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*Articles scientists*

## **Reformas educativas en América Latina y su impacto en la calidad educativa 2020 - 2025**

***Educational reforms in Latin America and their impact on educational quality 2020-2025***

***Reformas educacionais na América Latina e seu impacto na qualidade da educação 2020 – 2025***

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### **Resumen**

Este artículo se enfoca en las políticas educativas que se llevaron a cabo en América Latina entre 2020 y 2025, analizando su impacto en la justicia educativa de la educación en la región. A través de una revisión cualitativa y descriptiva de la literatura, apoyada en fuentes indexadas como Scopus, Wos, SciELO, Redalyc, Dialnet, Google Scholar y documentos oficiales, se examinan la evolución, la tendencia y las preferencias que predominan en los sistemas educativos latinoamericanos. Se observa que, aunque la crisis sanitaria global iniciada en 2019, aceleró reformas urgentes centradas en la transformación digital del aprendizaje, también reveló desigualdades estructurales profundas, especialmente en áreas rurales e indígenas. Organismos internacionales como la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, la Organización para la Cooperación y el Desarrollo Económicos, el Banco Interamericano de Desarrollo y el Banco Mundial han desempeñado un papel trascendente en la formulación de políticas, aunque su participación ha generado debates sobre la soberanía educativa. Las reformas han buscado elevar la calidad de la formación del profesorado, el currículo y la infraestructura, pero los avances en indicadores de calidad, como las pruebas internacionales de rendimiento académico y el Estudio Regional Comparativo y Explicativo (ERCE), han sido desiguales y limitados.



Además, se resalta la necesidad de un liderazgo educativo institucional efectivo, políticas sostenibles y una mayor participación local en la toma de decisiones. De este modo podemos concluir que, aunque estas reformas han sido necesarias, no han sido suficientes para asegurar una educación universal que sea justa y de alto nivel para todos los estudiantes en América Latina.

**Palabras clave:** América Latina, calidad educativa, desafíos educativos, equidad, evaluación, política educativa, reformas educativas.

### **Abstract**

This article focuses on the educational policies implemented in Latin America between 2020 and 2025, analyzing their impact on educational equity in the region. Through a qualitative and descriptive literature review, supported by indexed sources such as Scopus, Web of Science, SciELO, Redalyc, Dialnet, Google Scholar, and official documents, the evolution, trends, and prevailing preferences in Latin American education systems are examined. It is observed that, while the global health crisis that began in 2019 accelerated urgent reforms focused on the digital transformation of learning, it also revealed deep-seated structural inequalities, especially in rural and indigenous areas. International organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Organization for Economic Co-operation and Development (OECD), the Inter-American Development Bank (IDB), and the World Bank have played a significant role in policymaking, although their involvement has generated debates about educational sovereignty. The reforms have aimed to improve the quality of teacher training, curriculum, and infrastructure, but progress in quality indicators, such as international academic achievement tests and the Regional Comparative and Explanatory Study (ERCE), has been uneven and limited. Furthermore, the need for effective institutional educational leadership, sustainable policies, and greater local participation in decision-making is highlighted. Thus, we can conclude that, while these reforms have been necessary, they have not been sufficient to ensure a universal, equitable, and high-quality education for all students in Latin America.

**Keywords:** Latin America, educational quality, educational challenges, equity, evaluation, educational policy, educational reforms.

## Resumo

Este artigo centra-se nas políticas educacionais implementadas na América Latina entre 2020 e 2025, analisando o seu impacto na equidade educacional na região. Através de uma revisão bibliográfica qualitativa e descritiva, apoiada por fontes indexadas como Scopus, Web of Science, SciELO, Redalyc, Dialnet, Google Scholar e documentos oficiais, examina-se a evolução, as tendências e as preferências predominantes nos sistemas educativos latino-americanos. Observa-se que, embora a crise sanitária global iniciada em 2019 tenha acelerado reformas urgentes centradas na transformação digital da aprendizagem, também revelou desigualdades estruturais profundas, especialmente nas zonas rurais e indígenas. Organizações internacionais como a Organização das Nações Unidas para a Educação, a Ciência e a Cultura (UNESCO), a Organização para a Cooperação e Desenvolvimento Económico (OCDE), o Banco Interamericano de Desenvolvimento (BID) e o Banco Mundial têm desempenhado um papel significativo na formulação de políticas, embora a sua participação tenha gerado debates sobre a soberania educacional. As reformas visaram aprimorar a qualidade da formação de professores, do currículo e da infraestrutura, mas o progresso em indicadores de qualidade, como testes internacionais de desempenho académico e o Estudo Regional Comparativo e Explicativo (ERCE), tem sido desigual e limitado. Além disso, destaca-se a necessidade de uma liderança educacional institucional eficaz, políticas sustentáveis e maior participação local na tomada de decisões. Assim, podemos concluir que, embora essas reformas tenham sido necessárias, não foram suficientes para garantir uma educação universal, equitativa e de alta qualidade para todos os estudantes da América Latina.

