

**VIOLENCE IN PUBLIC SCHOOL: WHAT DO THESES AND DISSERTATIONS
(2012–2019) POINT OUT?**

***VIOLÊNCIA NA ESCOLA PÚBLICA: O QUE APONTAM TESES E DISSERTAÇÕES
(2012–2019)?***

***VIOLENCIA EN LAS ESCUELAS PÚBLICAS: ¿QUÉ PUNTO DE TESIS Y
DISERTACIONES (2012–2019)?***

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ABSTRACT: The article presents a bibliographical survey on the theme “violence in public schools”. This study is based on the analysis of 16 dissertations and theses deposited in the Digital Library of Theses and Dissertations (BDTD). The period from 2012 to 2019 was used as a time frame, crediting the most current academic production on the subject. In the development of the analysis, it was considered, mainly, the objectives of the studies, some understandings about the theme textualized in the research and methodologies used. It was concluded that the theme “violence in public schools” is complex. Its textualized understanding in academic productions needs to be associated with broader social issues. However, it was identified that public schools are able to minimize the different types of violence that occur within them. For this, the collective and dialogical work produced in their daily lives is essential.

KEYWORDS: Violence. Public school. School violence.

RESUMO: O artigo apresenta um levantamento bibliográfico acerca do tema “violência na escola pública”. Refere-se a um estudo que se sustenta na análise de 16 dissertações e teses depositadas na Biblioteca Digital de Teses e Dissertações (BDTD). Utilizou-se como marco temporal o período de 2012 a 2019, creditando a produção acadêmica mais atual sobre o tema. No desenvolvimento da análise, considerou-se, principalmente, os objetivos dos estudos, algumas compreensões acerca da temática textualizadas nas pesquisas e as metodologias utilizadas. Concluiu-se que o tema “violência na escola pública” é complexo. Sua compreensão textualizada nas produções acadêmicas necessita estar associada às questões de cunho social mais amplo. No entanto, identificou-se que a escola pública tem condições de minimizar os diferentes tipos de violência que se sucedem em seu interior. Para isso, é essencial o trabalho coletivo e dialógico produzido em seu cotidiano.

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PALAVRAS-CHAVE: *Violência. Escola pública. Violência escolar.*

RESUMEN: *El artículo presenta un relevamiento bibliográfico sobre el tema “violencia en las escuelas públicas”. Se refiere a un estudio que se basa en el análisis de 16 disertaciones y tesis depositadas en la Biblioteca Digital de Tesis y Disertaciones (BDTD). Se utilizó como marco temporal el período de 2012 a 2019, acreditando la producción académica más actual sobre el tema. En el desarrollo del análisis se consideró, principalmente, los objetivos de los estudios, algunas comprensiones sobre el tema textualizado en las investigaciones y las metodologías utilizadas. Se concluyó que el tema “violencia en las escuelas públicas” es complejo. Su comprensión textual en las producciones académicas debe asociarse con problemas sociales más amplios. Sin embargo, se identificó que las escuelas públicas son capaces de minimizar los diferentes tipos de violencia que ocurren dentro de ellas. Para ello, el trabajo colectivo y dialógico que se produce en su vida diaria es fundamental.*

PALABRAS CLAVE: *Violencia. Escuela pública. La violencia escolar.*

Introduction

According to Santos and Rodrigues (2015), violence at school is a complex phenomenon, imbricated with different understandings and meanings that have marked the educational field, especially school institutions. For Bauman (2008), the liquid and modern environment (society) is far from being free from dangers and threats of a different nature. In this fluid movement, the phenomenon of violence at school has become a field of study for researchers when they look into the issue to understand the possible definitions and manifestations that lead to violence in the school environment.

We emphasize that the present study is part of a research developed on violence in public schools in the Postgraduate Program in Teaching at the Rio Grande do Norte State University (POSENSINO/UERN). Moved by the intention of researching the theme, we started exploratory studies regarding the academic production that deals with the main theme of the dissertation (violence in public schools). Thus, we developed this investigation that approaches what is called in the educational academic literature of “State of the Art”. According to Ferreira (2002, p. 258, our translation), these studies,

[...] are defined as bibliographic in nature, they seem to have in common the challenge of mapping and discussing certain academic production in different fields of knowledge, trying to answer which aspects and dimensions have been highlighted and privileged in different times and places, how and under what conditions certain master's dissertations, doctoral theses, publications in journals and communications in conference and seminar proceedings have been produced.

