



Psychology and Education

## Educational policies and psychology: A literature review


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### Abstract

This is a literature review on the study of Educational Policies and its relation to School and Educational Psychology. The study is exploratory–descriptive in nature. After meeting the inclusion/exclusion criteria, there were a total of 23 articles categorized according to general aspects (year of publication and country of origin of the study) and the focus of the studies. There was an increase in research on the topic since 2011, and most of the studies were from Latin American countries, mainly in Brazil. Most of the studies addressed only educational policies. However, there were also research correlated with other policies. Research on the intersection between Educational Policies and School and Educational Psychology is still incipient.

**Keywords:** public policies; educational policies; educational psychology; school psychology; psychologist's performance.

## POLÍTICAS EDUCACIONAIS E PSICOLOGIA: UMA REVISÃO DA LITERATURA

### Resumo

Trata-se de uma revisão de literatura sobre os estudos das políticas educacionais e sua relação com a Psicologia Escolar e Educacional. O estudo é de natureza exploratório–descritiva. Após o refinamento a partir dos critérios de inclusão/ exclusão, restaram 23 artigos categorizados de acordo com os aspectos gerais (ano de publicação e país de origem do estudo) e quanto ao foco dos estudos encontrados. Pode-se constatar que houve um aumento de pesquisas sobre o fenômeno a partir de 2011 e que a maioria dos estudos era originária de países da América Latina, principalmente do Brasil. A maioria dos estudos abordou unicamente políticas educacionais, contudo houve também pesquisas correlacionadas com outras políticas. A investigação quanto à intercessão entre políticas educacionais e Psicologia Escolar e Educacional ainda é incipiente.

**Palavras-chave:** políticas públicas; políticas educacionais; Psicologia Educacional; Psicologia Escolar; atuação do psicólogo.

## POLÍTICAS EDUCACIONALES Y PSICOLOGÍA: UNA REVISIÓN DE LA LITERATURA

### Resumen

Se trata de una revisión de literatura sobre los estudios de las políticas educativas y su relación a la Psicología Escolar y Educacional. El estudio es de carácter exploratorio–descritivo, en el cual se utilizaron las bases de datos consagradas. Después del

refinamiento a partir de los criterios de inclusión/exclusión, quedaron 23 artículos categorizados de acuerdo con los aspectos generales (año de publicación y país de origen del estudio) y en cuanto al foco de los estudios encontrados. Se puede constatar que hubo un aumento de investigaciones sobre el fenómeno a partir de 2011, y que la mayoría de los estudios eran originarios de países de América Latina, principalmente de Brasil. La mayoría de los estudios abordaron únicamente políticas educativas, pero también se realizaron investigaciones correlacionadas con otras políticas. La investigación sobre la intercesión entre políticas educativas y Psicología Escolar y Educacional sigue siendo incipiente

**Palabras clave:** políticas públicas; políticas educativas; Psicología Educacional; Psicología Escolar; actuación del psicólogo.

## 1. Introduction

The concept of public policies is broad since it involves diverse and specific governmental actions, as well as the involvement of societies, groups and the population in general (Momma, Cardoso, & Bryan, 2013). Broadly speaking, public policies consist of diversified and specific actions, regulated by documentary guidelines, the purpose of which is to respond to the requirements of society and to guarantee social rights in various areas such as health, work, and education. These policies are shaped according to the country, culture, and social dynamics, gaining their own characteristics according to the current needs (Teixeira, 2002; Sechi, 2014; Fernandes & Mélo, 2016).

For the comprehension of this phenomenon, this study was based on the perspective of Cultural-Historical Psychology. This perspective considers that objects are syntheses of multiple determinations and that to explain them, it is important to consider three dimensions: the history, totality, and contradictions (Meira, 2014; Vygotsky, 2007).

The historical scenario in which public policies have gained shape is an important element for the understanding of the relationship between this object and others. With the liberalization of the market, which started in the sixteenth century, the argument for minimum intervention in the economy and in society intensified (Santos, 2017). This, therefore, led to the growth and accumulation of capital and the overproduction of goods that culminated, in 1929, in the greatest crisis in the history of capitalism and in the outbreak of wars, such as the Second World War, the Cold War, and many other conflicts between countries in the years that

followed. The result of this was the hegemonic transition of power and the extermination of thousands of people (Barroco, Matos, & Orso, 2018).

The objective relationships established by such contexts reveal a way of producing a life that is extremely unjust and excluding. When there is the escalation of conflicts between countries, violence, the dismantling of national states, the destruction of the environment and attacks on social rights, there is also the expropriation of resources and wealth from peripheral countries, the accumulation of capital in the hands of a minority and the search for successive agreements and alliances among nations with the intention of promoting peace and social development, without, however, fostering effective transformations in the inequalities and social structure, making the contradictory relations of this form of economic and social organization evident (Barroco et al., 2018).

