

Magazine

RETS

International Network of Health Technicians Education

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PERU

Health reform in Peru goes ahead despite criticism from some sectors of society



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EDITORIAL

Dear reader,

Finally we are back after a long period away. Our sincere apologies for those who missed the magazine. Unfortunately, too many commitments (some unforeseen), eventually affected our work, dividing our attention. Now, with the new website up and running, the flow of work reorganized and extended team, we begin to catch up.

In this issue, the focus is on the 1st Extraordinary Meeting of RETS-CPLP, held in Lisbon, Portugal, in April. The meeting, which reflected a significant step forward in consolidating the Network created in 2009, also brought an impasse: how to carry out the actions contemplated without the proper financial resources?

The magazine also features an article about the ongoing Health Sector Reform in Peru and shows that, despite facing many internal criticism and many questions of some segments of society, the process goes moving forward with the promise to bring more health for the population.

With regard to the health technicians' education, we are back with the third part of the series on the role of the curriculum in the construction of knowledge and professional identities, bringing, among other things, a brief overview of the post-critical theories of the curriculum.

In the Network News, we present the last two members: the School of Health Technology of Coimbra (Escola Superior de Tecnologia da Saúde de Coimbra - ESTeSC)

and the Directorate of Human Development in Health in Chaco Province, Argentina. Furthermore, we highlight, with much anticipation, the initiative of the School of Health Technology of the University of Costa Rica (Escola de Tecnologias em Saúde da Universidade da Costa Rica - ETS/UCR), the first headquarters of the Executive Secretariat of RETS, to promote a process of strengthening the Network in the Central American region and Caribbean.

Finally, a small story, written in collaboration with journalist Yesmin Tibocha Patiño, of SENA (Colombia), on a traveling course of prevention and first aid in accidents with landmines, a major concern of health authorities in some regions of the country.

Have a nice reading!

Executive Secretariat of RETS

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SENA (Colombia): itinerant course improves care for victims of landmines

Original text: Yesmin Tibocha (SENA-Bogota); adaptation: Julia Neves

Colombia is one of the countries with the largest number of landmines in the world. The number of reports of fatalities increased dramatically in recent years, largely due to increased use of artifacts by the guerrillas of the Revolutionary Armed Forces of Colombia (FARC). According to data collected by the Presidential Program for Comprehensive Action against Landmines (*Programa Presidencial para la Acción Integral contra Minas Antipersonal* - PAICMA) from 1990 until April 2014, there were 10,721 victims in the country, with more than two thousand deaths.



With practical and didactic workshops, from students to store owners are trained with simulators that classes offer.

Concerned with the alarming figures, the National Apprenticeship Service (*Servicio nacional de aprendizaje* - SENA) decided to offer practical itinerant lessons to educate Colombians to conduct prevention and first aid in landmine accidents in the regions of the country most affected by armed conflict and are coordinated by SENA's Educational Center for Human Talent in Health in Bogota and SENA's Regional Antioch. About eight thousand people, among them field workers, college students, community leaders, teachers, firefighters, indigenous communities and employees of municipalities, are being benefited with the project, which aims to prevent risks and deal with possible cases of accidents.

The initiative offers practical lessons with cardiopulmonary resuscitation simulators, mannequins with parts to handle trauma, fractures, burns, mutilation, among others. Students also learn how to reduce the risk of explosive devices.

The activities are directed by two strategies: the education in risk of landmines (*Educación en el Riesgo de Minas* - ERM), that aims to generate preventive behaviors in risk caused by handling these artifacts, and the care to the population victim of landmines (*atención a la población víctima minas antipersonales*), which goal is to provide comprehensive care to victims through professional education, labor inclusion and creation of companies and productive projects that allow socioeconomic rehabilitation of these populations. In addition, the course also shows how everyone should act on ammunition that have not yet exploded.

"First of all, we teach especially in the municipal headquarters, a very practical and simple way to prevent this type of event and, in case they may take care of victims, how they should proceed to the rescue, control bleeding and reduce or immobilize a fracture", highlighted José Darío Beltrán, Pre Hospital Care instructor.

