LUMEN ET VIRTUS

# Analysis of productions on age/year distortion and Public Policies on the learning gap and correction of the school flow

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## ABSTRACT

This article presents a survey of recent productions that deal with the theme of age/year distortion and public policies on the learning gap and correction of the school flow. The research was carried out following the procedures of the "state of knowledge", as proposed by Marília Morosini (2015). A descriptive bibliometric study was carried out, with a qualitative-quantitative approach, using the databases Brazilian Digital Library of Theses and Dissertations and SciELO Citation Index (Web of Science). After a detailed analysis of the selected studies, it was possible to assess that the age/year distortion indexes have been decreasing over the years, mainly due to the adoption of public policies aimed at this purpose. However, there is still a long way to go, among them, ensuring effective learning and not simply automatic approval.

**Keywords:** Public Policies, Distortion, Learning, School Flow.

## INTRODUCTION

The present work is a bibliographic survey called state of knowledge on the theme of age/year distortion and public policies in basic education. An investigation was carried out on existing research in the Brazilian Digital Library of Theses and Dissertations and in the SciELO Citation Index (Web of Science) database on the subject, in the corresponding period between 2015 and 2020.

For Morosini (2015), the state of knowledge is a possibility to identify, synthesize and reflect on what has already been produced about a given theme within a certain limit of time and space. "In a perspective of active and collaborative learning, by which the subject assumes the commitment to his critical reflection, to the construction of his object and to the insertion in the scientific field" (MOROSINI, 2015, p. 114).

The work comprises the survey and analysis of recent productions that deal with the theme of age/year distortion and public policies to minimize the learning gap and correct the school flow in basic education schools.

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The theme of age/year distortion and correction of school flow has appeared in the literature of Latin America since the 1990s. In Brazil, the subject has gained more visibility after the institution of the Prova Brasil, in 2005, which promoted the creation and dissemination of the IDEB (Basic Education Development Index) and the PDE (Education Development Plan). The latter, being a document that points out twenty goals for the improvement of education in the country.

The creation of a quality indicator such as the IDEB correlates the data obtained through the performance of students obtained in the Prova Brasil and their respective school performance, known as school flow. From the survey of these data, there was a strengthening in the country and the need to create policies and programs to correct the school flow.

For Martins (2016) the age-grade distortion deserves special attention:

> Among the problems faced by Brazilian education today, one that deserves to be highlighted is the age-grade distortion. This is the condition in which the student who is attending a grade higher than expected finds himself. [...] This is not an isolated factor, but a result of other problems, such as failure, dropout or even late access to school (MARTINS, 2016, p. 21).

It is understood that a student is considered to be in age/year distortion when the difference between his or her age and that predicted for the current grade is two years or more. As stated by Martins (2016), this factor occurs as a result of failure of two or more years, preceded or not, school dropout or dropout, or late entry into the school institution.

To systematize the state of initial knowledge, a descriptive bibliometric study was carried out, with a qualitative-quantitative approach, which seeks to achieve a deeper understanding of the current publications in the national literature on the following descriptors: *flow correction*; *age-year distortion* and *public policies*; *age-grade distortion* and *public policies*.

The first database used was the Brazilian Digital Library of Theses and Dissertations, since it has a wide database of publications related to the human sciences, with an emphasis on education, and is therefore chosen as the most appropriate to the research theme. Subsequently, bibliometric analysis was used in the SciELO Citation Index (Web of Science) database, covering the same search period. The inclusion of another source of research was due to the need to know what has been discussed in scientific articles on the subject in question.

## DATA ON THE PUBLICATIONS OF THE BRAZILIAN DIGITAL LIBRARY OF THESES AND DISSERTATIONS

In the Brazilian Digital Library of Theses and Dissertations (BDTD), the first descriptor, "*flow correction",* found a total of 149 results. After a refinement and exclusion of works in foreign languages, 138 productions remained. It was also verified that there were productions related to the engineering areas, as it is about soil flow correction, for example. Thus, it was necessary to add the

