



SCHOOL FAILURE AND EDUCATIONAL MANAGEMENT – A case study in the municipality from Ibiracatu– MG

School Failure and Educational Management – A Case Study in the Municipality of Ibiracatu, Minas Gerais

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SUMMARY

School failure is a highly relevant topic in the field of education, characterized by a series of interconnected factors that negatively impact students' academic performance. This scientific work is a case study conducted at the Maria Barbosa Leite State School in the municipality of Ibiracatu, Minas Gerais, which explores the main causes of school failure, including socioeconomic inequalities, learning difficulties, disengagement, and the importance of educational management in formulating and implementing effective strategies to address these challenges. Thus, the objective of this work was to analyze the relationship between educational management and the possible causes of school failure. The research is qualitative, with a literature review and documentary research approach, as well as field research conducted through the application of *Google Forms* to teachers and descriptive data. The results indicated that democratic management, as well as the adoption of inclusive policies, adequate resource allocation, ongoing teacher training, and the creation of a welcoming school environment are essential measures to reduce school failure and improve the quality of teaching and learning.

Keywords: School failure. Public management. Democratic management.

ABSTRACT

School failure is a topic of great relevance in the field of education, characterized by a series of interconnected factors that negatively affect students' academic performance. This scientific work is a case study carried out at the Maria Barbosa Leite State School in the municipality of Ibiracatu – MG, in which it explores the main causes of school failure, including socioeconomic inequalities, learning difficulties, disengagement and the importance of educational management in the formulation and implementing effective strategies to address these challenges. Thus, the objective of this work was to analyze the relationship between educational teaching management and the possible causes of school failure. The research is qualitative with a literature review and documentary research approach, as well as field research carried out by applying a Google form to teachers and describing the facts. The results indicated that democratic management, as well as the adoption of inclusive policies, adequate allocation of resources, continuous teacher training and the creation of a welcoming school environment are essential measures to reduce school failure and improve the quality of teaching and of learning.

Keywords: School failure. Public management. Democratic management.



1. INTRODUCTION

The concept of management involves the mobilization of resources and procedures to achieve organizational objectives, encompassing managerial and technical-administrative aspects (LIBÂNEO *et al.*, 2008) and demanding strategic decisions aligned with the context and available resources (GARAY, 2011). In the Brazilian educational context, Educational Management emerged as a evolution of school administration, standing out since the national redemocratization and consolidated in the Federal Constitution of 1988, with emphasis on collective participation and democratic nature of educational agents (COLARES; COLARES, 2003).

School management comprises practices and actions developed by principals, coordinators and supervisors, with the aim of creating an environment conducive to learning and to the integral development of students, ensuring the quality of educational processes. analysis of educational management in public schools reveals challenges related to implementation of democratic practices, teacher autonomy and educational equity, demanding proposals that promote the continuous improvement of the school environment (SOARES; COLARES, 2020). The metaphor of the rose, proposed by Colares, Soares and Cardozo (2021), illustrates this complexity: public power corresponds to the peduncle, public policies to the receptacle, the school challenges to the sepals and the educational actors to the petals, highlighting the interdependence between policies, management and pedagogical practice.

Among the challenges faced by educational management, school failure stands out for its social and economic impacts, including waste of resources, inequality of opportunities and perpetuation of the cycle of poverty. This phenomenon manifests itself in academic performance, repetition, dropout and student demotivation, demanding strategies effective to promote quality and equitable education (LIMA, 2014; POZZOBON; MAHENDRA; MARIN, 2017). Efficient educational management thus emerges as central instrument for prevention and intervention, allowing the organization of resources, pedagogical policies and practices appropriate to the needs of students.

In this scenario, educational management plays a crucial role in identifying and mitigating school failure, ensuring that all students have access to education quality and support in their academic and personal development. Thus, the present study aims as a general objective to analyze the relationship between educational management and the possible causes of

school failure, seeking to understand the factors that influence this phenomenon, investigate management strategies for building an inclusive and equitable school environment and identifying public policies aimed at reducing school failure rates. The relevance of this study lies in the need to fill knowledge gaps regarding prevention and intervention in school failure, subsidizing more effective pedagogical and administrative practices and promoting democratic, inclusive and quality education.