Considering the problems faced by society in the post-war period, public policies began to gain strength. The economic and political context started to require a greater intervention of the state in the regulation of social relations, taking into account different interests and the guarantee of social welfare. In this sense, these policies were not born of chance, but from demands for social protection at a given historical moment, with them expressing a form of social organization and production relations, and therefore reproducing objective realities (Leonardo, Rosato, & Constantino, 2018).

In this way, educational policies result from the need to guarantee citizens the right to education and the capacity to fight for a higher quality of life and real conditions of human development. Educational policies institute educational practices and directly impact on the development of individuals and activities within the education system (Zibetti, Pacífico, & Tamboril, 2018).

For Lessa and Tonet (2013), with the universalization of education that took place in the 1930s, under the aegis of Social Welfare, a discourse of social justice, income distribution and the possibility of social ascension through education were propagated. The author cautions, however, that although the access of the children of workers to education systems was opened up, the reason for this did not lie in needing to reduce the differentiated participation between the classes, but rather in the requirement of the capitalist system for skilled labor.

The result of this, according to Santos (2017), is a dual model of systematized education, one for the wealthier class and the other for society itself, the

workers, so that “school performance determines whether the child would be educated for professional activities, vocational courses or universities” (Lessa & Tonet, 2013, p.33). Thus, given these contradictions, it is evident that inequalities between schools have been the product and producer of the maintenance of inequalities between classes.

In Brazil, during the twentieth century, several incipient propositions of the State emerged regarding formal education, although it was only at the end of this century, with the end of the dictatorial regime, political and economic reopening and intense movements for the struggle for social rights that school education became a right guaranteed to all citizens (Zibetti et al., 2018). With the enactment of the Constitution in 1988, the State assumed responsibility for the complex social requirements and public policies in the area of education, which then had an effective constitutional foundation. It was through a series of regulatory milestones that laws and statutes were established, as well as the procedures and financing to be instituted, and attributions are now given to various organs and federative bodies (Barroco et al., 2018).

It is from this context, with the organization of great axes of public policies, that Psychology started to gain space and to be required in the spheres of Education, Health and Social Welfare. It is evident that, not only was there the movement of Psychology towards these policies, but also changes in the social status of this science. In the first decades of the twentieth century, Psychology was allied with the ruling class, whereas at the end of the century it had turned to the service of the popular classes, this being the so-called proletarianization of the professional activities (Barroco et al., 2018).

The considerations exposed, although succinct, are important elements for the understanding that the phenomenon studied does not occur in isolation, but is in constant movement, in a dialectical relationship of interdependence and reciprocity. Public policies produce and reproduce conditions of life, both determine and are determined by the subjects that benefit from them, and can only be understood if they are integrated into the whole, that is, into their historical materiality and the concepts with which they unite, receiving, therefore, an authentic meaning (Kosik, 1965). The introduction of psychology in this complicated context has important implications for public policy decisions in education and should be studied.

In view of the above, this study aimed to review the literature on educational policies that have been the subject of research in the previous ten years, in order to verify the extent to which the relationship with School and Educational Psychology has been established. Accordingly, the methodological course adopted, the results obtained, the discussion of the theme and the integrative synthesis of what can be stated will be exposed.

## 2. Method

This was an exploratory and descriptive review of the literature on educational public policies in the interface with school and educational psychology, in which the methodological procedure for the collection of information was: 1. selection of the theme and elaboration of the research problem; 2. search in the literature and delimitation of the descriptors; 3. search in the databases; 4. extraction of the articles, according to the inclusion and exclusion criteria previously established; 5. analysis and synthesis of the data obtained; 6. production of the results and publication.

The databases consulted were: Scientific Electronic Library Online (SciELO), Scopus, Web of Science, MEDLINE (PubMed), and Science Direct. An inquiry was made in the CAPES Periodicals Portal on the subject to select the data required, to identify the databases that index articles on the subject, among which five were selected. The search was done through access to the electronic address of these databases. The descriptors and Boolean operators used were: (“Public Policy” OR “Public Policies”) AND “Educational Policies” AND (“Educational Psychology” OR “School Psychology”).

As inclusion criterion, articles presenting theoretical and empirical studies published between January 2008 and December 2017 in Portuguese, English, or Spanish were considered. Books, theses, dissertations, or other publications that were not available in full were excluded, as were studies that did not involve educational policies as the research object. The article format was chosen because it is a type of publication that shows a systematic analytical treatment based on an editorial process, which is evaluated by ad hoc reviewers for its approval.

