

State councils of education and evaluation and regulation policies of higher education: Knowledge production in scientific papers (1999-2022)

Conselhos estaduais de educação e políticas de avaliação e regulação da educação superior: Produção de conhecimento em artigos científicos (1999-2022)

Consejos estatales de educación y políticas de evaluación y regulación de la educación superior: Producción de conocimiento en artículos científicos (1999-2022)

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ABSTRACT

The production of knowledge about the State Councils of Education and the evaluation and regulation policies in scientific journals presented in this paper is drawn from the systematic literature review carried out by the group of researchers that integrate the Research Project “Performance of State Councils of Education in the Policies of Evaluation and Regulation of Higher Education and its moderating influences in state public universities”, which is part of the Universitas/Br Network. The State Councils of Education, in Brazil, are responsible for the standardization of the evaluation and regulation of Higher Education Institutions in the state context under their jurisdiction. This paper aims to analyze the production of knowledge about the State Councils of Education and the policies of evaluation and regulation of Higher Education published in Brazilian journals from 1999 to 2022. The search for productions was performed in the following databases: CAPES Portal of Periodicals, Google Academic, Educa, DOAJ, SciELO, Educ@/FCC, and the Textual and Discourse Analysis was the methodology for data analysis. The results revealed: a) the scarcity of academic productions aimed at the performance of the State Councils of Education in the policies of evaluation and regulation of Higher Education; b) the unique trajectories of each

Council in the care of the standardization of the National Higher Education Evaluation System for the State Education Systems; c) the need to overcome postures still conservative present in the composition, representativeness and enactment within the State Councils of Education; d) the requirement of new studies and research that contribute to advances in the production of knowledge on this theme.

Keywords: State Councils of Education. Higher Education. Evaluation and regulation policies. Systematic literature review.

RESUMO

A produção de conhecimento sobre os Conselhos Estaduais de Educação (CEE) e as políticas de avaliação e regulação em periódicos científicos apresentada neste artigo é oriunda da revisão sistemática de literatura realizada pelo grupo de pesquisadores que integram o Projeto de Pesquisa “Atuação dos Conselhos Estaduais de Educação nas Políticas de Avaliação e Regulação da Educação Superior e suas influências modeladoras nas universidades públicas estaduais”, que faz parte da Rede Universitas/Br. Os CEE, no Brasil, são responsáveis pela normatização da avaliação e da regulação das Instituições de Educação Superior no contexto estadual sob sua jurisdição. Este artigo tem por objetivo analisar a produção de conhecimento sobre os CEE e as políticas de avaliação e regulação da Educação Superior publicada em periódicos brasileiros no período de 1999 a 2022. A busca das produções foi realizada nas bases de dados seguintes: Portal de Periódicos da CAPES, *Google Acadêmico*, Educa, DOAJ, SciELO, Educ@/FCC, e a Análise Textual Discursiva foi a metodologia de análise dos dados. Os resultados revelaram: a) a escassez de produções acadêmicas voltadas à atuação dos CEE nas políticas de avaliação e regulação da Educação Superior; b) as trajetórias singulares de cada CEE no atendimento à normatização do Sistema Nacional de Avaliação da Educação Superior nos Sistemas Estaduais de Ensino; c) a necessidade de superação de posturas ainda conservadoras presentes na composição, na representatividade e na atuação no âmbito dos CEE; d) a exigência de novos estudos e pesquisas que contribuam para avanços na produção de conhecimento sobre essa temática.

Palavras-chave: Conselhos Estaduais de Educação. Educação Superior. Políticas de avaliação e regulação. Revisão sistemática de literatura.

RESUMEN

La producción de conocimiento sobre los Consejos Estatales de Educación (CEE) y las políticas de evaluación y regulación en revistas científicas presentada en este artículo proviene de la revisión sistemática de literatura realizada por el grupo de investigadores que integran el Proyecto de Investigación “Actuación de los Consejos Estatales de Educación en las Políticas de Evaluación y Regulación de la Educación Superior y sus influencias modeladoras en las universidades públicas estatales”, que forma parte de la Red Universitas/Br. Los CEE, en Brasil, son responsables de la normatización de la evaluación y regulación de las Instituciones de Educación Superior en el contexto estatal bajo su jurisdicción. Este artículo tiene como objetivo analizar la producción de conocimiento sobre los CEE y las políticas de evaluación y regulación de la Educación Superior publicada en revistas brasileñas, en el período de 1999 a 2022. La búsqueda de las producciones fue realizada en las bases de datos: Portal de Periódicos da CAPES, *Google Scholar*, Educa, DOAJ, SciELO, Educ@/FCC y *Discursive Textual Analysis* (Análisis Textual Discursiva) fue la metodología de análisis de datos. Los resultados encontrados revelaron: a) la escasez de producciones académicas centradas en el papel de los CEE en las políticas de evaluación y regulación de la Educación Superior; b) las trayectorias singulares de cada CEE en el cumplimiento de la normatización del Sistema Nacional de Evaluación de Educación Superior en los Sistemas Estatales de Enseñanza; c) la necesidad de superación posturas aún conservadoras presentes en la composición,

representatividade y actuación en el ámbito de los CEE; d) la exigencia de nuevos estudios e investigaciones que contribuyan a los avances en la producción de conocimiento sobre esa temática. **Palabras clave:** Consejos Estatales de Educación. Educación Superior. Políticas de evaluación y regulación. Revisión sistemática de literatura.