With this, we start from the investigative methodology of an inventory and descriptive character, highlighting the current panorama of academic production about violence in public schools. We seek to record, in text, the objectives of the studies, some understandings demarcated by the researchers regarding violence in public schools, as well as the methodological dimension of the investigations. We emphasize that the research called “State of the Art” is characterized,

Because they carry out an inventorying and descriptive methodology of the academic and scientific production on the subject they seek to investigate, in the light of categories and facets that are characterized as such in each work and in the set of them, under which the phenomenon is analyzed (FERREIRA, 2002, p. 258, our translation).

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Investigative paths

Initially, we organized the methodological procedures of this research in three stages. The first stage was destined to carry out the selection of storage platforms for scientific works (Digital Library of Theses and Dissertations). In the second stage, we searched and chose the works that would be analyzed and, finally, we built the research data, crediting the analysis of productions about violence in public schools.

Again, we emphasize that the mapping was carried out in the Digital Library of Theses and Dissertations (BDTD). The platform aims to integrate, in a single portal, the theses and dissertations information systems existing in the country and make available to users a national catalog of theses and dissertations in full text, allowing a way to search and access these documents.

With the chosen platform, we proceed to the search. The research was carried out in May 2019. We used the period from 2012 to 2019 as a Time frame. Thus, we searched for the works through the keywords: a) “violence at school” and “indiscipline” (“*violência na escola*” and “*indisciplina*”) and b) “violence at school” and “curriculum” (“*violência na escola*” and “*currículo*”). The demarcation of the time period was made validating the most current production on the subject. Regarding the keywords, we considered the terms that relate to the

main concepts studied in our dissertation work (violence in public schools). Next, we organize the findings described above.

Frame 1 – Quantitative of academic productions found in BDTD (2012-2019)

Title	Dissertation	Theses	Total
- “Violência na escola”, - “Indisciplina”	24	05	29
- “Violência na escola”, - “Currículo”	14	05	19
Total	38	10	48

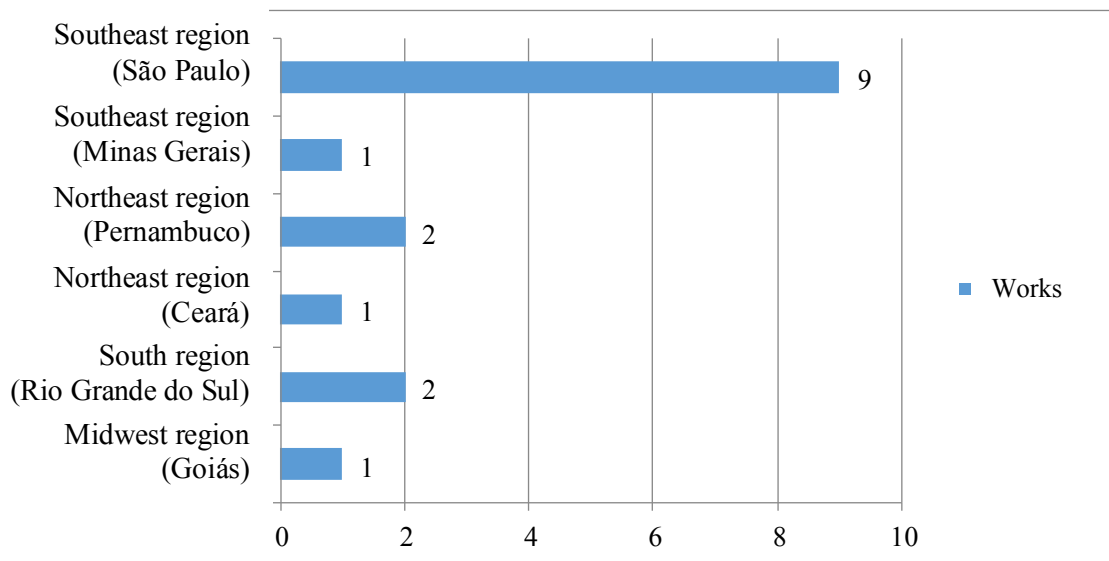
Source: Devised by the authors

In the combination of the keywords “violence at school” and “indiscipline” (using quotation marks), in the “title” filter, we found a total of 29 (twenty-nine) theses and dissertations – 24 (twenty-four) dissertations and 05 (five) theses. With the keywords “violence at school” and “curriculum” (with quotation marks) in the “title” filter, we found a total of 19 (nineteen) theses and dissertations – 14 (fourteen) dissertations and 05 (five) theses. Overall, we found 48 (forty-eight) dissertation and doctoral studies. However, when considering the central focus of the study, we developed the analysis of only 16 (sixteen) productions - 13 (thirteen) dissertations and 03 (three) theses. Next, we will explain our findings.