In the municipality of Jamundi, this knowledge of prevention was implemented by firefighter Elmer Lurigo, who highlighted the importance of learning: "In a building in San Antonio, Valle del Cauca, a landmine was detected and there passed children. It was their daily walk to school. Thanks to the training received, I could act properly. I called the authorities and the risk was extinguished".

Educating multipliers

SENA prioritizes departments identified for the implementation of the lessons that lie within the administration of the Education Centers in Bo-



The Mobile Class of Landmines (Aula Móvil de Minas Antipersonas) refers to Departments of Colombia, and is endowed with tools for learning of prevention in handling artifacts.

gotá and Medellín, Antioquia. In February, the project has undergone seven municipalities of Valle, in March it was taken to Tolima, in the following month to Nariño and so on, in the same way the schedule of classes at the Health Services Center in Medellín covered six other departments.

Gerardo Arturo Medina Rosas, Deputy Director of the Educational Center for Health Human Talent in SENA District Capital Bogotá highlights: "There are two components in these educational activities. One is learning and attitudes of members of the community facing the risk of finding a landmine or ammunition to explode and acting when they meet. It is not an acting to end the armed conflict but to protect the other members of their community and family. The other component of training is an initial attention that has to be applied in case of accidents with those explosives."

For José Luis Franco Rodríguez, government official of Jamundi in Valle del Cauca and member of the Local Emergency Committee, the impact of this educational program is very large and the continuity of the project is fundamental. "I ask SENA to continue with these itinerant capabilities, as we become multipliers and already know how to act and support our communities". ■

Health technician education: special attention to course content (part 3)

By Ana Beatriz de Noronha

After a break, we are resuming the publication of the series about the curriculum in the education of health technicians, started in 16 RETS magazine. The text, which main objective is to broaden the discussion on this issue, has as its starting point **the dissertation presented by professor and researcher of Joaquim Venâncio Polytechnic Health School (EPSJV/Fiocruz) Carlos Eduardo Colpo Batistella in his Master's degree course.**

In the first two issues of the series, we discussed more general issues about the concept of curriculum and the influence of the curriculum in the formation of professional identities, as well as some of the main traditional theories and critiques of this field of study. In this issue, we will move forward with a brief overview of the post-critical curriculum theories and some considerations on the question of identity. In the next issue, we will finish the series, presenting an overview of different conceptions of curriculum politics that exist among researchers in this field.

Post-critical theories of curriculum: a world of uncertainty

The late 1980s marked a period of deep social change worldwide. During this period, the increasing need for expansion of capitalism and the rapid advancement in transport and information and communication technologies ultimately resulted in the so-called world globalization.

This process brings with it enormous and deep social changes that affect all areas of contemporary life, and also allows the emergence of new approaches to the understanding of the curriculum.

The called 'post-critical theories' of the curriculum arise and their main characteristic is having culture as a central point. "These theories propose new concepts and methodological possibilities to research curricula. Curriculum analysis starts focusing new categories such as: discourse, difference, identity, alterity, everyday, multiculturalism and post-colonialism", explains Batistella, noting that the approaches that make up this group are not homogenous and "represent movements of the reaction to different aspects of social theory".

Postmodernism calls into question the Enlightenment principles

One of the intellectual movements that most impacts have caused the latest curriculum theory is 'postmodernism', on account of the epistemological twist that causes the bases of modernity. "By questioning the principles of Enlightenment thought – reason, science, progress – postmodernism rejects the totalizing perspective of knowledge and grand narratives, all based on trust that the reason would be the instrument of building an ideal society," explains the researcher. "The post-modern thinking departs from the certainties and the search for true knowledge to incorporate a social epistemology that values the multiple points of view and different knowledge," he adds.

Postmodernism, according to Batistella, takes the pulse of emancipation and freedom of modernity as a form of domination and control, raises questions about

BATISTELLA, Carlos Eduardo Colpo. *Tensões na constituição de identidades profissionais a partir do currículo: análise de uma proposta de formação profissional na área de vigilância em saúde*. Escola Nacional de Saúde Pública Sergio Arouca (Ensp/Fiocruz), 2009. Available at www.arca.fiocruz.br.

the idea of autonomy and centrality of the modern subject and rejects the essentialism and universalism that are present in the curriculum theories in modern thought, including critical theories. "For postmodernists, the subject is fragmented and is continuously subjected to processes of identification, as their interaction with different social systems. These constant displacements and identity re-accommodations are caused by the simultaneous existence – and sometimes contradictory – of multiple identities", he says.

