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THE ROLE OF THE LEGISLATIVE BRANCH IN THE DEVELOPMENT OF EDUCATIONAL PUBLIC POLICIES

O PAPEL DO PODER LEGISLATIVO NO DESENVOLVIMENTO DE POLÍTICAS PÚBLICAS EDUCACIONAIS

EL PAPEL DEL PODER LEGISLATIVO EN EL DESARROLLO DE POLÍTICAS PÚBLICAS EDUCATIVAS

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ABSTRACT: The objective of this article is to present a bibliographic review on the role of the Legislative Branch in the development of educational policies in Brazilian scientific productions from 2007 to 2024. To this end, it analyzes research made available in the Brazilian Digital Library of Theses and Dissertations during the specified period. From the analysis, six studies were identified: four master's dissertations—three in the field of education and one in public administration—and two doctoral theses in the field of education. It can be concluded that a low number of compatible references were found, demonstrating that, despite its importance in enhancing educational public policy, the field has still been approached in a limited manner. There was no observed evaluation of the role of the legislative branch in the construction of educational agendas, the definition of public problems in education, or the oversight of the efficiency of already implemented policies. This gap underestimates the importance of the legislative branch in shaping public policies and highlights the need for a detailed approach to understanding its influence and contribution.

KEYWORDS: Education. Legislative Branch. Educational Public Policies.

RESUMO: *O objetivo do artigo é apresentar uma revisão bibliográfica sobre o papel do Poder Legislativo no desenvolvimento de políticas educacionais nas produções científicas brasileiras do período de 2007 a 2024. Para tanto, analisa pesquisas disponibilizadas na Biblioteca Digital Brasileira de Teses e Dissertações no referido período. A análise resultou em seis pesquisas, sendo quatro dissertações de mestrado, três na área da educação e uma na área de administração pública, e duas teses de doutorado na área da educação. Como se nota, há um baixo número de referências acerca do tema, o que demonstra que o campo, apesar de fundamental para a melhoria da política pública educacional, tem sido pouco explorado. Não se observou apreciação sobre o papel do Legislativo na construção de agendas educacionais, na definição de problemas públicos em educação e na fiscalização da eficiência das políticas já implantadas. Essa lacuna subestima a importância do Legislativo na elaboração de políticas públicas e evidencia a necessidade de uma abordagem detalhada para compreender sua influência e contribuição.*

PALAVRAS-CHAVE: *Educação. Poder legislativo. Políticas Públicas Educacionais.*

RESUMEN: *El objetivo de este artículo es presentar una revisión bibliográfica sobre el papel del Poder Legislativo en el desarrollo de políticas educativas en las producciones científicas brasileñas en el período de 2007 a 2024. Para ello, analiza las investigaciones disponibles en la Biblioteca Digital Brasileña de Tesis y Disertaciones en el período referido. Del análisis, se identificaron seis investigaciones: cuatro disertaciones de maestría, tres en el área de educación y una en el área de administración pública, y dos tesis de doctorado en el área de educación. Se puede concluir que se alcanzó un bajo número de referencias compatibles, lo que demuestra que el campo, a pesar de su importancia para la mejora de la política pública educativa, aún se ha abordado de manera limitada. No se observó una apreciación sobre el papel del legislativo en la construcción de agendas educativas, en la definición de problemas públicos en educación y en la fiscalización de la eficiencia de las políticas ya implementadas. Esta laguna subestima la importancia del legislativo en la formulación de políticas públicas y evidencia la necesidad de un enfoque detallado para comprender su influencia y contribución.*

PALABRAS CLAVE: *Educación. Poder legislativo. Políticas públicas educativas.*

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ARTIGO SUBMETIDO AO SISTEMA DE SIMILARIDADE

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Introduction

This article presents a literature review on the role of the Legislative Branch in the development of educational public policies in Brazilian scientific production from 2007 to 2024. Following the overcoming of the religious paradigm, which concentrated power in the hands of the instituted authority, and the subsequent formation and adoption of the principle of separation of powers, the public process began to be conducted by three key actors who play a central role in shaping, debating, and overseeing the legality and strict enforcement of established norms.

Grohmann (2001) argues that the division of powers was already present in Ancient Greece as a solution to the tyranny of rulers. Tyranny is explored in poetic drama, notably in Sophocles' ([496–406 BC] 1996) tragedy *Antigone*.