Violence in Public Schools – what do academic productions (2012 – 2019) point to?

As we highlighted earlier, this text socializes a study about the academic production that thematizes violence in public schools, with the time frame from 2012 to 2019. It is associated with our dissertation work developed in the Postgraduate Program in Teaching (POSENSINO) , from the Rio Grande do Norte State University (UERN). From this moment on, we will socialize what we find, in terms of research. Graph 1 shows the distribution of academic productions, validating the Brazilian states and regions.

Graph 1 – Distribution of academic productions on violence in public schools by Brazilian states and regions



Source: Devised by the authors

We highlight, based on what is shown in Graph 1, that in our research findings there is a representative number of works developed in the Southeast Region, more precisely in the State of São Paulo. In numerical terms, the Northeast Region appears next with the States of Pernambuco, with 02 (two) productions, and Ceará, with 01 (one) production, making up 03 (three) studies. We also emphasize the South Region, the State of Rio Grande do Sul, with 02 (two) productions, and the Midwest Region, with 01 (one) production in the State of Goiás.

We emphasize that, when carrying out the "State of the Art" about the production of knowledge about violence in public schools, we had many difficulties in selecting the productions that could be collaborating with our research, given that most did not correspond to what we wanted in the investigation. Thus, 16 (sixteen) researched productions in the states and regions shown in Graph 1 prevailed as close to our object of study in the master's in teaching.

We identified that research on the topic of violence in public schools populates different higher education institutions - public and private -, as well as focusing on postgraduate programs in some areas, with greater emphasis on Education, denoting the lack of investigations in the area education. In Frame 2, we show the distribution of works by higher education institution.

Frame 2 – Distribution of theses and dissertations by higher education institution

Universities	Theses	Dissertations	No. of works
PUC-SP	01	02	03
PUC-GO	00	01	01
UNESP	01	03	04
FGV – EAESP	00	01	01
UNIPAMPA	00	01	01
UFPE	00	02	02
UNIFOR	01	00	01
UFSCar	00	01	01
UCS-RS	00	01	01
UFJF	00	01	01

Source: Devised by the authors

Of the 16 (sixteen) studies developed from 2012 to 2019 on violence in public schools, in postgraduate studies in some states of the country (São Paulo, Minas Gerais, Pernambuco, Ceará, Rio Grande do Sul and Goiás), we emphasize that 03 (three) productions are at the Pontifical Catholic University of São Paulo (PUC-SP), 04 (four) investigations at the São Paulo State University (UNESP), 01 (one) study at the Federal University of São Carlos (UFScar), 01 (a) research at the São Paulo School of Business Administration of Getúlio Vargas Foundation (FGV), 01 (one) work at the Pontifical Catholic University of Goiás (PUC-GO), 01 (one) study at the Federal University of Pampa (UNIPAMPA) , 02 (two) studies at the Federal University of Pernambuco (UFPE), 01 (one) investigation at the University of Fortaleza (UNIFOR), 01 (one) study at the Federal University of Juiz de Fora (UFJF) and 01 (one) work at the University of Caxias do Sul (UCS-RS).

In general, we perceive that there is an emphasis on research developed in public institutions of higher education. Of the 16 (sixteen) works analyzed, 09 (nine) belong to Brazilian state and federal public universities, evidencing the hegemony of public institutions in the field of knowledge production in postgraduate studies.

Continuing the presentation of what we will inventory, the following table alludes to the statement of the production of theses and dissertations, highlighting the title, objective, methodology, institution, nature of the study, year of conclusion and author.

