



QUALITY MANAGEMENT STRATEGIES FOR EDUCATIONAL INSTITUTIONS Promoting excellence in teaching and learning

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SUMMARY

The objective of this study was to investigate quality management strategies in educational institutions, with an emphasis on promoting excellence in teaching and learning. It was assumed that quality in education is fundamental to the academic and personal development of students. Therefore, the research focused on how institutions can achieve and maintain high quality standards. The methodology used in this study involved a literature review that addressed theories and practices related to quality management in educational contexts. Theoretical references and case studies were considered to identify effective quality promotion strategies. Quality in education, which goes beyond the transmission of knowledge, is a global concern. Quality management in education is a dynamic process that requires commitment and collaboration. Effective school management is crucial to promoting quality education. The implementation of a Quality Management System (QMS) is essential to ensure equitable and high-quality education. Quality management in education is an investment in the future.

Key words: Quality management. Quality education. Management Strategy. Management system. Educational management.

ABSTRACT

The aim of this study was to investigate quality management strategies in educational institutions, with an emphasis on promoting excellence in teaching and learning. It was assumed that quality in education is fundamental for the academic and personal development of students. Therefore, the research focused on how institutions can achieve and maintain high standards of quality. The methodology employed in this study involved a literature review that addressed theories and practices related to quality management in educational contexts. Theoretical references and case studies were considered to identify effective strategies for promoting quality. Quality in education, which goes beyond the transmission of knowledge, is a global concern. Quality management in education is a dynamic process that requires commitment and collaboration. Effective school management is crucial for promoting quality education. The implementation of a Quality Management System (QMS) is essential to ensure equitable and high-quality education. Quality management in education is an investment in the future.

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1. INTRODUCTION

Educational institutions have social responsibilities with regard to promoting learning processes, carrying out functions that no other institution promotes. In school spaces, basic general training is promoted taking into account the scientific, ethical and cognitive improvement of the subjects. It is known that they are not the only places where knowledge is constructed, as this takes place in different spaces and situations (Alves; Barbosa, 2020).

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The search for quality in education is a global concern, as educational quality is fundamental for the development of society, the formation of capable citizens and preparation for the challenges of the contemporary world. Educational institutions, whether schools or universities, play a crucial role in delivering this essential service, and therefore quality management becomes a central element in achieving educational objectives. This study explores the topic of quality management in educational institutions, focusing on how to promote excellence in teaching and learning.

Quality in education is not a new issue, but its relevance has never been more evident than in recent decades. Globalization, technological advances, social and economic changes are rapidly transforming the educational environment. Faced with these challenges, educational institutions face increasing pressure to provide a high-quality education that prepares students for an uncertain future. In this context, quality management emerges as a critical concept to ensure that institutions fulfill their educational mission effectively.

Alves and Barbosa (2020) argue that the quality of education is determined by the objectives it seeks to achieve. If the goal is training for democracy, the democratic management of the school becomes a crucial element from the beginning. For quality education to become a reality, effective planning of the organizational and pedagogical structure of the school is essential, which is seen as a space dedicated to teaching-learning processes.

The objective of this study is to explore quality management strategies and practices that can be implemented in educational institutions to promote an excellent learning environment. The study method used is a literature review based on the arguments of Gil (2002) and Marconi and Lakatos (2010).

Quality management in education is a complex and multifaceted field, with various approaches and perspectives. As we advance this research, it is critical to understand the implications and challenges that institutions face when pursuing quality. Furthermore, it is important to consider the diversity of educational institutions, from primary schools to research universities, each with their unique characteristics and specific challenges. Quality management is not a one-size-fits-all solution, but an adaptable approach that must be shaped to meet the individual needs of each institution.

For collective actions to be strengthened, it is necessary to revitalize the importance of schools as a space for socialization, aiming at the construction of knowledge. In collegial management, it is essential that everyone has space to act, with clear purposes in which the education and citizenship training are bases (Alves; 2020).

Therefore, this study aims to contribute to the body of knowledge on quality management in education by offering practical and theoretical insights that can be applied in a variety of educational contexts. As we delve deeper into the literature review and case study, we hope to identify strategies and best practices that may be useful to educational institutions seeking to improve their quality and, therefore, the success of their students.