Less rigidity and more flexibility in post-structuralism

Another aspect of the post-critical theories of the curriculum are based on the 'post-structuralism', that is, according to the North American Michael Peters, "a specifically philosophical response to the alleged scientific status of structuralism and its intention to become a kind of mega paradigm for the social sciences". To Batistella, post-structuralism differs from postmodernism because it defends the emancipatory power of reason and the perspective of teaching practice as a mean to achieve predefined goals. According to him, based on the work of Michel Foucault

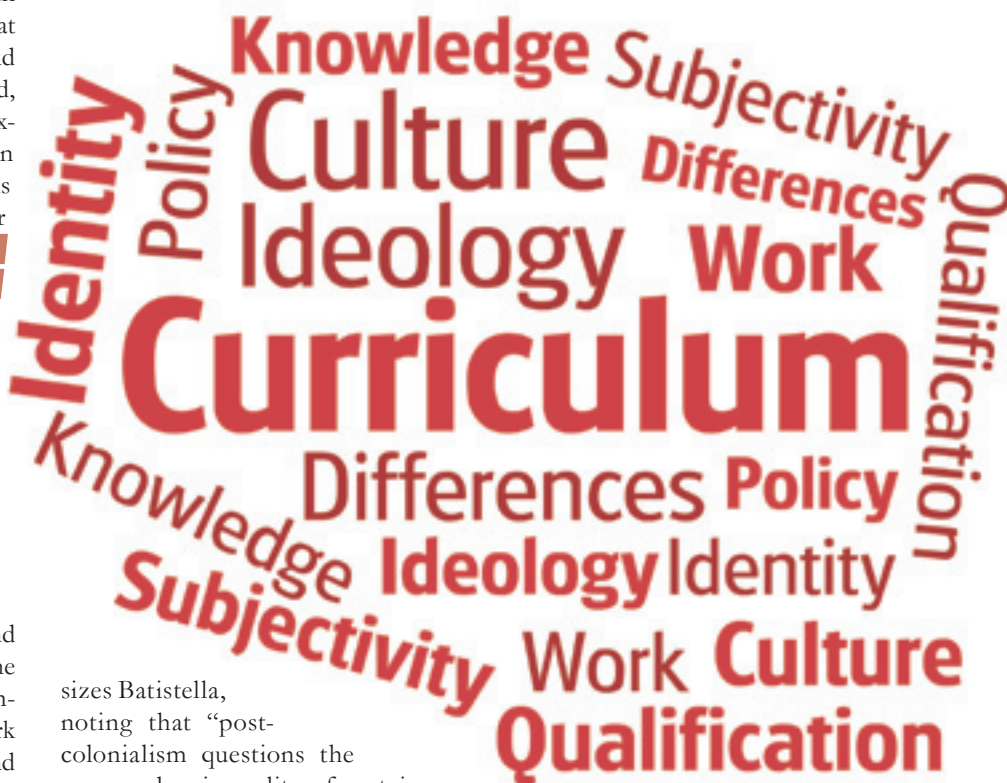
and Jacques Derrida, post-structuralism maintains the idea of structuralism that language is a process of continuous and central meaning, but on the other hand, replaces the structuralist fixity by flexibility, fluidity and uncertainty. “In post-structuralism, the concept of gap is widening, from the idea that we never leave the domain of the **signifier, since it is not capable of grasping the meaning permanently**. For post-structuralists, the meaning is not pre-existing; it is culturally and socially produced. Therefore, the process of signification, besides being unstable, is also intrinsically linked to existing power relations”, he says.

According to Batistella, with regard to curricula, some transcendental meanings attached to science, religion, homeland, the nation and politics are deconstructed as well as the binaries white/black, scientific/unscientific, male/female. “Based on the work of Foucault, the idea that knowledge and learning are sources of release no longer makes sense, since no hypothesis of no power, but as Alice Lopes and Elizabeth Macedo emphasize in the book ‘Currículos: debates contemporâneos’ (2002), a permanent fight against positions and power relations”, he adds.