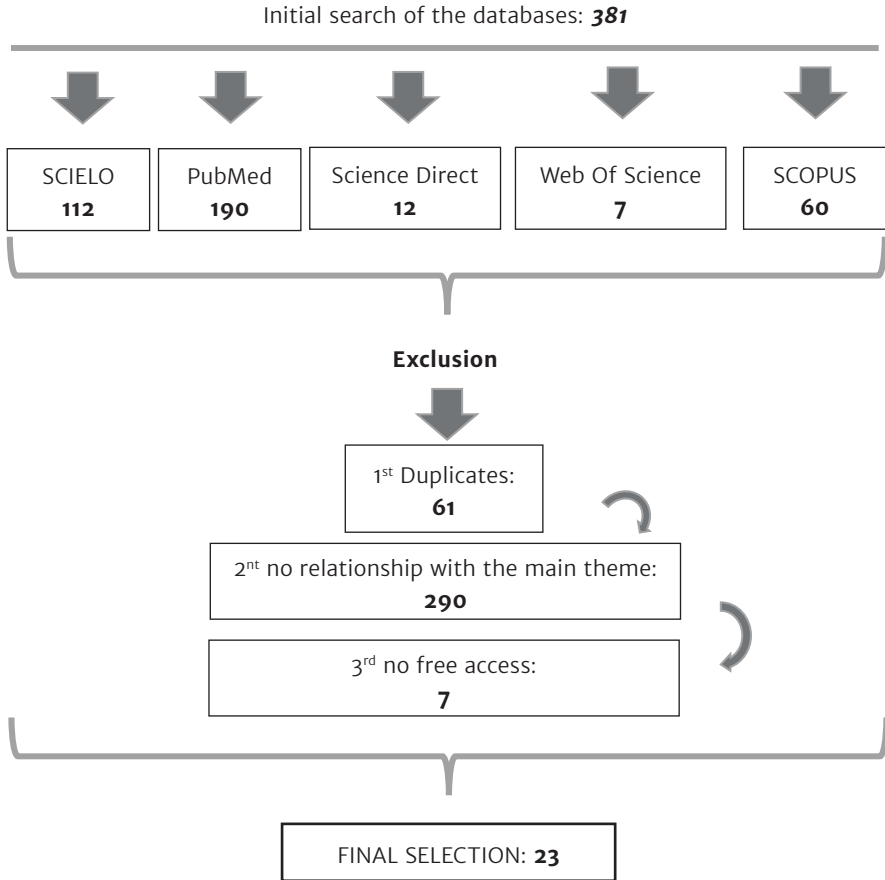


Figure 2.1. Search of the Databases.

A total of 381 articles were found, of which 290 were excluded because they had no relation to the main theme, 61 due to being duplicates and seven because there was no free access to the databases. Discarding of duplicates was performed in a random manner, as shown in Figure 2.1. The final sample consisted of 23 articles, read in full and analyzed for the general aspects – the year of publication and the country of origin of the study – and also for the identification of the main educational policies focused on and their problematizations. From this extract, three analytical categories emerged: Educational Policies per se; Educational Policies correlated with other policies; and Relationship between Educational Policies and School and Educational Psychology.

### 3. Results

In relation to the general aspects, no study was found on the subject in the years 2008, 2009 and 2010 – with studies starting to be published from 2011 on. There was some stability in the number of publications in subsequent years, ranging from 1 to 6 articles. However, the year 2012 stands out with 11 articles published on this theme, as shown in Figure 3.1

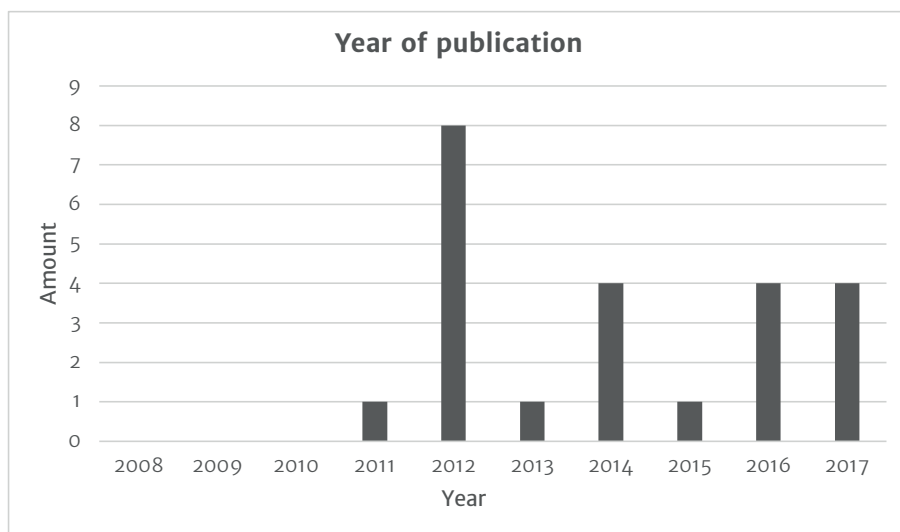


Figure 3.1. Year of publication.