Frame 3 – Demonstration of theses and dissertations on violence in public schools (2012 – 2019)

Title	Object of Study	Methodology	Institution/Year	Author
Violência contra a escola: Repercussões Curriculares - o olhar do Conselho de Escola numa escola municipal de Santo André	Present an analysis of situations of violence practiced against the school, identify the actions and how they are addressed in the curriculum	Qualitative approach, document analysis and semi-structured interviews with members of the School Council	Pontifical Catholic University of São Paulo – PUC/SP. 2015 Dissertation	Marli Luiza de Sousa
Os conflitos em ambientes escolares: um olhar além da superfície	Study the conflicts between students and the forms of resolution, through the perception of the school subjects	Literature review and qualitative research with observations and interviews about conflicts between students	São Paulo State University – UNESP. 2019 Dissertation	Lilian Rodrigues Martins Pereira
Moralidade e violência nas escolas na visão dos professores	Knowing and analyzing what 6th grade teachers from two public schools in Maringá think about school violence and the development of human morality	Qualitative research with semi-structured interviews	São Paulo State University – UNESP. 2014 Dissertation	Rodrigo César Costa
Violência na Escola Pública? O estudo de uma realidade no Município de Franca/SP	To analyze the different manifestations and causes of violence at school	Bibliographic and documentary survey in police stations and city halls in the region	São Paulo State University – UNESP. 2015 Dissertation	Marília Borges Diogo
Violência nas escolas e políticas públicas: um estudo sobre a formulação do Sistema de Proteção Escolar e Cidadania	Understand how public policies on violence at school are formulated	Literature review and case study on the process of formulating the School Protection and Citizenship System	São Paulo School of Business Administration – FGV. 2015 Dissertation	Patrícia de Oliveira Nogueira Pröglhø
Educação em valores: solução para a violência e indisciplina na escola?	Investigate the relationships that the public school and its agents make about Education in values and the confrontation of violence	Descriptive study with qualitative approach	São Paulo State University – UNESP. 2014 Thesis	Juliana Aparecida Matias Zechi
Mediação de conflitos como estratégia de prevenção da violência na escola	Investigate actions to prevent violence at school	40-hour extension course with a group of teachers from the 5th to the 9th grade, with an emphasis on interventionist research, pedagogical type	Federal University of Pampa – UNIPAMPA. 2018 Dissertation	Ivonete Afonso Jodar
Construção coletiva de regras e resoluções de conflitos:	Investigate whether actions such as the collective constitution of rules and conflict	Formation meetings with teachers and data collection through audios and texts with a	Pontifical Catholic University of São Paulo – PUC/SP.	Eliane Pinheiro Fernandes

contribuições para o enfrentamento da violência entre os alunos	resolution contribute to reducing violence at school	qualitative approach in the analysis of the material	2017 Dissertation	
Violência e Escola: perspectivas e desafios	Knowing and analyzing violence in the context of the school in its various forms of manifestation and the measures used by the school in its confrontation	Qualitative research, on-site observation, document analysis, interviews with the school's management group and holding focus groups with students and teachers	Pontifical Catholic University of Goiás – PUC/GO. 2012 Dissertation	Cirlene Maria da Silva
Gestão escolar democrática: relações de poder como mediação na prevenção e enfrentamento das violências na escola	To analyze the actions developed by school management in a democratic perspective, aiming at combating and preventing violence in public schools	Qualitative ethnographic research with a study in a public school in Pernambuco, with interviews, observations and document analysis	Universidade Federal de Pernambuco – UFPE. 2013 Dissertação	Karla Cristian da Silva
Indisciplina e violência na escola: concepções e discursos de educadores	To analyze the discourse of educators about conflict, indiscipline and/or violence at school and to investigate whether these conceptions are reflected in their practices	Qualitative research, with document analysis - survey of cases of indiscipline and violence. Interviews with the school management team and teachers	Federal University of São Carlos – UFSCar. 2016 Dissertation	Ariel Cristina Gatti Vergna
Violência nas Escolas: reflexões a partir do cotidiano da RME de Caxias do Sul-RS	Understand the generating factors, as well as the manifestations of violence in the Municipal Education Network, based on the students	Analysis of data from the Internal Committee for the Prevention of Violence at School, state of the art on the subject and analysis of 132 student questionnaires	University of Caxias do Sul – UCS/RS. 2017 Dissertation	Rubia de Paula Bamberg
O território da incivildade na manifestação da violência escolar: um olhar nas violências intramurais	Expose and analyze the phenomenon of violence and its ramifications within the school space using the perspectives of school management, pedagogical coordination, teachers and students.	Qualitative research and literature review, questionnaire with open and closed questions	Federal University of Pernambuco – UFPE. 2016 Dissertation	Gustavo Rodrigues Silva
A escola às avessas: sujeito e instituição escolar no contexto da violência do bullying	To investigate the manifestation of bullying in schools and the relationship it establishes with the postmodern capitalist discourse, school culture and the subjectivity of provocative subjects	Qualitative bibliographic and documentary research (analysis of records or disciplinary occurrence)	University of Fortaleza – UNIFOR/CE. 2015 Thesis	Marcos Aurélio Patrício de Ribeiro

