ANALYSIS OF SCHOOL VIOLENCE IN BRAZIL

Ana Paula Amazonas Soares[1], João Ricardo Gomes Porciúncula Barbosa[2], Eliane A. Pereira de Abreu[3] and Arthur Senna[4]

ABSTRACT
Violence in schools has emerged as an issue of great national relevance after the occurrence of tragic incidents involving children in different states of Brazil. These impactful events raised serious concerns about safety within educational institutions and underlined the urgency of addressing the issue of school violence across the country. The article proposes to analyze violence in high schools, through the responses of school principals. The database is based on the results of the Basic Education Evaluation System (SAEB) in the years 2019 and 2021, in the context of Brazilian states. The data show a decrease in the types of violence reported between 2019 and 2021, except for the Robbery type. For the year 2021, where new types of violence were introduced, mainly of a psychological aspect, the data are worrying about Bullying, Vandalism and the complete non-perception of Harassment
Sexual. By better understanding the dynamics of school violence, it will be possible to develop approaches for increasing social capital, thus promoting a safer and more welcoming school environment, and, consequently, increasing human capital.

Keywords: School violence. Safety. SAEB. Education.

[1] Doctor in Economics
Federal Rural University of Pernambuco
E-mail: ana.soares@ufrpe.br
ORCID: https://orcid.org/0000-0003-0164-699X
LATTES: http://lattes.cnpq.br/0216127558312955
[2] Undergraduate student in Economics
Federal Rural University of Pernambuco
E-mail: joao.porciuncula@ufrpe.br
LATTES: http://lattes.cnpq.br/3249812708063434
[3] Doctor in Economics
Federal Rural University of Pernambuco
E-mail: eliane.abreu@ufrpe.br
LATTES: http://lattes.cnpq.br/3101422198167935
[4] Doctor in Social Sciences
Federal Rural University of Pernambuco
E-mail: artsenna@hotmail.com
LATTES: http://lattes.cnpq.br/5080883627218468

INTRODUCTION

The analysis of school violence worldwide is a worrying reality, affecting thousands of students around the world. This complex problem manifests itself in several ways, as presented by international bodies that are highlighted below.

The World Health Organization (2014) states that "*Violence of all types is strongly associated with social determinants such as weak governance; poor rule of law; cultural, social and gender norms; unemployment; income and gender inequality; rapid social change, and limited educational opportunities*" (in free translation: "Violence of all kinds is strongly associated with social determinants such as weak governance; deficient rule of law; cultural, social, and gender norms; unemployment; income and gender inequality; rapid social change and limited educational opportunities").

UNICEF (2021) argues that school violence can have serious psychological effects on children, which can lead to learning problems. It is important that the child feels safe in the school environment, without fear.

The American Center for Disease Control (CDC, 2021) states that: "*School violence is violence that occurs in the school setting. It describes violent acts that disrupt learning and have a negative effect on students, schools, and the broader community*" (in free translation: "School violence is violence that occurs in the school environment. It describes violent acts that disrupt learning and have a negative effect on students, schools, and the community at large").

School violence was characterized as a multifaceted phenomenon, which manifested itself both verbally and physically. In addition, it was noticed that violence inside and outside the family environment was related to occurrences inside the school.

It is important to emphasize that violence, whether physical or verbal, impairs learning and, therefore, decreases the chances of the student developing human capital, as a necessary return on education as a future investment.

Investment in education is an important component for increasing the human capital of the next generations, as cited by the authors Psacharopoulos (2005) and Schultz (1961), who see education as an investment. In other words, the State, as a manager, must think that when fighting violence, it is also investing in human capital.

Solow (1961), in his growth model, considers that capital accumulation should also consider education as an investment in human capital. This model was later matured and developed by Romer (1990), Mankiw, Romer and Weil (1992) and Mincer (1974).

In Brazil, Langoni (1973) places the national education policy as an important instrument for reducing regional inequalities. In the same sense, regarding the explanations

of regional inequality, Barros (2011) demonstrates that "the essence of the explanation of Brazilian regional disparities lies in the differences in the availability of human capital in the various regions, at least with regard to the relative backwardness of the Northeast in relation to the South and Southeast".

Therefore, considering human capital as an important tool for development and for reducing regional disparities is extremely important. Thus, studying the determinants of the assimilation of education provided by the State is an essential theme.

In this sense, the importance of education as an engine of growth (it becomes important to increase income) and development (improvement in the quality of life) begins.

CONTEXTUALIZATION OF VIOLENCE IN SCHOOLS IN BRAZIL

Whereas violence is a global problem. Brazil is not immune. Public policies in this sense have been carried out to contain their impacts on society. The identification of types of violence and how to observe such types in all states have been changing over time.

The increase in cases of violence recently reported in the media, it can be considered that in the last four years there have been twenty-four attacks in schools with 137 victims and 45 died. These are tragic accidents that draw attention to two cases involving children from the daycare center in Santa Catarina, and another in São Paulo, where the student killed a teacher and injured five other classmates.

