



PROLEGOMENA OF THE COURSE PEDAGOGICAL PROJECT: STUDY OF LITERATURE

PROLEGÔMENOS DO PROJETO PEDAGÓGICO DE CURSO: ESTUDO DA LITERATURA

PROLEGÓMENOS DEL PROYECTO PEDAGÓGICO DEL CURSO: ESTUDIO DE LA LITERATURA



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ABSTRACT

From the information needs of the graduating pedagogic project (PPC) for the Librarian Diploma of the University of Brasilia arose this literature review. It describes the GPP origins under an historic-methodological approach, its legal aspects, theory and fundamentals, terminology and auxiliary tools. It studies the importance of the teaching-researching-extension tripod to maintain the inseparability characteristics of the system. The paper situates the PPC beyond the National Educational Evaluation System and the national Law. It describes the pedagogic project as a social and political element for the construction of the professional profile and for the institutional social mission, its guiding principals and dimensions for the project elaboration. The text evokes also the evaluation, monitoring and follow-up mechanisms present in the GPP, emphasising its permanent evolving and updating nature supported by the tutorship structuring committee (NDE). It thus fulfils its primary commitment contemplating ownership of legal features, terminology and methodology of the PPC-making process.

Keywords: PPC. Graduating Pedagogic Project. Fundamentals. Legislation. Terminology. Methodology.

RESUMO

Das necessidades de informação para a elaboração do PPC do curso de Bacharelado em Biblioteconomia da UnB surgiu esta revisão de literatura sobre o assunto. Trata-se de uma abordagem histórico-metodológica resgatando as origens do plano pedagógico de curso, seus fundamentos legais e teóricos, sua terminologia específica e seus instrumentos auxiliares. Estuda sua importância para o tripé ensino-pesquisa-extensão e o papel que desempenha na manutenção das características de indissociabilidade do sistema. Situa o PPC no âmbito do Sistema Nacional de Avaliação da Educação Superior e da Lei de Diretrizes e Bases. Descreve o plano pedagógico como instrumento político e de planejamento para a construção do perfil do profissional e da missão social da instituição

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universitária, seus princípios norteadores, e as dimensões para a elaboração do projeto. Aborda também os mecanismos de avaliação, orientação e acompanhamento, enfatizando sua natureza evolutiva e de atualização permanente, mantida essencialmente pela atuação do NDE. O texto cumpre assim seu principal compromisso contemplando a apropriação das características legais, terminológicas e metodológicas do processo de elaboração do PPC.

Palavras-chave: PPC. Projeto Político Pedagógico. Fundamentação. Legislação. Terminologia. Metodologia.

RESUMEN

Las necesidades de información para la elaboración del Proyecto Pedagógico (PPC) del curso de Bibliotecología de la Universidad de Brasilia hizo esta revisión de la literatura sobre el tema. Se trata de un enfoque histórico-metodológico que rescata los orígenes del proyecto pedagógico de curso, sus fundamentos legales y teóricos, su terminología específica y sus instrumentos auxiliares. Estudia su importancia para el trípode de enseñanza-investigación-extensión y el papel que desempeña en el mantenimiento de las características de inseparabilidad del sistema. Situa el PPC en el Sistema Nacional de Evaluación de la Educación Superior y en la Ley de directrices y bases. Describe el plan educativo como una herramienta política y de planificación para la construcción del perfil profesional y la misión social de la universidad, sus principios rectores y sus dimensiones para el diseño del proyecto. También aborda los mecanismos de evaluación, orientación y asesoramiento, haciendo hincapié en su naturaleza evolutiva y actualización continua, mantenida principalmente por el desempeño del Núcleo Estructurante (NDE). El texto cumple así su compromiso primario contemplando la apropiación de las características legales, terminológica y metodológica del proceso de elaboración del PPC.

Palabras clave: PPC. Proyecto Pedagógico de Curso. Fundamentación. Legislación. Terminología. Metodología.



1 INTRODUCTION

From 1996 onwards, Brazilian universities received the task of preparing the Pedagogical Course Project (PPC) accepted as a planning instrument for the development of pedagogical activities of undergraduate courses at higher education institutions (HEIs). According to the Recife Letter produced by the Forum of Pro-Rectors of Undergraduate Studies of Brazilian Universities (ForGRAD), held in Recife-PE, in 2002, it is necessary that "the pedagogical projects of HEIs leave the horizon of desire and start to address inseparability in a more concrete way." (COUTINHO, 2003, p. 10).

The committees responsible for the elaboration of the PPCs, and particularly the teachers external to the area of Education, are faced with a series of terms and definitions from the didactic-pedagogical area, whose specific training they lack. ForGRAD (2003) guides the establishment of a consensus regarding the set of administrative and pedagogical concepts. Homogenization in the conceptualization of terms should be the first step in the construction of the PPC. Its absence causes prolonged discussions in addition to hindering and demotivating the participation of professors, especially those in more technical areas.

Likewise, the appropriation of information about the legal framework that instituted the undergraduate education evaluation system, and its integral parts, represents a gap systematically observed in the presentation meetings of the PPCs, in the Undergraduate Education Chamber of the University of Brasília. At a time when the bachelor's degree course in Library Science at UnB is preparing to develop its pedagogical project for the course, these findings have become motivations for carrying out this literature review research on PPC.

This work proposes to raise the set of notions for the understanding of the PPC and thus introduce, circumstantially, what is necessary to start the work of elaboration of the pedagogical project of the course. From the shortcomings found and the need for clarification and contextualization of the legal and pedagogical aspects, as a theoretical basis for the methodologies of elaboration of PPC, the objectives of this study were born. Thus, it is intended to familiarize the actors responsible for the preparation of PPC with regard to the documentation that summarizes the terminology, the basic concepts and the legislation that supports it. It also provides a historical summary of the evaluation system, a necessary introduction to the understanding of the process.