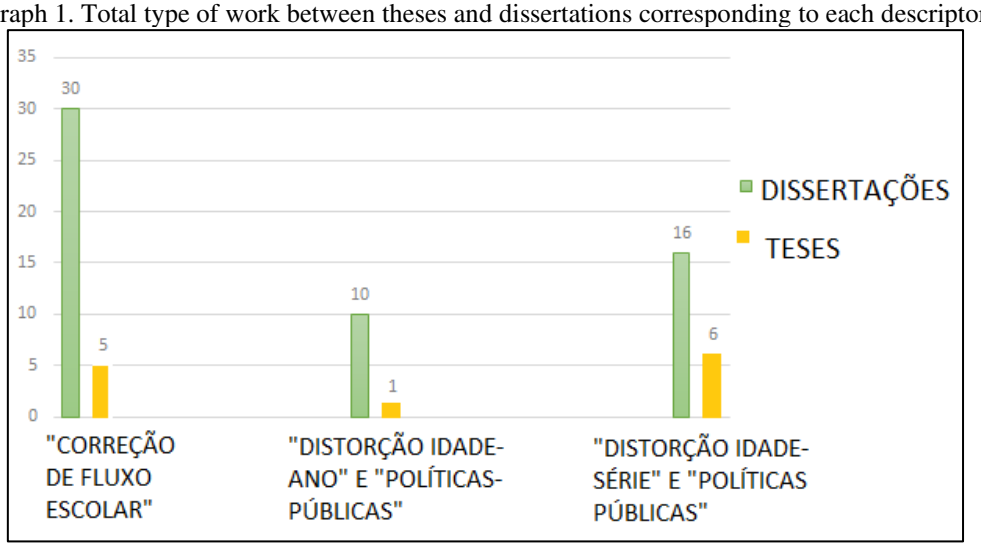
term *escolar* to the descriptor. Thus, BDTD presented 35 works in Portuguese related to the term "correction of school flow" in the period investigated.

The second descriptor, combined *age-grade distortion* and *public policies,* generated 22 productions in the same database. Finally, the third descriptor, combined *age-year distortion* and *public policies,* presented 11 search results in the BDTD. In the educational environment, the terms "age/year distortion" and "age-grade distortion" are still used synonymously, since in 2005 there was a change in nomenclature from "grades" to "school year".

Subsequently, a total of 68 productions about the aforementioned descriptors were selected, which were carried out by a floating reading, that is, an initial reading of the works found in order to arrive at a corpus for analysis.

Among the total number of studies mentioned, fifty-six come from master's degrees and twelve from doctorates, that is, 82.3% are dissertations, while 17.6% refer to theses (see Graph 1).

Graph 1. Total type of work between theses and dissertations corresponding to each descriptor

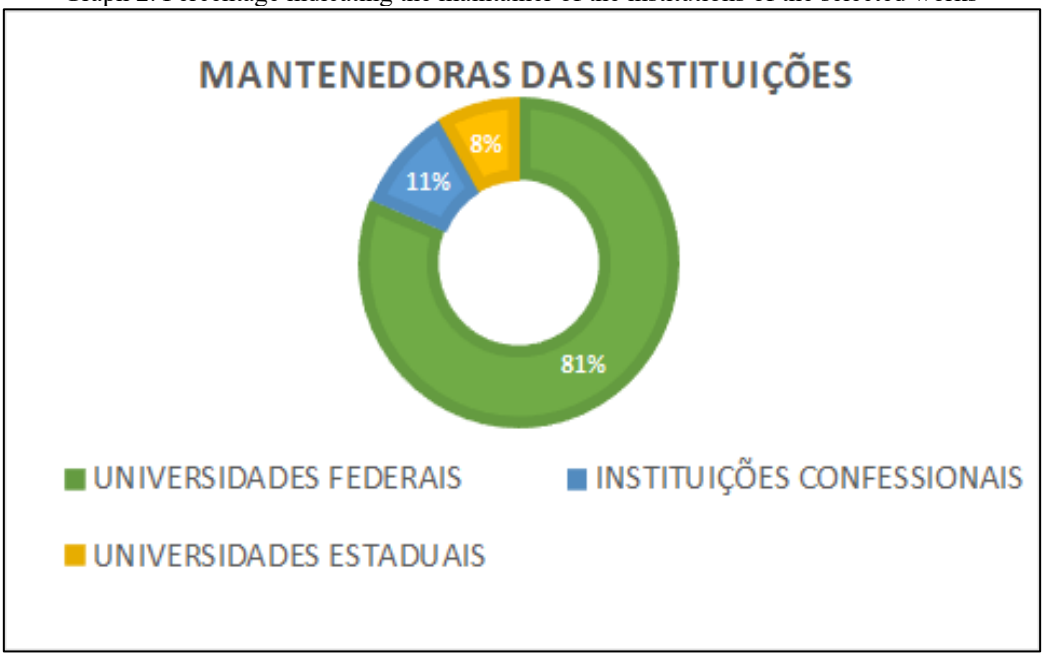



Source: Prepared by the author (2020).