In addition to the reported cases, Barbieri, Santos and Avelino (2021) present that violence is present in everyday actions in the school environment and that it may not be perceived. However, they emphasize that such acts can be combated with projects and actions, for example art education.

Silva and Assis (2018) demonstrate the importance of preventing and confronting violence in schools, highlighting its role in promoting democratic relations, harmonious coexistence and respect for differences. Generally, these initiatives are promoted by the schools themselves, private institutions or public policies and may include training in social skills, safety and participation.

Once again, one can see the importance given to education as a means of investment in human capital. In other words, it is necessary to present the student with a safe environment so that the proper skills are developed for the development of their own capital (human capital) and that they provide a safe and enriching education for all.

Several studies have highlighted the increase in the occurrence of aggressive behaviors among students, such as bullying, verbal and physical aggression, as well as other forms of school violence. As already emphasized, such negative situations

compromise the quality of education, the well-being of students and the formation of conscious and responsible citizens. Given this scenario, it is essential to explore and apply explanatory approaches at national and local levels that are effective in preventing and combating violence in educational institutions.

In the historical context of the approach to violence, it begins with the post-dictatorship, in the 80s. As can be observed by Sposito (2001) in his brief balance of the texts exposed, he reveals that the themes addressed are centered on the relations of violence within the school – actions against property, such as depredations and graffiti – and violence as forms of interpersonal aggression, especially among the students themselves.

Studies on violence in the era of consolidation of democracy bring themes related to the dynamics between school and peripheries. Especially schools located in areas influenced by drug trafficking or organized crime shows, demonstrating that the behavior of students often reflects a sociability marked by aggression and petty crimes, characterized as incivility, and which has its roots in the crisis of the civilizing process of contemporary society.

The studies addressed in the 80s and 90s focused on the school's infrastructure and its geographical position, that is, on the schools in the periphery that were harmed by the trafficking that enters the school.

Not that peripheral violence and drug trafficking are no longer present in schools, but as will be seen, its impact has decreased significantly over the evolution of democracy and the concern with its impact on human capital.

The study carried out by Giordani, Seffner and Dell'Aglio (2017) already shows this new perception, where with content analysis, it resulted in the identification of four discursive categories: Violence between peers, Violence between students and teachers, Extramural violence and Coping actions.

Verbal violence has become important when it can be known by principals and teachers. In other words, within an abstract awareness that there have always been students who stand out as disturbers of others, there was no way to verify the impact of the actions of these disturbers on school education.

However, with the advent of the internet, in which there is a greater platform for such individuals and their actions are now verified by principals and teachers more easily and not just outside the walls. Bullying is now considered as one of the aspects of violence that must be taken into account.

Bullying is a form of violence that occurs between students and can manifest itself in a variety of ways, such as physical, verbal, and relational aggression. This aggressive and repetitive behavior has devastating effects on victims, leading to mental health problems, low self-esteem, and academic difficulties. In addition, bullying creates a negative school environment, harming the educational experience of all students and perpetuating itself amidst social tolerance and power inequalities among students.

Within the big blanket of bullying, harassment and discrimination can also be observed, both of which focus on the verbal and are mixed with bullying actions. Therefore, covered up by him.

The article by Oliveir-Menegotto, Pàsini and Levandowski (2013) provides a small review of articles published in Scielo on the subject of bullying. The authors mention that it was in the 90s that the theme became visible. However, it was only in 2005 that it began to have scientific prominence here in Brazil, with the increase in scientific publications and has aroused the interest of different areas of knowledge, such as psychopedagogy, law, physical education and pedagogy.

However, until the end of 2011, there were few articles that discussed the role and performance of the psychologist in relation to bullying. At the national level, the topic was only introduced in SAEB questions in 2021 (INEP, 2022).

Preventing violence in schools is one of the most effective strategies to deal with this complex problem. The preventive approach seeks to identify risk factors and promote a safe and welcoming school environment for the socio-emotional development of students.

In this context, works such as that of Olweus (2017) present a comprehensive prevention program, based on school intervention, parental involvement, and community collaboration. This holistic approach aims to engage the entire school community in identifying and addressing bullying by implementing clear rules against aggressive behavior, training teachers and students to deal with these situations, and providing a safe and welcoming environment.

Maldonado and Micheli (2021) highlight the importance of developing socio-emotional skills as a preventive strategy for violence in schools. By strengthening the emotional and relational aspects of students, cultivating skills such as empathy, self-control, conflict resolution, and assertive communication, a safer and more welcoming school environment is created. The book also offers guidelines for mediating conflicts when they arise, emphasizing the importance of a culture of peace and respect.

Giordani, Seffner and Dell'Aglio (2017) highlight the importance of the actions of the school administration in the resolution of conflicts. The study highlighted the need for

intervention projects that focus on social relationships among adolescents, as well as on the training of teachers and the management team, in order to deal effectively with cases of conflict in the school environment.