**Palavras-chave:** América Latina, qualidade da educação, desafios educacionais, equidade, avaliação, política educacional, reformas educacionais.

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## Introduction

Many educational reforms These initiatives have been implemented in Latin America to expand educational coverage and achieve quality and equity at all levels; however, gaps persist, resulting in school dropout rates and significant learning outcomes. Therefore, it is crucial to observe how Latin American countries are addressing this problem and implementing actions to promote greater inclusivity in education, regardless of race, gender, or social or cultural background.



This process is developed through collaboration between international organizations such as the The United Nations Educational, Scientific and Cultural Organization (UNESCO), which is key to boosting the educational, scientific and cultural sectors on a global scale (UNESCO, 2025), and which seeks to promote international cooperation, supporting comprehensive, inclusive and universally accessible education, promoting continuous and lifelong learning through various mechanisms, including the financing of programs and projects, specialized technical advice to member states, and the formulation of international policies and guidelines aimed at strengthening education, science, culture, and international cooperation. (Manjarres & Salazar, 2021).

Quality education, as a fundamental right for students' individual growth, must necessarily be inclusive. To this end, a series of educational reforms have been implemented in a planned and systematic manner, with pedagogical content aimed at achieving better results in academic performance, educational inclusion, school enrollment, student retention, and equitable access to quality learning opportunities. These educational systems must be dynamic and require monitoring to make ongoing adjustments that respond to social, technological, and economic changes.

Regarding equity, it must be ensured that all students, regardless of gender, race, religion, or ethnicity, have equal access to academic education. In Latin America, countries like Peru show wide gaps between urban and rural areas, which were exacerbated during the pandemic, when only a small percentage of rural students had access to online classes. Ethnic inequalities also persist, especially in Quechua, Aymara, and Amazonian communities. In Guatemala, inequalities between Indigenous and non-Indigenous populations are reflected in high dropout rates in rural areas, where Indigenous peoples predominantly live.

According to reports, educational quality faces significant challenges related to equity and access (UNESCO, 2021; ECLAC & UNESCO, 2020). There are deficiencies in access to basic infrastructure, connectivity, and the availability of bilingual teachers.

In Central America, countries like Honduras and El Salvador also face inequalities based on socioeconomic level and geographic area, in addition to problems of violence and migration that affect school retention.

In South America, Brazil presents profound inequalities between states, where students from the favelas face greater difficulties in accessing a quality education.

In Mexico, the indigenous population faces deficient educational conditions, especially in Oaxaca, Chiapas, and Guerrero, regions where internal migration and extreme poverty exacerbate school dropout rates in rural areas.

Finally, Bolivia, due to its dispersed geography, faces challenges in terms of equity in access to educational services. Although there is an intercultural bilingual education policy, its implementation is uneven (UNESCO, 2021).

For the goals of quality and equity to be met, strong educational governance is essential. This encompasses a set of processes, policies, and mechanisms through which governments, institutions, and social actors participate in the decision-making, management, and oversight of the education system to guarantee quality, equitable, and inclusive education. Teacher action is key, as without their active participation, the success of these change processes cannot be ensured. policies (SITEAL & OPI, 2022).

#### Theoretical Framework

##### *Quality and equity in education from critical perspectives.*

Historically, the concept of educational quality has been addressed from a normative perspective, linked to the achievement of quantifiable goals, the effectiveness of the system, and performance on standardized tests (OECD, 2025). However, multiple critical approaches, such as the socio-educational approach, critical pedagogy, and perspectives on inclusive education and social justice, challenge this reductionist view by considering that educational quality must also encompass equity, participation, the sociocultural context, and the holistic development of students (Tenti Fanfani, 2021; Marchesi et al., 2011).