In this work, Ismene, a woman whose brother was killed and buried without the honors of proper mourning, diminishes herself before the power of the State by refraining from defying the prohibition against granting him an honorable farewell. Sophocles (1996) writes: "I beg forgiveness of the dead beneath the earth: I cannot defy the powerful. Constrained to obey, I obey. To show useless defiance is sheer folly. I lack the strength to challenge the State." (p. 3)

Indignant, her sister Antigone decides to bury her brother Polynices with her own hands and grant him the posthumous honors he deserved. Subsequently, she is imprisoned for defying the king's law and, in confronting that authority, she challenges the religious/theocratic State, declaring to the tyrant: "Your law is not the law of the gods." (Sófocles, 1996, p. 8)

Thus, power ceased to be concentrated in a single entity capable of acting against the laws of nature, and the modern State came to rest on the premise of separation of powers (Grohmann, 2001), based on the notion that each power's activity should aim at the improvement of the public good.

It follows that this division establishes a dynamic in which the functioning of the State depends on the intersection of actions among the powers involved. Accordingly, it is understood that all branches possess, within their prerogatives, the ability to influence public policy and direct the State's focus of attention.

From this federalist perspective, preliminary analyses suggest that much of the educational research has focused its lens on the actions of the Executive Branch, such as the enactment of policies, programs, or plans. Conversely, acknowledging the complexity of parliamentary activities, this article adopts a perspective centered on the Legislative Branch and its role in shaping educational public policies.

Parliament serves as the arena where social demands seek to legitimize themselves as political issues—that is, matters requiring government action. The transition from social demand

to legislative agenda is not automatic: it depends on actors capable of shaping narratives and mobilizing resources.

In this regard, Joel Best's (1989) contextual constructionism proposes assessing the validity of each claim in light of the context in which it arises, while Silva (2014) describes social constructionism as a set of analytical tools for examining the activities of activists, experts, and other "claim-making agencies" seeking resonance in the public arena. Together, these frameworks help explain why some issues succeed in crossing the threshold of parliament and becoming policy, while others remain at the margins of legislative debate.

For Secchi (2011), a public problem is defined as "a discrepancy between the status quo and a possible ideal situation. A problem is the difference between what is and what one would like the public reality to be" (p. 33–34). Once this misalignment is recognized, parliament becomes the privileged forum for demonstrating its relevance and building consensus on the need for state intervention.

Once convinced that the matter warrants intervention, the process described by Dennis Palumbo (1994) unfolds: "policy is the result of the policy-making system" (p. 33–34). This system typically advances through five stages—agenda setting, formulation, implementation, evaluation, and termination—although, in some cases, phases may be skipped or overlap. Thus, parliamentary debate is not an end in itself; it marks the transition from merely recognizing a public problem to entering the decision-making cycle that will define, execute, and review the governmental response.

Within this framework, this article aims to investigate how legislative prerogatives manifest in the various stages of the public policy cycle, generating initiatives that respond to the demands of "ground-level actors"—teachers, administrators, students, and communities directly involved in the educational landscape. To this end, we examine the literature addressing the Legislative Branch's role in the social construction of education policies, identifying key findings, gaps, and methodological perspectives that emerge from studies conducted between 2007 and 2024.

Method

To deepen their knowledge, researchers must cultivate habits that enable them to learn through investigation, integrate knowledge, and observe the perspectives adopted in analyses of a given research object. This involves developing the ability to observe attentively, select relevant information, organize data effectively, and apply critical reasoning to social reality. As Gil (1991) points out: “Research is required when there is insufficient information to answer the problem, or when the available information is in such a state of disorder that it cannot be adequately related to the problem.” (p. 45)

Based on the questions and objectives outlined in the introduction of this article, a qualitative study was conducted. A methodological approach centered on a literature review was adopted to identify and analyze the essential elements related to the role of the Legislative Branch in shaping educational public policies. Marin and Bueno (2017) also emphasize the importance of research reviews:

> Research reviews, across various fields of knowledge, are expected to provide a broad perspective on both the themes and the theoretical and methodological approaches adopted, thereby highlighting the relevance of this type of study. In the field of education, studies of this nature can offer integrated sets and broad interpretations of research from different focal points. (p. 18)

For data collection, the Brazilian Digital Library of Theses and Dissertations was accessed, covering the period from 2007 to 2024, using the following search key: (“poder legislativo” OR “câmara municipal” OR “assembleia legislativa”) AND (“educação” OR “política educacional” OR “gestão educacional”). In the initial search using these descriptors, 462 works were retrieved.