2. METHOD

The methodological approach adopted for this article was a literature review, an approach widely recognized for its ability to provide a comprehensive and in-depth view of a given object of study. The databases consulted were Scielo Brasil and Google Scholar, both sources used in academic research. The studies selected for analysis were chosen based on the subject of interest, which in this case is quality in school management.

two Gil (2002) emphasizes that literature review is an essential activity in the development of academic and scientific work. He highlights that the review avoids duplication of research and allows the reuse and application of research at different scales and contexts. He mentions that bibliographic research allows a wide range of information, in addition to allowing the use of data scattered across numerous publications.

Marconi and Lakatos (2007) describe bibliographic research as a process that comprises eight distinct phases: choosing the topic; preparation of the work plan; identification; location; compilation; registration; analysis and interpretation; essay. They state that bibliographical research covers the entire production

literature that relates to the topic of study.

These authors provide a solid framework for conducting a literature review, highlighting the importance of a rigorous and systematic process. Each study was meticulously checked one by one for its relevance to the study objective. This process ensures that only the most pertinent and informative studies were included in this study.

3. QUALITY STRUCTURES IN EDUCATION

The search for quality in education is a global concern due to the impact that high-quality education has on the formation of competent individuals prepared for the challenges of the contemporary world. In this context, quality management becomes a key element in achieving educational objectives. To address this issue, it is essential to define what quality in education is, how this quality can be promoted in educational institutions and how to apply it in a specific school or university.

When we mention quality education, we are pointing to a liberating education that emancipates subjects, so that they are critical-reflective of their reality and keep in mind the practice of transformative participation. The school can encourage the formation of ethical values and practices in its students, with a view to enabling them to exercise their citizenship in the construction of a society with more justice and less social inequalities (Alves; Barbosa, 2020).

Quality in education is a broad and multifaceted concept that goes beyond the simple transmission of knowledge. It involves the effective delivery of educational services that meet students' learning, development and training objectives. Educational quality is not just restricted to the acquisition of knowledge; it encompasses promoting critical thinking, developing interpersonal skills, active citizenship and preparing for life. Crosby (1979) defines it as "meeting requirements," which in education encompasses relevant curricula, effective teaching methods, and a stimulating learning environment.

Carvalho and Real (2020) define quality school management as a set of practices and processes that aim to continuously improve education, providing an adequate environment for the integral development of students, the improvement of education professionals and the engagement of the school community. In the context of the Escola Viva Program, Alcântara, Matos and Costa (2020) discuss the importance of flexibility and adaptability of managers, teachers and students to promote effective organizational learning. They also highlight the importance of business management tools in education.

Business management of education is nothing new. According to Lima (2018), the theories of business management exercised by Taylorism and Fayolism have historically influenced the theories and practices of school management. However, the author makes two warnings about this moment: 1) the transposition of business practices to education occurs in an overwhelming way, with unique intensity, and 2) there are, on a recurring basis, "simplifying and decontextualized" generalizations, since everything it is considered a question of managerialism (Alcântara; Matos; Costa, 2020).

Alves and Barbosa (2020) emphasize that quality school management involves the participation of education professionals in the preparation of the political-pedagogical project and the participation of school and local communities in school councils. The decentralization of management, shared between actors in the educational space, promotes participatory management, interpersonal relationships, performance and self-evaluation. It is critical to continually select and develop qualified teachers, ensure up-to-date curricula that meet the changing demands of the job market, and effectively integrate technology into the classroom.

(Goetsch; Davis, 2019; Oakland, 2003).

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Carvalho (2020) defines quality school management as a process that encompasses several pillars, including academic, pedagogical, administrative, financial, people, communication, and process efficiency. Democratic and participatory management stands out, where the school manager shares responsibilities and actively participates in school actions. In addition, Vasconcelos, Leal and Araújo (2020) emphasize that quality school management aims to create an effective school environment for educational development, considering the autonomy of schools, teacher training, professionalization of management and adequate structural conditions. Both approaches emphasize the importance of efficient school management to achieve better educational results.