After carrying out the registered bibliography, out of a total of 68 productions, it was found that 11 works, related to the descriptor "correction of educational flow", had already been presented related to the other two descriptors. It was also noticed that nine other studies referred to other areas of knowledge, such as pharmacy, speech therapy, engineering and economics. Thus, these works were excluded and were not part of the second stage of analysis: the systematized bibliography.

Soon after, by filtering the repeated works and from different areas of knowledge, 48 productions remained to be analyzed in greater depth. It was noticed that most came from federal universities, followed by confessional institutions and then from universities maintained by the states, as indicated in Graph 2.

Graph 2. Percentage indicating the maintainer of the institutions of the selected works




Source: Prepared by the author (2020).

It was possible to verify that the Federal University of Juiz de Fora is the most productive institution of dissertations related to the investigated theme. Of the total of 22 works produced at this institution in the last six years, all were developed within the scope of the Professional Graduate Program (PPGP) of the Center for Public Policies and Evaluation of Education of the Federal University of Juiz de Fora (CAEd/UFJF).

The aforementioned institution was responsible for the origin of seven studies related to the theme *correction of school flow*, nine on *age-year distortion* and *public policies,* and six on *age-grade distortion* and *public policies,* as shown in Chart 1.

Table 1. Number of papers produced at each university according to each descriptor

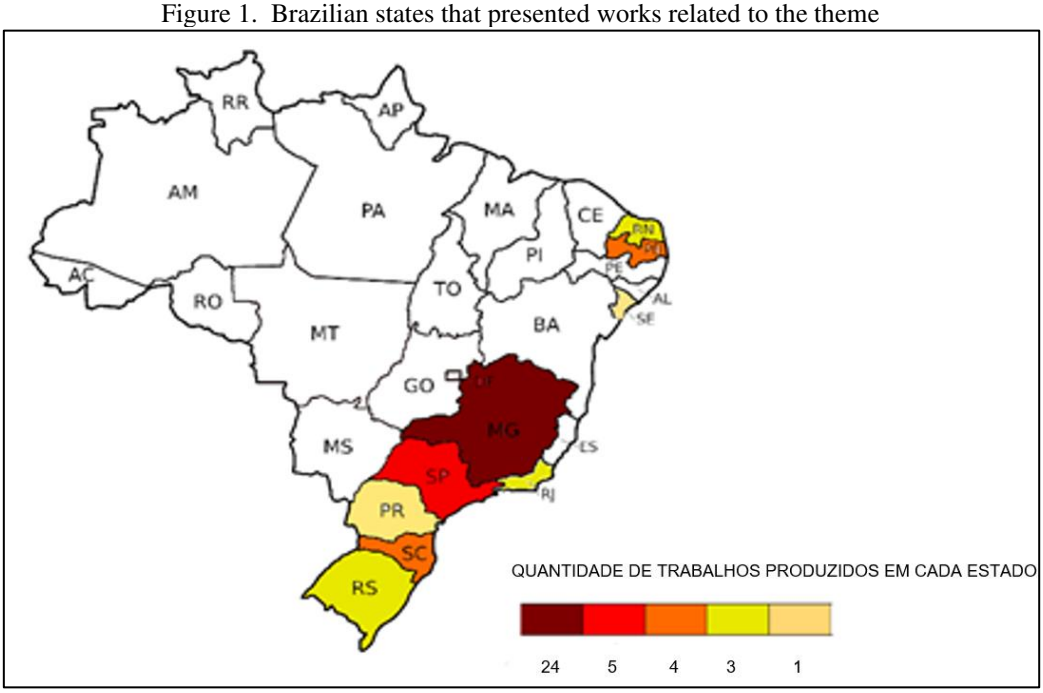
| Institutions | Descriptors | | |
|---|---|---|---|
| | School flow correction | Age/year distortion; Public Policies | Age/grade distortion; Public Policies |
| São Paulo State University | - | - | 1 |
| Federal University of Sergipe | - | - | 1 |
| University of Vale do Rio dos Sinos | 1 | - | 1 |
| Federal University of Santa Catarina | 2 | - | 2 |
| Federal University of Rio Grande do Norte | 2 | - | 1 |
| Federal University of Minas Gerais | - | - | 1 |
| Federal University of São Carlos | - | - | 2 |
| University of São Paulo | - | - | 2 |
| Federal University of Viçosa | - | - | 1 |
| Pontifical Catholic University of Rio de Janeiro | 2 | - | 1 |
| Federal University of Pernambuco | 1 | 1 | 2 |
| Federal University of Rio Grande do Sul | - | - | 1 |
| Federal University of Juiz de Fora | 7 | 9 | 6 |
| State University of Londrina | - | 1 | - |

Source: Prepared by the author.