Interventions must be incorporated continuously and systematically into the school day-to-day, as part of the pedagogical project of public policies at the various levels of power. By being aware of information about possible social vulnerabilities, the State must act in order to prevent the existence and increase of violence in schools, in order to promote the increase of human capital.

Social networks provide their members, according to Wellman and Frank (2001), with emotional help, material help, information, companionship, and a sense of belonging to something greater than themselves. The social support promoted by them is one of the many ways that their members have to obtain resources to be negotiated in their daily lives, to measure and expand their opportunities and to reduce uncertainties.

Preventive approaches must take into account the particularities of the Brazilian context, that is, in addition to considering human capital, one must also seek to increase social capital, such as Puttman (2002), Colemam (1990), Bandeira (1999), Colemam (2000) and Bandeira (2002). Involve all social actors, whether they are the actors directly involved in schools, but also parents, the community and other social actors.

It is the links formed within society, which unite its members around common goals, which is based on the theory of social capital. It is within this perspective that the combat, monitoring and identification of strengths and challenges of public policies are found. Society and leaders, by working collaboratively and dedicatedly, based on the development of social capital, will be able to create a safe school environment for the increase of human capital.

The objective of the article is to focus its considerations on the results on violence obtained in the responses of principals in the Basic Education Evaluation System – SAEB – for the years 2019 and 2021, for all elementary schools whose principals answered questions about violence in schools, regardless of administrative dependence for all of Brazil. Specifically, to observe the types of violence questioned in both years, estimate the number of responses, verify the frequency of occurrence for each type of violence indicated by the school management, promote the calculation of the percentages according to the states and compare the years.

METHODOLOGY

The methodology presented in the study is a quantitative approach, which describes violence in Brazilian elementary schools from the point of view of the answers given by school leaders about the occurrences of violence in their schools. It has an applied nature that describes the percentage of occurrence of violence in the various states and a comparison between the years 2019 and 2021. It is a documentary research, but, at the same time, it calculates the average percentages for the various states in the different years of the SAEB survey.

In the Brazilian context, where violence in schools is a worrying reality, it is important to use SAEB data on violence in schools because it is presented in a standardized way, since the question is always asked in the same way and to all principals of elementary schools.

Therefore, the approaches presented by such a study are valuable for educators, school managers and public policy makers, since violence in schools is a problem that deeply affects the educational system.

Thus, having the SAEB as an instrument for comparative analysis between the two years is of fundamental importance because, in addition to being standardized, the information can be compared between the years and serves as a guide for public policies.

It is good to remember the health situation that occurred in 2020, the global pandemic of the SARS COV-19 virus. This is, then, a game-changer for some outcomes. The year 2019 was a year before the pandemic, in which activities at school were ordinary and normal. While, in 2021, face-to-face activities were carried out with restrictions, it was the year that vaccination began and there was a partial return to classes and with many restrictions in the second half of the year. The implementation of the return to school was carried out with rules determined by each state, that is, with differences between states and according to their respective health policy.

Considering that it was in the second semester of 2021 that classes gradually became face-to-face, it cannot be said that the variation in acts of violence were, in fact, significant variations. However, one cannot fail to compare, since there was attendance in schools.

Another point that should be kept in mind is that there has been a change in the number of questions about violence. The questionnaire applied in 2021 was modified to include new types of violence which, according to INEP (Read-me, 2022), was revised after consideration of scientific articles in the area.

As will be seen, more questions were introduced about other possible acts of violence that occurred in schools. Behavioral points among students that were observed further away from the manager or teacher, as was the case with bullying, sexual harassment or discrimination. In addition to behavioral acts, invasions of the school area, vandalism and shooting were introduced.

Finally, schools cannot be identified between years, as they are with the General Data Protection Law (LGPD), incorporated into the Brazilian legal system through Law No. 13,709, of August 14, 2018. The School Board, despite being anonymous, in some cases made it possible to identify the school and, therefore, the principal. In the year 2021, such identification will no longer be possible. Therefore, it is not possible to identify whether or not the school changed the response group.

SAEB DATA ON VIOLENCE IN BASIC EDUCATION

Each School Board represents the school and will respond to the frequency with which it observed a certain act of violence in it. In this way, the Directors who answered the question will be divided according to their response to the frequency of occurrence. Which will tell how often acts of violence occurred in his school. This set of answers will be translated into percentages of the total number of respondents for each question, since the management can respond to some acts and not others. The action is repeated for each year (2019 and 2021) and each location (different states).

In 2019, for all of Brazil, 67,886 school principals were questioned and in 2021 there were 68332. However, this does not imply that everyone answered the questions about violence, the level of response will depend on whether or not there was an answer to each specific question. However, the average percentage of response for Brazil as a whole was 94.4%, considering the minimum number of respondents for each state in 2019 and in 2021 the average percentage of minimum respondents was 93.1%, despite having sent more questionnaires. Therefore, in 2021 there was a higher number of non-responses for a minimum number of respondents.