INTRODUCTION

The creation of the State Education Councils (CEE) emerged from a decentralization proposal on the teaching systems aiming at guiding the educational policy of the states of the federation, having the task of regulating, through normative acts, the bases and guidelines issued by the National Education Council (CNE) and the function of ordering the teaching system at the levels pertinent to the State (Menezes, 2001).

The processes of regulation and evaluation of state Higher Education Institutions (HEI), universities, colleges, and centers of Higher Education are regulated by the EEC in which they are inserted, considering the regional characteristics and the autonomy of the states in the sphere of the Higher Education they offer while attending to the guidelines issued by the Ministry of Education (MEC) and the CNE, especially regarding the processes of evaluation and regulation foreseen in the National System for Evaluation of Higher Education (SINAES), created by Law No. 10.861, of April 14, 2004.

The terms of cooperation between the federal and state systems defined in SINAES give the CEEs the responsibility of defining the processes of regulation, supervision, and evaluation of state HEIs, in tune with the national legislation of Higher Education. In this conjuncture, the state HEIs are under the jurisdiction of both the State Secretariats of Higher Education and the Secretary of Higher Education (SESU), a unit of the MEC, responsible for planning, guiding, coordinating, and supervising the formulation and implementation process of the National Higher Education Policy. Thus, starting in 2004, with the institution of SINAES, the CEE reformulated the policies of evaluation and regulation of State Higher Education to adapt to the federal legislation.

This article aims to analyze the Brazilian academic production, in the form of scientific articles, about the CEE's performance regarding the evaluation and regulation of Higher Education in-state public universities in different Brazilian regions/states, focusing on the *modus faciendi* and *operandi* and the existing gaps. The guiding question is: What is the production of knowledge about EWCs and the policies of evaluation and regulation of Higher Education published in Brazilian journals from 1999 to 2022?

To understand the approach dealt with in the articles that make up this systematic literature review, it is relevant to contextualize the main functions and attributions of a Board of Education. According to Cury (2006, p.41) (our translation):

A Board of Education is, first and foremost, a public agency aimed at guaranteeing, in its specificity, a constitutional right of citizenship (...). Regular school education, as distinct from free education, is regular because it is sub-lege, and its certificates and diplomas have official validity.

Cury's explanation (2006) allows us to understand the role of Education Councils at the national, state, and municipal levels. Initially, the author highlights the public character of the organ, that is, it is aimed at guaranteeing the public interest, which, in this case, is the right to education. Then he clarifies that "regular" education needs to be certified and validated, making clear the normative function of the Education Councils. This function is performed by carefully interpreting the legislation by the counselors that comprise this collegiate body. Finally, the normative function is materialized through deliberations, opinions, and resolutions issued by the Councils. Besides the normative function, the Councils of Education also have advisory and consulting functions.

When considering the normative function, Cury (2006, p.48) (our translation) clarifies that the "regulation is restricted to the explanation of procedures and execution criteria, in a certain margin of discretion, which does not exclude the possibility of defining obligations to do and not to do, as long as this assignment arises from the law. Thus, the administrative and regulatory acts issued by the Education Councils are elaborated to execute the Law faithfully and cannot extrapolate it.

As for the CEE, they were instituted in Brazil by the Law of Directives and Bases for National Education (LDB), Law No. 4.024, of December 20, 1961, which, in its Article 10, defined:

State Education Councils organized by state laws, constituted as members appointed by the competent authority, including representatives of the various levels of education and the official and private teaching profession of outstanding knowledge and experience in education matters, will exercise the powers given to them by this law (our translation).

At the time, the CEE was attributed competencies similar to those of the Federal Council of Education, about the state educational system, such as elaborating educational laws, authorizing the operation of schools, fixing norms, defining curricula, and inspecting schools, among others.

As for higher education, the CEEs evaluate, regulate and supervise the state and municipal HEIs under their jurisdiction, currently linked to the evaluation processes defined by SINAES. It is worth pointing out that the regulation of Higher Education,

It is necessary to distinguish between the federal system of education, which covers institutions and courses of federal and private institutions, and the state and municipal systems, which, according to the LDB of 1996, are both regulated through their respective State Education Councils (Verhine, 2015, p.608) (our translation).