When culture replaces knowledge

The issue of power ends up appearing as the keystone of the so-called ‘post-colonial theories’, which are also useful to studies about the curriculum. Postcolonialism meets a set of theories that analyze the complex relationships established in the period of European domination over other continents and the political, philosophical, artistic and literary effects that this colonization and the idea of cultural superiority of some nations over others brought to the colonized countries.

“When you see the ‘other one’ under stigmatized and folkloric way, cultural domination makes him an object of knowledge intervention of legitimate exercise of power. Thus, while devaluing the knowledge and practices of indigenous populations, seeking to convert them to European standards of civility, it can be said that the colonial project has a strong educational and pedagogical dimension”, empha-



sizes Batistella, noting that “post-colonialism questions the supposed universality of certain knowledge selected for the curriculum, since this ‘universal’ is nothing more than a representation of the dominant view of the colonizer, i.e., white, Western and European”.

From the ideas of postcolonial authors – Homi Bhabha, Stuart Hall and García Canclini, among others – the knowledge that, until then, and for many reasons, was considered the central category of curriculum analysis, begins to give way to culture.

According to Elizabeth Macedo, in the article ‘Currículo como espaço-tempo de fronteira cultural’ (*Revista Brasileira de Educação*. Vol.11, 2006), both the production of formal curricula as the experience of the curriculum are everyday processes involving

Signs are elements – words, objects, sounds and images – representing other elements. They can be natural, like smoke, which is a sign of fire or artificial, designed specifically with the intention of communicating something to someone. Artificial signs are composed of two parts: the signifier (part which formally expresses the content) and the meaning (the explicit content).

Artificial signs can be linguistic or non-linguistic. In the case of non-linguistic (symbols and icons) the relationship between the symbol and symbolized content tends to be partly driven, that is, the relationship between the signifier and the meaning is analog. The signifier marks a relationship of similarity to the element which it represents (the meaning) and the association of the sign with the object is usually established over time by means of cultural assimilation. An example is the figure of a heart to represent love.

Linguistic signs, in turn, are arbitrary, conventional and forced. Arbitrary, because there is no link between the represented concept and the sounds used for its representation; conventional, because the concept is the same for everyone; and forced, because although the signifier is chosen arbitrarily, it is not free within the linguistic community, in other words, a person can’t choose the signifier he wants to associate to its meaning.

Whatever the signifier; however, he can only apprehend a part of its meaning. The meaning of ‘love’ is much broader than the content covered by the heart (signifier) or the word we use to refer to it.

“Culture comes into play at precisely the point where biological individuals become subjects, and that what lies between the two is not some automatically constituted ‘natural’ process of socialization but much more complex processes of formation.”

Stuart Hall

(Visual Culture: The reader, 1999)

power relations in the macro and micro levels, where differences are negotiated and they participate in cultural subjects with their multiple affiliations.

The ‘Cultural Studies’, which form another important theoretical matrix of influence in the various post-critical theories arise from the work of the French Lévi-Strauss and Roland Barthes and the Welsh Raymond Williams and the English Richard Hoggart, gaining momentum in 1964, with the creation of the Center for Contemporary Cultural Studies at Birmingham University, England. In this approach, the culture loses its classical sense and is understood as the way of life in a global society, in any human group.

Initially based on Marxist contemporary references of Althusser and Gramsci, cultural studies assume Poststructuralist framework in the 80s. “In this movement”, explains Batistella, “culture can be conceived as a relatively autonomous field of social life, questioning the determinism of classical superstructure by this infrastructure in Marxist theory”.

This ‘social turn’, which Stuart Hall refers in the text *‘A centralidade da cultura: notas sobre as revoluções culturais do nosso tempo’* (“The centrality of culture: notes on the cultural revolutions of our time”), occurs when the contemporary social analysis shall consider that culture is a condition that constitutes social life, and no longer as a dependent variable. Language, in turn, is no longer seen as something we use to report the facts, and shall be understood as being able to be the facts.

