, V. M.; BONAMINO, A.; MARTINIC, S. Implementação de políticas educacionais e equidade: regulação e mediação. *Cadernos de Pesquisa*, São Paulo, v. 50, n. 177, p. 698-717, 2020. DOI: <https://doi.org/10.1590/198053146982>. Available at: <https://www.scielo.br/j/cp/a/zDcnNmRQ8sFF7s7v3qwX7wN/abstract/?lang=pt>. Accessed on: 10 jan. 2026.

ROHLING, M.; VALLE, I. R. Princípios de justiça e justiça escolar: a educação multicultural e a equidade. *Cadernos de Pesquisa*, São Paulo, v. 46, n. 160, p. 386-409, 2016. DOI: <https://doi.org/10.1590/198053143287>. Available at: <https://www.scielo.br/j/cp/a/8PsmV8yM856PDKnwW6Z6DbB/?lang=pt>. Accessed on: 20 jan. 2026.

RUEDA, P. S. Lograr la equidad en educación a través de competencias interculturales e intersociales. *Revista Fuentes*, Sevilla, v. 21, n. 2, p. 229-238, 2019. Available at: <https://revistascientificas.us.es/index.php/fuentes/article/view/10457/9722>. Accessed on: 3 fev. 2023.

SANTOS, A. N.; CALLEGARI, C. O.; CALLEGARI, A. C. R. Avaliação da equidade redistributiva da complementação da União no Novo Fundeb. *Arquivos Analíticos de Políticas Educativas*, Arizona, v. 30, n. 46, 2022. DOI: <https://doi.org/10.14507/epaa.30.6754>. Available at: <https://epaa.asu.edu/index.php/epaa/article/download/6754/2806/32052>. Accessed on: 10 jan. 2026.

SEN, A. *Desarrollo y libertad*. Madri: Planeta, 1999.

SÍGOLO, V. M.; GAVA, T.; UNBEHAUM, S. Equidade de gênero na educação e nas ciências: novos desafios no Brasil atual. *Cadernos Pagu*, Campinas, v. 63, 2021. DOI: <http://dx.doi.org/10.1590/1809-44492021.352>. Available at: <https://www.scielo.br/j/cpa/a/jgB4hTT5v4S8q5F9kcPLVMn/?lang=pt>. Accessed on: 10 jan. 2026.

SIMIELLI, L. E. R. Equidade e oportunidades educacionais: o acesso a professores no Brasil. *Arquivos Analíticos de Políticas Educativas*, Arizona, v. 25, n. 46, 2017. DOI: <http://dx.doi.org/10.14507/epaa.25.2752>. Available at: <https://www.redalyc.org/pdf/2750/275050047033.pdf>. Accessed on: 10 jan. 2026.

THOMAS, V.; WANG, Y.; FAN, X. A new dataset on inequality in Education: Gini and Theil indices of schooling for 140 countries, 1960-2000. *World Bank's paper*, [S. l.], 2002.

TORRES, T. L. M.; GHANEM, E.; JARDIM, A. C. S. Pesquisa-ação e equidade: uma revisão da literatura educacional. In: AFIRSE PORTUGAL, 31., 2024, Lisboa. *Atas [...]*. Lisboa: Universidade de Lisboa, 2024. p. 466-475.

TRAVITZKI, R. Qualidade com equidade escolar: obstáculos e desafios na educação brasileira. *Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, Madri, v. 15, n. 4, p. 27-49, 2017. DOI: <https://doi.org/10.15366/reice2017.15.4.002>. Available at: <https://revistas.uam.es/reice/article/view/8146>. Accessed on: 10 jan. 2026.

TRIPODI, Z. F.; DELGADO, V. M. S.; JANUÁRIO, E. Ação afirmativa na educação básica: subsídios à medida de equidade do Fundeb. *Educação & Sociedade*, Campinas, v. 43, e254823, 2022. DOI: [https://doi.org/10.1590/ES.254823\\_pt](https://doi.org/10.1590/ES.254823_pt). Available at: <https://www.scielo.br/j/es/a/pqTNZcTjLmXFcNrVMDfJVGP/?format=html&lang=pt>. Accessed on: 10 jan. 2026.