In this study, we bring the analysis of the academic production in the format of scientific articles published in Brazilian journals, in which the action of the EECs on the processes of evaluation and regulation of Higher Education was the object of study and analysis.

The article, in addition to this introduction and the final considerations, is structured in three sections: the first presents the methodological path; the second discusses the procedure adopted for the mapping of articles that make up the documentary corpus; and the third discusses the discussion and analysis of the articles that make up this literature review.

METHODOLOGY

The methodological path that led to this article was based on the qualitative approach and the systematic literature review of Brazilian academic production in scientific articles. Notably, in a "qualitative study, the search for data in the investigation leads the researcher to go through different paths, i.e., uses a variety of procedures and instruments for data constitution and analysis" (Kripka et al., 2015, p. 57) (our translation). Thus, "qualitative research is that which works predominantly with qualitative data, that is, the information collected by the researcher is not expressed in numbers, or else the numbers and the conclusions based on them play a minor role in the analysis" (Dalfovo, Lana, & Silveira, 2008, p.9) (our translation).

It is understood that, in a qualitative approach, the literature review aims to identify the dimensions and aspects that have been prioritized in studies and which have not been sufficiently explored, in which periods and spaces occur more frequently and where they are available (Ferreira, 2002).

According to Galvão and Ricarte (2019), there are two types of literature review: the convenience review and the systematic review. In the former, discussing a set of works that

contribute to the research theme is carried out without delimiting criteria beyond the theme and the temporal cut-off. On the other hand, in the systematic literature review, the researcher has specific protocols and criteria to deal with the document corpus. In this format, the bibliographic databases and data consulted, the inclusion and exclusion criteria, and the analysis process that will be employed are made explicit.

In this approach, researchers, when doing a systematic literature review, seek to review paths traveled, “therefore possible to be visited once again by new research, to favor the systematization, organization, and access to scientific productions and the democratization of knowledge” (Silva, Souza, & Vasconcellos, 2020, p.2) (our translation).

The specific protocols to meet the objectives of this systematic literature review were: to explain the databases; define the search descriptors and the time frame; delimit the inclusion and exclusion criteria; describe the data of the mapped productions; group the research by themes; and analyze the text corpus of the abstracts of the selected scientific articles.

The methodology defined for the analysis of the abstracts of the selected articles was Textual Discourse Analysis (TDA), being “a methodology of information analysis of qualitative nature to produce new understandings about the phenomena and discourses” (Moraes & Galiuzzi, 2016, p.13) (our translation). The authors explain that “textual discourse analysis is a data analysis approach that transitions between two established forms of analysis in qualitative research: content analysis and discourse analysis” (p. 118) (our translation).

The first stage of the analysis of DTA consists of carefully reading the data produced, then proceeding to the text's disassembly. Moraes and Galiuzzi (2016) explain that it is necessary to “examine the texts in detail, fragmenting them to produce constituent units, statements referring to the phenomena studied” (p. 33) (our translation).

In the second stage, deconstructing and unitarizing the texts begins. Moraes (2003, p.195) explains that:

The deconstruction and unitarization of the corpus consisting of a process of disassembling or disintegrating the texts, highlighting their constituent elements. It implies focusing on details and parts, a process of division that every analysis implies. With this fragmentation or deconstruction of the texts, it is intended to perceive the meaning of the texts at different limits of their details, even though it is understood that a final and absolute limit is never reached. The researcher decides to what extent he will fragment his texts, which may result in units of analysis of greater or lesser amplitude (our translation).

After deconstruction and unitarization, it is time to establish relations to build categories, subcategories, and units of analysis. However, for this, it is necessary to observe the relationship between the data collected, making combinations, groupings, and classifications to be able to define them. At this point, similar corpus units are gathered and based on their characteristics, the researcher can name them, constituting the third stage of DTA.

With the categories created, the researcher seeks to identify in the speeches of the participants their perceptions and interpret the data that were collected, building an interpretive synthesis, a process called capturing the new emerging by Moraes and Galiuzzi (2016), a moment characterized as the fourth stage of the DTA. As argued by Moraes and Galiuzzi (2016), the DTA is a methodology that requires rigor in each step of data analysis; therefore, it is a self-organized process of the researcher to achieve the research objectives and the validity of the results obtained.

THE SURVEY OF KNOWLEDGE PRODUCTION IN BRAZILIAN JOURNALS

The mapping of articles published in Brazilian journals, defined for 1999 to 2022, had as search descriptors the words: a) Evaluation; b) Higher Education Regulation/Higher Education; c)

State Education Council/CEE. The search was carried out in the following databases: Portal de Periódicos da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES), Google Academic, Educa, Directory of Open Access Journals (DOAJ), Scientific Electronic Library Online (SciELO), Educ@ - Fundação Carlos Chagas (FCC).