For the different states, the percentages of responding principals in relation to the minimum number of responses are above 90%, with the exception of the state of Roraima (88.3%) for the year 2019. The highest percentage of response was from Amapá (99.7%) for the year 2019. The statistics of interviewed managers, respondents and the percentages of minimum responses for each of the states of the Federation can be found in Table 1 below:

Table 1 – Number of Leaders Interviewed, Minimum Responses and Percentage of Responses by States

Região	UF	2019			2021		
		Total	Mínimo Resposta	% Resp	Total	Mínimo Resposta	% Resp
Norte 1	RO	668	637	95,4	678	634	93,5
	AC	375	371	98,9	405	376	92,8
	AM	1.378	1.271	92,2	1.401	1.270	90,6
	RR	240	212	88,3	232	211	90,9
	PA	3.228	3.193	98,9	3.469	3.198	92,2
	AP	317	316	99,7	354	329	92,9
	TO	812	744	91,6	793	740	93,3
Nordeste 2	MA	3.655	3.526	96,5	3.812	3.520	92,3
	PI	1.985	1.866	94,0	2.011	1.861	92,5
	CE	3.545	3.354	94,6	3.565	3.349	93,9
	RN	1.451	1.347	92,8	1.453	1.339	92,2
	PB	1.877	1.788	95,3	1.922	1.788	93,0
	PE	3.077	2.930	95,2	3.152	2.925	92,8
	AL	1.311	1.250	95,3	1.338	1.248	93,3
	SE	980	945	96,4	1.018	944	92,7
	BA	5.931	5.409	91,2	5.805	5.396	93,0
Sudeste 3	MG	6.326	5.879	92,9	6.328	5.861	92,6
	ES	1.225	1.152	94,0	1.222	1.151	94,2
	RJ	4.051	3.779	93,3	4.037	3.772	93,4
	SP	10.078	9.461	93,9	10.017	9.445	94,3
Sul 4	PR	4.276	3.972	92,9	4.209	3.964	94,2
	SC	2.292	2.203	96,1	2.307	2.203	95,5
	RS	3.948	3.633	92,0	3.927	3.626	92,3
Centro-Oeste 5	MS	853	803	94,1	856	801	93,6
	MT	1.217	1.122	92,2	1.194	1.118	93,6
	GO	2.214	2.104	95,0	2.243	2.096	93,4
	DF	576	549	95,3	584	547	93,7

Source: SAEB 2019 and 2021

With regard to the issues addressed in 2019 and 2021, they were carried out as follows: About the facts listed below, state the frequency with which they occurred this year, in this school. The types of violence were listed as: There was drug **trafficking** in the school; there was an occurrence of **robbery** with the use of violence; professionals were victims of **an attempt** on life; Students attended school carrying a weapon (**armed**); Students attended school under the influence of illicit drugs (**drug addicts**); Students attended school under the influence of alcoholic beverages (**drunk**); professionals were threatened by a student (**threats**).

In 2021, the set of questions about violence was expanded. After discussion and verification of a wide bibliography on the subject, questions were included on: Depredation of school property (**vandalism**); **Shooting** /stray bullet; **Invasion** of school space; **Discrimination**; **Bullying** (threats or verbal abuse); and, **Sexual harassment** .

The answers given by the Directors were not in the form of numbers, but on a scale that adopts the principal's perception of the frequency of occurrence. In other words, it was

an ordinal scale, in which answers should be given on how the manager perceives what happened in his respective school, a scale composed of the answers: **Never**, **Few times** or **Several times**.

Considering the valid answers, they were grouped according to the answer and the percentage was extracted for each of the frequencies, for each state and reference year. Therefore, they were presented in terms of the percentage of response given, and according to the frequency of events, for the state according to the event addressed for all the responding schools, in the specific year, remembering that the results are presented according to the percentages of *responding managers* and not the total of managers interviewed.

For the purpose of analysis, the percentage of "**Never**" answers was removed from all graphs, as the analysis focuses on acts related to violence, answered by the School Board, facts that *occur* in the school, in general and in that year.

An interesting point is that the answer "**Never**" has a high percentage and implies that violence does not occur in schools according to the manager's view. But, it is the one that can be obtained as a complement to 100% of responses.

It is not questioned, here, whether the answer given by the Director has a political or cognitive nature, since there was no action on the part of the research body to influence them, or the occurrence of influence from political parties or even that personal issues are considered in a way that is significant to the point of having an answer bias.

RESULTS

Considering then that there is a divider between the set of questions, the analysis will be divided into two presentations, a comparison between those equal questions between the years 2019 and 2021 and an analysis of the new questions of the year 2021.

COMPARISON BETWEEN YEARS

The management responds between facts that occurred that year and what was the certain frequency. It is also important to remember that at this stage only questions that belong to the same type of violence and that have the answer within the same scale parameters will be considered.

It is important to emphasize that the percentage is linked to the number of schools with a certain frequency of occurrence of that type of violence, answered by the Director. So, the analysis disregards, as previously said, the frequently "**Never**" answers because, supposedly, that type of violence did not occur.