Violência e Tolerância na Escola: perspectiva das produções acadêmicas	Identify how school violence has been scientifically studied in order to understand whether school violence has been tolerated and whether such tolerance has been a target of researchers	Qualitative research of a bibliographic nature	Pontifical Catholic University of São Paulo – PUC/SP. 2015 Thesis	Tânia Marsiglia
Estratégia da gestão escolar de enfrentamento a violência: uma análise da implantação do PROERD numa escola na rede pública estadual no Amazonas	To analyze the actions of school management to face school violence in the face of aggressive behavior by adolescents and young people	Qualitative research and application of a questionnaire with open questions	Federal University of Juiz de Fora – UFJF. 2015 Dissertation	Rosângelo Fernandes de Assis

Source: Devised by the authors

At the heart of the productions that enunciate the phenomenon of violence in public schools, it was observed that, almost unanimously, there was a concern with the phenomenon of school violence, leading us to the understanding that all productions traced their understanding of violence in schools, as well as ways of coping with it.

The first work, "*Violência contra a Escola: repercussões curriculares - o olhar do Conselho de Escola numa escola municipal de Santo André*" (Violence against the School: curricular repercussions - the look of the School Council in a municipal school in Santo André), had as main objective to present an analysis of the situations of violence practiced against the school, as well as to identify the actions and how are addressed in the school curriculum. For Sousa (2015, p. 129, our translation),

The elaboration of a collective school project, from the perspective of democratic management, is a possibility of referring to the confrontation of violence at school [...] with proposals for actions that involve the community and openly dialogue with the population about the problems that hinder the realization of this project.

The study by Sousa (2015) opens a space for the creation of collective projects that involve the community as a possibility of confronting the phenomenon of school violence, stating that dialogue is the fundamental piece for the concreteness of a project that can directly or indirectly encompass indirectly the various subjects in the context of the public school.

The second work is a dissertation entitled "*Os conflitos em ambientes escolares: um olhar além da superfície*" (Conflicts in school environments: a look beyond the surface). Its

objective was to study conflicts between students and the forms of resolution through the perception of school subjects, as well as through literary review and school documents, to propose possibilities for learning and the development of social relationships, in order to improve the relationships in the school environment. As for the study, we understand that:

Access to individual and collective reflection linked to a dialogical and ethical practice, which contemplates the different factors that affect the relationship between students, can provide individuals with a critical thinking and positioning on reality, in order to make it possible to face the manifestations of violence and conflict resolution, based on dialogue, which will affect the improvement of relationships within the school (PEREIRA, 2019, p. 297, our translation).

It is evident that the two dissertation productions highlighted above present forms of strategies for coping with violence in the public school setting. Sousa (2015) and Pereira (2019) call attention to a practice that favors dialogue between school subjects, adding to a possibility of confronting violence in public schools.

Costa (2014), with the research “*Moralidade e Violência nas escolas na visão dos professores*” (Morality and Violence in Schools in the Teachers' View), reinforces the authors' thinking, as it presents an analysis for the manifestation of violence at school in a symbolic, verbal and physical way. The study aims to know what teachers think about school violence and the development of morality and their possible relationships. The research also brings a brief discussion about violence at school, indiscipline and bullying, as well as discussing the relationship between family and school.

Costa (2014, p. 7, our translation) states that:

The theory of moral development (theory and practice) is fundamental for the promotion of dialogues that promote the maturation of concepts such as: dignity, justice, kindness, solidarity and respect for other human beings as a way of promoting a pacifying education, in order to annul violence in schools.

Not unlike the first two dialogued dissertations, the study by Costa (2014) promotes dialogue for the maturation of concepts related to justice, dignity and respect that can favor a peaceful education in school life, especially in the context of public schools.