To include the articles, the criteria were defined as those that presented the descriptors “Conselho Estaduais de Educação” or “CEE” in the titles, abstracts, or keywords in association with the descriptors “avaliação” and “regulação da Educação Superior”. The articles that presented only the descriptors “evaluation” and “regulation of Higher Education” were excluded. Meeting the established criteria, 13 scientific articles were selected to compose this literature review, listed in Table 1, according to the year of publication, title, author, and journal.

Table 1. List of scientific articles that make up the literature review on EWCs and assessment and regulation policies for higher education from 1999 to 2022

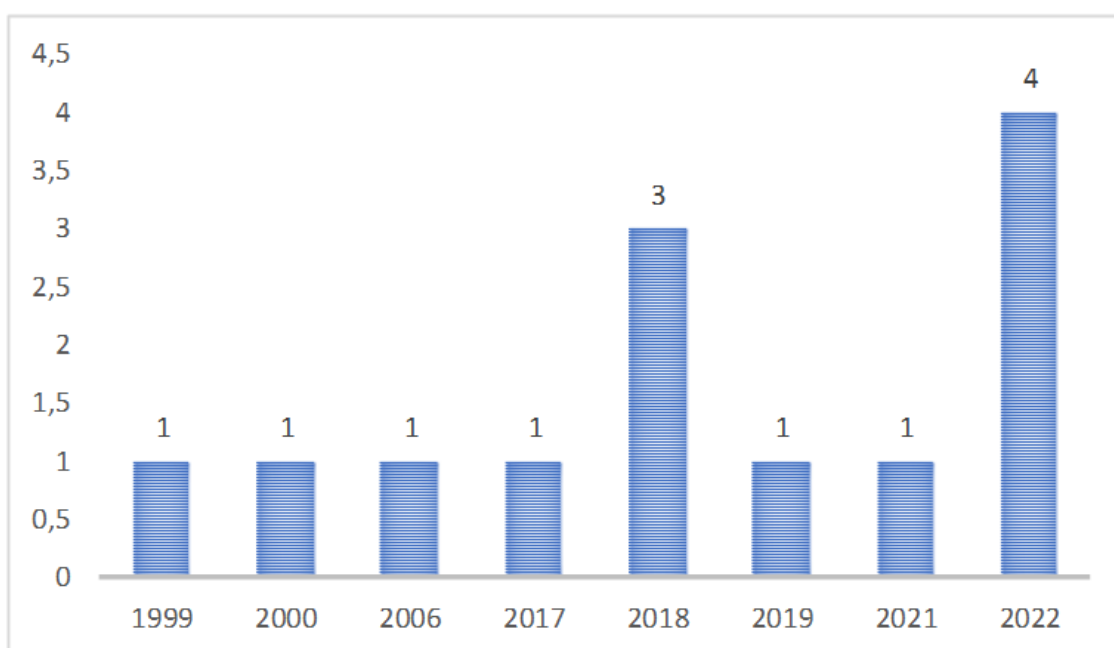
N.	Year	Title	Authorship	Scholarly Journal
1	1999	<i>Higher Education and institutional evaluation: a model in implementation</i>	Gatti, B. A.	Brazilian Journal of Pedagogical Studies
2	2000	<i>Institutional Evaluation and Monitoring of Higher Education Institutions</i>	Gatti, B. A.	Studies in Educational Evaluation
3	2006	<i>Councils of Education: foundations and functions</i>	Cury, C. R. J.	Brazilian Journal of Education Policy and Administration
4	2017	<i>The State Education Council of Rio de Janeiro: inheritance, legal landmarks, and political limits of a State organ</i>	Vasconcelos, M. C. C., Almeida, N. N., & Peixoto, L. F.	Essay: Evaluation and Public Policies in Education
5	2018	<i>The historical trajectory of the Mato Grosso do Sul State Council of Education: organization, composition, and representativeness</i>	Bigarella, N., & Oliveira R. T. C. de.	HISTEDBR On-line Journal
6	2018	<i>State Education Councils in the new State Education Plans</i>	Oliveira, R. de F., Souza, D. B. de, & Câmara, A. P.	Educação e Realidade Journal
7	2018	<i>The collaboration regime in the institutional evaluation processes in state universities of the Midwestern region: regulations and challenges</i>	Carvalho, R. R. da S., & Assis, L. M. de.	Avaliação Journal (RAIES)
8	2019	<i>The São Paulo State Education Council and the offensive to university autonomy</i>	Sena, M. D. L. de S., & Resende, F. M. de P.	Humanities and Innovation Journal
9	2021	<i>Assessment of Higher Education: analysis of the courses assessed in 2019 at Paraíba State University</i>	Timbó, B. H. O., & Guerra, M. das G. G. V.	Journal of Educational Management and Evaluation
10	2022	<i>Assessment and regulation policies of Higher Education for state HEIs: interfaces between State Education Councils and SINAES</i>	Brandalise, M. Â. T., Borges, R. M., Oliveira, M. E. N., & Silva, N. F. da.	Brazilian Journal of Education Policy and Administration
11	2022	<i>State Boards of Education and democracy: between history and academic production</i>	Jensen, K. C., & Flach, S. de F.	Research Notebooks of the Federal University of Maranhão (UFMA)