This study can also be a contribution to other courses that wish to elaborate or renew their pedagogical projects, as an introductory foundation, useful and necessary for the beginning of the PPC work, regardless of the thematic area of the course. From Librarianship is brought the rigor of bibliographic search, the verification and thorough selection of the sources consulted and the conformity of citations.



Regarding the construction of the Pedagogical Political Project, and using his own language, Veiga (2012) emphasizes that the lack of clarity in the idea of the PPC results in a bureaucratic and fragmented implementation, oriented only to comply with determinations coming from the central power and legislation. He argues that PPC is not a fad, with a narrow and short-sighted conception, but an innovation. Within this perspective, innovation means breaking with the *status quo*, with previous practices, it seeks uniqueness between theory and practice, guided by the principle of solidary, collective work, seeking to develop attitudes of cooperation and reciprocity. This means facing the challenge of transforming the form of management exercised by the actors, which implies reorganizing the pedagogical work process and rethinking the power structure.

2 HISTORICAL REFERENCES

The foundations of the Course Pedagogical Project are found in the Brazilian Constitution, promulgated in 1988. Section I, which refers to Education, defines in article 205 that education aims at "the full development of the person, his preparation for the exercise of citizenship and his qualification for work" (BRASIL, 1988). It should be noted that education is broadly defined, including the formation of the individual for the exercise of citizenship, preparing him for life and for the exercise of the profession. Article 206 presents the principles of teaching, of which those that are of direct interest to the PPC development process were highlighted, the items:

III – pluralism of ideas and pedagogical conceptions [...];

VII – guarantee of quality standards.

Article 207 defines that "universities enjoy didactic-scientific, administrative, and financial and patrimonial management autonomy, and shall obey the principle of inseparability between teaching, research and extension".

Article 214 deals with the National Education Plan, which, among its purposes, highlights the integration of actions of the public power that lead to:

III – improvement of the quality of education;

IV – training for work;

V – humanistic, scientific and technological promotion of the country.

It is observed that the constitutional text contains the concern with the quality of undergraduate education, defining that it is up to the public power to seek to improve its quality. It is also noteworthy the concern expressed in the Magna Carta regarding the training of individuals for professional practice, also including their human, scientific and technological development.



The ideas of higher education evaluation began before the 1960s. According to Silva (2004), in the 1980s, the Support Program for Higher Education Institutions (PADES), which, since the previous decade, had stimulated the development of projects with the objective of improving the quality of teaching in universities, began to be linked to the Secretariat of Higher Education of the Ministry of Education (SESU/MEC). It is known, however, from the same author that, in the 1970s, the practice of the projects was an individual initiative of professors, students or sectors of the institution.

The evaluation of undergraduate courses began in 1983 with the institution of the University Reform Evaluation Program (PARU), which was deactivated the following year and replaced by other government initiatives such as the Commission of Notables created in 1985, and the Executive Group for the Reform of Higher Education (GERES), of 1986 (POLIDORI; MARINHO-ARAUJO; BARREYRO, 2006). These authors highlight experiences of self-evaluation of higher education institutions that were developed at the end of the 1980s and extended into the 1990s, which subsidized the construction of the Institutional Evaluation Program of Brazilian Universities (PAIUB), created in 1993, from the National Commission for the Evaluation of Brazilian Universities.

Associations from different sectors of Brazilian higher education participated in this evaluation commission, of which only the National Association of Directors of Higher Education Institutions (ANDIFES) produced a *Guide for Institutional Evaluation*, later adopted by PAIUB. This program was built by the HEIs, highlighting that participation was voluntary. Although it focused on undergraduate, graduate and extension education, only undergraduate courses developed activities. Graduate studies were carried out by funding institutions, traditional in the evaluation of graduate studies, such as CAPES and CNPq. The program was supported by MEC/SESU between 1993 and 1996.

After the creation of the National Examination of Courses, in 1996, the evaluation of higher education was reorganized. As at that time funding was suspended, PAIUB was abandoned due to lack of resources. The concept of quality of teaching was redefined, becoming related to the existence of a Political-Pedagogical Project that should be collectively elaborated by institutional actors. At the end of that decade, the program managers were removed and the project was not continued (SILVA, 2004; UNB PPPI, 2011).

Law No. 9,394 of 1996, popularly known as the Law of Guidelines and Bases of Education (LDB), reformulated education in Brazil, complementing and detailing the Federal Constitution of 1988. Article 43 defines the purposes of higher education:

I – to stimulate cultural creation and the development of the scientific spirit and reflective thinking;



II - to train graduates in different areas of knowledge, able to enter professional sectors and to participate in the development of Brazilian society, and to collaborate in their continuous training;

III - To encourage the work of research and scientific investigation, aiming at the development of science and technology and the creation and dissemination of culture, and, in this way, to develop the understanding of man and the environment in which he lives;

IV - to promote the dissemination of cultural, scientific and technical knowledge that constitute the heritage of humanity and to communicate knowledge through teaching, publications or other forms of communication;

V - to arouse the permanent desire for cultural and professional improvement and to enable the corresponding implementation, integrating the knowledge that is being acquired in an intellectual structure that systematizes the knowledge of each generation;

VI - To stimulate knowledge of the problems of the present world, in particular the national and regional ones, to provide specialized services to the community and to establish a relationship of reciprocity with it;

VII - to promote extension, open to the participation of the population, aiming at the dissemination of the achievements and benefits resulting from cultural creation and scientific and technological research generated in the institution. (BRAZIL, 1996).

Article 9 of the same Law defines the duties of the Federal Government, among which those pertinent to this study stand out.

VII - to issue general rules on undergraduate and graduate courses;

VIII – to ensure a national process of evaluation of higher education institutions, with the cooperation of the systems that are responsible for this level of education;

IX - to authorize, recognize, accredit, supervise and evaluate, respectively, the courses of higher education institutions and the establishments of their education system. (BRAZIL, 1996).