Within the scope of public school management, the director assumes the role of coordinator of the school's general activities in various areas and, in this scenario, invokes a set of responsibilities to be shared both with the education systems or with society, as well as with the different segments of the institution (Carvalhêdo, 2020).

Costa (2020) addresses quality school management in the context of federal universities in the Brazilian Northeast. Management performance is measured through an input management quality index, obtained from indicators established by the Federal Audit Court (TCU). Academic quality is measured using an index obtained by factor analysis from undergraduate and postgraduate evaluation indicators.

For Costa (2020), the results of the linear regression carried out to evaluate the effect of management performance on academic quality in federal universities in the Brazilian Northeast showed that the IQCD variable had a greater weight in relation to academic quality. This indicates that the indicators of the Federal Audit Court (TCU), used to measure management performance, are more focused on assisting the management of bodies in the administrative area, without presenting a direct causal relationship with academic quality.

Although the efficient management of inputs in Federal Higher Education Institutions (IFES) has not demonstrated a significant effect on academic quality, the results of the study by Costa (2020) suggest that management indicators should guide the search for efficiency in the use of inputs. resources, which are becoming increasingly scarce. This analysis reinforces the importance of considering management indicators as tools to improve the administration of institutions and direct public education policies.

De Souza, da Silva Santos and de Melo (2021) see School Quality Management as a continuous and systematic process to evaluate products and work processes in educational institutions, with the aim of identifying and adopting the best organizational practices. They emphasize the importance of alignment between the themes of Quality Management and Inclusive Education.

From the perspective of the challenge of Inclusive Education, according to Neto et al. (2018), it causes concern that many schools are unable, to date, to ensure quality education, as well as perpetuating a practice that is more exclusionary than inclusive. Achieving excellence in teaching is, today, a great challenge, and schools need to develop different strategies than what has currently been offered to achieve this objective (De Souza; da Silva Santos; de Melo, 2021)

Mota et al. (2021) and Rodrigues and Lunardi (2021) highlight the importance of the autonomy of the school institution, participatory democratic management and the inclusion of the community in management processes as essential elements for quality school management. They highlight the crucial importance of choosing the school manager in promoting democratic management in capital society. The role of the manager is fundamental in conducting democratic relations at school, in the acceptance by others involved in school relations and in the effectiveness with which it promotes the pursuit of objectives. The way the manager is chosen has a direct influence on the democratic stance he will take, his acceptance by the group and the interests to which he will be committed.

Therefore, choosing the school manager through democratic processes, such as elections or community participation, helps to build a more participatory, transparent management that is committed to the interests of everyone involved in the school community. This strengthens democracy at school and in society, promoting a culture of dialogue, collaboration and mutual respect.

Passarelli (2022) addresses school quality management as a process that involves the integration of the principles, concepts and foundations of Total Quality Management (TQM) into the organization's culture, into everyday life. day of people and organizational processes. He highlights that Total Quality Management in schools requires characteristics such as commitment from leaders, search for alliances and partnerships, appreciation of education professionals, democratic management, strengthening and modernization of school management, rationalization and productivity of the educational system.

According to Passarelli (2022), the ABNT NBR ISO 21001:2018 standard - Management System for Educational Organizations - Requirements with Guidelines for Use, is mentioned as an important tool for the introduction of a valid quality management system for educational institutions, aiming to guarantee the satisfaction of interested parties and the search for excellence in school management.

Adopting a Management System, in accordance with ISO 21001, meets organizations as a way to achieve excellence in all its aspects, not only those related to economic issues, but also environmental and social responsibility issues. In this context, the greatest benefits and main returns obtained with the adoption of the principles of the Management System for Educational Organizations are the satisfaction of students, employees, other interested parties and positive organizational results. It is also possible to achieve official recognition, such as obtaining an international certificate tional ISO 21001 (Passarelli, 2022).

In his dissertation, “Analysis of quality management in private basic education institutions”, Passarelli (2022) addresses crucial points about quality management in private basic education institutions. Passarelli (2022) highlights the main guidelines of the Brazilian standard ABNT NBR 15419, which refers to Quality Management Systems and their applications in educational organizations, highlighting their contribution to the private primary schools market.