“In this movement, the culture starts to represent a space where different social groups struggle to impose their meanings to society, and knowledge which was previously perceived as an unveiling or reflection of reality shall be considered a discursive creation, a social interpretation”, complements Batistella.

According to the researcher, among the many contributions of this field to the curriculum is the idea that both the knowledge – in all its various forms – as the curriculum are cultural artifacts that can’t be understood without an analysis of power relations in its development.

Knowledge and the curriculum: cultural artifacts

This new way of perceiving culture leads to a new perspective that sees other cultural instances, beyond education, acting pedagogically, through mobilization of an ‘economy of affection’ capable of promoting the development of identities and subjectivities.

“In this context, it is possible to talk, for example, about ‘media pedagogy’, which permeability and acceptance are greater than the one enabled at the formal spaces of the school”, says Batistella. “The institutional boundaries that separated school from the culture industry disappeared and this issue is again the subject of studies in the field of curriculum”, he adds.

Curriculum: intent or reality?

Nowadays, though inserted in historical, political and socio-cultural contexts quite different, societies are mostly multicultural. In this scenario, the struggle against oppression and discrimination which certain minority groups have undergone lies in the educational field a favorable ground for development. The result is that the curricu-

Revista Educação e Realidade, v.2,
n.22, p. 15-46, jul-dez 1997.

lum thought as multicultural perspective brings with it the challenge of building a political-cultural project aimed at radicalization of democracy. “Several scholars have been focusing on this theme, i.e.: trying to assess the implications of multiculturalism in the classroom, identifying impediments, deletions, assimilations as the possibilities of building a multicultural curriculum”, says Batistella.

According to him, another important approach that merges concerns of critical thinking with Postmodern ideas is the ‘knowledge and networking curriculum’ (*‘conhecimento e currículo em rede’*) as it is called in Brazil. With reference to the work of Michel de Certeau, Edgar Morin, Felix Guattari, and more recently, Boaventura de Souza Santos, this approach assumes that the modern form of knowledge production now goes hand in hand with models more horizontal and fluid. “The authors linked to this aspect call into question not only what kind of knowledge should be valued, but the social construction of knowledge itself”, he adds.

Another author who has discussed the curriculum as a process of constant re-creation is the Spanish José Gimeno Sacristán. For him, the traditional view of the curriculum as a goal plan in which are expressed intentions and the components of the educational process is inadequate to understand the curriculum in all its dimensions. In this sense, the curriculum expectations that make up the official curriculum do not necessarily represent its actual development. “According to Sacristán, knowledge of the curriculum entails going beyond the statements, rhetoric and documents, in other words, getting closer to reality”, explains Batistella.

Therefore, two distinct points of view about the curriculum coexist; that can both be considered as an intention, a plan or a prescription to make viable what we want, and as the state of things existing in schools, i.e., what happens indeed.

“Sacristán says that when we consider the curriculum as a process, there are several starting points for an investigation: the scope of political and administrative

decisions that shape the curriculum prescribed and regulated; the planned curriculum for teachers and students, materialized in development practices, materials, guides; schedules or plans that schools do as organizational practices; the set of learning tasks that students perform and, finally, the curriculum assessed, that means, the practice of internal and external control”, says Batistella.

The issue is that changes expected in teaching and learning can no longer, according to the researcher of EPSJV/Fiocruz, be seen as a direct result of an explicit plan, guaranteed by the replacement of themes, content, courses or textbooks.

Post-critical and critical theories: in search of an almost impossible dialogue

As you can see, there is a clear theoretical distance between critical and post-critical perspectives of the curriculum. Nevertheless, many authors seek to articulate the conceptual and methodological elements of both perspectives to enrich the field. On the other hand, there are many other students of the subject who believe that the incompatibilities between the theoretical frameworks or that such dialogue would be unproductive.

The most critical people to the initiative generally argue the impossibility of combining postmodern conception – which denies the privileged place of science and reason – with framing most compromised with modern ideas of progress and emancipation of man. For them any attempted joint can undo the political nature of the curriculum and the idea of a modern educational project.