In item IX of article 3, the Law establishes the guarantee of the quality standard as a principle of education. Item VIII of article 9 defines that the Union must be responsible for "ensuring a national process of evaluation of higher education institutions"; and in item IX of the same article, it is incumbent on the Union to "authorize, recognize, accredit, supervise and evaluate, respectively, the courses of higher education institutions".

The LDB established the limited validity of the accreditation of institutions and the recognition of courses (POLIDORI; MARINHO-ARAUJO; BARREYRO 2006), and instituted profound changes in the curricular structures of HEIs.

3 NATIONAL SYSTEM FOR THE EVALUATION OF HIGHER EDUCATION (SINAES)

From the LDB, Law No. 9,394, of 1996, and its regulation through Decree No. 2,207, of 1997, the evaluations began to have a regulatory character. The authorization, recognition



of courses and the accreditation of HEIs now have limited deadlines and the requirement to carry out a regular evaluation process.

The creation of the National System of Evaluation of Higher Education (Sinaes), through Law No. 10,861, of April 14, 2004, represented a milestone in the history of the evaluation of Brazilian higher education. The system is based on the need to promote the improvement of the quality of education. Its objective is to ensure the evaluation process of higher education institutions, undergraduate courses and student performance. Its coordination and supervision body is the National Commission for the Evaluation of Higher Education (CONAES), which aims to establish general parameters and guidelines for the operationalization of the System.

Sinaes, under the responsibility of INEP, instituted the evaluation of institutions, courses and student performance in an integrated manner. It also established that the evaluation of institutions will necessarily consider the ten dimensions defined by law and that it will have two moments: self-evaluation, to be coordinated by Own Evaluation Commissions (CPA) and external evaluation, to be carried out by committees of professors working in higher education, duly registered and trained.

The changes that occur in the economic, political and social contexts, as well as the emergence of new technologies, information and methodologies, including those of teaching and learning, have created the need for periodic renewal of the recognition of Undergraduate Courses by the MEC, and therefore they must be submitted to periodic evaluations. There is no longer room for the old minimum curricula characterized by rigidity, fragmentation, disarticulation and outdated content. In this context, the Pedagogical Project of the Course (PPC) must be reviewed and re-elaborated with the objective of adapting to emerging professional demands, providing technical, scientific or artistic qualifications that can be readapted. These facts reflect the need for a more comprehensive and diversified education. The PPC is seen "as an instrument of academic management, articulated with the educational system and with the demands of society" (SILVA, 2004, p. 34).

Higher Education Institutions (HEIs) are evaluated by the MEC in various ways, with the objective of controlling the quality of higher education. According to Polidori, Marinho-Araujo and Barreyro (2006), Sinaes is composed of three axes: evaluation of institutions, courses and students. Decree No. 5,773, of 2006, which regulates Law No. 10,861/2004, defines four processes: internal evaluation of HEIs; external evaluation of HEIs; evaluation of undergraduate courses and evaluation of the academic performance of undergraduate students.

The evaluation of institutions aims to examine the capacity of the academic community in all fields, including its potential to develop the process of self-evaluation, a source of self-knowledge that favors the culture of permanent institutional evaluation. The process of self-evaluation refers to reflection in several dimensions

[...] mission and institutional development plan; teaching, research, graduate and extension policies; social responsibility of the institution; communication with society; personnel policies; organization and management; physical infrastructure, library, information and communication resources; planning, evaluation and meta-evaluation; policies for serving students and graduates and financial sustainability. (POLIDORI; MARINHO-ARAUJO; BARREYRO, 2006, p. 431).

In order to facilitate the understanding of the components of Sinaes and where the PPC is inserted, figure 1 presented below was elaborated, which deals with the structure of the System.

Figure 1

SINAES structure



Source: prepared by the authors based on Law No. 10,861/2004 and Decree No. 5,773/2006.

The evaluation of the courses, according to article 4 of Law 10.861, of 2004, which created Sinaes, aims to identify the teaching conditions offered to students. It is carried out by a multidisciplinary team of external evaluators, the results are considered in the process of renewing the recognition of the courses and in the process of re-accreditation of the HEIs. This evaluation results in the attribution of concepts ordered on a five-level scale, for each of the dimensions and to the set of dimensions evaluated. There are three fundamental aspects:

In the evaluation of the didactic-pedagogical organization, the pedagogical proposal, or rather, the Pedagogical Course Project (PPC), is taken as a reference. This document must include the following elements: profile of the desired professional; the objectives of the



course, the competencies, skills and attitudes; the areas of study; the curricular structure; the evaluation system, among others (SILVA, 2004).

Paragraph 3 of article 39 of Law No. 9,394/1996 stipulates that undergraduate courses will be organized according to their objectives, characteristics and duration, in accordance with the national curriculum guidelines (BRASIL, 1996). This Law replaced the minimum curricula with curricular guidelines, attributing to the university the competence to prepare and fix its curricula of courses and programs in compliance with the curricular guidelines. These guidelines, which are prepared by the MEC's Expert Committees and approved by the National Council of Education, "point to the selection of significant and necessary content for the student's education, ordering them into curricular components or distinct academic activities (disciplines, seminars, internships, workshops, etc.)" (SILVA, 2004, p. 34).

According to this legislation, it is up to the actors responsible for undergraduate education to promote the curricular reforms necessary to meet contextual demands. The key word in the current legislation "is flexibility, as opposed to the curriculum with a large number of pre-fixed disciplines and prerequisites" (SILVA, p. 35). The inseparability between teaching, research and extension must be guaranteed, which are also included in the constitutional text. In this way, the student must be given not only theoretical information, but also a political-humanistic training with the incorporation of knowledge and practice, which must occur throughout the course.