N.	Year	Title	Authorship	Scholarly Journal
1 2	2022	<i>State Council of Education: evaluation and regulation of Higher Education in Paraná</i>	Martins, C. B., Kailer, E. Z., & Goes, G. T.	Cadernos de Pesquisa of UFMA
1 3	2022	<i>The use of the results of the evaluation of undergraduate courses by UEMA from the CEE regulation</i>	Santana, F. de J. S., & Silva, N. F. dá.	Cadernos de Pesquisa of UFMA

Source: Prepared by the authors.

Graph 1 below shows the articles' distribution in the period from 1999 to 2022.

Graph 1. Scientific articles on CEE and the policies of evaluation and regulation of Higher Education published in the period from 1999 to 2022



Source: Prepared by the authors.

The number of scientific articles found reveals the scarcity of literary productions on the theme and a vacuum of publications between 2007 and 2016. Of the 13 inventoried productions, ten (77%) were published in the last five years (2017 - 2022), with results that indicate that research on the role of EWCs in evaluating and regulating higher education has expanded more recently.

DISCOURSE TEXTUAL ANALYSIS OF THE DOCUMENT CORPUS

In the analysis of the 13 scientific articles that make up this literature review, after the steps of reading and unitarization of the texts, the third step is the grouping of the scientific articles according to the theme addressed, procedures that originated four categories of analysis:

- CEE – Interfaces with normative and historical aspects (three articles).
- CEE – Interfaces with an institutional evaluation of HEIs (three articles).
- CEE – Interfaces with degree course evaluations (two articles).
- CEE – Interfaces with federative unit studies (five articles).

Next, we present the analysis of the articles that make up each one of the categories listed.

CEE – interfaces with normative and historical aspects

The category “CEE - Interfaces with normative and historical aspects” is formed by three articles: Cury (2006), Oliveira, Souza, and Câmara (2018), and Jensen and Flach (2022).

The first of them, entitled “Conselho de Educação: fundamentos e funções”, by Cury (2006), is a theoretical essay that aims to describe and analyze the functions and respective fundamentals of the Councils of Education in Brazil from their historical evolution and legal order, explaining concepts and norms inherent to the educational legislation from the LDB - Law no. 9.394, of December 20, 1996. There is an emphasis in the text on the functions of the counselors and on the opinions and resolutions as normative acts with the force of law when duly supported by legal provisions. The author highlights that, for a counselor, School education is “a precious grain that should be cultivated with the deserved care so that the ground for this planting is the school. Every Brazilian should have access to it, stay there, and get a quality education without any privilege or discrimination” (Cury, 2006, p.66) (our translation).

The article "State Education Councils in the New State Education Plans" by Oliveira, Souza, and Câmara (2018) analyzes the role that the CEEs eventually assumed in the State Education Plans related to the National Education Plan (NEP), from 2014 to 2024, about the state management of their education systems. The methodology used is exploratory and descriptive in nature. The authors point out that the Councils have not been treated as privileged places for the coordination and construction of State Education Plans and conclude that the EECs "present, since their creation, a declining historical trajectory, whose reflections are observed in these plans: in the absence of protagonism related to their elaboration, in the emptying of competencies as organs of the State Education Systems" (Oliveira, Souza, & Câmara 2018, p.669) (our translation).

Jensen and Flach's (2022) article, "State Education Councils and Democracy: between history and academic production", considers how Education Councils were constituted in Brazil compared with the academic production on the theme. The text highlights the emergence and development of ECEs in Brazil. In addition, it is pointed out that, despite the lack of research on EWCs observed in the scientific production analyzed, consisting of 16 works published in the period from 1991 to 2018, it was possible to see that the

The deliberative function is commonly dependent on the interests of privileged social sectors. The representative function leaves something to be desired, as representatives of political society have many more seats. Excessive normative function renders the body meaningless as a collegiate body. Its nature can be considered much more technical-bureaucratic than organic in state education organizations. About the composition and choice of counselors, the academic literature points to the significant intervention of the Executive Branch in the figure of state governors and the maneuvers for the maintenance in the reappointment of counselors that plaster the diversity and the debate, favoring conciliatory and little expressive positions (Jensen & Flach, 2022, p.367) (our translation).