1 BRIEF REFLECTIONS ON PUBLIC AND DEMOCRATIC MANAGEMENT AND SCHOOL FAILURE

1.1 Public management

Public management is a field of administration focused on the public sector, having as central responsibility the promotion of the collective interest in essential areas, such as education, health, housing, work and reduction of social inequalities. In this context, the professionals who work in these departments are called public managers, who is responsible for planning, implementing and monitoring policies and actions aimed at development nationally, at municipal, state and federal levels (BRAZIL, 2018).

Thus, public management aims to ensure development socioeconomic development of a country, through the adoption of efficient strategies and active listening to the society. More than implementing welfare policies, we seek to improve social, especially in serving vulnerable populations socioeconomic (VIEIRA; BARRETO, 2019).

In this scenario, non-governmental organizations, entities philanthropic institutions and state-owned companies, which play a relevant role in consolidating policies public and democratic. These institutions are differentiated by their purpose of action: while private organizations tend to prioritize economic growth and profit generation, public and social institutions have as their central objective the provision of quality services to collectivity, focusing on guaranteeing social rights and strengthening citizenship (BRAZIL, 2018).

Currently, it is recognized that public management and private management present differences significant in terms of the nature of the resources and objectives, even though they share some administrative practices. While private administration is focused on interests individuals, public administration is directed towards serving the common good, allocating their actions to the whole society (BERGUE, 2019).



Thus, the public administration's central mission is to promote social well-being. collective social, through policies, strategies and legislation that aim at citizen formation, expanding access to rights and strengthening the socioeconomic conditions of the population. Brazilian action (VIEIRA; BARRETO, 2019).

4.2 Democratic management

Democratic management is an aspect of public management that is carried out through deliberation, promotion and implementation of programs aimed at meeting the needs of needs of a given community. In this context, Cária and Andrade (2016, p.10) highlight that:

[...] the democratic management of the school, associated with technical criteria of merit and performance, within the scope of public schools, providing resources and technical support from the Union, the reflections presented [...] seem timely to us for what they represent in the face of the challenges that the socioeconomic and political context proposes to the educational task.

According to Miranda and Sá (2017), public management is effective through management democratic when there is in-depth knowledge of the school community and active participation in the preparation of institutional documents, such as the pedagogical proposal and school regulations internal. In addition, it involves the presence of the community in educational events and meetings. administrative, strengthening integration between school, students and families.

In this sense, the school is structured based on formal and humanized relationships, with the aim of student as the center of the educational process. He needs listening, dialogue and opportunities for learning that enables them to develop critical skills and participate in a consistent manner aware of society.

Cária and Andrade (2016, p.10) emphasize that, although the term “management” frequently replaces fearfully “administration” and “manager” replace “director”, the school community and professionals of education still await the full implementation of democratic management, especially in basic level schools, most impacted by municipalization.

It can be seen, therefore, that the concepts of administration and management have acquired new meanings. defined over time, according to the historical and social context. Democratic management contemporary emerges from modern educational policies and the effective participation of different social segments, in a free public education system, which aims to ensure the comprehensive development of the student and strengthening of citizenship.

4.3 What is school failure?

Learning difficulties arise from multiple factors, including lack of motivation, indiscipline and cognitive or socio-emotional limitations. In general, it occurs when the student does not achieve the minimum knowledge required by the educational system, leaving to meet established academic performance goals (UNICEF, 2022). This situation can result in failure, school dropout and age-grade distortion, phenomena that reflect structural challenges of the Brazilian education system.

According to the United Nations International Children's Emergency Fund (UNICEF, 2022, p. 1):

The debate on the culture of school failure needs to spread throughout society, and recording this data can be a starting point for identifying failure as a challenge to be faced collectively and which can lead to the promotion of greater equity.

School failure is therefore a national problem, with impacts social, economic and cultural. Students who do not succeed in their studies face consequences ranging from age-grade distortion to school dropout, reflecting gaps in the absorption of didactic-scientific and technical-scientific content.