The National Exam of Courses (ENC), popularly known as Provão, instituted by Law No. 9,131, of 1995, was applied to all graduating students in pre-defined areas of knowledge. Other evaluation mechanisms were added to the ENC such as the Evaluation of Teaching Conditions (ACE), the Evaluation of Offer Conditions (ACO) and the Evaluation for accreditation of private higher education institutions (HEIs). This model proved to be insufficient and fragmented and was extinguished in 2003. Thus, the development of the National System of Evaluation of Higher Education (Sinaes) was initiated, whose proposal was discussed in August 2003. (VERHINE; DANTAS, 2005).

Regarding the National Student Performance Exam (ENADE), the items evaluated comprise the development of knowledge, skills, knowledge and competencies acquired throughout the trajectory experienced in each course. The preparation of the tests is based on the Curricular Guidelines, is based on the components of basic and specific training in the area of specialty, whose guiding axis is the development of skills linked to the domain of knowledge, knowledge and practices. The test explores the theoretical and practical articulation of the skills acquired throughout the training, the relationships and the contexts experienced. The postures and processes of the expected professional profile are also



considered. The evaluations carried out throughout the courses have different characteristics from the ENADE test, as they emphasize the expectations of the professional profile specific to each course. The questions are of an objective and discursive nature, prioritizing current, contextualized or problematized themes such as case studies, situations, simulations and others. Competence in this case is understood as a "process of reflective action in which internal and external resources (skills, capacities, mental schemes, knowledge, knowledge, postures) are mobilized" (POLIDORI; MARINHO-ARAUJO; BARREYRO, 2006, p. 432-433).

4 COURSE PEDAGOGICAL PROJECT

4.1 CONTEXT

The university must interact with society, it cannot be an institution isolated from the other instances of society, so it is at the same time part and product of this society, because in the university the events, changes and demands of the contemporary world are reflected. Like this

[...] understanding and considering the changes in society imposes on the university [...] the modification of the contents and meaning of academic policy, especially that directed to contextually situated professional training (ALMEIDA, 2004, p. 12).

The university must define an academic-administrative policy, in which the following must be made explicit

[...] the pretensions that express, in theory and practice, the subjective and objective characteristics of the university's work in the quest to achieve its mission [...] basic foundation must evidence its innovative aspect, through the production of new knowledge; its conservative angle must guarantee the conservation of knowledge; and its practical obligation must provide the constant dissemination of knowledge. (ALMEIDA, 2004, p. 12).

To this end, the university uses the mechanisms: teaching, extension and research, through which its action becomes effective.

According to Cabral Neto (2004, p. 19-20), "the model of production organization intends to overcome the rigidity of the Taylorist/Fordist processes, based on integration and flexibility, thus redesigning a new production engineering". A scheme for the regulation of capitalist production is introduced, which means the redimensioning of the Keynesianism-Fordism pattern that had predominated. The new model, "[...] supported by a new scientific, technological and managerial basis, imposes new demands on the worker regarding his



qualification for work", which demands the "[...] development of new cognitive skills and the formation of new attitudes and values consistent with the reality of work in today's world".

The economic, political and cultural context must be considered by the university when designing the PPC of the undergraduate courses it offers. Thus, Cabral Neto (2004) emphasizes that the university must be careful not to adhere exclusively to the logic of the market that prioritizes an education centered on instrumental knowledge, secondarizing the social, moral and ethical dimensions of professional training, and which consists of the economistic conception of education. The project should enable the training of professionals capable of their critical insertion in society, going beyond the restricted vision of education linked to the demands of the market, that is, it should know the needs of the market, but should not be held hostage to these needs.

Professional training must be anchored in [...] skills and aptitudes of apprehension, understanding, analysis and transformation, both in the context of technological knowledge that is rapidly disseminated, and in the context of the formation of political, social, ethical and humanistic competence (FORGRAD, 1999, p. 9 apud CABRAL NETO, 2004, p. 23).

Pedagogical changes are not made through legal acts such as laws, decrees, ordinances, resolutions, etc., because they constitute procedural and behavioral changes and develop over time. There is a need for "articulation between subjectivity (will to change) and objectivity (objective conditions for changes to occur)". (FORGRAD, 2003, p. 92).

Law No. 9,394, of 1996, interpreted by ForGRAD, recommends

[...] academic autonomy, institutional evaluation and the new conception of pedagogical posture, by privileging not only universal contents, but also the development of competencies and skills in the search for the improvement of the cultural, technical, and scientific formation of the citizen. [...] Paradigmatic changes are necessary in the academic context in order to establish a holistic, humanized and ecological policy. (FORGRAD, 2003, p. 88).

The PPC must be

[...] in tune with a new worldview, expressed in this new paradigm of society and education, ensuring global and critical training for those involved in the process, as a way of training them for citizenship, as well as subjects of transformation of reality, with answers to the great contemporary problems. (FORGRAD, 2003, p. 88).

The PPC as an instrument of political action



[...]it must provide conditions for citizens, when developing their academic and professional activities, to be guided by competence and ability, democracy, cooperation, having the perspective of education/training in a continuous process as an essential strategy for the performance of their activities. (FORGRAD, 2003, p. 89).

Another fundamental characteristic of the PPC is to provide quality education. In this sense Veiga clarifies that quality in teaching is

Developing the student, preparing him for the exercise of citizenship and work mean the construction of a subject who masters knowledge, endowed with the necessary attitudes to be part of a political system, to participate in the processes of production of survival and to develop personally and socially. (VEIGA, 2003, p. 268).

4.2 TERMINOLOGY

In the 1980s, when the concept of quality of teaching was redefined by associating it with the existence of a Pedagogical Political Project, there was clarity about the objective of the project, but the great terminological variation pointed to the same object with different terms: pedagogical project; political-pedagogical project, institutional project, educational project. Law No. 9,394, of 1996, defined as Pedagogical Proposal or Pedagogical Project (SILVA, 2004; UNB PPPI, 2011).