The articles analyzed here focus on the history, concept, and regulation of CEEs in Brazil, and reveal that they have a little role as a collegiate body of the State Educational Systems, whose function is to ensure the quality of education in educational institutions under their jurisdiction. In addition, they reveal conservative postures regarding the choice of councilors, who, in general, are appointed by the state governors, and the little representation of civil society in the composition of their Chambers and of their Plenary Council.

CEE – interfaces with institutional evaluation of institutions

This category includes three articles evaluating HEIs under CEE jurisdiction: Gatti (1999, 2000) and Brandalise, Borges, Oliveira, & Silva (2022).

Gatti's (1999, 2000) articles focus on the external evaluation of HEIs. The actions taken by the São Paulo State Board of Education (CEE/SP) in monitoring and evaluating the educational institutions under its jurisdiction are presented by Gatti (1999, 2000). Both articles highlight the bases on which the evaluation processes were built at the time, considering evaluation as a process that requires technical knowledge and ethics on the part of those involved. "Evaluative processes are processes that necessarily imply a value judgment, and it is necessary to have ethical awareness about the objectives, purposes, procedures employed, resulting actions and their consequences" (Gatti, 2000, p.94) (our translation). Among the proposed objectives for the institutional evaluation of the HEIs defined by CEE/SP, the articles highlighted: a) make explicit the social role of the institutions and enhance the quality of education; b) stimulate self-criticism and self-assessment of the HEIs; c) contribute to the process of authorization, accreditation, and recognition of courses and institutions. The relationship between the actions of the CEE/SP and the evaluative and regulatory processes developed before the implementation of SINAES is clear. Both articles describe the actions developed in the scope of the CEE/SP in evaluating the state and municipal HEIs. Although carried out before the creation of SINAES, these articles allow us to identify the evaluation norms for São Paulo's HEIs in that historical context.

The article "Policies of evaluation and regulation of higher education for state HEIs: interfaces between state education councils and SINAES" by Brandalise et al. (2022) presents the results of an analysis that aimed to analyze the process of normalization of the policies of evaluation and regulation of HEI's in the scope of the CEE, in interface with the national policy for the assessment of higher education defined by SINAES. In addition, the authors consider the relevance of the state HEIs "for regional development and their particularities, regarding the way they organize themselves, about the national and state legislation of the Higher Education they offer and the role attributed to the CEE in the evaluation and regulatory processes of Higher Education" (Brandalise et al., 2022, p.2) (our translation).

In the study, the documents available for online access were mapped and analyzed, referring to the assessment and regulation issued by the CEEs in the last two decades in the states of Goiás, Maranhão, Minas Gerais, Pará, Paraná, Piauí, São Paulo and Tocantins, which constituted the sample of representative CEEs of the Brazilian regions. The article points out that it was possible to verify in the legislation analyzed that the CEEs have gradually incorporated the SINAES guidelines into the state education systems. However, due to the autonomy of each one of them, when recontextualizing the national evaluation policy, they established specific procedures to meet the local and regional specificities of each state, revealing that in the contexts of Higher Education in the Brazilian states, there are their actions in the evaluative and regulatory processes.

The analysis of the articles in this category revealed, on the one hand, the specific case of the CEE/SP to standardize the HEI institutional assessment processes in the late 1990s and early 2000s, explained by Gatti (1999, 2000); on the other hand, the article by Brandalise et al. (2022) traced the standardization process of Brazilian states' CEEs after the enactment of Law no. 10.861/2004, which established the SINAES, about the evaluative and regulatory processes, which contemplate the external institutional evaluation, the institutional self-assessment, the evaluation of undergraduate courses, the accreditation and the reaccreditation of HEI, the recognition and renewal of recognition of undergraduate courses.

CEE – interfaces with undergraduate evaluation

Concerning the category “CEE - Interfaces with an evaluation of undergraduate courses”, two articles were located, one from 2021 and another from 2022.

The article entitled “Evaluation of Higher Education: analysis of the courses evaluated in 2019 at the State University of Paraíba” by Timbó and Guerra (2021) presents the results of research whose objective was to analyze the process of evaluation of in-class undergraduate courses at the State University of Paraíba (UEPB). The reports prepared by the in-loco verification commissions designated by the Paraíba State Education Council (CEE/PB) were analyzed. The Swot analysis was adopted as a resource to contribute to the identification of strengths, weaknesses, opportunities, and threats that impacted, positively and negatively, the quality of the evaluation process of undergraduate courses at UEPB. From this perspective, a good performance of the courses evaluated in the dimensions of “didactic-pedagogical organization” and “faculty and tutorial” was demonstrated. However, the infrastructure dimension was a weakness presented by the courses and UEPB in general terms. It was also found that about the in-class undergraduate courses, although they have had a favorable evaluation by the in-loco verification commissions, it is necessary to create permanent mechanisms of self-assessment and updating of the pedagogical projects of courses.