The 2007–2024 timeframe aligns with two key milestones that guide academic production on the interaction between education and parliament: the Education Development Plan (PDE) of 2007, which initiated a phase of investment and reorganization of quality goals, and the National Education Plan (PNE, Law 13.005/2014), whose targets extend precisely to 2024. Focusing on works published within this interval allows for a comprehensive examination of the full cycle of formulation, implementation, monitoring, and revision of these two national agendas.

During the categorization process, it was observed that many studies did not meet the objective of this research. Therefore, the descriptors were applied directly to the titles of the works, which yielded ten results. One duplicate study and three others that diverged from the scope of this article were excluded, leaving a final sample of six studies, as shown in Table 1.

Table 1 – Selected Studies

Title	Author	Supervisor	Year
Poder legislativo e educação no Pará: produção legislativa sob restrições institucionais (13ª e 14ª legislaturas)	Adalberto Trindade Cardoso	Rosângela Novaes Lima	2007
Educação e poder legislativo: a contribuição da Câmara Municipal na formulação de políticas públicas de educação no município de Porto Alegre (2001-2008)	Jorge Alberto Soares Barcellos	Nalú Farenzena	2013
O ensino médio e o direito à educação nas proposições do Poder Legislativo Federal (1997-2014)	Débora Aparecida da Silveira	Mônica Ribeiro da Silva	2016
O papel da Assembleia Legislativa de Minas Gerais nas políticas públicas de educação no estado: o caso do Plano Estadual de Educação	André Dell'Isola Denardi	Bruno Lazzarotti Diniz Cost	2019
A Tramitação/aprovação do Plano Municipal de Educação de Dourados-MS (2015-2025): desdobramentos decorrentes da atuação do Poder Legislativo	Paula Abrão da Cunha	Maria Alice de Miranda Aranda	2019
O papel da Assembleia Legislativa do Estado do Maranhão na formulação das políticas públicas de educação	Efraim Lopes Soares	Rosimar de Fátima Oliveira	2022

Source: prepared by the authors (2025).

Based on the methodological parameters established, this article adopts the following axes of observation: (1) the importance of the Legislative Branch in improving educational policies; (2) the main challenges faced by the Legislature in policymaking, particularly with regard to its constitutional limitations; (3) the position of the Legislative Branch within the public policy cycle; and (4) ways in which the Legislative Branch can enhance legislative effectiveness.

For the first axis of observation, the studies by Denardi (2019), Cunha (2019), and Silveira (2016) were examined. Regarding the challenges faced by the Legislative Branch, the discussion draws upon the works of Soares (2018) and Cunha (2018). The analysis of the Legislative Branch within the public policy cycle was informed by the studies of Barcellos (2013) and Cunha (2019).

Results and Discussion

The results were organized based on an analysis of all selected works, including research developed outside the scope of a specific public institution. The objective was to identify findings that aligned with the aims of this review. It should be noted, however, that Cardoso's (2007) study showed no direct relevance to the topics addressed in this analysis.

Reis (2013) defines public policy as a "systematic set of interrelated actions and procedures, publicly adopted by a governmental authority with the purpose of routinely addressing a specific issue" (p. 1). With regard to educational policies, public policies are understood as actions that influence the development of the educational process and the structuring of education systems—subjects typically debated within the legal oversight of legislative bodies.

In this sense, the Legislative Branch is composed of representatives elected by civil society, based on the perspectives, ideologies, and alignment of agendas with their constituencies. In this regard, Denardi (2019) argues that the Legislature constitutes the most important actor in articulating and connecting popular demands with public authorities.

To illustrate this, Rodrigo Alemão[3] refers to legislators as the "shock absorbers of society," since they are the primary targets of their voters' demands. Legislators operate with a specific lens for their constituency's demands and tend to respond more sensitively to issues affecting their own regional communities.

Denardi (2019) asserts that the manner in which demands are identified, debated, developed, and transformed into public policies is directly linked to the political actors involved, their interests, and their ability to prevail over competing interests. Barcellos (2012) makes a noteworthy observation, stating that "parliamentarians are dependent on their electoral support, and for that reason they feel inclined to propose projects and decide on those matters that meet the desires of their electorate." (p. 85)

Thus, it is reasonable to argue that a legislator can serve as the central actor in a policy-making process initiated by a triggering demand emerging from their electorate.