In this line of thought, the work of Diogo (2015) called “*Violência na Escola Pública? o estudo de uma realidade no Município de Franca/SP*” (Violence in Public Schools? the study of a reality in the city of Franca/SP). The main objective of the study was to analyze the different manifestations and causes of violence at school, as well as the strategies adopted by institutions to deal with the problem. The author sees violence as a historical issue, an advent

of capitalism, marked by the relationship of exploitation and oppression of man by man. For Diogo (2015, p. 20, our translation), “violence is present in our lives collectively or individually, making the topic always current and leaving many questions”. The author concluded that the public school needs to open up to the participation of the outside community, seeking the union of parents and teachers, in the aim of better solutions for the various issues that are inserted in the school institution.

We add that Sousa (2015), Pereira (2019), Costa (2014) and Diogo (2015), present in their dissertation productions possibilities focused on dialogue in overcoming violence in public schools. Such studies seek to know, through teachers, the understanding of violence, since they are the professionals who are in the daily life with the students outlining participation strategies with the school community. This fact confirms that the participation of the community outside the public school in school actions is more effective if built with dialogue.

Pröglhöf's (2015) dissertation, “*Violência nas escolas e políticas públicas: um estudo sobre a formação do sistema de Proteção Escolar e Cidadania*” (Violence in schools and public policies: a study on the formation of the School Protection and Citizenship system), investigated how the government formulates public policies to contain the problem of violence at school. The work has an extensive literature review, combined with a case study on the process of formulating the School Protection and Citizenship System, created in 2009 by the government of the State of São Paulo. The researcher points out that it is from the 1980s onwards that the concern with violence at school begins to be verified in the country, in a more accentuated way. For her, violence in the school context is a complex issue, in different definitions and interpretations. The research concluded that a large part of the issues of violence in public schools is inseparable from broader problems, being essential the articulation between the different sectors and, above all, the will and political commitment on the part of the government to outline means of solution.

Zechi (2014), in his thesis entitled “*Educação em valores: solução para a violência e a indisciplina na escola?*” (Education in values: a solution to violence and indiscipline at school?), investigated the relations of public schools and what their agents do about education in values and the confrontation of violence and school indiscipline and what type of formation they have received to work with the theme in the school environment. In this context, the author considers the role of the teacher in dealing with school violence. For the author, “teachers, coordinators, pedagogues and school directors, in addition to the responsibility of teaching, need to learn to prevent violence and indiscipline in the classroom and not to

reproduce or enhance them” (ZECHI, 2014, p. 12, our translation). With the research, we observed that there is a deficiency in the initial formation of teachers to deal with everyday situations of tension and conflicts in the public school, which is the great challenge to be overcome by Education professionals.

Jodar’s (2018) research, “*Mediação de conflitos como estratégia de prevenção de violência na escola*” (Conflict mediation as a violence prevention strategy at school), aimed to form mediators to act in conflict situations based on a culture of dialogue, respect and peace. The researcher considers violence in public schools “a social challenge to be faced due to the complexity of existing types and their numerous manifestations” (JODAR, 2018, p. 16, our translation). For Jodar (2018, p. 80, our translation),

Conflict mediation, as well as violence at school, are topics of extreme importance and detecting them is a way to face the problem that requires self-control, maturity and, above all, an adequate posture for each situation experienced.

The three studies presented above intertwine in the discourses of the school community and seek to articulate with various sectors that form education and society, claiming commitment from the public power and from teachers, managers, pedagogical coordinators, among others, to solve the problem of violence in school. Such a problem is minimized or finds ways to be solved when it is thought collectively and contextually.

Fernandes’ (2017) work, “*Construção coletiva de regras e resoluções de conflitos: contribuições para o enfrentamento da violência entre os alunos*” (Collective construction of rules and conflict resolution: contributions to confronting violence among students), emphasized violence at school, specifically episodes of aggression among students. The research aimed to investigate whether actions such as the collective constitution of rules and conflict resolution contribute to reducing episodes of violence and improving the quality of relationships in the classroom among students.

According to Fernandes (2017), violence (allied with school failure and illiteracy) appears in the media as the main problem of Brazilian public education. For the author, episodes of violence at school have been a topic widely discussed by teachers, especially when dealing with physical or verbal aggression between students, the depredation of buildings and materials, criminality and conflicts over drug trafficking around the school (especially public schools). The researcher emphasizes that those who are most familiar with this problem are educators, who experience this reality in their daily professional practice environment.