Regarding the origin of the studies, eight countries were found: Brazil, Chile, Portugal, Uruguay, Canada, the United States, Finland, and Argentina. There was a higher prevalence of studies concentrated in Latin American countries. It is important to note that Brazil was the country with the highest number of studies, with a total of 16, three of which were correlated with other countries, one with Portugal, one with Argentina and the other one with Finland. There were also correlational studies between Chile and Uruguay.

Considering the methodological aspects of the studies, 16 theoretical studies were found, that is, studies that carried out an analysis of documents or literature on educational policies. These being: Pretto (2011), Bentancur and Nicolás (2012), Guzzo, Menzzalira, & Moreira (2012), Munhoz & Melo-Silva (2012), Farenzena (2012), Guimarães (2012), McDonald (2012), Cloth et al. (2014), Werle (2014),



Tello & Almeida (2014), Oliveira & Scortegagna (2015), Catellane & Zibetti (2016), Marcon, Prudêncio, & Gesser (2016), Antunes & Peroni (2017), Fajardo (2017), Jorquera-Martínez (2017). In addition to these studies, there were seven others of an empirical nature: Vaillant (2012), Sarmiento & Fossatti (2012), Amaral & Monteiro (2013), Castro et al. (2014), Patrício (2016), Ferreira et al. (2016), Matiello et al. (2017). Six of these last ones referred to the use of a qualitative approach (Bentancur & Nicolás, 2012; Amaral & Monteiro, 2013; Oliveira & Scortegagna, 2015; Patrício, 2016; Fajardo, 2017; Jorquera-Martínez, 2017) and two to a mixed approach (Vaillant, 2012; Castro et al., 2014), while the other studies did not indicate the type of approach used (see Table 3.1).

**Table 3.1. Characterization of the studies.**

<b>ID</b>	<b>Author</b>	<b>Country</b>	<b>Objective</b>	<b>Methodology</b>	<b>Educational Policy</b>
1	Pretto (2011)	Brazil	Designing a panoramic view of scientific and technological development, of the global communication system and of the various (co)existing languages that are strongly articulated from the enormous presence of digital technologies, more specific information and communication technologies.	Theoretical Study. Documentary Analysis.	Living Culture Program (Ministry of Culture); National Program of Culture, Education, and Citizenship - Living Culture.

(continues)

Table 3.1. Characterization of the studies.

ID	Author	Country	Objective	Methodology	Educational Policy
2	Antunes & Peroni (2017)	Brazil and Portugal	Analysis of modes and meanings in which the state assumes new roles, in some cases financing, while in others the financing is private. In some cases, the Public Power remains in control, and in others, the private power assumes the direction and control of the policies.	Theoretical Study. Analysis of studies.	Educational policies, in public <i>versus</i> the private sphere.
3	Bentancur & Nicolás (2012)	Uruguay	Description and explanation of the dynamics and processes of national educational policies, specific policies, but to provide a static image as accurately as possible to their marks – the “topography” – therefore paving the way for this task in later developments.	Theoretical Study. Qualitative Approach. Topography analysis among educational institutions; the actors involved and the ideas put forward by the policies.	Analysis of the political process of construction of educational policies, and the fundamental characteristics
4	Farenzena (2012)	Brazil	Discussion of the role played by the Union in financing fundamental education	Theoretical Study. Documentary Analysis.	Programs of financial assistance to states and municipalities

(continues)

Table 3.1. Characterization of the studies.

ID	Author	Country	Objective	Methodology	Educational Policy
5	Guimarães (2012)	Portugal	Discussion of the public policy of adult education and training, as a result of the adoption of <i>Saber Mais</i> : A program for the development and expansion of Adult Education and Training 1999–2006, after 1999, and of the New Opportunities Initiative, after 2005.	Theoretical Study. Documentary Analysis on youth/adult education policy	A program for the development and expansion of Adult Education and Training ( <i>Saber Mais</i> ) and of the New Opportunities Initiative.
6	Munhoz & Melo-Silva (2012)	Brazil	Identification of the legal bases of preparation for work in the Brazilian school context; contribution to the comprehension of Career Education as a Career and Career and Professional Guidance, in preparation for students' work in the context of fundamental education.	Theoretical Study. Documentary Analysis in texts available in the portals of the Ministry of Education (MEC), the Ministry of Labor and Employment (MTE), the Chamber of Deputies and the Senate.	Professional education.

(continues)

Table 3.1. Characterization of the studies.