It is possible to state that the largest number of studies found is related to the combination of the descriptors "public policies" and "age-grade distortion", a term that was logically updated after Law No. 11,274, of February 2006, which modifies the term "grade" for "year".

The studies on the descriptors researched are spread across only seven of the 27 Brazilian states, as illustrated in Figure 1:

Figure 1. Brazilian states that presented works related to the theme




Source: Prepared by the author (2020).

With regard to location, the previous graph points out that 66.66% of the works published in the BDTD come from Universities in the Southeast Region, since the largest concentration of higher education institutions in Brazil is located precisely in this region, as it is also the most populous in the country. Next, the South region stands out, which produced 16.66% of the works, with the same percentage of productions in the Northeast region. The North and Central-West regions did not present studies published in the database and in the period investigated.

After identifying the data presented, the systematized bibliography of the works was carried out. In this stage, the objectives, methodology and main results were identified with regard to each of the 47 studies. From that moment on, seven studies were chosen to be analyzed in depth, composing, then, the present research.

Regarding the descriptors *correction of school flow,* one study was selected. Regarding *the age-year distortion* and *public policies,* two studies. Finally, four productions related to the descriptors *age-grade distortion* and *public policies were chosen*.

The following table details the institution, the type of document, the year and the title of the seven papers that make up this section of the state of knowledge.

Table 1. Data from the dissertations and thesis selected for the research

| Institution | Author and year | Document Type | Title |
|---|---|---|---|
| Descriptor: *school flow correction* | | | |
| Federal University of Pernambuco | Silva, Andréa Carla Castro and 2016 | Dissertation | Meanings of school for young people with unequal school trajectories |
| Descriptors: *age-year distortion* and *public policies* | | | |
| Federal University of Juiz de Fora | Jeane Barbosa Damascene 2016 | Dissertation | Distortion of age year in the final years of Elementary School at the Esperança State School – Manaus/AM |
| Federal University of Juiz de Fora | Dayane Martinelle Da Silva Santos 2019 | Dissertation | The challenges of flow correction programs in the municipal public network of Teresina – PI |
| Descriptors: *age-grade distortion* and *public policies* | | | |
| Federal University of Juiz de Fora | Fábio Batista Martins 2017 | Dissertation | The age-grade distortion in a state school in the municipality of Tabatinga – AM |
| Federal University of Santa Catarina | Marcos Rogério Dos Santos 2015 | Dissertation | The phenomenon of school failure in elementary schools in Santa Catarina: a comparative study based on data from the Prova Brasil 2007 and 2013 |
| University of Vale do Rio dos Sinos | Henrique de Souza 2019 | Dissertation | Social inequality and educational inequality: educational indicators and the socioeconomic context of the population in interface |
| Pontifical Catholic University of Rio de Janeiro | Maria de Fátima Magalhães de Lima 2016 | Thesis | Flow correction in the municipal public school system of Rio de Janeiro (2009-2014): aspects of the policy and the trajectories of students |

Source: Prepared by the author (2020).

After searching the BDTD database, recent dissertations and theses were found that deal with the challenge of age-year distortion in elementary school.

As indicated in Chart 1, of the seven productions selected for analysis, six are dissertations from Federal Universities, as well as one is a dissertation and the other a thesis, both from Confessional Universities.

The dissertation linked to the theme correction of school flow that best suits the objectives of this research was written by Silva (2016), in the state of Pernambuco. The author's research aimed mainly to observe how young people with unequal trajectories of schooling relate to the norms established by the school space; what knowledge they value and how they articulate this knowledge with other dimensions of their lives. Anchored in studies about the social functions of the school, based on the contributions of the authors of the educational theory, the corpus of analysis were the statements about the school and the school culture presented by the young people. As a result, the author demonstrates the multiplicity of meanings about the school manifested in the students' discourses, highlighting the role of this institution in conducting the processes of socialization and formation of youth.

Two dissertations were obtained, selected by the combined descriptors *: age-year distortion* and *public policies* , one by Damasceno (2016) and the other by Santos (2019), which discuss policies to reduce age/year distortion rates in different educational spheres and fields.