The diversification of the terminology used by the legislator in Law 9.394/1996 is commented on by Veiga (2009, p. 164) who found different terms: in "[...] pedagogical proposal (articles 12 and 13), work plan (article 13), pedagogical project (article 14) [...]", she clarifies the different meanings of the terms: "The pedagogical proposal or the pedagogical project is related to the organization of the school's pedagogical work [...]". In turn, the work plan, also known as the teaching plan or technical-administrative activity plan, is linked to the didactic organization of the class and other pedagogical and administrative activities, it is the detailing of the proposal or project.

4.3 DEFINITION

The word project comes from the Latin *projectu*, which means a plan for the realization of something, intention. Veiga (2005) rescues the etymological sense, past participle of the verb *projicere* which means to throw forward. Transporting this understanding to the PPC, it can be observed that it means the planning of what one wants to accomplish, foreseeing a future different from the present.

The basic idea of the PPC requires thinking about the entire course in an organic way, with a view to building its identity and defining the professional to be trained. The PPC defines intentions and professional profiles, decides on the focuses of the curriculum (objectives,



content, methodology, didactic resources and evaluation), analyzes working conditions, optimizes human, physical and financial resources, establishes and manages time for the development of activities and coordinates efforts towards future goals and commitments (VIEIRA, 2012).

ForGRAD resumes the definition of PPC within the scope of the tripod teaching, research and extension.

[The PPC] is an instrument of demarcation for university practice, conceived collectively within the scope of the Institution, oriented to it, as a whole and to each of its courses, in particular. [...] it should give rise to the construction of intentionality for the performance of the social role of the HEI, focusing on teaching, but closely linked to the research and extension processes. Based on the critical analysis of the moment lived, the intended vision must be configured, carrying out the actions, reflecting on them, evaluating them and incorporating new challenges. (FORGRAD, 2003, p. 90).

The PPC points to a direction, says Veiga (2005, 2009), a direction, an explicit meaning, specific to a collectively established commitment. It is understood as the very organization of the pedagogical work of the entire institution. It does not consist of a simple grouping of teaching plans and various activities. It is not a document that is constructed and filed or forwarded to the authorities in order to comply with legal and bureaucratic determinations. It is an instrument that must be built and experienced, implemented by all actors involved in the educational process. It is pedagogical in defining the educational actions and the characteristics of the educational institution to fulfill the purposes described.

[The PPC] seeks to establish a form of organization of pedagogical work that unveils conflicts and contradictions, seeking to eliminate competitive, corporative and authoritarian relations, breaking with the routine of personal and rationalized command of the bureaucracy and allowing horizontal relations within the school. (VEIGA, 2004 apud VEIGA, 2009, p. 164).

The PPC requires reflection on the conception of education and its relationship with society, as to the individual to be trained with regard to issues related to citizenship, professional practice and critical awareness, adds Veiga (2009, 2012). It also requires reflection on higher education, on teaching, research and extension, the production and socialization of knowledge, as well as on the student and the teacher, and on the pedagogical practice that takes place at the university. Veiga proposes a dialectical relationship between the instituted (the legislation, norm or rule) and the instituting (scientific community). The PPC must explain the theoretical-methodological foundations, objectives, contents, learning methodology, forms of execution and evaluation.



The PPC can be analyzed from two perspectives. As a regulatory or technical action insofar as it becomes a set of activities that will generate a product, a ready and finished document. In this case, innovation denies the diversity of interests and actors. From the emancipatory or edifying perspective, innovation and PPC are articulated, integrating the process with the product, because the product is innovative and will also cause epistemological ruptures (VEIGA, 2003).

It is a general and at the same time specific academic proposal, which subsidizes the curricular resizing of undergraduate courses. Almeida (2004) proposes that the development – permanent design, execution and updating – of the PPC be divided into five stages:

- Definition of the university's intentionality in relation to its social role, focusing on teaching, but linking it to extension and research. It is a subjective instance. It is the moment of conceptions and definitions regarding the formal and social role of each course, its objectives, the desired profile for its graduates, the competencies and skills pursued. Depending on the intentions expressed in this first moment, the idea that links teaching/extension/research will be outlined. It is not only about choice, but also about design. This stage determines the direction of the entire pedagogical proposal to be configured.
- Definition of the subjective and practical instruments of the pedagogical work, indication of the areas of knowledge or fields of study, the contents, the disciplines, the varied possibilities, according to the flexibility and creativity possible or desired. If the direction given in the previous stage is followed, the idea of curriculum disappears, giving way to the conception of curriculum as part of a process that is established and developed in the whole of the pedagogical project of the course.
- Definition of the technical-methodological and management procedures that record the form of action, improvement and integration of teaching, extension and research and administration, such as the requirements of physical, technological, bibliographic, and human resources infrastructure in quantitative and qualitative terms.
- Constant evaluation consists of a moment of theoretical-practical action, it includes evaluation within the teaching-learning process, as well as the constant evaluation of the defined proposal, the results achieved, identifying the needs for improvement and other actions.
- Permanent updating of the relevance of the project, which characterizes a process of continuous evaluation, that is, it must be under permanent construction.



According to item II of article 43 of the LDB (Law No. 9394/1996) HEIs must train graduates in different areas of knowledge, able to enter professional sectors. This training must be compatible with current requirements, as well as training professionals who are capable of dealing competently with the frequent new situations. Based on this item, it is possible to verify the reinforcement of the need for constant evaluation and updating of the PPC.

The PPC is a guiding instrument for pedagogical practice, it is the basic reference for the development of the course in the conception of Silva (2004); It is a proposal for professional training, collectively elaborated, oriented towards an undergraduate course. It must be supported by theoretical and methodological assumptions that emphasize both ethical training and technical competence, it must be based on epistemological, ethical and political foundations. It presents the guiding principles of the training process of higher education professionals; a set of actions and strategies that express the pedagogical and technical guidelines and policies of an undergraduate course. It is a document that must be built and evidenced at all times and by all actors involved in the process of training the professional, implying constant evaluation and improvement. The definition, implementation and implementation represents a structure and dynamics of work shared and accepted by all actors, thus ensuring the participation and engagement of all, including professors, students and administrators, ensuring the necessary quality for undergraduate courses.