ID	Author	Country	Objective	Methodology	Educational Policy
7	Guzzo, Mez- zalira, & Mo- reira (2012)	Brazil	Deepening of the debate that has been growing among Brazilian psychologists about their inclusion in public educational policies.	Theoretical Study. Documentary Analysis and interpretation of the results through the constructive-interpretative model elaborated by González-Rey	Inclusion of psychologists in public policies
8	Sarmiento & Fossatti (2012)	Brazil	Explanation of the teaching knowledge that permeates the educational practices of teachers who teach in Early Childhood Education schools in Brazil	Empirical study. Collaborative action-research; Participants: Early Childhood Education teachers. Instruments: questionnaire, training actions;	Continuing Education Program "School in Movement: Knowing and Doing in Scene"
9	Vaillant (2012)	Chile and Uruguay	Deepening, one of the key factors of educational governance. Encourage teachers to discuss to what extent they can be an effective tool for improving quality and equity in education systems.	Empirical study. International Comparative Study; mixed approach of quantitative and qualitative techniques; an econometric analysis of correlations of PISA test results;	Global Development Network "The provision of public services in basic education: institutional arrangements, governance and educational outcomes in Chile and Uruguay

(continues)

Table 3.1. Characterization of the studies.

ID	Author	Country	Objective	Methodology	Educational Policy
10	McDonald (2012)	USA	Explaining how international aid can contribute to international transfers of policies and training and their implications for a nation's culture.	Theoretical Study. Literature Review	International Educational Policy for policy transfer and training
11	Amaral & Monteiro (2013)	Brazil	Verification that the education conditionalities of the <i>Bolsa Família</i> Welfare Program, with reference to school attendance, are really working	Empirical study. Qualitative Approach. Participants: 15,426 families. Instruments: Interview and Analysis of the database from the Impact Assessment of the <i>Bolsa Família</i> Program ( <i>Avaliação de Impacto do Programa Bolsa Família - AIBF</i> ) of 2005 and 2009 of the Ministry for Social Development and Combating Hunger (MDS).	<i>Bolsa Família</i> Program
12	Cloth et al. (2014)	Canada	Updated review of state practices regarding the use and interpretation of the clause, which had not been conducted since 1994.	Theoretical Study. Documentary Analysis of the policy for special children. Documents, laws, websites, and documents from other countries were studied.	Policy of inclusion of children with "social imbalances" as special children.

(continues)

Table 3.1. Characterization of the studies.

ID	Author	Country	Objective	Methodology	Educational Policy
13	Castro et al. (2014)	Brazil	Characterization of the management, functioning, and menus of the National School Feeding Program in Kaingang schools in Rio Grande do Sul, Brazil	Empirical study. Cross-sectional type with a mixed approach. Participants: 35 indigenous schools located in the 12 Kaingang Indigenous Lands.	PNAE – National School Feeding Program.
14	Werle (2014)	Brazil	Discussion of the panorama of Brazilian education, highlighting the large-scale evaluation processes implemented in the 1990s and 2000s	Theoretical Study. Documentary Analysis.	Analysis of public education policies in Brazil
15	Tello & Almeida (2014)	Brazil/ Argentina	Presentation of the partial results of a study that examined the continuities and ruptures of the relationship between educational policy and teacher professionalization in the period 1990–2012 in Latin America.	Theoretical Study. Textual analysis according to Rolland Paulston, based on 14 documents from the World Bank (WB), the Inter-American Development Bank (IDB) and the Program for the Promotion of Educational Reform in Latin America and the Caribbean (PREAL) longitudinally from 1990 to 2012. In the countries: Peru, Chile, Mexico, Brazil, Colombia, and Ecuador.	Educational policies in the area of teacher professionalization in Latin America/ Program for the Promotion of Educational Reform in Latin America and the Caribbean (PREAL)

(continues)

Table 3.1. Characterization of the studies.

<b>ID</b>	<b>Author</b>	<b>Country</b>	<b>Objective</b>	<b>Methodology</b>	<b>Educational Policy</b>
16	Oliveira & Scortegagna (2015)	Brazil	Reflection on education as a possibility for training older adults, to identify open universities for older adults as a space for non-formal education and intervention of social pedagogy aimed at older adults.	Theoretical Study. Qualitative Approach, Bibliographic Review.	Open University for Older Adults
17	Marcon, Prudêncio, & Gesser (2016)	Brazil	Analysis of the knowledge production on sexual diversity in school since the publication of the National Curricular Parameters, focusing on the relationship between official documents and on how the knowledge is produced, on the concept of gender used in this process, and on the mapping, through this production, of the educational practices.	Theoretical Study. An integrative review of the knowledge covering scientific articles published in the SciELO, PePSIC, and LILACS databases between 1997 and 2013.	National Curricular Parameters (NCPs) and educational practices, with regard to the teaching of sex education.