The study, “*Violência e Escola: perspectivas e desafios*” (Violence and School: perspectives and challenges), discusses the relationship “violence and school”, understood in a perspective of totality, as a manifestation of the social issue gestated in the relationship “capital and work”. The main objective of the research was to know and analyze violence in the context of the school in its various forms of manifestation and the measures used by the school in its confrontation. Silva (2012) points out some strategies to combat violence in the school context, namely: dialogue, respect for differences and interaction between the students themselves. She adds:

The biggest challenge for schools is to show students opportunities and bet on their ability to realize their ideas. They are able to take responsibility, negotiate, plan and promote what is of interest. The place of the school, as a privileged source of mediation, as well as the family, allows a broad action in the field of violence prevention. But it is necessary to establish a respectful relationship with young people (SILVA, 2012, p. 92, our translation).

Silva (2013), in the study “*Gestão Escolar Democrática: relações de poder como mediação na prevenção e enfrentamento da violência*” (Democratic School Management: power relations as mediation in the prevention and confrontation of violence), analyzed the actions developed by school management in a democratic perspective, aiming at combating and preventing violence in public schools. In terms of Silva (2013, p. 142-143, our translation),

For effective change to take place, we understand that it requires school management to act in terms of the democratization of power relations within organizations. It is essential to consider the importance of the power of each subject, especially students, to involve them in the decision-making and elaboration processes in order to be followed as a way of preventing indiscipline and building a citizen conscience that deconstructs this culture where violence is glued as the main claim mechanism. [...] an effectively democratic school that educates for citizenship is not immune to violence, but finds in its manifestations evidence that it needs to dialogue more intensely with its subjects, reflect on its practices and reorient the path towards the fulfillment of its educational and social function.

The work by Silva (2013), like the studies by Silva (2012) and Fernandes (2017), shows that collective actions, with an emphasis on the participation of different school subjects, help to curb episodes of violence in the school environment, violence understood as manifestations of the social issue (inequalities) generated by capital. In this ballast, we alluded to the importance of democratic management in public schools to promote reflective actions to subjects in the educational space.

The study, “*Indisciplina e Violência na Escola: concepções e discursos de educadores*” (Indiscipline and Violence at School: conceptions and discourses of educators), by Vergna (2016), aimed to analyze the discourse of educators from a state school in the interior of São Paulo about understandings about conflict, indiscipline and/or violence at school and to investigate whether these conceptions reflect on their practices when dealing with the occurrences of these events in their workspace. The research concluded that in the school there was a discussion of the value of dialogue, however, behind such a conception, the various power relations that develop within the school space are still implicit and rooted, both in relation to students and teachers, as in in relation to teachers and school management.

Bamberg’s (2017) production, “*Violência nas Escolas: reflexões a partir do cotidiano da RME de Caxias do Sul – RS*” (Violence in Schools: reflections from the daily life of the RME in Caxias do Sul – RS), aimed to understand the manifestation of violence in municipal public schools from the students’ point of view. The research also carried out the “State of the Art” on the subject, highlighting the lack of studies on violence at school from the perspective of students. The work in question found the manifestations of violence that end up being neutralized in the daily life of the school. Another observation was the resistance, on the part of some schools, to open the doors for their realities to be investigated. The research emphasized the lack of qualification of the public school to deal with the phenomenon of violence.

Silva (2016), in his dissertation “*O território da incivilidade na manifestação da violência na escola: um olhar nas violências intramurais*” (The territory of incivility in the manifestation of violence at school: a look at violence inside school walls), aimed to expose and analyze the phenomenon of violence and its ramifications within the public school space, through the looks of the direction school, pedagogical coordination, teachers and students from two public education institutions in the metropolitan region of Recife, Pernambuco. The author found that:

Violence is a phenomenon peculiar to humanity, a process that has always been debated in the main bodies, but which until now has become impossible to eradicate, only a control through instruments that are often repressive and also violent (SILVA, 2016, p. 129, our translation).

The research pointed out the impossibility of an extinction in dealing with the dynamics of school violence. Violence, in general, needs to be countered, whether physical or cultural violence, as a way of coping in the educational space.