The research by Damasceno (2016) was produced at the University of Juiz de Fora. The object of the investigation was the Esperança State School located in Manaus/AM, 2,893 kilometers away from Minas Gerais. The author proposes to analyze the actions implemented in the school that have contributed to the reduction of age/year distortion indexes. As a methodology, the author was based on a case study, through a qualitative approach. Its study highlighted that the participation of families in the teaching and learning process is a weak link in the researched institution and democratic management has an important role to achieve the improvement of education. Finally, he concluded that there are no definitive results for his research and that the topic in question needs to be studied continuously.

Santos' (2019) work, on the other hand, was also produced at the University of Juiz de Fora. The object of the study was four schools in the municipal network of Teresina/PI, 1,432 kilometers from Minas Gerais. The researcher sought to analyze the factors that contribute to the permanence of the age/year distortion in the early years of elementary school in the four schools of the municipal network of Teresina/PI. The institutions selected for the research have been developing flow correction programs in partnership with the private network for 16 years. The author's methodological choice was made by the use of elements from both qualitative and quantitative research, being a case study. At the end of her research, the author concluded that the indicators of non-approval and age/year distortion are still high in the 3rd and 5th years of elementary school and that the flow correction programs, although they present weaknesses, are perceived in a very positive way in the municipal network.

The four dissertations selected by the combined descriptors *age-grade distortion* and *public policies,* focus on the study of flow distortion and correction, and point out possible causes for the phenomenon, as well as suggest strategies to mitigate the problem. They are the dissertations authored by Martins (2017), Santos (2015) and Souza (2019); we also analyzed Lima's thesis (2016), on the same theme.

Martins' dissertation (2017) was produced at the University of Juiz de Fora and investigates the factors that contributed to the reduction in the number of cases of age/year distortion in the early years of elementary school in a state school in the municipality of Tabatinga, Amazonas, more than 3000 kilometers from Minas Gerais. This school showed considerable drops in relation to the age/year distortion indexes in a period of four years. The dissertation was built through a case study with a qualitative approach and the data analyzed were obtained through interviews and questionnaires with the professionals who work at the site. Through the final considerations, the

author envisions the decrease in the rates in recent years in the researched school. For him, this was due to the commitment of the management and teachers, in addition to the participation of families in the teaching and learning process, especially in the early years of elementary school where there is greater supervision by parents or guardians in the educational process of children.

The research by Santos (2015) was carried out in the state of Santa Catarina. It was a research in the field of sociology of education, which sought to identify the racial profile and gender of students who are in age/year distortion, repetition and school dropout in public elementary schools in Santa Catarina. The data obtained in the Prova Brasil, respectively, in the editions that took place between 2007 and 2013 were analyzed. The author brings important reflections on different types of methodology applied to research in education and defends the use of the quantitative method, because, through it, it is possible, among others, to perform data processing, compare information and oppose hypotheses. Through the help of software, the data collected by the researcher were statistically computed, making it possible not only to identify who is in age/year distortion, but also to list what are the factors that contribute to the existence of this phenomenon. The indicators presented in the survey show that the group of white girls are farthest from situations of school failure, followed by the group of white boys; These indicators gradually distance themselves from the groups of brown and black students. The author concludes that the number of students who fail at school has decreased, however, compensatory public policies are still not enough to eradicate school inequalities among students in the state of Santa Catarina.

Souza's (2019) production sought to understand the extent to which the relationship between socioeconomic and demographic inequalities and educational inequalities occurs, based on the analysis of indicators generated through the Prova Brasil and the Educational Census that represent the social reality of students from two municipal schools in Canoas, RS. The author took as research data the analysis of failure rates, school dropout rates and age/year distortion rate combined with the characteristics of the populations of the neighborhoods where the schools are located, literacy rates, average monthly household income, among others. The set of data analyzed compose the indicators to identify to what extent the results of educational evaluations are influenced by the socioeconomic and demographic characteristics of the populations served by the schools. Souza (2019), made use of a historical-critical methodology, as he considers that from this path it is possible to understand the root of educational indicators, observing their historical development in interrelation with their social contexts. It also used basic analytical statistics as a technical-methodological resource for the treatment of quantitative data. The author's study concluded that there is a considerable and apparent relationship between social inequalities and educational inequalities, indicating that school performance is influenced by the social environments where schools are inserted. Therefore, it is necessary to consider these elements for the real interpretation of educational indicators, that is, the

reading of the IDEB results must occur in a contextualized way, offering subsidies for the real understanding of the phenomena expressed in the inequality of results.