Quality education, according to social justice theory, implies not only equality of opportunity but also equitable outcomes that take into account the structural inequalities affecting certain social groups (Fraser, 2008; Rawls, 2006). Along these lines, Sen (2000) argues that education should expand individuals' real freedoms, which requires differentiated policies geared toward contexts of interculturality, rurality, and poverty, especially relevant in Latin America.

On the other hand, educational equity has been defined as the equitable distribution of resources, opportunities, and pedagogical support, recognizing that treating unequal populations equally can exacerbate existing inequalities (ECLAC & UNESCO, 2020). In Latin America, where historical inequalities are pronounced, equity must be analyzed as a political and structural process, not merely as an administrative objective.

From the perspective of critical pedagogy, authors such as Paulo Freire (2011) warn that educational reforms focused solely on performance indicators tend to perpetuate relationships of exclusion and power, unless complemented by processes of social and community participation. Therefore, to analyze educational reforms in Latin America, it is necessary to go beyond technical rhetoric and consider their political, cultural, and social consequences.

## Methodology

This review article on the various educational reforms in Latin America and their impact on educational quality is qualitative in nature, with a descriptive and analytical approach. According to Roberto Hernández Sampieri and Mendoza (2018), the qualitative approach allows for understanding social and educational phenomena from an interpretive and contextual perspective. Furthermore, the literature review constitutes a methodological strategy aimed at collecting, analyzing, and synthesizing information from diverse academic sources to generate a comprehensive understanding of the object of study. In this sense, the research was oriented toward synthesizing and contrasting the approaches, progress, and challenges of the educational reforms implemented in Latin America during the period 2020–2025.

To this end, various sources of information were used, obtained from indexed databases such as SciELO, Redalyc, Dialnet, Google Scholar and Scopus , as well as official websites of international and regional organizations such as ECLAC, UNESCO, the The Organization of Ibero-American States for Education, Science and Culture (OEI), the National Institute for Educational Evaluation (INEE), the OECD, the Inter-American Development Bank (IDB), and the World Bank Group (WBG) were consulted. Scientific articles by various authors, books, regulatory frameworks, educational laws, regulations, and institutional documents related to the field of education were also considered.

In total, approximately 45 academic and official documents related to educational reforms and educational quality in Latin America were analyzed. Inclusion and exclusion criteria were established for literature selection: publications in Spanish and English related to educational reforms in Latin America were included, while articles outside the Latin American context or lacking academic rigor were excluded. Keywords such as “educational reforms in Latin America,” “impact on education in Latin America,” “educational quality,”

and “equity” were used in search engines and scientific repositories; Boolean operators (AND, OR, NOT) were also used to combine terms and limit the search to the period 2020–2025.

The process of searching for, identifying, selecting, and analyzing information followed the methodological guidelines of the PRISMA model, which allowed for the systematic organization of the collected sources and ensured greater rigor in the document review. Subsequently, a content analysis was conducted using an inductive thematic and categorical approach, enabling the identification of recurring patterns, similarities, differences, and persistent challenges related to educational reforms and their impact on educational quality in Latin America. The organization and systematization of the information was carried out manually using document analysis matrices developed by the author.

## Results

The reforms implemented in the education sector in Latin America over the past thirty years have had a heterogeneous impact on educational quality, with results varying depending on the country and the policy approach adopted. These reforms can be classified into three main types: curriculum reforms, school management reforms, and reforms to the assessment of both teachers and students.

Regarding learning outcomes measured by standardized tests, countries such as Chile, Colombia, and Peru have registered moderate improvements in PISA assessments and national tests following the implementation of structural reforms. In the case of Peru, PISA results showed progress in reading, mathematics, and science between 2009 and 2018, while Chile continues to rank among the education systems with the best relative performance in Latin America (Ferrer, 2004; UNESCO, 2022).

On the other hand, Argentina and Brazil have experienced stagnation or even slight setbacks, attributed to the partial or inconsistent implementation of reforms. Inequalities persist: despite the changes implemented, the gaps between urban and rural environments, as well as between students of different socioeconomic levels, have remained or even widened. Targeted policies, such as conditional cash transfer programs like Bolsa Família in Brazil or the programs of the National Board of School Assistance and Scholarships (JUNAEB) in Chile, have had a greater impact on access than on the quality of learning.