UNESCO. *Educational equity and public policy: comparing results from 16 countries* (UIS Working Paper N. 6). Montreal: Unesco, 2007.


UNESCO. *Manual para a medição da equidade na educação*. Paris: Unesco, 2019.

VALERO, P. El deseo de acceso y equidad en la educación matemática. *Revista Colombiana de Educación*, Bogotá, n. 73, p. 99-128, 2017. DOI: <https://doi.org/10.17227/01203916.73rce97.126>. Available at: <http://www.scielo.org.co/pdf/rcde/n73/0120-3916-rcde-73-00099.pdf>. Accessed on: 10 jan. 2026.

VARGAS, J.; GAMBOA, M.; GARCÍA, L. El lado oscuro de la equidad: violencia y equidad en el desempeño escolar. *Revista Desarrollo y Sociedad*, Bogotá, n. 72, p. 33-56, 2014. DOI: <https://doi.org/10.13043/DYS.72.18>. Available at: <https://www.redalyc.org/pdf/1691/169135713007.pdf>. Accessed on: 10 jan. 2026.

ZAMORA, G. Movilidad escolar en Chile: análisis de las implicancias para la calidad y equidad de la educación. *Estudios Pedagógicos*, Valdivia, v. 37, n. 1, p. 53-69, 2011. Available at: <http://www.redalyc.org/articulo.oa?id=173519395003>. Accessed on: 10 jan. 2026.

**Taluana Laiz Martins Torres**, University of Barcelona (UB)

 <https://orcid.org/0000-0002-8427-1216>

Ph.D. and M.A. in Education from UNESP (Presidente Prudente). Postdoctoral fellow at FE-USP in partnership with the University of Barcelona. She was a researcher for the Escolas 2030 Program (Brazil) and has taught at both the higher education and K-12 levels. She is currently a member of the European group Expect\_Art and is conducting postdoctoral research at the University of Barcelona. Authored contribution: Project Management, Formal Analysis, Conceptualization, Data Curation, Writing – First Draft, Writing – Revision and Editing, Research, Methodology, Fundraising, Resources, Validation, and Visualization.

Lattes: <http://lattes.cnpq.br/1014541906103605>

E-mail: [ttaluana@hotmail.com](mailto:ttaluana@hotmail.com)

**Leonardo Lemos de Souza**, Júlio de Mesquita Filho State University of São Paulo (UNESP)

 <https://orcid.org/0000-0002-3331-1847>

Full Professor in the Department of Education at the Institute of Biosciences, Humanities, and Exact Sciences at UNESP, São José do Rio Preto Campus. Faculty member in the Graduate Program in Psychology and the Graduate Program in Education. He currently heads the Office of the Provost for Affirmative Action, Diversity, and Equity within the Office of the President at UNESP. CNPq Productivity Fellow.

Authored contribution: Formal Analysis, Conceptualization, Writing – Revision and Editing, Research, Fundraising, Resources, Supervision.

Lattes: <http://lattes.cnpq.br/6444203522447403>

E-mail: [leonardo.lemos@unesp.br](mailto:leonardo.lemos@unesp.br)

**Data availability:** The research data is available in the body of the document.

**Responsible Editor:** Lia Machado Fiuza Fialho

**Ad hoc reviewers:** Niagara Vieira Soares Cunha and Joserlene Lima Pinheiro

**How to cite this article (ABNT):**

TORRES, Taluana Laiz Martins; SOUZA, Leonardo Lemos de. Equity and school education in Latin America: a literature review. *Educação & Formação*, Fortaleza, vol. 11, e15753, 2026. Available at:

<https://revistas.uece.br/index.php/redufor/article/view/e15753/en>



Received on October 23, 2025.

Accepted on January 26, 2026.

Published on April 18, 2026.