Consequently, the Legislative Branch—comprising numerous actors with diverse agendas and often divergent ideological bases—functions as an arena of interests and potential conflicts, in which the propositions that prevail are typically those that secure the support of peers, depending on the subject matter, the target audience, and the intended scope of impact.

Within this process of agenda discussion, it is important to contextualize some of the tools available to legislators. In addition to their prerogative to propose bills, parliaments are authorized, under their respective internal regulations, to introduce amendments to bills and to conduct public hearings.

[3] We are society s bumper, says Rodrigo Alemão.

Bills that establish programs, regulations, and components of a public policy are submitted to parliament to undergo discussion, revision, and, where necessary, adaptation through amendments, according to the dynamics of the interest-driven arena in which legislative activities take place.

Paula Abrão da Cunha (2019), in her dissertation on the legislative process of the Municipal Education Plan (PME), described a situation in which numerous amendments were proposed to the PME and stated that, "in the parliamentarian's view, for the PME of Dourados-MS (2015–2025) to be amended, it was necessary to hold discussions on whether each proposed amendment should be maintained or not."

The author thus demonstrates that parliament is a public body open to discussion, providing a forum for debate and for the confrontation of ideas that converge, diverge, consolidate, and deconstruct. Therefore, it is the responsibility of parliament to grant space for dialogue, supported by the presence of Education Committees within its structure, which are responsible for maintaining open channels of discussion.

As previously mentioned, the Legislative Branch holds the prerogative to conduct public hearings, which serve as instruments to open dialogue with civil society. An example is found in the municipality of Dourados (MS), where Article 70, Sections I and II, of the Internal Rules of the City Council establishes that public hearings are held to "instruct matters under the review of the Standing Committee and to address issues of relevant public interest," and may even be convened at the request of a civil society organization. This demonstrates that the debate is not restricted to parliamentary initiative alone.

In her analysis, Cunha (2019) explains that participation in public hearing sessions was an essential factor in drafting the PME and that the discussions included the involvement of various civil society representatives, who were granted the opportunity to lead debates. This indicates that parliament possesses mechanisms that allow the active participation of those who are the ultimate beneficiaries of its actions, contributing diverse perspectives to the enhancement of public policies.

Silveira (2016), in an analysis of legislative proposals concerning access to secondary education and the right to education, found that the Legislative Branch has taken steps to expand the right to education and concluded his study by "recognizing the Legislative Branch as an important representative body and a significant forum in the definition of educational policies." (p. 173)

Thus, an educational public policy composed of various instruments is continuously examined and revised within the legislative plenary, a space where discussion and improvement can take place in alignment with the broader structures that uphold the principle of transparency, connected to the acts of public administration.

In conclusion, the active participation of society in public hearings and the role of the Legislative Branch are fundamental for the development and refinement of educational pol-

icies. Both Cunha (2019) and Silveira (2016) emphasize the importance of involving diverse civil society representatives and the Legislative Branch in conducting debates and expanding the right to education. In this sense, the legislative plenary emerges as a crucial arena for the discussion and continuous improvement of educational public policies, ensuring transparency and representativeness.

Nevertheless, the Legislature faces numerous challenges in the construction of public policies due to its constitutional limitations. These constraints hinder the direct introduction of certain matters, granting greater power to the Executive Branch in the formulation of laws and programs.

Nevertheless, the Legislative Branch holds significant tools that can be leveraged to enhance the effectiveness of public policies, including oversight, the proposal of amendments, and the conduct of public hearings. These actions are crucial to ensuring that policies meet the population's needs and foster social and economic development.

The Legislature operates based on three main pillars: lawmaking, oversight, and education. Lawmaking encompasses the drafting and processing of legal norms. Oversight refers to the implementation of mechanisms designed to monitor and balance power. The educational function, in turn, is characterized by transparency and inclusivity, enabling the participation of various sectors of society in the discussion of matters of public interest.

The Federal Constitution establishes (Art. 2) the existence of three powers that share, in a concurrent manner, the duty to promote education, as set forth in Art. 205. The same constitutional framework defines the material competencies of each branch; however, it is clear that each operates within limited competencies.

Efraim Soares (2018) preliminarily notes that the Legislative Branch has a narrow margin of action in the formulation of educational policies, largely due to the concentration of legislative competencies within the federal government. Indeed, the responsibilities of state and regional legislatures must be exercised within the constraints of available resources and the guidelines established by the Union.