Complementing what Veiga (2012) says, the PPC is a process of institutional development of the course in a determined time and space, which translates into a *continuum* of decisions to be made in a systematic way by all actors (coordinators, teachers, students and technicians) with the support of a certain social context.

For ForGRAD (2003), the PPC guides everyday practices, to the extent that the relationship between what is desired and what is experienced is made explicit, with the project as a reference. It facilitates the processes of articulation and orientation for institutional actions that help in the definition of priorities for university management and contributes to a higher level of intra-institutional cohesion. PPC should be

[...] conceived collectively within the institution, oriented to it, as a whole, and to each of its courses, in particular. When constituted, the (political) Pedagogical Project should give rise to the construction of intentionality for the performance of the social role of the HEI, focusing on teaching, but closely linked to the research and extension processes. (FORGRAD 1999, p. 9 apud CABRAL NETO, 2004, p. 24).



Silva (2004) suggests holding meetings of the Collegiate of the Course, to monitor the Project; biannual meetings for the planning of curricular activities, among other activities, always aiming at monitoring and improving the PPC.

4.4 POLITICAL ADJECTIVE

In the literature, the frequent use of the term political as an adjective to the PPC is observed, ForGRAD (2003, p. 89) considers the pedagogical project as an instrument of political action. Ferreira (2004) discusses this characteristic by arguing that the pedagogical is political and that the definition of the direction attributed to teaching-research-extension, the mainstay of university activity, is directly reflected in the curriculum by characterizing the inseparability of this tripod.

The curriculum is a social and at the same time political construction,

[...] it requires the actors to negotiate the meanings of their parameters and their practices, as it is inscribed within the framework of an administrative structure, at the same time that it synthesizes a position and a political intentionality, as it is also inserted in a social structure. (FERREIRA, 2004, p. 30).

This concretizes the choice of values that should be internalized, the university's function in the transformation of culture as a legitimate process for the exercise of thought and knowledge. It is also the place of critical reflection of reality. "The definition of values and their adoption are eminently political", as they "demarcate the citizen character in the relations of the university with individuals, nature and society". (FERREIRA, 2004, p. 31).

For Veiga (2005, 2012) there are two inseparable dimensions: the formal or technical dimension and the political dimension, implicit in the social function of the university that comprises the condition for participation. The PPC is closely linked to the socio-political commitment to the real and collective interests of the majority population. It is political in the sense of its link with the formation of the citizen. "The political dimension is fulfilled to the extent that it is realized as a specifically pedagogical practice" (SAVIANI, 1983, p. 93 apud VEIGA, 2005, p. 4).

There is thus a reciprocal relationship between the political dimension and the pedagogical dimension, so the meaning of the adjectives political and pedagogical is inseparable, as characteristics of a permanent process of reflection and discussion of the problems of the HEI in the search for viable alternatives to the solution.

[...] By constituting a democratic decision-making process, it is concerned with establishing a form of organization of pedagogical work that overcomes conflicts,



seeking to eliminate competitive, corporate, and authoritarian relations, breaking with the routine of the impersonal and rationalized command of the bureaucracy that permeates relations within HEIs, reducing the fragmentary effects of the division of labor that reinforces differences and hierarchizes decision-making powers. (VEIGA, 2005)

4.5 PPC GUIDING PRINCIPLES

The guiding principles that should be observed as subsidies by professors and students of undergraduate courses, in the elaboration of the PPC, are enunciated by Cabral Neto (2004, p. 24) as follows:

1. Consideration of the national curriculum guidelines, however, cannot be restricted exclusively to them. Despite the limits imposed by the MEC, the university has autonomy in the preparation of the project.
2. Articulation with the project of a public, democratic university of social quality.
3. Understanding of the social and political context.
4. Interconnection of three moments:
 - a. Desired profile for the course graduate, the skills and competencies defined and the objectives of the course and other aspects that condition the other components of the project.
 - b. Curricular structure, in which subjects and disciplines are defined based on the guidelines previously established.
 - c. Definition of the procedures to be performed according to the two previous moments.
5. Pedagogical action must be based on a dynamic that articulates teaching, research and extension in a harmonious and adequate way.
6. Collective construction and engagement of all educational and social actors.
7. To consider that the educational act comprises the appropriation by the student of historically produced knowledge, as well as the development of habits, attitudes and ethical values, which implies the articulation between scientific and technological knowledge and the development of the student as a citizen.
8. Curricular activities should allow, from an early age, the student's interaction with social reality.
9. The implementation of the PPC implies the resizing of the current management model.

In the conception of ForGRAD (2003, p. 90) the guiding principles for the elaboration of the PPC are:

1. Incorporation of techno-scientific knowledge and practice into the spectrum of humanistic values, so that its dynamics and its realization move in an axis in which science and technique are not presented only as a means or device, but as a specific



mode of insertion in reality, as one of the ways in which man acts and interacts in the world.

2. University autonomy has as a counterpart the process of permanent evaluation. This evaluation must be based on indicators that dialectically articulate the dynamic vitality of transformation with the perennality of social commitment.
3. The articulation of undergraduate education with the educational system in its entirety, from basic education to graduate studies, and in the scope of doing, guarantees the inseparability between teaching, research and extension.

In addition, the principle of complexity that Veiga (2012) defines as one of the characteristics of the PPC, which must integrate the web of relationships ranging from the institutional pedagogical project (PPI), the institutional development project (PDI), the university of which it is a part, the education system to society. The relationships between the parts and the whole must be considered in movements of interconnection and uniqueness.