Regarding teachers and school management, professionalization through evaluation and career systems, such as the *Merit-Based Entrance Exam* in Mexico or the *Teaching Career* in Chile, Decentralization has generated union and labor resistance due to performance evaluations, job security conditions, and changes in teacher hiring and promotion mechanisms; however, it has also contributed to improving the perception of teaching as a professional career in certain contexts (Sisto, 2012; García et al., 2023). Decentralization reforms have shown mixed results: in some cases they have improved efficiency, while in others they have led to a lack of coordination and fragmentation in educational management (Ramos & Castellanos, 2016).

*Regional indicators of quality and equity in education.*

The results of the document review These findings are based on data obtained from international and regional assessments. According to the results of the ERCE (UNESCO, 2022), in Latin America and the Caribbean, approximately 44.3% of third-grade students demonstrate low levels of performance in reading and 47.7% in mathematics, while in sixth grade, nearly 60% do not reach the minimum expected competencies, a situation that primarily affects students from rural and indigenous contexts.

Furthermore, PISA reports reveal that Latin American nations consistently perform below the OECD average, demonstrating a link between academic achievement and students' socioeconomic conditions (OECD, 2025). This data corroborates that the reforms implemented have had a limited effect on reducing structural learning inequalities.

**Table 1.** Comparison parameters between quality and equity in education in Latin America  
(2020 – 2025)

Country or Region	Learning outcomes (PISA / ERCE)	Equity gaps	Educational reforms implemented	Main limitations
Chili	Results above the regional average, although below the OECD average	Socioeconomic and territorial gaps persist	Teacher career path, standardized assessment, curriculum strengthening	High school segregation and pressure for results
Peru	Moderate improvements in ERCE and PISA, with performance still limited	Wide rural-urban and intercultural gaps	Teacher reform, accelerated digitalization post-pandemic	Limited connectivity and territorial inequality
Mexico	Stagnant results in PISA	High inequality in indigenous and rural areas	Curriculum changes and elimination of punitive assessment	System fragmentation and structural inequality
Brazil	Low and uneven results across states	Strong socioeconomic gaps	Conditional cash transfer programs and decentralization	Lack of coordination between levels of government
Uruguay	Stable performance in regional tests	Smaller relative gaps	Plan Ceibal and digital inclusion policies	Difficulties in complex learning
Latin average	Below the OECD average in PISA	High correlation between socioeconomic level and educational attainment	Curriculum and digital reforms promoted by international organizations	Low sustained impact on quality and equity

Fountain: Prepared by the author based on UNESCO (2022), OECD (2025) and ECLAC and UNESCO (2020)

## Discussion

The transformations carried out in education systems in Latin America have had a moderate and heterogeneous impact on educational quality. While some policies have contributed to improving school coverage, digital inclusion, and certain learning indicators in countries such as Chile, Peru, and Uruguay, structural limitations persist that hinder achieving this goal, including inequality in the distribution of resources, job insecurity among teachers, and a lack of adequate initial teacher training (Alpízar et al., 2023).

Furthermore, many reforms have been interrupted or modified by political changes, affecting their sustainability and continuity. As Reimers (2020) and Tenti Fanfani (2013)

point out, success depends not only on design but also on implementation, and in contexts where the state's operational capacity is limited or there is political resistance, initiatives may not succeed.

The tensions between efficiency and equity have also shaped educational reform processes, as some policies have prioritized standardized assessment systems and compliance with performance indicators, relegating aspects related to inclusion, diversity, and students' sociocultural contexts to a secondary position. Several authors point out that this results-oriented approach has fostered accountability practices and school competitiveness, especially in countries like Chile and Mexico (Paulo Freire, 2011; Sisto, 2012; Ferrer, 2004). This has generated debates about whether external evaluation truly improves educational quality or, conversely, promotes a punitive logic.

Regarding the socio-political context, in many cases educational reform processes have been supported by international organizations such as the World Bank Group. World Bank Group (2024). The Inter-American Development Bank and the Organization for Economic Co-operation and Development, but with little participation from local actors such as teachers, educational unions, communities, families and local governments, which has generated distrust and questions about educational sovereignty (Inter-American Development Bank [IDB], 2025).