The graphs show the seven types of violence consulted in both years, on the horizontal axis are the Federation Units and on the vertical axis are the accumulated percentages of responses. Therefore, each bar refers to the accumulated percentage of response for each type of violence, for each specific one and in each state. So, the higher the bar, the greater the occurrence of said violence, for that state in that specific year.

As can be seen in Graph 1 and its small graphs, whether for the year 2019 or for the year 2021, whatever the type of violence that occurred in schools, the sums of the percentages of occurrences Few and Several do not exceed 40%. That is, most states do not have such types of violence.

In the visual analysis, it is also highlighted that the Midwest region (states and the Federal District) has the highest cumulative percentage of violence in most of the types described.

Another point to highlight, in the visual analysis, is that only for the type of violence Robbery, the frequency of occurrence was higher in 2021 than in 2019. Thus, it can be observed that for various types of violence, the columns referring to the year 2019 are always larger than the columns referring to the year 2021, respectively, for the various states. This means that in the comparison between the years, the year 2021 was less violent, that is, there is a decrease in violence when compared between the years and the analysis will be true with the exception of violence such as Robbery.

With regard to the comparison between years, the columns represent the accumulated percentage of percentage responses given by the frequencies Little and Several times for the years 2019 and 2021 according to the states in the order established in the legend. Thus, when comparing the sizes of the columns, it reflects the accumulated occurrence of events according to the frequency observed by the managers (Few + Several), for each referenced type of violence, in the different years and states.

Graph 1 – Types of Violence by State

Tipos de Violencia
Estados
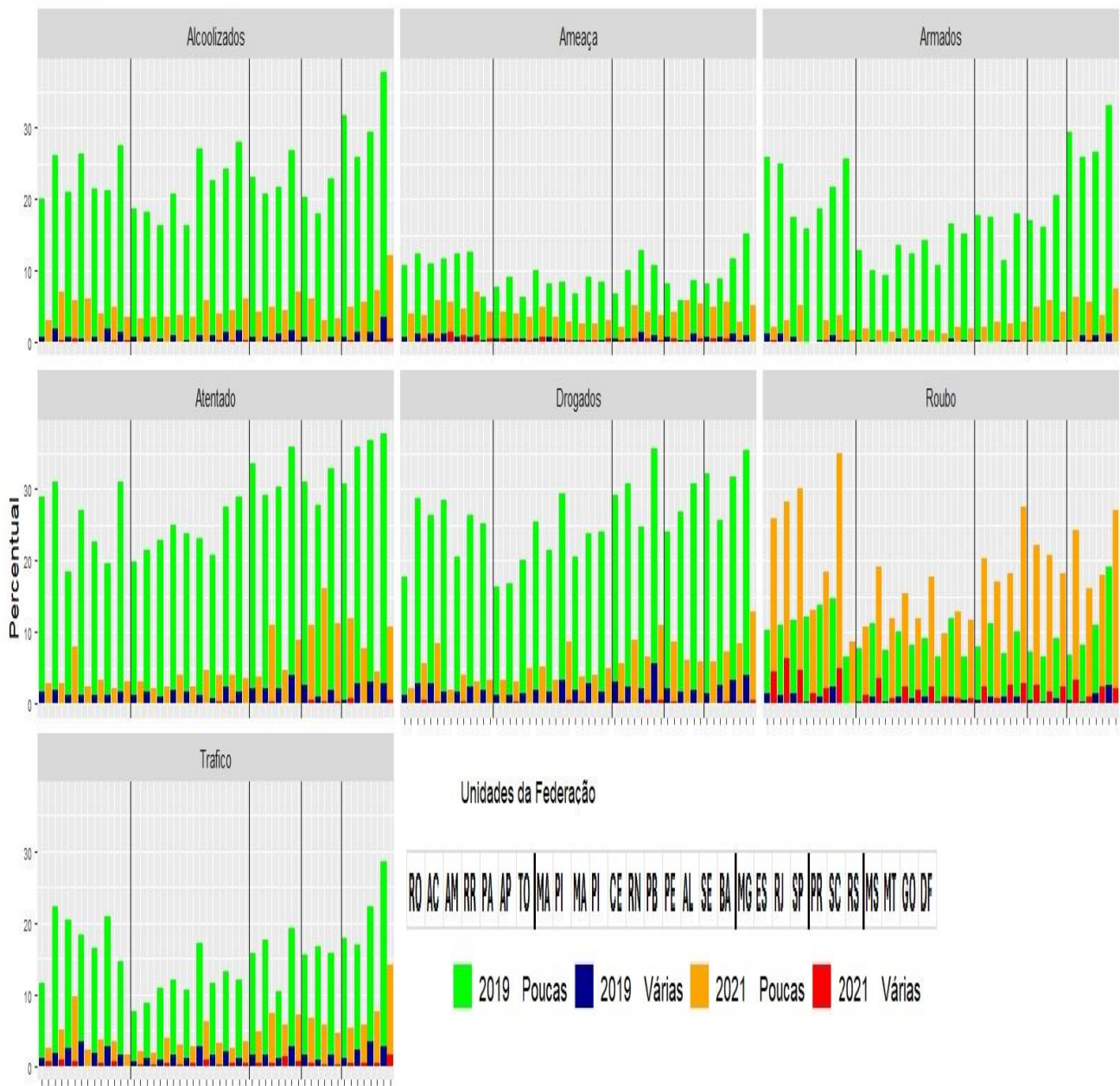
Source: SAEB Microdata 2019 and 2021

With respect to the concern of public policies to combat types of violence with high frequency, whether in 2019 or 2021, violence of the types Attempt on Life (**Attack**), Students under the influence of Drugs (**Drug Addicts**) and Students under the influence of Alcohol (Alcoholized), especially with a large percentage in 2019, should be the focus of action.