4.6 DIMENSIONS FOR PPC CONSTRUCTION

The PPC must consider the entire scope of academic practice and the aspects of the institutional reality: the administrative methods and structures, the available human resources and the physical infrastructure available to its users. ForGRAD (2002), corroborated by Veiga (2012), proposes as a reference the following dimensions that can be considered in the construction of the PPC of undergraduate courses.

Global dimension

To express this dimension, it is necessary to recognize the social, economic and political demands expected of the Brazilian university, arising from the Federal Constitution of 1988, the LDB and the National Education Plan (PNE).

Specific dimension

It is associated with the global dimension. It is expressed in the National Graduation Plan (PNG) that in order to acquire the institutional identity it is articulated with the history, vocation and regional insertion of the HEI. In the case of the PPC, the specificity of the areas of knowledge involved in each undergraduate course must be guaranteed.

Particular dimension

It refers to the characteristics derived from historical space and time, that is, it is articulated with the history, vocation and regional insertion of the institution. The Institutional Development Plan (PDI) should be considered. In the case of the PPC, the PDI starts to function as a global dimension; the particular space of history, rhythm, cultural differences,



regional links and accumulations produced by the course in question at the HEI is established.

4.7 CONSTRUCTION OF THE PPC

The process of elaboration of the PPC requires reflection on the conception and purposes of education and its relationship with society, as well as on the man to be formed, citizenship and critical consciousness. Recalling Veiga (2012), the construction of the PPC is based on the principles of equality, quality, freedom, democratic management and appreciation of teaching. It is necessary to seek the articulation between the objective aspects (LDB and subsequent legislation associated with it) and the subjective aspects (wanting to do) detected in a historical moment (ForGRAD, 2003). As mentioned, there is a need for homogenization of the concepts used, often external to the area of academic training of those involved in the process of building the project.

To motivate the participation of the actors, it is suggested the development of discussions on new educational technologies, evaluation of the teaching activity, continuing education, new teaching methods and techniques, evaluation of the teaching-learning process, institutional evaluation of courses, graduates and other topics (ForGRAD, 2003). In addition, the encouragement of lines of research based on problems such as dropout, failure, retention, among other research topics.

4.8 PPC EVALUATION

The dynamics of project improvement must always start from the criticism of the current moment. The PPC is a process that must be permanently criticized and evaluated. The institution's social commitment, the collective nature of the decisions and the evaluation based on quantitative and qualitative data must also be affirmed. The evaluation "represents the process of permanent reflection on the experiences lived, the knowledge disseminated throughout the professional training process and the interaction between the course and the local, regional and national contexts." In the evaluation process, it is necessary to observe "the internal coherence between the constituent elements" of the PPC, "the relevance of the curricular structure in relation to the desired profile", the social and professional performance of the graduate, with a view to enabling the necessary changes, in a gradual, systematic and systemic way (FORGRAD, 2003, p. 97).

The monitoring and evaluation of the PPC lead to reflection, to knowledge of reality; the search for explanation, identification of causes and possible solutions to problems; to the evaluation of the organization of the pedagogical work itself (VEIGA, 2005) and figure 2

represents this continuous cycle. In this way, evaluation is a dynamic act that qualifies and offers subsidies to the political-pedagogical project, while providing direction to teachers and students.

Figure 2

PPC seen as a process



Source: prepared by the authors

The evaluation enables the understanding, analysis and search for solutions, but it is necessary to identify factors that interfere in the quality characteristics of the PPC and propose corrective measures. It is an instrument of proactive and constructive guidance, with a dynamic and procedural sense and should be promoted with an essentially pedagogical character (VEIGA, 2012).

The monitoring and evaluation of activities lead to reflections based on concrete data. It starts from the knowledge of reality, at the same time that it seeks to explain and critically understand the problems, their relationships, determining factors, in order to find alternative solutions and actions. The evaluation of PPC is linked to the political and social aspects observed, conflicts and contradictions, it consists of a broader process than the aspects related to the efficiency and effectiveness of the proposals. Therefore, monitoring and evaluating the PPC is to evaluate the results of the organization of the pedagogical work itself. It is a dynamic process that qualifies and offers subsidies to the PPC, and gives direction to the actions of professors and students (VEIGA, 2005).

5 GUIDELINES OF THE INSTITUTIONAL POLITICAL-PEDAGOGICAL PROJECT OF UNB

The UnB Guidelines, naturally compatible with the guidelines of the MEC, can be adapted and used for both licentiate and bachelor's degree courses. The Institutional



Political-Pedagogical Project of UnB discusses that a new relationship between theory and practice in the training of professionals should be considered. For this, it is proposed the creation of projects in which the trainees should be integrated from the first semesters, thus creating a common thread for materialization in their Course Completion Work (TCC). These projects constitute guided activities, observation, investigation, extension, bibliographic research, taking as a reference the concrete life of organizations, where the facts happen. In the undergraduate courses at UnB, training through projects represents an important change, which intends to be a practical-theoretical training, in which action precedes reflection, as in the well-known expression action-reflection-action of Education, in contrast to the usual practice of reflection-action-reflection, in which a theoretical point of view is imposed, forms and eternal truths from which actions are developed to achieve the intended objectives. The inversion emphasizes the human world, the world of doing, self-constructing, because it is this doing that will challenge us to elucidate it; At this moment, theory is sought to clarify the problem. In this dynamic of projects, research assumes its function, they are moments of practical-theoretical articulation, developing an organic process of monitoring and experiencing the processes as found in organizations. Thus, extension emerges, understood as the accompaniment of the dynamics of social life. Research can then take on different modalities and methodologies according to the problem encountered, becoming research-in-action or research-training, of which there are examples of great pedagogues (Paulo Freire, Celestin Freinet, Fernando Oury and Aída Vasquez, Maria Montessori, Makarenko, Decroly, Anísio Teixeira and others). In these situations, it is a matter of inventing alternatives, breaking new ground, recording them, systematizing them, documenting them, disseminating them, discussing them in a work that can be the object of in-depth study, analyzed in the light of Educational Sciences.