Among the causes of academic failure, personal factors stand out (dedication, discipline, motivation), affective (student-teacher relationships), family (parental encouragement, academic training) and institutional (quality of teaching, pedagogical practices and management school) (BARDIN, 2011). In this sense, Sousa, Nobrega and Freitas (2022, p. 246) state:

To think of school failure as being produced solely by the individual or as being a consequence of the sociocultural context in which he or she finds himself or herself, uncritically attributing to him or her the responsibility for a psychosocial phenomenon of a complex nature (school failure), means subverting the order of things, resorting to ideological and reductionist subterfuges to legitimize inequalities in the social sphere.

Socioeconomic, cultural and ethical factors, as well as family structure, balance emotional and social roles of the student, significantly influence academic performance. In this context, it is up to the school to adopt inclusive and preventive strategies, so as not to reproduce produce exclusion or inequality (VIEIRA JÚNIOR, 2018).

School failure manifests itself in different ways: difficulties in content specific, below-average performance, emotional or isolated problems and difficulties persistent over time (BARDIN, 2011). Consequently, the student who does not complete minimum education level suffers socioeconomic and labor impacts in adult life, while pro- Teachers and families face additional challenges in promoting effective learning.

To mitigate school failure, systematic pedagogical intervention is necessary, involving educational planning, continuous monitoring of performance, strategies differentiated teaching and psychopedagogical support. The engagement of students, teachers, and family and specialists constitutes a central element for the implementation of inclusive and equitable educational policies (VIEIRA JÚNIOR, 2018).

In summary, school failure is a multifactorial phenomenon that reflects the complexity of the educational process, requiring an integrated approach that considers individual dimensions, family, institutional and social. A critical understanding of this problem is essential for formulation of pedagogical strategies and public policies capable of promoting equity and quality of education.

4.4 Factors that interfere with school failure

The interaction between family and school constitutes a central element for development educational level of the student, being essential for the promotion of meaningful learning. Literacy The current situation emphasizes that the support of parents or guardians is crucial for performance academic, although there is a relative lack of family involvement in everyday life school, which creates difficulties in consolidating students' skills and competencies (BERNADO; CHRISTOVÃO, 2016).

Law No. 9,394/1996, when dealing with the Principles and Purposes of National Education, reinforces the co-responsibility between family and State, by establishing, in its article 2, that:

Education, the duty of the family and the State, inspired by the principles of freedom and the ideals of human solidarity, aims at the full development of the student, their preparation for the exercise of citizenship and their qualification for work" (BRASIL, 2017 p. 8).

In this context, understanding family influence on the educational process allows the teacher to identify the student's attitudes, difficulties and needs, favoring intervention more appropriate pedagogical conditions. Virginio (2022, p. 2) highlights that collaboration between family and school helps the teacher understand the child's daily experiences, promoting seeing their integral development and preparing them for life in society.

Furthermore, active family participation is considered a protective factor against school failure. When parents are absent, they reduce opportunities for monitoring the child. academic performance and socio-emotional development of children. In the United States, studies such as the Coleman Report (1966) demonstrated that family characteristics, including



socioeconomic status and educational aspirations, explain more of the differences in performance school performance than intra-school factors or characteristics of the teaching staff (BERNADO; CHRISTOVÃO, 2016).

In Brazil, it is observed that low-income families face significant barriers to monitor and support the educational process, which directly impacts school results. This reality widens learning inequalities. This reality highlights the need for policies inclusive school systems and pedagogical strategies that promote greater integration between family and school.

According to Virginio (2022), family participation is especially relevant when the teacher carries out pedagogical interventions, as the student's intellectual development goes beyond the school walls and is influenced by family encouragement and the development of self-learning. Vieira and Vidal (2020) corroborate that meaningful learning depends on the articulation between the different educational agents, including teachers, managers and family members, in a collective effort aimed at the quality of education.

Therefore, the relationship between family and school is a determining factor for success school, requiring the coordination of efforts to promote effective participation, continuous monitoring and appropriate pedagogical interventions. Strengthening this link contributes to the reduction of educational inequalities, to the valorization of the process of learning and for the integral development of the student.

4.5 Public policies to combat school failure

Combating school failure is a central concern in several systems educational institutions around the world, as their implications go beyond performance individual students, also affecting society through inequalities socioeconomic conditions, restricted opportunities, and social exclusion. In this context, policies public institutions assume a strategic role in promoting inclusive educational environments and in ensuring the academic success of all students.