It cannot be said that there was, in fact, a decrease in this type of violence given the conditions of the pandemic, which influenced the perfect functioning of schools. But, the

size of the column in 2021 is significantly smaller when compared to 2019. Therefore, it is important to note that there was a decrease.

Robbery-type violence, which was significantly higher in 2021, can reveal the impacts caused by the pandemic on school premises. However, it is important to remember that the question asked refers to the occurrence of robbery with violence, that is, the perception of the principals during the year 2021 was that there was an increase in criminal actions in the school, which may be the consequence of the low income level of school users (students or not) and not an increase in the robbery of school facilities due to non-use for part of the year.

Although violence by threats is an imminent risk factor, as observed in the last two events of violence – at the daycare center in Blumenau, SC and at the school in São Paulo, SP in 2023 – both events raise questions and discussions on the subject and the Government has started implementing security measures. It is clear that these were serious incidents and that the topic, in general, is now in the media spotlight.

However, it is very important that decision-making is considered for facing incidents of Student Threats, with constant combat and monitoring before any student carries out such a threat. Well, it is enough for a threat in any school to be made effective for there to be a calamity. Thus, preventing events of extreme violence such as those that happened is difficult, but feasible with monitoring.

Students under the influence of drugs (licit or illicit) is a problem that goes beyond the school gates, it is a public health case and should be treated as such.

Armed students at school held a percentage considered in 2019, however, even considering the pandemic, the percentage drops drastically in 2021, whether for attendance (Few times or Several times), or for location (Brazil or Pernambuco).

It is important to emphasize that in addition to the implementation of safety standards and the fight against threats, social public policies that combat the use of drugs (licit or illicit) in the school environment or in the vicinity of the school are even more difficult to implement.

However, the school administration can use awareness actions, since it can communicate with the students themselves through lectures, as the students or with the community; School Council; Parent-Teacher Meetings; Discussion projects on the subject, among others.

In 2021, INEP considered the inclusion of the following questions: **Depredation** of school property (**Vandalism**); **Shooting** /stray bullet; **Invasion** of school space; **Discrimination**; **Bullying** (threats or verbal abuse); and, **Sexual harassment** .

Topics developed based on the most recent bibliographic studies and with the perspective of the pandemic, which emotionally affected students and, in a way, the entire population. Thus, it is sensible to include these topics in the analysis of violence in schools.

Despite being based on the trend in the literature, it is important to emphasize that the issues arising from the reinforcement of policing – depredation and invasion – are public policies that must be implemented by the State. The psychological issues questioned – harassment, discrimination and bullying – are issues that involve a public policy aimed at raising awareness of the whole society, since the engagement of families and society is necessary to combat them.

Another argument for the inclusion of psychological issues would be the post-pandemic concern, in which there was a concern about social well-being and the new importance given to the student's emotional well-being.

The data were also presented according to all states, also using the same rule as before, but without comparison between years, only between locations. Graph 2 below shows the accumulated percentages of violence in schools, perceived by the principal in 2021.

What is evident in this set of new information is the observance of sufficient numbers of incidents occurring Few Times in a large percentage of schools. In other words, it brings in its presentation concerns about violent acts that are observed and that were not previously questioned.

A second point of the visual analysis is the accumulated frequency for the new types of violence questioned for the year 2021. In particular, **Bullying**, **Vandalism** and **Discrimination stand out** and no less important will be the **Invasion** of schools. In general, the percentages of schools in which the acts occurred infrequently are significant and evidenced by the accumulated percentage.

In simple visual analysis, it is observed that the Sexual **Harassment** type is reported in a low accumulated percentage and in low frequency (**Few** times), with an accumulated percentage not exceeding 10%. The Federal District and Santa Catarina stand out with percentages above 5% and frequency of **Few** times. **It** often has a low percentage and is not observed in the graphs, but it exists in the states of Amazonas, Pará, Pernambuco, Paraíba, Bahia, São Paulo and Rio Grande do Sul.