According to Passarelli (2022), the ABNT NBR ISO 21001:2018 standard is explored for its importance as a management tool in private basic education schools, with the aim of increasing the competitiveness of these institutions. The need for a clear vision on the part of the supporters of private basic education schools in relation to the educational quality objectives they wish to achieve is discussed, as defined by Dourado, De Oliveira and De Almeida Santos (2007 *apud* Passarelli, 2022).

The importance of ISO 21001 certification for the management of educational organizations is emphasized, highlighting the transformation that this certification can bring to the management of private primary schools. These points reflect the relevance of quality management in private basic education institutions and how specific standards and guidelines can contribute to continuous improvement and excellence in education.

In the context of the Escola Viva Program in the State of Espírito Santo, Alcântara, Matos and Costa (2020) present a series of considerations about educational management. They propose a new management model as a strategy for public schools, which aligns with the need for 21st century education that encourages creativity and flexibility to face the challenges of the new capitalism.

The Escola Viva Program introduces new elements in educational management, such as monitoring results, partnerships and social co-responsibility, from a perspective that implies a decrease in teachers' autonomy and an increase in control by the private sector, with the aim of improving results in large-scale assessments and guide management under a managerialist matrix. Furthermore, the authors observe a growing movement by the Brazilian State in favor of organizations such as the Institute of Educational Co-responsibility (ICE) and the NGO Espírito Santo em Ação, to the detriment of the public network in general.

This reflects a neoliberal trend that seeks to introduce capitalist practices and values into educational policies, under the pretext of achieving better results. These reflections highlight the complexity and challenges of educational management in the context of the Escola Viva Program, highlighting the need for a critical and in-depth analysis of the implications of these policies for public education (Alcântara; Matos; Costa, 2020).

Alves and Barbosa (2020) use a qualitative approach in their study to reflect on the importance of democratic school management. This approach allows for a deeper analysis of aspects related to democratic school management, providing an understanding of the perceptions, experiences and meanings attributed by the different actors involved in the school environment. Furthermore, the qualitative approach makes it possible to contextualize the collected data, taking into account the particularities of the school environment, interpersonal relationships, daily practices and the challenges faced in promoting democratic management.

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For Alves and Barbosa (2020), the inclusion of multiple perspectives and voices of participants, such as managers, teachers, students, parents and community members, enriches the understanding of the importance of democratic school management. Qualitative analysis also allows reflective and critical interpretation of the results, stimulating discussion about the challenges, potential and effective practices related to democratic school management. Finally, the qualitative approach contributes to the construction of significant knowledge about the importance of democratic school management, providing insights and suggestions to improve management practices in schools.

Carvalhêdo (2020) highlights that the implementation of the National Common Curricular Base (BNCC) resulted in several changes in school management. This included the need to prepare or review the Political Project

Pedagogical (PPP) in alignment with the principles of the BNCC, involving the active participation of teachers and the school community. Furthermore, it was necessary to coordinate continuing education processes based on the BNCC and reformulate the school's PPP.

School management must lead the process of preparing/re-elaborating the PPP, based on continued training, whether in-service or external to the school. The implementation of public policy and the achievement of quality education are made possible by strengthening democratic management. The school community needs to be mobilized to understand the relevance and scope of the BNCC and its repercussions on the quality of the educational process. Management action must focus energy on the pedagogical dimension, aligning efforts with BNCC guidelines.

The school institution must adapt its training intentions based on the general competencies of the BNCC, which implies updating the PPP and the continued training of teachers. These changes reflect the importance of school management in monitoring and implementing BNCC guidelines to ensure quality and comprehensive education for all students.

The implementation of a Quality Management System (QMS) in educational institutions, considering the perspective of Inclusive Education according to de Souza, da Silva Santos and de Melo (2021), is essential for several reasons. An effectively implemented QMS can ensure that all students, including those with disabilities, have equal opportunities to access and remain in school. Furthermore, adopting quality management practices can ensure that educational institutions are providing a high-quality education to all students, regardless of their individual differences. An efficient QMS can help educational institutions manage the diversity of their students in an inclusive way, creating an environment of respect and acceptance of differences.

The decision to implement Quality Management practice must be part of the educational institution's strategic planning. The educational organization should establish evaluation and measurement methods, such as, for example, monitoring, establishing and documenting customer satisfaction indicators, in this context, students and students' families. (Souza; da Silva Santos; de Melo, 2021).