The article entitled “The use of the results of the evaluation of undergraduate courses by UEMA from the CEE regulation”, authored by Santana and Silva (2022), analyzed the use of the results of the evaluation of undergraduate courses by the State University of Maranhão (UEMA), from the regulation of the State Education Council of Maranhão (CEE/MA). The guiding question was established: Which actions are developed by the directors of undergraduate courses based on the results of the evaluations of the CEE/MA? As a methodological approach, we used a qualitative case study; a literature review; the analysis of legal and documental sources of the CEE; mapping of the state of knowledge with studies from normative studies that deal with the role and attributions of the CEE regarding the policies of regulation and evaluation of Higher Education. The results reveal that UEMA has developed actions based on the results of internal and external evaluation reports, such as the National Student Performance Exam (ENADE) of the Anísio Teixeira National Institute for Educational Studies and Research (INEP), the CEE, the Comissão Própria de Avaliação (CPA) and the Avaliação dos Cursos de Graduação (AVALGRAD). It was considered necessary to have a broad discussion with UEMA's managers (Rectory, Deans, Center Directors, Course Directors, Department Heads, Course Collegiate, Structuring Teaching Centers (NDE), and CPA) about the conception of quality education and emancipatory assessment, to break with the culture of control, efficiency, and effectiveness required by the market, as well as to critically analyze the policies of regulation and evaluation, in the perspective of the democratic (re)construction of university autonomy with commitments aimed at social quality.

In both articles, it was verified that, with the implementation of SINAES in 2004, the process of self-assessment and planning by institutional managers was intensified in the HEIs, to evaluate the actions developed from the three dimensions: didactic-pedagogical organization, faculty, and tutors, and infrastructure and their respective quality indicators standardized by MEC/INEP and reproduced by the HEIs.

CEE – interfaces with federative unit studies

In the category “CEE - Interfaces with federative unit studies,” five articles were located, one published in 2017, two in 2018, one in 2019, and one in 2022.

In 2017, the article entitled “State Education Council of Rio de Janeiro: inheritances, legal milestones and political limits of a State body” by Vasconcelos, Almeida, and Peixoto (2017) sought to analyze the trajectory of the State Education Council of Rio de Janeiro (CEE/RJ), particularly the “inheritances” and the influences of the collegiate bodies that originated it, and the legal milestones

that had the greatest impact on its history, in a temporal demarcation ranging from the first legal order of its creation, Decree-Law No. 51, of April 3, 1975, to Law No. 6. 864, of August 15, 2014, which makes it a State agency. On a more specific level, we highlight the implications of the governmental changes produced in the collegiate, led by the actors of the political context in which the CEE/RJ was inserted. This is a bibliographical and essentially documental research, which demonstrates, with the subsidy of sources, how the CEE/RJ was marked by the discontinuity in politics, having as a consequence that the condition of the State organ is almost imperceptible in the daily life and in the proposals of the collegiate that, today, regulate the education of Rio de Janeiro.

In 2018, the article "The collaboration regime in the processes of institutional assessment in state universities of the Midwest region: regulations and challenges" by Carvalho and Assis (2018) aimed to analyze how the collaboration regime is expressed in the official documents of the states and state universities of the Midwest region and the contradictions regarding its materiality in the process of institutional assessment. The collaboration regime is foreseen in the Federal Constitution of 1988, in the LDB - Law number 9.394/1996 - and Law number 10.861/2004 of SINAES. Through a theoretical and documentary analysis, the study sought to "elucidate the challenges of this process in the state universities of Goiás (UEG), Mato Grosso do Sul (Uems), and Mato Grosso (Unemat)" (Carvalho & Assis, 2018, p.330) (our translation). The authors present an analysis of the national legislation on the system of collaboration between the federated entities, especially in the evaluation processes, and how the documents of the states, which regulate their state systems of Higher Education and the projects of institutional evaluation of these state universities, provide (or not) the system of collaboration.

Also in 2018, the article "The historical trajectory of the State Education Council of Mato Grosso do Sul: organization, composition, and representativeness", produced by Bigarella and Oliveira (2018), was published. The article on the historical trajectory of the EEC of Mato Grosso do Sul, arising from documentary research, addressed the composition, representativeness, organization, functioning, and influences on educational policies for Basic Education. According to the authors, the trajectory of this Council since its genesis had a not very plural composition, leading it to assume the conformation of a governmental organ once it showed itself absent in the decision-making regarding educational policies. As a result of the analysis, the political-economic influence in the execution of the bodies' functions, the lack of plurality in its representativeness, and the lack of alternation of the members of said Council was highlighted (Bigarella & Oliveira, 2018).