From an operational point of view, training through projects assumes the following characteristics:

- articulates teaching/research/extension;
- it is developed within the scope of the different thematic areas, each involving a team of teachers;
- is experienced throughout the course, culminating with the course completion work (TCC).

The use of workshops and laboratories is encouraged, as well as the use of information and communication technologies. The importance of Interdisciplinary Seminars is emphasized in order to stimulate an effective interdisciplinary training. Independent studies allow students to enrich their education in any and all environments where it can be acquired,



such as participation in congresses, direction of student or academic organizations, organization of training meetings, monitoring, various internships, complementary studies (the free module created in 1988 at UnB), participation in scientific events that can be incorporated by academic bodies. The final work is a moment of choice of the trainees, the result of what was configured throughout the training process.

6 STRUCTURING TEACHING NUCLEUS (NDE)

From 2007 onwards, the term Structuring Teaching Nucleus (NDE) was used for the first time in Ordinance No. 147, of February 2, 2007, of the Ministry of Education. This NDE refers to one of the specific elements of evaluation that undergraduate courses in Law and Medicine should comply with in order to obtain authorization for their courses. Item IV of article 2 and item II of article 3 define, respectively:

IV [art. 2] – indication of the existence of a structuring teaching nucleus, responsible for the formulation of the pedagogical project of the course, its implementation and development, composed of professors: a) with a degree at *the stricto sensu* graduate level; b) hired in a work regime that preferably ensures full dedication to the course; and c) with teaching experience.

II [art. 3] – indication of the existence of a structuring teaching nucleus, responsible for the formulation of the pedagogical project of the course, its implementation and development, composed of professors: a) with a *degree at the stricto sensu* graduate level; b) hired in a work regime that preferably ensures full dedication to the course; and c) with teaching experience at the institution and in other institutions. (BRAZIL, 2007).

This concept was included with the objective of qualifying the involvement of professors in the conception and consolidation of an undergraduate course. Subsequently, on June 17, 2010, the Opinion of the National Commission for the Evaluation of Higher Education (CONAES) was approved, which provides for the NDE. This opinion was approved by the Order of the Minister of Education, of July 26, 2010. Based on the opinion, Resolution No. 1, of June 17, 2010, was drafted, which regulates the NDE and provides other measures.

Thus, the Structuring Teaching Nucleus (NDE) becomes a collegiate formed by professors in the area, which has academic attributions to monitor and act in the process of conception, consolidation and continuous updating of the Pedagogical Project of the Course. It is also up to the NDE to propose changes, both in the PPC and in the curricular structure in force; permanently evaluate the adequacy of the graduate's professional profile; ensure the interdisciplinarity and flexibility of the disciplines in curricular integration; monitor the demands of the labor market and evaluate their coherence with public policies in the area; ensure compliance with the national curriculum guidelines of the course; propose procedures



and criteria for their self-evaluation; and to monitor the intervening variables that affect the faculty and that interfere in the formation of the graduate's professional profile.

7 FINAL CONSIDERATIONS

The theoretical-methodological deficiencies that underlie the practice of the elaboration of the Pedagogical Project of the Course, as announced for the Librarianship course at UnB, are not specific to a course, faculty or area of knowledge, they are aspects commonly evidenced in the reports of these experiences regardless of the nature of the courses. This work raised a set of preliminary notions for the understanding of the PPC and introduced circumstantially the historical, legal and theoretical bases to support the beginning of the work of elaboration of the PPC.

It was observed that the PPC presupposes the awareness and commitment of all the actors involved in the course, an assumption that emphatically suggests the performance of the Structuring Teaching Nucleus, or in its absence, of the course collegiate, for the creation or monitoring and improvement of the PPC.

Historically and organically, the PPC arises from the structure of SINAES, from the need to evaluate the courses and their didactic-pedagogical organization, within the scope of the Law of guidelines and bases of education. Pedagogical changes do not arise from a *top-down process*, but from the dynamic articulation between the will to change and the conditions for these changes to occur. An instrument of political action, the PPC must be in tune with the new paradigm of education that guarantees a global and critical education for the performance of full citizenship. The PPC thus assumes a global dimension within the scope of the Federal Constitution, a specific dimension linked to the institutional identity of the HEI, and a particular dimension when it is articulated with institutional history.

In the economic, political and cultural context, the PPC is a vector for the social, moral and ethical dimensions of professional training and not exclusively directed to meeting market demands.

The PPC defines intentionalities and professional profiles, in which the theoretical-methodological foundations, objectives, contents, learning methodology, forms of execution and evaluation must be explained. A pedagogical and also a political instrument due to its link with the formation of the citizen, the PPC constitutes a pillar of university activity directed to the teaching-research-extension tripod, integrated both in the PPI and in the PDI of the university.

The reality of information and communication technologies (ICT) brings with it new methods and techniques of teaching, assessment and learning, for traditional or continuing



education, and for face-to-face or distance learning methods. The evaluation of the PPC is seen as a continuous and dynamic process of critical observation, presentation of proposals, actions and goals, and evaluation, generating indicators and restarting the process.

Thus, it is seen that consensus is needed regarding the set of administrative and pedagogical concepts, as their lack causes prolonged discussions and discourages the participation of employees. This preliminary work aims at the unity between theory and practice, essential to solidary, collective, cooperative and reciprocity work. It is a challenge of transformation of the management exercised by the actors, implying reorganizing the pedagogical work process and rethinking the power structure.

Once this phase of appropriation of the legal, terminological and methodological characteristics is concluded, the work teams for the preparation of the PPC, in particular the NDE, are hereby informed and able to inaugurate a new stage, the study of the course curriculum.

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