Lima's thesis (2016), on the other hand, carried out an investigation of flow correction projects within the scope of educational public policy in the municipal network of Rio de Janeiro, RJ. The author was based on the integration of methodological procedures and policy analysis approaches in order to capture the complexity of the educational policy investigated. The author confirmed and cited other studies, which point out that black boys have higher probabilities of age/year distortion and found a significant number of students who are behind in the municipal school system and were not enrolled in flow correction programs.

Lima (2016) also points out divergences between the information regarding the characterization of the flow correction classes established in the official documents and the records in the School Census. In the data analysis, the author observed records that characterized the classes of flow correction projects as regular elementary school classes, resulting in a mismatch between reality and what is recorded in official documents.

As previously clarified, among the seven studies analyzed, four of them come from the Professional Graduate Program in Management and Evaluation of Public Education, linked to the Federal University of Juiz de Fora. According to CAPES Ordinance No. 60, this modality of Graduate Studies is aimed at training professionals in various areas of knowledge and their dissertations must be linked to real problems in the area of activity of the professional-student.

CAEd/UFJF dissertations must present a final product. Therefore, we present in Chart 2 the summary of the analyzed productions and their respective works presented in the final work of the course.

Table 2. Products from the Professional Master's research

| Author | Objective | Investigative process | Product |
|---|---|---|---|
| Martins (2017) | - To investigate how the school management of the Conceição Xavier de Alencar State School has contributed to the sharp reduction in the age-grade distortion index in the Early Years of Elementary School. | - Documentary analysis of the laws that regulate flow correction;<br>- Interview with a semi-structured script with the school manager and pedagogue responsible for the school's pedagogical support;<br>- Questionnaires with the school's teachers. | Action Plan that aims to point out strategies to reduce the age-grade distortion in the final years of Elementary and High School. |
| Damascene (2016) | - Analyze the actions implemented by the Esperança State School (Manaus, AM) that have contributed to the reduction of age/year distortion indexes. | - Document analysis;<br>- Interviews with scripts;<br>-Questionnaires. | Proposal for educational intervention. |
| Santos (2019) | - To analyze the factors that contribute to the permanence of the age/year distortion in the early years of elementary school in four schools of the municipal network of Teresina/PI, which have been developing flow correction programs for 16 years in partnership with the private network "Se Liga" and "Acelera". | - Documentary, bibliographic and field analysis;<br>- Interviews with the directors of the four schools and coordinators of the special projects, who accompany the acceleration programs. | - Elaboration of the Educational Action Plan (PAE), suggesting possible actions aimed at mitigating the problems related to the age-year distortion. |

Source: Prepared by the author (2020).

## DATA FROM PUBLICATIONS FOUND IN THE SCIELO CITATION INDEX (WEB OF SCIENCE)

Regarding the results found in the SciELO Citation Index (Web of Science) database, using the descriptors *school flow correction; age/year distortion; age-grade distortion,* a total of 18 studies were found. When adding the term "public policies" to any of the descriptors mentioned above, there were no results. With regard to the *correction of the school flow*, only one work was obtained. Regarding the age */year distortion descriptor,* six studies were found. Finally, regarding *age-grade distortion*, 11 studies were located.

The search period continued from 2015 to 2020 to find current academic productions on the subject. This database was chosen because it presents quality scientific works, because in this library of productions "Qualis A" articles are found, according to CAPES evaluation.

After carrying out the annotated bibliography of the total of 18 articles, it was verified that two studies related to the age-grade distortion descriptor had already been presented related to the other two descriptors. Based on this observation, a systematized bibliography was made and six studies found in the SciELO Citation Index database were selected to be studied in depth.

The following table details the name of the journal, the year of publication, the title, and the authors of the six papers that make up this section of the state of knowledge.

Table 3. Data from the articles selected for the research

| Name of the journal | Year of publication | Title | Authors |
|---|---|---|---|
| Education and Research | 2015 | Truncated trajectories, work and future: outstanding young people in public high school | Paulo Cesar Rodrigues Carrano; Andreia Cidade Marinho; Viviane Netto Medeiros de Oliveira |
| Research Notebooks | 2017 | Educational differential between beneficiaries and non-beneficiaries of the Bolsa Família Program | Guilherme Quaresma Gonçalves; Telma Maria Gonçalves Menicucci; Ernesto F. L. Amaral |
| Brazilian Journal of Pedagogical Studies (RBEP) | 2017 | The (dis)articulation of Elementary Education and teacher training | Maurício Pastor Santos; Maria Lourdes Gisi |
| Essay: Evaluation and Public Policies in Education | 2015 | School trajectories of adolescents in conflict with the law: subsidies to rethink Educational Policies | Patrícia Leme de Oliveira Borba; Roseli Esquerdo Lopes; Ana Paula Serrata Malfitano |
| New Economy | 2017 | The relationship between individual, family and school factors and the age-grade distortion in Brazilian public education | Alysson Lorenzon Portella; Tanise Brandão Bussmann; Ana Maria Hermeto de Oliveira |
| Brazilian Journal of Education | 2019 | The Bolsa Família Program and education: an analysis of Brazilian scientific production based on the SciELO database (2003–2018) | Bárbara Amaral Martins; Fabiano Quadros Rückert |

Source: Prepared by the author.