Cunha (2019), after discussing the federal government's competence in enacting the National Education Plan, highlights that the 1988 Federal Constitution introduced a closer involvement of civil society in decision-making processes and the reconstruction of municipal autonomy, establishing a system of collaboration for structuring educational systems, as provided in Art. 211 of the Magna Carta[4].

It is worth noting that a constitutional amendment modified subsection V of Art. 21, granting shared competence to the Union, the States, the Federal District, and the Municipalities to establish regulations ensuring access to culture, education, science, technology, research, and innovation. It is important to emphasize that "technology, research, and innovation" were

[4] Article 211. The Union, the States, the Federal District, and the Municipalities shall organize their respective education systems under a collaborative framework.
4. In organizing their education systems, the States and Municipalities shall establish forms of collaboration to ensure the universal provision of compulsory education Brasil, 1988 .

not originally part of this subsection and were later included as a clear provocation to entities dedicated to these fields.

Within this framework, and focusing on the Legislative Branch of the State of Maranhão, Soares (2018) identifies the shortcomings of such changes, stating that, regardless of how the overall context is assessed, the evidence points to the existence of an empowered Executive Branch and a weakened Legislative Branch, "depleted in its prerogatives and its role through a renunciation of power that materializes in the institutionalization of a 'pact of subordination.'" (p. 219)

According to Soares (2018), the Legislative Branch's performance tends to be mitigated in the presence of such a "pact of subordination." However, the power of societal mobilization in defense of its interests cannot be underestimated, as it transcends any such pact and prompts closer scrutiny of legislative proposals. Aranda (2018) points out that, in the city of Dourados (MS), "more than 190 (one hundred and ninety) amendments were reintroduced to the Municipal Education Plan by Councilor Elias Ishy (PT), corresponding to the total number of changes made by the municipal executive to the bill." (p. 77)

Thus, it becomes evident that, despite the material limitations imposed on the legislative power, parliament can employ its available tools to implement educational public policies, strengthening the laws under discussion and presenting amendments capable of altering the course of municipal management.

Thus, the municipal legislator may act through the introduction of amendments; however, even in the exercise of this functional prerogative (Soares, 2022), the Executive Branch retains its autonomy to veto a proposal approved by the legislature or any amendment inserted therein. The exercise of this prerogative, in addition to representing a mechanism of constitutional control, constitutes a political decision reflecting the subjective will of the municipal administrator (Oliveira; Amaral Júnior, 2016).

The power to veto or sanction portions of a proposal underscores the strength of the Executive and its capacity to shape the legal framework according to its discretion. Nevertheless, even in the face of a veto, the legislature may adopt a stance to override it, thereby requiring the promulgation of the law and rendering the approved text valid, subject to revision only through a new parliamentary decision or constitutional review by the Judiciary.

Although the legislature faces constitutional challenges and limitations, it should not be regarded as a secondary actor. Its ability to propose and approve amendments, as well as to form coalitions to overturn executive vetoes, demonstrates that the Legislative Branch possesses significant tools to influence and enhance public policies. These actions highlight that the legislature can effectively contribute to the implementation of more efficient and inclusive educational policies.

Furthermore, the active participation of legislative representatives in public debates and hearings facilitates the incorporation of diverse societal perspectives and needs. The leg-

islature's role as a space for dialogue and negotiation is essential to ensuring that educational policies not only meet legal requirements but also respond to the demands and expectations of the population. Thus, even within the constraints imposed by the Constitution, the legislature holds a crucial position in shaping a fairer and more effective educational system, reaffirming its importance as a central actor in the political landscape.

Regarding the characterization of the legislature's role within the policy cycle, Cunha (2019) asserts that "the policy cycle approach provides instruments for a critical analysis of the trajectory of educational policies and programs." In this regard, given that the Legislative Branch is an extremely important public actor, it is necessary to examine in greater depth how it engages within the policymaking process.