(continues)

Table 3.1. Characterization of the studies.

ID	Author	Country	Objective	Methodology	Educational Policy
18	Catellane & Zibetti (2016)	Brazil	Problematization of public policies directed toward the care of students in the final years of elementary education, in order to reflect on unequal proposals of care to young people from different social segments.	Theoretical Study. Analysis of studies.	Programs for the correction of the flow or referral of students to the EJA
19	Patrício (2016)	Brazil	Analysis of the perception of teachers in the public school system in Fortaleza (Brazil) on educational radio and the guidance they provide in the development of the curricular activities.	Empirical study. Qualitative Approach. Instruments: 124 interviews, with the coordinators of the <i>Mais Educação</i> program, teachers and students, in 21 schools integrated to the <i>Mais Educação</i> Program (PME).	<i>Mais Educação</i> Program (PME)
20	Ferreira, Amorim, Mäkinen, & Moura (2016)	Brazi/ Finland	Contribution to the construction of practical knowledge, presenting a study within the theoretical perspective of the Network of Meanings that can help professional structure their practices in school environments.	Empirical study. Field study on the practice of psychologists in school settings. Instruments: Fieldnotes and Observation;	Psychologists of education in schools, highlighting the possibilities and contributions to the issues, focusing on human development and not on clinical/health services in the school.

(continues)



Table 3.1. Characterization of the studies.

<b>ID</b>	<b>Author</b>	<b>Country</b>	<b>Objective</b>	<b>Methodology</b>	<b>Educational Policy</b>
21	Fajardo (2017)	Chile	Localized with regard to educational inclusion in higher education institutions (HEIs), internationally and nationally, for the implementation of public educational policies, norms and international, national, sectorial standards in education and the policies of higher education institutions that enabled the creation of observatories, commissions, agencies, institutional and inter-institutional networks, commissions, programs and models of care for people with disabilities in several Ibero-American countries.	Theoretical Study. Qualitative Approach, from the Documentary Analysis (articles, theses, dissertations)	Educational inclusion of persons with disabilities

(continues)

Table 3.1. Characterization of the studies.

ID	Author	Country	Objective	Methodology	Educational Policy
22	Jorquera- -Martínez (2017)	Chile	Characterization of the public policy devices that evaluate the fit that they have in the function of the right to education of this group of the population.	Theoretical Study. Qualitative Approach. Instrument: Analysis of official documents and annual education plans (PADEM) available on official municipal websites.	Annual Education Plans (PADEM)
23	Matiello et al. (2017)	Brazil	Particular explanation of three instruments: Walkthrough, Visual Mapping, and Memory Play, which have been adapted to the urban environment and school context.	Empirical study. Participants: groups of users of the environment (children, etc.). Instruments: Walkthrough, Visual Mapping, and Memory Play.	Integrative Education

Regarding the Educational Policies focused on in the studies, a diversity of policies that were the research target was verified, which will be described here, considering three analytical categories, described below. The Education Policies *per se* category was the one that grouped the largest number of studies ( $n = 17$ ). Studies that focused solely on some type of Educational Policy were considered here. This included studies in which the scope was related to annual plans, curricula, and evaluation systems, and cross-sectional themes such as sex education (Bentancur & Nicolás, 2012; Jorquera-Martínez, 2017; Marcon, Prudêncio & Gesser, 2016, Werle, 2014), as well as Studies on Adult Education Policies in Fundamental Education and Higher Education, which discuss unequal proposals for care and intervention in adult development and training programs (Guimarães, 2012; Oliveira & Scortegagna, 2015; Catellane & Zibetti, 2016).

The Educational Policies for Continuing Education and the encouragement of teachers, which discuss the practice and professionalism of teachers, are also in this category (Vaillant, 2012; Sarmento & Fossatti, 2012; Tello & Almeida, 2014; Patrício, 2016), as are the studies on Educational Policies for Financial and Educa-

tional Assistance, which deal with the financing and monitoring of public education (Farenzena, 2012; McDonald, 2012; Antunes & Peroni, 2017). The Educational Policies for the Educational Inclusion of people with disabilities, addressing national and international norms and standards in education and policies of educational institutions that enable the creation of programs and models of care for people with disabilities (Cloth et al., 2014; Fajardo, 2017) and the Educational Policies related to School Food, which deal with the adaptation of the menu to the culture of the students (Castro et al., 2014), are also grouped here.

In relation to Educational Policies correlated with other policies, studies were identified that focused on the relationship between educational policies and related areas ( $n = 4$ ), such as Social Welfare, Culture, Work and Architecture. These studies deal with educational content based on programs that include instruments for the evaluation and perception of the physical space of the school, guidance and the professional career and the technological and digital inclusion of students (Pretto, 2011; Munhoz & Melo-Silva, 2012; Matiello, et al., 2017; Amaral & Monteiro, 2013).