These articles were selected because they are linked to the theme of the present research. Preference was given to works related to the area of education, but the production of Portella, Bussmann and Oliveira (2017) that comes from the economy sector, but brings important data on the theme of age/year distortion, was not excluded.

It was possible to observe that two of the six articles are directly linked to the public policy called Bolsa Família. One of the federal government's requirements for families to receive the monthly amount is related to the school attendance of children and young people, which can affect the levels of school dropout and dropout.

Regarding the article found about the descriptor *correction of school flow*, the authors Carrano, Marinho and Oliveira (2015), sought to understand the school trajectories of high school students from public schools in Rio de Janeiro who are behind in school. The article has a qualitative approach and obtained as data collection a structured questionnaire applied to 593 young people who attend Young Adult Education (EJA) and a flow correction program called Autonomy. The authors point out that dropping out of school creates more problems for the flow of schooling than the failures themselves. This school dropout is closely linked to the entry into the labor market by these young people, because when they start work activities they end up dropping out of school.

The work by Gonçalves, Menicucci and Amaral (2017) was correlated with the age*/year distortion descriptor* and written by a doctoral student in demography, a professor in the Department

of Political Science and a professor of Sociology at the University of Texas. The article analyzes, among other items, whether the fact that the child benefits from the Bolsa Família Program (PBF) is associated with the probability of attending school in the year appropriate for his or her age. The initial idea was that children living in households benefited by the PBF would be less likely to have an age/year distortion, since they need to attend school regularly to maintain the benefit. Based on an investigation using microdata from the 2010 Population Census, collected by the IBGE, the authors come to the conclusion that the interpretation of the public policy of the Bolsa Família should be carried out with caution. In some cases, receiving the benefit was negatively associated with the chances of age/year distortion. However, the authors pointed out that non-beneficiary children drop out of school, which does not happen with the other group, generating an increase in the distortion. Finally, the authors conclude that the conditionalities of the Bolsa Família end up keeping children in school and this is a positive factor.

The production of Santos and Gisi (2017) is also correlated with the age/year distortion descriptor. The authors investigated the school daily life and the pedagogical practices characteristic of the initial and final years of elementary school. The research revolves around the sharp increase in the rate of age/year distortion and failure in the 6th grade in municipal and state schools in Curitiba/PR, as indicated by the National Institute of Educational Studies and Research Anísio Teixeira (INEP). The authors discuss the disarticulation from the point of view of education professionals who work with elementary school students in the fifth and sixth years of basic education. Documentary analysis, analysis of data released by Inep/MEC and interviews with teachers from state schools in Curitiba who work in the 6th grade were carried out. The authors conclude the study by reinforcing the need for collaborative actions, such as joint continuing education programs with education professionals who teach in the initial and final years of elementary school, in order to reduce failure rates at the beginning of the final years of elementary school.

The study by Borba, Lopes and Malfitano (2015) was selected from the search for the *age-grade distortion* descriptor and indicates which factors are determinant for the school gap of public-school students in Brazil. Based on an econometric analysis of data provided by INEP in 2013, it was evaluated how personal, family and school characteristics are related to the occurrence of distortions in Brazilian public education in all states of the country. Using counting models, the authors conclude that of the total number of individuals between eight and 17 years of age enrolled in public schools, on average 46%, have some age/year distortion. The lowest rates of school discrepancy are associated with females, white or Asian, who live with their mothers, whose family members have a higher level of education and whose per capita family income is higher. The survey points out that,

contrary to what was expected, young people who need to work do not show a greater tendency for age/year distortion.

The work of Borba, Lopes and Malfitano (2015) was also related to the age-grade distortion descriptor. Based on a doctoral thesis, the authors discuss the school trajectory of adolescents who committed some type of infraction. The methodology used was based on the descriptive analysis of the school records of young people who graduated from the socio-legal system of a city in São Paulo, over a period of eight years.