Public policies can be defined as government actions, with or without participation of society, aimed at realizing guaranteed social and human rights in law (MATIAS-PEREIRA, 2012). They are designed to address social problems identified in government agendas (SECCHI, 2016) and are structured into programs, projects and actions that must be evaluated and monitored before, during and after their



implementation, in order to guarantee the effectiveness of the objectives and results (ZUCATTO *et al.*, 2023).

In the educational field, the State establishes public policies that aim to provide conditions and methodologies appropriate for the comprehensive education of students. In this sense, Setubal (2000) notes that the implementation of educational policies oriented towards training citizen transcends the instrumental dimension of resource allocation, encompassing a cultural dimension essential to ensure, at school, access to knowledge and values ethical, democratic and social. Human rights guide education, prioritizing social coexistence, communication, interaction, respect for diversity, collective decisions, solidarity and social justice.

The educational performance of students from low-income families is directly related to the opportunity cost of child labor, that is, the need to generate income immediate can lead to school dropout (LANGONI, 2005). Hanushek and Woessmann (2008) highlight that negative shocks to family income can impact academic success, being mitigated by improving the quality of teaching and educational inputs at home.

In this context, public educational policies function as instruments of redistribution of functions and opportunities, with the aim of reducing inequalities and promoting quality education for all (PEREIRA AND GUIMARÃES, 2016). Examples of such policies in Brazil include the Bolsa Escola Program and the Bolsa Família Program, which make income transfer conditional on school attendance, encouraging students to remain in school and, consequently, reducing failure and school dropout (BRANDÃO; PEREIRA; DALY, 2013).

The Bolsa Família Program, in addition to reducing poverty, establishes commitments related to education and health. Among the educational conditions, the most important is enrollment requirement and minimum attendance of 85% for children and 75% for adolescents in schools (BRANDÃO; PEREIRA; DALY, 2013). Another example is the Pé de Meia Program, which offers financial incentive in the form of savings, aimed at permanence and completion of the high school in public schools (BRAZIL, 2024), contributing to the reduction of dropouts school and mitigating academic failure.

Therefore, public educational policies seek to regulate and offer conditions suitable for human development, promoting equity and social inclusion. The integration between government measures and participation of the school community becomes essential for

tackle school failure and ensure the right to quality education, in line with the principles of social justice and citizenship.

2. METHODOLOGY

The research adopted a bibliographic and documentary approach, reviewing literature on school failure, intervention strategies, educational policies and current legislation, as well as as well as analyzing internal regulations and the institution's Political-Pedagogical Project (PPP), allowing the construction of a consistent theoretical framework.

The study was carried out in Ibiracatu (MG), with 31 teachers from the state public school system, through a questionnaire applied via *Google Forms*, consisting of nine multiple choice questions choice and an open one, aiming to identify perceptions about the factors that contribute to the school failure, in addition to characterizing the teaching profile and experience.

The responses were analyzed using the Content Analysis method (BARDIN, 2011), enabling systematic interpretation of the collected data and supporting discussions. The institution studied serves 373 students at different stages of education (Elementary I and II, Full-time high school with a technical course in computer science and New High School), with 78 employees and organization in three shifts, reflecting its diversity and educational scope.

3. RESULTS AND DISCUSSION

The research sample included 31 teachers from various components curricula, which provided a holistic approach to school failure. Of the total, 58.1% were female and 41.9% were male, with a predominance in the age group 34 to 40 years old (38.7%), followed by 41 to 53 years old (35.5%), 23 to 33 years old (16.1%) and over 54 years (9.7%). Regarding education, 51.6% have an undergraduate degree, 41.9% have a postgraduate degree and 6.5% master's degree. Teaching experience ranged from 1 to over 16 years, with 38.7% having 9 to 15 years, 35.5% aged 4 to 8, 16.1% aged 1 to 3 and 9.7% over 16 years. The performance predominated in regular primary and secondary education (63.3%), followed by vocational education (26.7%) and comprehensive education (10%). This diversity allows for a broad understanding of the factors that influence student performance, considering different perspectives and experiences pedagogical.