According to these authors, the implementation of a QMS in the context of Inclusive Education can help educational institutions to comply with standards and laws related to educational inclusion, ensuring respect for the rights of all students. The implementation of a QMS in educational institutions, from the perspective of Inclusive Education, is crucial to ensuring equitable, inclusive and high-quality education for all students.

There are many challenges faced by management and educational institutions for democratic and quality management. Rodrigues and Lunardi (2021) highlight several challenges faced by school management in implementing continued progression in the pedagogical block. Among them is the insufficiency of working conditions, highlighted by teachers, which makes it difficult to guarantee effective learning for all students. This is due to the large number of students per class, the lack of adequate physical structure, the lack of human resources for individualized monitoring and the lack of time for study and planning meetings.

Another challenge highlighted by the authors is the difficulty of adapting each child's learning pace to the requirements of the assessment system, considering the heterogeneity and size of classes, diverse learning levels, family participation and inclusion. Furthermore, there is a lack of awareness about new paradigms of assessment and continuing education. This highlights the urgency of a new understanding of learning and a new paradigm of assessment and continued training to overcome challenges related to conceptions about literacy, continued progression and inclusion, which have been obstacles to improving teaching. These challenges highlight the complexity of implementing continued progression in the pedagogical block and the need for effective actions on the part of school management to overcome them and guarantee quality education.

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Finally, Vasconcelos, Leal and Araújo (2020) highlight that school management has a significant impact on student performance at IDEB. The way the school is managed, including administrative, financial and pedagogical aspects, as well as the school climate and internal organization, directly influences student performance. Efficient school management can create a favorable environment for learning, encourage the participation of the school community, ensure the continuous training of teachers, implement innovative pedagogical practices and closely monitor student progress. These initiatives contribute to improving the quality of teaching and, consequently, to increasing rates of

performance in IDEB.

Promoting quality at a specific school or university requires careful analysis of the individual characteristics of the institution. This requires conducting a comprehensive institutional assessment, which includes an in-depth analysis of current practices, assessment of academic performance, feedback from students and faculty, and consideration of the institution's mission and vision.

Based on this analysis, quality management strategies can be adapted to meet the institution's unique needs. Each school or university has its own particularities, such as the level of teaching, the demands of students and the needs of the local community. Therefore, promoting quality in education is a dynamic and adaptable process that must be shaped to meet the individual characteristics and challenges of each institution.

4. FINAL CONSIDERATIONS

In this study, we explore quality management in educational institutions, focusing on promoting excellence in teaching and learning. Quality in education is a global concern, as it directly affects the academic and personal development of students and contributes to the progress of society. Quality in education goes beyond the mere transmission of knowledge, involving the development of interpersonal skills, the promotion of critical thinking and the preparation of students for life's challenges.

Quality management in education is a dynamic and continuous process that requires commitment and collaboration from everyone involved. To promote quality in education, it is essential to define a clear educational vision and mission, continually review and update curricula, select and train teachers, regularly evaluate academic performance, and effectively integrate technology into education. Furthermore, it is important to adapt these strategies to the individual characteristics of each school or university, as each institution has unique challenges and opportunities.

Effective school management plays a crucial role in promoting quality education. The implementation of quality management practices, the promotion of a culture of collaboration and learning, the appreciation of diversity and inclusion, and the search for equity and educational excellence are fundamental aspects for the continuous improvement of education. School management must be flexible and adaptable, capable of managing the diversity of students in an inclusive way and promoting an environment of respect and acceptance of differences.

The implementation of a Quality Management System (QMS) in educational institutions, considering the perspective of Inclusive Education, is essential to guarantee an equitable, inclusive and high-quality education for all students. The ABNT NBR ISO 21001:2018 standard is an important tool for introducing a valid quality management system for educational institutions, aiming to guarantee the satisfaction of interested parties and the search for excellence in school management.

Ultimately, quality management in education is an investment in the future, empowering students to meet the world's evolving challenges and contributing to the advancement of society. As we continue to pursue excellence in education, we must remember that educational quality is not a destination, but rather a constant journey of learning and improvement.

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