The study points out important data related to the school trajectory of juvenile offenders, namely: only 23% of adolescents who graduated from the Integrated Care Center (NAI) completed high school; 65% of the adolescents who have graduated have dropped out of the school system; 30% repeated it in the year before dropping out. Regarding the repetition rates, the study pointed out that each adolescent repeats, on average, three school years and that most of the inmates (83.7%) have already repeated some grade. It is also worth mentioning that the research pointed out a negative impact on the school trajectory of adolescents who repeated the 1st grade as a child, as this greatly decreases their chance of completing high school. In percentages, this means that only 8.9% of those who repeated the 1st grade managed to finish basic education. Finally, the research demonstrated that EJA is an important educational policy of opportunity for adolescents who want to continue their school trajectory.

The sixth and last article found in the SciELO Citation Index database and analyzed was written by Martins and RückertI (2019) and was an analysis of the Brazilian scientific production published in national journals regarding the Bolsa Família Program and its relations with education. With a quantitative-qualitative approach, the authors found 39 results in the SciELO database. Soon after, 11 studies that dealt with the BFP related to education were selected, and were analyzed in depth. From this total of works, five thematic categories were listed: conditionality of education; conceptions about the program; educational indicators; age-grade distortion; and school offer conditions. The results showed little concern with the perception of the beneficiaries about the program and with the quality of education offered in schools with a high number of beneficiaries. In general, the authors state that the program is effective in keeping children and adolescents in school, but little is known about the quality of learning achieved by these students.

Four of the six studies analyzed were produced in trios of researchers and two were built in pairs. There was no work found written individually. The practice of production in pairs or trios is very common in the area of education, different from individual productions, as they usually involve at least one researcher and one advisor. Of the 16 authors, five are postdoctoral fellows, eight are PhDs, and three are doctoral students. This information was obtained through research on the Lattes Platform and serves to learn about the training of these researchers. It was also possible to verify that

the employment relationships are, for the most part, in Federal Universities, as indicated in the following table:

Table 2. Researchers' employment relationship

| Authors' employment institutions | Quantity |
|---|---|
| Universidade Federal | 09 |
| Private Institution | 03 |
| State Education Network | 02 |
| State University | 01 |
| Not informed | 01 |

Source: Prepared by the author (2021).

Based on the degree informed in the curriculum, the group of researchers comes from the following academic areas and subareas: Education (6), Sociology (2), Demography (3), Economics (2), Health (2) and History (1). It was also noted that the six studies come from three Brazilian regions: South, Southeast and Midwest, involving the states of Rio de Janeiro (2), Minas Gerais (2), Paraná (1) and Mato Grosso (1). Based on the sample collected, we can see that the research on age/year distortion is decentralized in different educational institutions, as only the Federal University of Minas Gerais presented two studies, the others are from different HEIs.

## CONSIDERATIONS ABOUT THE WORKS ANALYZED IN THE STATE OF KNOWLEDGE

The research carried out in the BDTD database showed that there is not a very wide range of theses and dissertations about public policies for correction of school flow and age/year distortion. It is understood that the use of BDTD as a resource for research purposes allows quick access to updated information on what has been produced on this and different topics.

The reading of the abstracts related to the works found was pertinent in order to broaden the notion of what is being produced about the theme in question, thus contributing with information about the research object. The in-depth exploration of a smaller number of dissertations and theses was fundamental to understand this theme, as well as to know different methodologies that were used for this type of investigation.

After a detailed analysis of the selected studies, it was possible to ascertain that, in general, the age/year distortion indexes have been decreasing over the years, mainly due to the adoption of public policies aimed at this end. The problem in question has received more attention from government officials, but there is still a long way to go, among them, ensuring effective learning and not simply automatic approval. It is also possible to see that the rates of school delay are not equally distributed among social groups, as poor children in social vulnerability or who live in the countryside, blacks, boys and indigenous people tend to repeat the year more often.

Another point to be raised refers to the search for scientific articles with Qualis well evaluated by CAPES, which was also fundamental to deepen the knowledge of the subthemes related to the theme of study in question.

After surveying the works in the BDTD and in the SciELO Citation Index database, we can confirm that the theme in question has broad social relevance and that new studies in the area are fundamental. From the in-depth analysis of the studies, it can be stated that public policies for income transfer, such as Bolsa Família, positively influence school attendance, improving the educational performance of the beneficiaries. It is also noteworthy the assertion that, if there has been no failure at the beginning of the student's school career, as the student's age advances, the distortion is less likely to happen in the future.

In view of the above, the need for the production of research that analyzes the relationship between public policies, correction of school flow and age/year distortion is confirmed.

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