Those who defend dialogue, in turn, seek to incorporate some new themes and principles of postmodernity – deconstruction, textuality, differences, local narratives, symbolic production, popular culture, social identities, among others – avoiding, however, the fragmentation and postmodern relativism in redirecting their studies.

To Batistella, proposing a ‘critical appropriation of postmodernism’ could, in the opinion of some authors, result in a hybridization procedure which brand is the blend of postmodern discourse and political focus on critical theorizing. Regarding the results of this movement in practice, is also worth a thought. “The existence of this multiplicity of references which now characterize the field has different impacts. At the same time it strengthens the discussions, it also increases the difficulty of defining what is to be the curriculum”, he says.

Identities projected over time

After his analysis of the historical and epistemological changes in ways of conceiving the curriculum, Batistella performs a brief exercise to present the identities projected onto each of the studied theoretical aspects. He, however, warns that some care must be taken: “A first observation concerns the failure of the curriculum in the construction of identities. Moreover, it is impossible to attribute to a single theoretical perspective a unified set of values and attitudes that shape a particular identity profile”.

For him, the ambiguity that is characteristic of post-critical approaches is a good example, since these approaches end up inheriting the identity features considered traditional to the curriculum, such as the pursuit of efficiency and adaptation to the market, as critical and emancipatory traits like the defense of autonomy and interculturalism.

As a third caveat, the researcher points out the need to consider the existence of continuities between conservative, neoconservative and neoliberal approaches to education, which, to some extent, can secure the renewal of the functionalist perspective. In this sense, though, the curriculum for skills is considered by many people as one able to build a ‘new worker’, adapted to the new demands of global capitalism, its rationale, according to **Marise Ramos** (who is also a researcher of EPSJV/Fiocruz), is easily found in the ideas of social efficiency (traditional curriculum of the early twentieth century) and technicism (1970s) added an important psychological dimension, brought by constructivism. Because of this, often this so-

called ‘new curriculum’ of educational reforms can be both aligned with the traditional perspectives and the post-modern context of the curriculum.

According to Batistella, after these considerations, it is possible, in a very general way, to assert that in the classical humanist curriculum, enhanced identity is the one of the worker who is skillful for work, disciplined, conservative and Christian.

In traditional technicist curriculum, the projected identity would be the efficient worker, adaptable to constant changes in production, flexible, individualistic and competitive. “We could say that, in a strong tune with the character of global capitalism, a ‘citizen’ fighting for the rights of the consumer and not for the labor and social rights, a ‘self-accountable’ person who designs his employability through the notion of ‘entrepreneurship’”, he adds.

In critical approaches, the constructed identity would be centered and stable and this would happen with overcoming alienation through awareness of the subject about material and symbolic forms of domination. The desired identity from this perspective, according to the researcher, is a critical autonomous subject, supportive, challenging, conscious, creative and transformative.

Finally, in the post-critical curriculum seems there is no place to identity ‘projections’, since the very notion of identity is challenged. “In this approach, identity is considered uncertain, unstable, contradictory, multiple and fragmented, contingent and provisional, unfinished, unique and biographical”, he explains, making, however, a caveat: “Since there is no uniformity in the post-critical approaches, there are many authors who, even advocating the impossibility of a unified identity, believe that a policy of infinite dispersion would function as a policy of no action. In this sense, they end up realizing the need for some centering on the construction process of identities through the curriculum”, concludes Batistella. ■

RETS has new members

Two new members have joined RETS in January this year. The request for admission was from the School of Health Technology of Coimbra (*Escola Superior de Tecnologia da Saúde de Coimbra – ESTeSC*) (Portugal) and the Directorate of Human Development in Health (*Dirección de Desarrollo Humano en Salud*) of the Ministry of Public Health of the **Province of Chaco** (Argentina). Accessions to the Network and a commitment to action on the part of each member are essential for strengthening the area of education of health technicians and RETS.

ESTeSC: educating technicians in Portugal since 1980



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The School of Health Technology of Coimbra (*Escola Superior de Tecnologia da Saúde de Coimbra*) is one of the oldest and largest health colleges in Portugal. It emerged as a technical school in 1980 and, in 1993 it was reclassified as a college, integrating the polytechnic higher education. For nearly 10 years, ESTeSC is part of the Polytechnic Institute of Coimbra and has 100 professors on its staff and 1,200 students enrolled. Currently, are offered eight degrees, lasting four years, ten master's degrees and ten specializations.