Graph 2 – Specific Types of Violence in 2021 by States
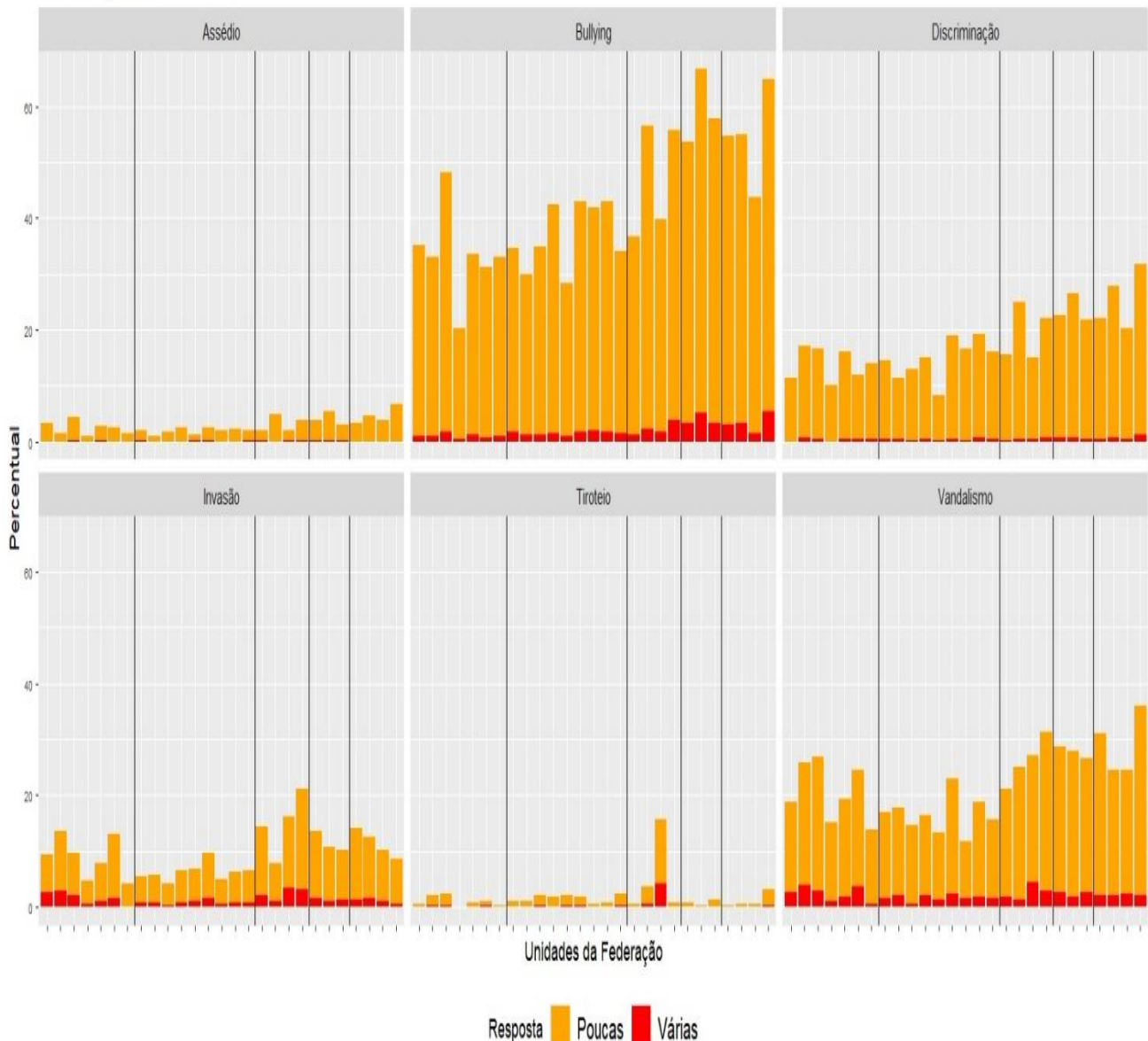
Source: SAEB Microdata 2019 and 2021

Such a result can be seen as short-sightedness on the part of directors, since, as indicated by Barbieri, Santos, and Avelino (2021), everyday actions are sometimes not noticed.

The Shooting is perceived with emphasis in the state of Rio de Janeiro, with an accumulated percentage above 15%, followed by Espírito Santo and the Federal District with accumulated percentages a little less than 5%.

The **invasion** of the physical spaces of the school is perceived more frequently in the Southeast and North regions. The state of São Paulo leads the occurrence, with an

accumulated percentage of just over 20%, Rio de Janeiro and Minas Gerais have accumulated percentages of around 15%. However, the frequency **of several** has a high percentage, which suggests the implementation of public monitoring policies to prevent the act of invading and protect the public good.

Discrimination is the third type of violence with high and worrying accumulated percentages. The sizes of the columns suggest that there is a greater occurrence in the states of the Southeast, South and Midwest, because, in the visual analysis, the columns rise more in those states. Note that the frequency **Several** times is also little or almost nothing observed, which turns on the light so that measures can be taken to prevent discrimination with social projects. The Federal District stands out from the others, with a percentage above 30%, followed by the states of Mato Grosso and Santa Catarina.

Vandalism is the second concern among the main types of violence addressed in this first round of questions. As can be seen, there is a significant percentage of frequency **Several** times and the accumulated percentage is evidently high.