Ribeiro's (2015) thesis, “A Escola às Avessas: sujeito e instituição escolar no contexto da violência do Bullying” (The Upside Down School: subject and school institution in the context of bullying violence), addressed the issue of violence at school, focusing on bullying, investigating its manifestation in school and its relationship with modern post-capitalist discourse, the school culture and the subjectivity of the subjects (provocateurs), practitioners of bullying. The author reinforces that “to understand the school it is necessary to know how the society in which it is inserted works” (RIBEIRO, 2015, p. 44, our translation).

In his conclusion, Ribeiro (2015) points to the school as a space of bonding, which may have a civilizing bond or, on the other hand, a perverse social bond. In the author's perspective, the school should be a place that respects the impetus of students so that it can bring civility into the school environment, a “place to learn and develop [...] preparation for work” (RIBEIRO, 2015, p. 165, our translation).

The doctoral study by Marsiglia (2015), “*Violência e Tolerância na Escola: perspectiva das produções acadêmicas*” (Violence and Tolerance at School: perspective of academic productions), was developed considering the set of academic productions on the subject, in order to identify how violence at school has been scientifically studied. The objective of the thesis was to understand how violence has been tolerated and whether such tolerance has been a concern for researchers. For the author, “the violence instituted goes beyond the physical aspect and is also revealed in the insensitivity towards what is observed” (MARSIGLIA, 2015, p. 90, our translation). Upon concluding the study, the researcher informs that “the researches offer significant contributions to the deepening of the analyzes on the phenomenon of violence at school which, as it is a multifaceted phenomenon, demands a plurality of studies and approaches” (MARSIGLIA, 2015, p. 90, our translation).

The dissertation production of Assis (2015), “*Estratégias da Gestão Escolar de enfrentamento a violência: uma análise da implantação do PROERD em uma escola na rede pública do Estado do Amazonas*” (School Management Strategies to face violence: an analysis of the implementation of PROERD in a school in the public network of the State of Amazonas), textualized as main objective to analyze the actions of school management to face the violence at school in the face of aggressive behavior by students. The study showed the importance of thinking about strategies to face school violence. In the words of Assis (2015, p. 68, our translation),

The school, as a space for disseminating culture and information, is able to outline promotion strategies together with students and teachers. With

actions that can raise students' self-esteem, promoting together with them the fight against violence at school.

In the set of works analyzed, we realized that the theme “violence in public schools” is complex. Its understanding needs to be associated with broader social issues. However, we identified that the school is able to minimize the different types of violence that take place within it. For this, the collective and dialogic work produced in their daily lives is essential. We also emphasize, as a result of the analysis, that it permanently needs the support of different sectors (either at the educational level or in the social dimension) to act successfully in the fight against the manifestation of violence.

Final considerations

As we highlighted earlier, the present study, of a bibliographic nature, focused on the analysis of the set of 16 (sixteen) dissertations and theses deposited in the BDTD on the theme “violence in public schools”. The research mainly validated the objectives of the investigations, some understandings about the subject and the methodologies used in the studies.

Based on the analyzed works, we understand that the research objectives are generally related to the search for an understanding of violence at school and its aggravating factors, as well as their confrontations to curb conflicts and practices that lead to violence. The debate on “conflicts” and “indiscipline” is recurrent in these studies.

Regarding the understanding of violence in public schools, we understand that in most studies violence is situated as a complex topic, with several meanings and understandings and with possibilities of confrontation through dialogue with school management, teachers and students to discuss the practices of violence in the school environment.

Regarding methodological issues, qualitative research prevailed, which is materialized with different data production techniques, among them, the semi-structured interview, the focus group, the questionnaire, bibliographic analysis, document analysis and observation.

We conclude that the relevance of the discussions put in the research regarding the topic of violence in public schools is undeniable. The inventoried productions allowed us to reflect on this theme, highlighting important points such as dialogue and collective work as devices to minimize violence in the school context. Thus, we reaffirm the importance of the theme so present in the current context, which still requires new perspectives that envision alternatives for a culture of peace in order to overcome it.

Finally, we demarcate the importance of developing research on violence in public schools in the Postgraduate Program in Teaching. We saw, from the bibliographic survey built, that most of the investigations on the subject focus on postgraduate education in the area of Education. We believe that the study of violence in public schools, with emphasis on the teaching area, makes it possible to demarcate the theme within the school, especially in the context of the classroom.

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