In 2019, the article "O Conselho Estadual de Educação de São Paulo e a ofensiva à autonomia universitária" was published, authored by Sena and Resende (2019), who argue about the Deliberação CEE n. º 111/2012, which unilaterally determined reformulations for the Undergraduate courses. This unilateral imposition motivated the authors to reflect and dialogue about the role of this body in the State of São Paulo. In this sense, the general objective of this research was to investigate the determinations of the CEE/SP and their implications on the universities in São Paulo. With this investigation, we intended to problematize the performance and functioning of the CEE/SP and its attributions in the state education system. Documental and bibliographical research was carried out as instruments of data collection.

In 2022, the article "Conselho Estadual de Educação: avaliação e regulação do ensino superior no Paraná" authored by Martins, Kailer and Goes (2022, p.391), emphasizes that the

The processes of regulation and evaluation of state Higher Education Institutions, universities, colleges, and centers of higher education are regulated by the state boards of education in which they are inserted, considering the regional characteristics and autonomy of the states in the sphere of higher education that they offer while meeting the guidelines issued by the Ministry of Education and the National Education Council, especially the processes of assessment and

regulation provided for in the National System for Evaluation of Higher Education (our translation).

In this context, this research will understand the role of the CEE in evaluating and regulating Higher Education in the state of Paraná in semi-structured interviews with CEE representatives. Considering the study carried out, it is possible to state that the State Board of Education of Paraná (CEE/PR), over time, has achieved greater proximity and dialogue with the institutions, besides pointing directions for improving the quality of the courses offered without minimizing its role in the assessment and regulation of Higher Education, in the counselors' perception.

The articles in this category are the result of studies and research by CEE from units of the federation as to the historical trajectory, the constitution, and the operational mode of their deliberative, normative, consultative, and orientation functions of the educational policy of the State Educational System, as well as the implications on the HEIs under their jurisdiction. The academic productions reveal the various themes researched in association with the actions of the CEE, among them university autonomy, evaluation and regulation, the collaboration regime, and the quality of state higher education.

CONCLUSION

The systematic literature review focused on the scientific production in the form of articles in Brazilian journals presented in this article allows us to infer that there is a lack of studies and research on the role of EWCs and the evaluation and regulation policies of higher education, even though other academic productions mention them tangentially to the theme of the proposed article. No publications were found between 2007 and 2016, and from 2017 on, they have expanded, albeit timidly.

Of the articles analyzed, those that focused on EWCs and the interfaces with studies of states of the federation from 1999 to 2022 represented 38% of the systematic review. They have a common characteristic specific case study on the performance of the states of Rio de Janeiro, Goiás, Mato Grosso do Sul, Mato Grosso, Paraná, and São Paulo and their implications in the academic architectures of the HEIs under their jurisdiction.

As for the research focused on the CEE and the interfaces with the evaluations of undergraduate courses, the analyzed articles indicated that, with the promulgation of SINAES, the state HEIs sought to adapt to the new legislation by implementing the CPA, institutional self-assessment, and the evaluation of undergraduate courses based on three dimensions: didactic-pedagogical organization, teaching, and tutorial staff, and infrastructure, standardized by MEC/INEP and reproduced by the investigated HEIs, revealing the adherence of the federal legislation of SINAES by the CEE.

Regarding the institutional evaluation and the regulation of the HEIs under the jurisdiction of the CEE, the panorama presented on the normalization processes of eight representative states of the Brazilian regions after SINAES is highlighted. This revealed that the trajectories of the CEE were differentiated according to the context and singularity of the Higher Education of each federative unit, considering that the norms for the evaluative and regulatory processes in their legislation already existed in the scope of each CEE, as, for example, in the case of CEE/SP.

The theoretical articles that approached the functions of the CEE as the organ responsible for the quality of education offered in the federation states contribute to understanding the fundamentals of a Board of Education, explaining concepts and norms inherent to the Brazilian educational legislation. They show, however, that there is still a prevalence of more technical and bureaucratic actions and conservative postures in the choice of the president and councilors, as well as in the representation of civil society.

In addition to revealing a strong research gap regarding the role and the performance of ECEs in the assessment and regulatory processes of state HEIs, we consider that the systematic literature review presented in this article may lead to the proposition of new studies and research that contribute to the expansion of the debate on assessment and regulation policies for higher education evaluation and regulation policies and enable advances in the production of knowledge on this topic, as well as in the performance of the CEE in a more collegiate, participatory and dialogical perspective with the HEIs.

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