Regarding the relationship between Educational Policies and School and Educational Psychology ( $n = 2$ ), the studies found discussed educational policies as a useful space for the insertion of psychologists and outlined the practice in the school environment focused on human development (Guzzo, Menzzalira & Moreira, 2012; Ferreira et al., 2016).

In view of the results found, it can be seen that educational policies have been studied in recent years, from the perspective of different approaches. Studies have sought not only the individual analysis of these policies, but also their relationships with other fields of knowledge. Studies related to the relationship between these policies and school and educational psychology are still incipient.

#### **4. Discussion**

Based on the data collection carried out, a comprehensive description can be presented on the current studies related to educational policies and evidence that, with the universalization of education, these policies have gradually gained space in guaranteeing civil rights (Lessa & Tonet, 2013). Given the totality of this phenomenon, which is explained dialectically from the relationship with other objects (Kosik, 1965), its relation with economic development and the processes of pro-

ductive restructuring can be observed, because, considering the new and higher demands for professional qualification, that is, for labor, educational policies have been responding to economic as well as social demands.

In the time period of this study (2008–2017), it can be seen that the number of studies is not evenly distributed in relation to the years of publication since no study was found between 2008 and 2010. It was evidenced, however, that in recent years, researchers have been focusing on the study of educational policies. A significant part of the discussions highlights a diverse range of governmental proposals and programs geared to the area of education, which, although addressed to the regional demands of each country, are based on the assumptions established by international bodies and programs, such as the World Bank, International Bank for Reconstruction and Development (IBRD), United Nations (UN/Unesco), International Student Assessment Program (Pisa) and others (Zibetti et al., 2018).

The origins of the studies found show that the phenomenon has mainly been studied in Latin America countries: Brazil, Chile, Argentina, and Uruguay. Brazil stands out as the country with the highest number of productions. The studies carried out by Antunes and Peroni (2017), Oliveira and Scortegagna (2015), Jorquera-Martínez (2017), and Vaillant (2012) promote reflection on the democratization and expansion of the rights to education and conclude that, with the crisis of capitalism, countries of Latin America, especially Brazil (and also Portugal), have been seeking to respond to the requirements of their populations.

With regard to Brazil, re-democratization in the 1990s, and later, the institution of various laws, agreements, and statutes, marked a fruitful period for the formulation of policies in the field of education. In this period, the democratization of access to school institutions, the decentralization of public financing, participatory management, and the definition of the national salary plan for the teaching profession are prominent (Zibetti et al., 2018; Silva & Oliveira, 2018). This historical and political scenario may have been an important contributor to the broad scientific production in the country on the subject, as well as to the implementation of the diversity of educational policies focused on in the studies found.

The methodological aspects of the articles selected indicate that the research on the subject corresponds mostly to the analysis of documents or literature, with there being few empirical or field studies. Accordingly, although the importance of

documentary analysis is recognized, it may not be sufficient for the understanding of how educational policies have been implemented in the political, social, and educational reality. According to Mainardes and Tello (2016), it is necessary to invest in empirical research, considering the need to advance knowledge about educational policies, as well as to support subsequent studies.

Regarding the analytical categories outlined in this study, when related to the increase in the number of publications on the subject in recent years (2011–2017) and their origin, the close relationship between politics and economics can be perceived. In addition, for the understanding of these policies, it is important to consider aspects beyond the pedagogical and institutional dimension; it is essential that they provide a foundation for the establishment of objective and concrete conditions, that is, that favor the appropriation of historically accumulated knowledge and, for both, mediate social and individual relationships.

With the Welfare State system, governments are accountable for satisfying market interests while simultaneously fulfilling social protection requirements (Lessa & Tonet, 2013). It is up to the state, therefore, to guarantee social rights, especially the right to education and, with that, to institute educational policies that are appropriate for the reality (Patto, 1997; Draibe, 2007; Sloan, 2009; Dimenstein, 2011; Gewirtz & Ball, 2011; Leonardo et al., 2016). Therefore, before the institution of diverse educational policies, there was also an increase in the number of studies on this phenomenon.

It can also be highlighted that the majority of the target nations of the studies found are those in the process of development. Such countries, in order to achieve modernization, to improve poor educational and social indicators and to respond to the demands of the consumer market, are seeking to invest in public education and literacy for the qualification of the workforce through educational plans and programs, a subject discussed in the works of Castro et al. (2014), Amaral and Monteiro (2013), Farenzena (2012), and Bentancur and Nicolás (2012). It should be noted that the capitalist base, according to Saviani (2008), favors the ruling classes and treats productions on the educational policy as subordinate to those on economic policy.