Bullying is, in fact, a worrying type of violence in all states in the year 2021. Reaching levels of accumulated percentages above any other type of violence in 2021. The state of Santa Catarina and the Federal District are those with the highest accumulated percentage, above 60%.

When we become aware of this type of violence and its occurrence in all states, with higher percentages than other types of violence, the fight becomes important and should be considered a primary public policy.

Combating this type of violence is difficult, since it goes beyond the walls of schools and is accentuated on social networks. Considering that the fight against this type of violence is difficult to monitor and implement prevention measures, public policies are important for raising society's awareness in the fight against and in family education.

DISCUSSION

The results presented during this research bring us many reflections about school violence in the country, especially in relation to the view of school administrators. The reduction in some forms of violence between 2019 and 2021, such as attacks on life and armed students, indicates a considerable decrease in the most serious acts. However, it is necessary to take into account that the COVID-19 pandemic and the partial closure of schools may have influenced this scenario. Therefore, the supposed decrease in violent incidents must be carefully evaluated, as the pandemic scenario has significantly modified the functioning of educational institutions and the interaction between students.

However, the notable growth in thefts in schools in 2021, together with the new look proposed by the SAEB methodology, awakens to the high rates of mental violence. Especially when compared to the approaches previously researched. Bullying, vandalism and discrimination highlight the importance of a more careful look at violence that goes beyond physical aggression. Types of violence that affect the mind, particularly bullying, show that emotional and psychological issues among students, intensified by the pandemic, manifest themselves at an alarming level, requiring strategies that go beyond mere physical protection.

Social tools, based on community or family support, such as Social Capital, should be considered significant and explored from the perspective of solutions to the problems of violence. The participation of the school community, parents and administrators in awareness and conflict resolution initiatives is crucial to address these problems in a preventive manner.

Another aspect that deserves to be highlighted is the connection between the school environment and the external elements that directly influence the behavior of students. Drug use, alcohol consumption and violence outside the school environment suggest that the school is not an isolated place, but mirrors the tensions and social challenges of the community in which it is located. For example, the evaluation of the data shows that the states of the Midwest had a higher incidence of cases of violence, which may be linked to regional socioeconomic issues. This emphasizes the importance of public policies that connect the school to the community, encouraging the growth of social capital as a means of preventing violence.

In addition, the low rates of sexual harassment complaints, although alarming, suggest that this type of violence is still not being properly recognized or documented by school administrators. This indicates a possible underreporting, indicating the immediate need for more efficient training for education professionals, with the aim of improving the identification and management of these cases.

Thus, the evaluation of the SAEB data, despite showing progress in some sectors, also reveals considerable failures in the management and fight against more discreet forms of violence, which can silently harm the school environment. The research enables a constant dialogue on how educational institutions can improve themselves to face these new dynamics of violence, which go beyond the physical space and require innovative and unified strategies to ensure the well-being of students.

CONCLUSION

Violence in schools is a serious problem that affects the Brazilian educational system. Although there is a predominance of schools where violence is rare or non-existent, it is essential to recognize that the occurrence of violent acts, even in lower frequencies, is still worrying. The evaluation and monitoring of results are crucial steps to ensure the effectiveness of preventive strategies, hence the analysis of national data such as the SAEB.

In all cases, any violence is worrisome, but the new types of violence analyzed, especially in 2021, reveal that its monitoring and possibility of combat, involves the development of social capital, of the network that encompasses the various entities – school, parents and society.

The implementation of preventive approaches, based on the development of social capital, is essential to combat the scenario exposed in 2021 and create a safe, welcoming and conducive school environment for learning and, consequently, increasing human capital. Thus, a suggestion for future work is in the context of the School Council and in the development of thematic projects on the subject in actions of the board, information contained in the SAEB itself.

Still, the normal understanding for his fight against Bullying and discrimination is to assume that the Director must call the society around him and start carrying out social awareness projects, hence the importance of increasing social capital.

The fight against violence can be considered effective, since the occurrence decreased in the comparison between years. However, in part, such a decrease can be evidenced in future surveys, as there will be no influence from the pandemic. Therefore, continuous assessment allows the identification of strengths and challenges, providing relevant information for the improvement of preventive approaches.

With the knowledge of the worrying percentages for the Vandalism and Invasion types, it can be speculated that this could be derived from the closure of schools or the possibility that it was not *monitored* during the initial period of 2021, considering that schools were not open. This is a question that can also be clarified when questioning the next SAEB.

The motivation for the increase in social capital is of fundamental importance in the fight against violence, that is, by promoting collaboration between social entities – schools, families and communities – it will be possible to create a network of protection and support for students, making the school environment safer and healthier, promoting human capital.

In this sense, one of the indications for future work and within the SAEB context is the analysis of questions about the interaction of the manager with the community, with regard to the issues of the principal's experiences with other schools, the support of the community and the contributions of the family to the school.

Finally, there is a set of information, even within the SAEB, that can serve as a basis for future studies and that can prove to be real instruments of public policies that can be implemented by the school management by recognizing what other principals can do.

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