Regarding the understanding of school failure, 44.8% of teachers define it as failure and school dropout, while 55.2% understand it as the lack of appropriation of learning by the student. This distinction reveals the importance of considering both quantitative indicators — such as failure and dropout, measurable by grades and attendance — as well as qualitative, related to the internalization of knowledge and the ability to apply learned concepts. This broad perspective indicates the need for pedagogical policies and practices that address simultaneously the objective and subjective aspects of learning.

Regarding the factors that interfere with school failure, 58.6% of teachers highlighted student disinterest, disrespect for uniqueness and issues related to the quality of life, highlighting the influence of socio-emotional and contextual aspects on performance educational. Indiscipline, low family involvement and bullying were cited by 20.7% of teachers, while cognitive problems accounted for 13.8% and inadequate methodology by 6.9%. These results reinforce the complexity of the phenomenon, demonstrating that learning difficulties arise from multiple dimensions — individual, pedagogical and social — which must be considered when formulating intervention strategies.

Regarding actions to combat school failure, 38.7% of teachers pointed out the continuing education as the most relevant measure, followed by reanalysis of the methodology teaching (32.3%), use of technology for interactive classes (16.1%) and educational actions aimed at to combat racism and bullying (12.9%). Teacher training is essential to ensure teachers develop updated skills and approaches adapted to the diversity of students, while the methodological review contributes to adapting teaching to the needs individual. The use of educational technologies and the implementation of actions socio-emotional skills complement these strategies, fostering a learning environment more inclusive and motivating.

Furthermore, research has shown that school failure is related to disinterest of the student, disrespect for uniqueness and issues related to quality of life, highlighting the complexity of the phenomenon and the importance of considering individual aspects and contextual factors. Other relevant elements include indiscipline, low family involvement, bullying, cognitive difficulties and inadequate teaching methodologies, which, alone or together, they compromise the engagement, learning and integral development of students. These findings highlight the need for integrated educational interventions that involve adapted pedagogical strategies, socio-emotional support and family participation,

in order to promote inclusive school environments, reduce dropouts and promote success academic.

Democratic management, highlighted by participants, plays a strategic role in tackling school failure. This model involves the active participation of the entire school community — teachers, students, parents, teaching staff and other staff — in organizational decisions, promoting transparency, inclusion and collaboration. In addition to strengthen social participation, democratic management allows implementing programs individualized support, such as tutoring, counseling, extracurricular activities and mentoring, which helps students at risk of academic failure, raising their self-esteem and academic engagement.

Finally, public policies and educational programs contribute directly to the mitigation of school failure. Initiatives such as Bolsa Família, Mais Educação, and the Student Support and Savings Funds strengthen students' retention in school, increase inclusion of minority groups and expand access to educational resources. Such programs promote educational equity, support cognitive and socio-emotional development and complement teaching work, providing conditions for all students achieve academic success.

Taken together, the results indicate that tackling school failure requires a integrated approach, which considers individual, pedagogical and contextual factors. The articulation between teacher training, adaptive methodologies, democratic management and policies public schools is essential to create an inclusive school environment conducive to learning effective, minimizing inequalities and promoting the success of all students.

FINAL CONSIDERATIONS

Democratic management combined with effective public policies is essential to face school failure, by promoting inclusive, participatory and effective environments, in which teachers, students, parents, staff and the external community actively participate in the educational decisions. This participation favors the early identification of problems, implementation of appropriate solutions and strengthening a school climate of appreciation and engagement, contributing to improving academic performance and reducing dropout rates. Transparency, accountability and ongoing training of educators ensure pedagogical practices adapted to the needs of students and the promotion of an education of

quality. Policies that combat bullying and discrimination, associated with involvement family and community, create support networks that enhance learning and prevent school difficulties. Adequate funding, teacher development, and equal access and pedagogical innovation are essential conditions for an environment conducive to comprehensive development of students. In this way, democratic management and policies robust public policies not only improve school performance, but also contribute to training of critical, engaged citizens prepared for social challenges, highlighting the relevance of new research and debates on school failure and the implementation of practices more effective educational practices.

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