Six other studies were found (Fajardo, 2017; Catellane & Zibetti, 2016; Ferreira et al., 2016; Werle, 2014; Tello & Almeida, 2014; Sarmiento & Fossatti, 2012) that discussed the contradictions in the educational policies through different

situations: diversity of teaching modalities, the work of the professionals involved in the school area and the training of these professionals.

Currently there is a valuation of knowledge, mainly through the National Assessment Systems, that highlights the schools with the best results, without considering, however, the objective and symbolic conditions of the educational processes for learning and human development of all the actors involved, whether students, teachers, managers or other professionals (Leonardo et al., 2018, Zibetti et al., 2018). The discourse of democratizing opportunities, explaining success and failure through the ideology of natural aptitudes, or through individual effort, is the basis of the meritocracy principle and has been one of the many contradictions that underpin educational policies (Dardot & Laval, 2016).

Other contradictions are related to the relationship between the level or degree of schooling of the population and their ability to enter and remain in the labor market. This discussion is seen in the study by Munhoz and Melo-Silva (2012), which discusses the relationship between the school, society, and market demands. Accordingly, educational promotion is sought with a view to greater productivity, quality and competitiveness, marks of a market economy in a growing process of globalization, to the detriment of education for the human formation or, in other words, to make the process of humanization viable (Saviani, 2007).

It should be noted that Educational Policies do not happen in isolation, but correlate with other policies. The studies highlight intersectionality with other areas of knowledge, such as Architecture and Social Welfare. They, therefore, indicate the possibility of a dialogue between education and the conditionalities of the Bolsa Família Welfare Program (Amaral & Monteiro, 2013), the educational use of digital technologies based on the National Program for Culture, Education and Citizenship (Preto, 2011), the relationship between the educational context and the preparation for work and career, considering what was established by the Ministry of Labor and Employment (Munhoz & Melo-Silva, 2012), and even the urban space in the context of full-time schools (Matiello et al., 2017).

Regarding the relationship between Educational Policies and School and Educational Psychology, the studies found to originate in Brazil. It was evidenced that, although Psychology has historically assumed a role of contribution to the theoretical tendencies and pedagogical ideas that base the educational practices in Brazil (Tanamachi & Meira, 2003), and even with the movement of approximation of the

Public Policies highlighted by Barroco et al. (2018), few studies focused on the intercession with School and Educational Psychology. In addition to this, it can be seen that the psychologist has not participated in the formulation and implementation of educational policies, and is not recognized in the legislative sphere as a fundamental actor in the composition of the school team (Guzzo & Wechsler, 2001; Oakland & Sternberg, 2001; Guzzo, 2008), being this a possible explanation for the limited production relating Psychology and educational policies.

Therefore, the contradiction was revealed that, although the studies analyzed that correlated educational policies showed this to be a fruitful field for the psychologist's performance, few studies were found that had the performance of this professional in their scope (Urt, 2017). The studies that were found (Guzzo et al., 2012; Ferreira et al., 2016) incipiently discuss the performance of school psychologists, highlighting the elements that influence their entrance and permanence in the school and how the role of the school psychologist is configured.

Corroborating this, Martinez (2009, 2010) and Souza (2009) indicate that the implementation of public policies has not been the focus of action of school psychologists and institutions. Despite this, it is necessary to consider that, when discussing emerging forms of action in the educational area, these professionals need to consider, in addition to the psychoeducational dimension, the psychosocial dimension; at which point it is urgent to discuss the formulation and implementation of educational policies.

## 5. Final Considerations

This study aimed to review the literature on educational policies that have been the subject of research in the previous ten years, in order to verify the extent to which the relationship with School and Educational Psychology has been established. The subject has been the object of recent investigations, and it was possible to identify a tendency for studies correlating education with other areas of knowledge. However, regarding School and Educational Psychology, these studies are still scarce.

Despite the methodological rigor adopted in this study, it is necessary to highlight some limitations. Considering that this was a cross-section of studies performed from certain specific descriptors and databases, such choices may have limited the scope of the totality of studies involving the phenomenon, and there-

fore, some studies may have ended up not being included in this inquiry. In addition, when the inclusion/exclusion criteria were established for the search of the articles, other types of documents were not considered. However, rather than detracting from the relevance of the study, this indicates a way for reviews of earlier literature on the subject.

In view of these considerations, it is known that the institution of the various educational policies has facilitated the democratization of access to school education. However, these policies are not disconnected from the system of production and from the social and individual relationships derived from it; before they establish objective and concrete conditions of life, that can impact on the humanization process of the subjects. Accordingly, Psychology, whether through research or through professional action, from a critical perspective, needs to be aware of the historical and social determinations that involve society, in addition to educational policies, so as to prepare the path that leads to the assumption of an active role in the interposition of obstacles and in the contribution to human development.

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