Cunha (2019) draws on the methodological framework of Mainardes, who defines the policy cycle in three stages: "proposed policy, enacted policy, and policy in use" (Ball & Bowe, 1992 cited by Mainardes, 2006, p. 49). The author situates the role of the legislature in the second stage, enacted policy, as follows: "in the second cycle, the formulation of the 'enacted policy' occurs, namely, the bill presented by the representatives of society in the legislature, where the document is submitted to the legislative chamber for consideration." Thus, the enacted policy materializes in the deliberation of the municipal chamber regarding the proposals, a moment when debate predominates. Subsequently, Cunha (2019) argues that "the role played by Municipal Chambers is to legitimize the discourse set forth by the Union, in order to adapt the local reality to the pre-established discourse." (p. 18)

Complementing this, Barcellos (2013) contends that the legislature constitutes a space for "defining the public problem" (p. 84); that is, the debate taking place in this arena tends to incline toward either governmental action or inaction. Within this framework, the "public problem" is an "essential element in the legislative process: it is established through amendment, that is, through negotiation—either on the floor or in committees—among the various actors involved in the legislature."

The policy cycle was addressed in only two of the six studies analyzed, indicating a certain theoretical difficulty in situating the Legislative Branch within a specific stage of the cycle or in correlating its activities to all of them. Nonetheless, it is evident that the Legislative Branch is in a phase of introducing (Barcellos, 2012) "new ways of conceiving lawmaking, refining them, adding value to information, and generating impact. Undoubtedly, the ways in which parties and council members behave in this context will make a decisive difference."

This shift in the legislative process is embodied in the analysis of the policy cycle. Making the legislature an essential actor throughout all stages—from agenda setting to the exercise of its prerogatives in policy evaluation—is fundamental for improving educational policies and advancing toward the promotion of an enhanced educational system.

Conclusion

The Legislative Branch is driven by the demands of individuals, its constituencies, and the public that engages with the Municipal Chambers and Legislative Assemblies; thus, it constitutes a locus for the realization of public policies. Barcellos (2013) observes that legislators "see the possibility of expanding its use … the prospect of bringing the realization of public policies into the Legislative Branch as positive, yet it encounters resistance." (p. 257)

From the studies analyzed, it is evident that the Legislative Branch is commonly examined through concrete cases, focusing on the behavior of specific institutions—whether municipal chambers or legislative assemblies—without fully considering its prerogatives and the instruments that could serve as essential mechanisms for advancing public policies.

Regarding the analysis of the Legislative Branch's role in the creation or improvement of policies, only two of the six studies selected—Barcellos (2013) and Cunha (2019)—examined the legislature through the lens of the policy cycle, revealing a research gap.

The findings indicate a near absence of studies conducting an in-depth examination of the legislature's role across the policy cycle. Rarely is its participation in agenda-setting, the definition of public problems, the oversight of implementation, or the organization of hearings fostering qualified debate analyzed. This gap diminishes the perceived influence of the legislature in shaping policies and underscores the urgency of more comprehensive investigations.

This need becomes even more pressing in the context of education municipalization, as it is at the municipal level that school management has become closer to local communities. Today, municipal councils deliberate on school construction, teacher recruitment, facility maintenance, student meals, and transportation. Understanding how these local legislatures operate at each stage of the policy cycle is, therefore, essential for explaining how educational demands are—or are not—translated into concrete actions.

Consequently, future studies should include a more comprehensive analysis of the legislature's role at the municipal level—given its proximity to citizens—and throughout all stages of the policy cycle, from problem identification and definition to policy implementation and evaluation. Such analysis would provide a more robust understanding of how parliaments can leverage their tools to positively influence public policies, particularly in the field of education. By recognizing these contributions, the legislature can be valued not merely as a ratifying body but as an active protagonist in the creation and enhancement of policies that address societal needs.

In summary, the municipality is the arena where high-level federative decisions meet everyday realities: the student's voice, the teacher's fatigue, and the creativity (or lack thereof) of administrators. Addressing these challenges requires more than the mere transfer of responsibilities; it demands building networks of partnership, ensuring adequate training, and

securing policy stability. Ferreira and Nogueira (2015) affirm that "public policy in the field of education is nothing more than the bridge connecting legal determinations and objectives with local realities. Consequently, such policies are directly linked to the school, as this is the *locus* where the reality that must be addressed is manifested." (p. 1)

It is important to emphasize that this article examined the Legislative Branch and the development of public policies. The term "development" was deliberately chosen in light of the constitutional limitations on the proposal of laws and programs. Nevertheless, the legislature possesses tools to oversee the effectiveness of public policies, such as the use of information requests, the creation of working committees, and the establishment of parliamentary fronts to evaluate programs. However, none of the analyzed studies mentioned these mechanisms, which reveals either a lack of parliamentary engagement in employing them within educational agendas or a lack of awareness among the involved actors, representing yet another gap to be addressed in future research.

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