In contrast, successful policies such as the Ceibal Plan in Uruguay or the territorial approach in the Chilean education system have managed to combine technical innovation with solid political, institutional and social support.

Educational reforms in Latin America reveal similar structural patterns that perpetuate inequalities in education. First, the socioeconomic segmentation of the education system continues to perpetuate disparities between public and private education, as well as between urban and rural areas, regardless of the country being evaluated.

Secondly, the State's limited ability to ensure the continuity of educational policies has reduced the impact of reforms. The lack of political agreements, frequent changes of government, and weak coordination among institutions have led to disruptions that undermine the sustainability of the implemented transformations ( Reimers , 2020).

Third, although countries share goals related to equity and quality in education, differences in teacher training, educational governance, and public investment influence the results achieved. This demonstrates that educational reforms should not be analyzed solely

from a regulatory perspective, but also by considering the economic and social conditions that affect their implementation.

Although international organizations have played an important role in the creation and financing of educational reforms in Latin America, their influence is not without its tensions. According to various authors, the adoption of models promoted by the OECD, the Inter-American Development Bank, or the World Bank Group could favor processes of standardization and homogenization of educational policies, limiting in some cases the adaptation of reforms to the social, cultural, and educational realities of each country (Tenti Fanfani, 2021; Reimers , 2020).

In this vein, international collaboration, while necessary, presents challenges regarding educational sovereignty, especially when external agendas prioritize efficiency and accountability over participatory and intercultural methods. The case of Plan Ceibal in Uruguay indicates that the most lasting reforms are those that successfully combine state leadership, community participation, and international support.

## Conclusions

This systematic review identified that, although the educational reforms implemented in Latin America between 2020 and 2025 contributed to progress in areas such as the expansion of connectivity, teacher training and educational digitization, these measures have not yet been sufficient to fully achieve the goals of equity and educational quality proposed by the region's educational systems.

The analysis shows that the policies implemented only partially addressed the challenges intensified by the pandemic, particularly regarding access to remote education. However, significant structural gaps remain between rural and urban areas, as well as between ethnic and socioeconomic groups.

In relation to the objectives set out in the research, the results obtained show that the educational reforms implemented in Latin America have generated partial advances in aspects such as access, connectivity and modernization of educational systems; however, their impact on improving the quality and equity of education has been uneven and limited among the different countries of the region.

It has been observed that learning remains stagnant in fundamental areas such as reading comprehension and mathematics, as revealed by the results of international

assessments like ERCE and PISA. This confirms that curricular and management reforms have not been implemented uniformly throughout the education system.

Furthermore, the reviewed literature reveals that the roles of international entities have been crucial in guiding educational policies; however, their intervention has created conflicts surrounding the local relevance of reforms and educational sovereignty.

It has also been observed that school infrastructure, educational governance, and teacher professionalization continue to be decisive factors affecting both the implementation and sustainability of the changes undertaken.

Seen in this way, while very relevant changes have been implemented in Latin American nations to address recent challenges, these have not achieved the expected levels in terms of equity and educational quality.

The research findings underscore the importance of more comprehensive, contextualized, and sustainable policies to strengthen educational leadership, inclusion, and pedagogical continuity throughout the region.

### **Future lines of research**

The analysis identifies several opportunities for future research, especially in strategic sectors that continue to pose challenges for the region. Therefore, research directions are proposed to strengthen the development of more robust, inclusive, and transformative educational policies:

- To analyze how the integration of digital platforms, technologies and resources affects long and medium-term learning, considering the territorial and socio-economic environment, in order to evaluate the impact of post-pandemic digital reforms.
- Examine the connection between teacher training and educational quality, through studies that contrast professional development models, particularly those that incorporate active methodologies, innovation, and digital skills.
- To investigate the role of community participation and educational governance in the sustainable maintenance of reforms, determining how coordination between families, schools and the State affects the effectiveness and continuity of public policies.
- To assess the impact of investment in education on equity, investigating how the distribution of resources, infrastructure, and connectivity influences urban, rural, and indigenous areas.

- Explore new approaches to evaluating teacher performance and learning, seeking models that are not standardized and that incorporate socio-emotional, intercultural and student well-being dimensions.
- Study reforms that have been successful both in Latin America and outside of it, such as the Ceibal Plan in Uruguay or educational governance systems in Asian nations, in order to discover practices that can be transferred to Latin American situations.

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