The President of ESTeSC, Jorge Conde, said that the expectation of the School with the entrance on RETS is learning with new partners and undertake joint projects that allow to establish a network of research and development focused on the professions of health technicians. "We are excited about the opportunity to exchange knowledge and conduct studies. We believe we can create some regularization of technical education in a space like RETS".

Conde explained that the School contributes to the establishment of a community of professionals with more homogenous knowledge. About the experience they have in Portugal, he reported that they aim to demonstrate the value of the 18 professions that are covered by ESTeSC. "We want to partner and collaborate with the proposition of joint solutions, both teaching and evaluation processes. A part of the professionals that we educate does not exist in the universe of RETS, and others acquire different skills. It will be important for us to work with this".

Directorate of Human Development in Health (*Dirección de Desarrollo Humano en Salud* - Chaco, Argentina): experience in in-service education

Connected to Undersecretary of Health, the Directorate of Human Development in Health was established in 1987 and has a differentiation of management staff function to cover the functions of planning and education of human resources in health. Its structure was modified in 2010, when it began to rely on the departments of Work Health Management, Health Workforce Policy and Planning and Training and Continuing Education in Health.

Its main responsibility is to intervene in policy setting, formulating plans and adoption of strategies for the development of work health management according to the requirements of health services. The Directorate should also promote actions for training and continuing education of members of the healthcare team so that there is quality in the services offered to the community. Work that is performed through the School of Public Health, Directorate of the Center for Biomedical Information and Directorate of Human Capital and Occupational Health of the Ministry of Health of the Nation.

The Chaco Province is one of 23 from Argentina and is located in the northern region of the country. Its capital is Resistencia, the most populous city and its main administrative, economic and cultural center. With about 60% of the population under 29 years old, Chaco is considered a province of young people. Over time, the economy, which was based on cotton monoculture, led to the exploitation of forest resources, soybean, sunflower, corn, vegetables, among others.

For the director of Human Development in Health, Mirna Viviana Veronelli, being part of RETS is a commitment. "I believe it is possible to share experiences, planning and educational strategies, and exchange of learning resources and results of research and studies on human resources for health and technical education".

She added that one of the expectations when joining RETS is being able to make contributions to the education of health technicians, considering that the Directorate has long experience in practical learning environments in health and interest in primary health care education. ■

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Costa Rica releases project to revive RETS in Central America and the Caribbean

The School of Health Technology, University of Costa Rica (ETS/UCR), which hosted the first Executive Secretariat of RETS is giving progress to a project of reactivation and operation of RETS in the Central American and Caribbean region. The initiative, coordinated by the School director, Xínia Alvarado Zeledón, aims to recreate a space that allows to share and exchange experiences and knowledge related to academic and labor levels; enhance education, expanding the technical learning in health across the region; develop joint research projects and social action related to health technologies, in addition to having a regional party to attract international cooperation for development in the area.

In the opinion of Paulo César de Castro Ribeiro, Director of Joaquim Venâncio Polytechnic School of Health (*Escola Politécnica de Saúde Joaquim Venâncio – EPSJV/Fiocruz*), current Executive Secretariat of the Network, the project is fully in line with the discussions held during the 3rd General Meeting of the Network, held in Recife, in November 2013, and deserves every support. “On occasion, due to the emptying of the initiative in Central America and the Caribbean, due to the departure, for different reasons, of several member institutions, including some of those which created the Network in 1996, a proposal for strengthening the RETS was adopted in this sub-region of the Americas. Let’s hope the project is successful and everyone can gain from it”, he said.

The creation, in 2009, of the Technical Schools Network of UNASUR and the CPLP (*Redes de Escolas Técnicas da Unasul e da CPLP*) has played an important role in strengthening RETS in South America and Portuguese-speaking African countries. In this sense, the formation of a new sub-network can be a good way to consolidate RETS in Central America and the Caribbean, contributing to the establishment of public policies, through the improvement of health technicians’ education, can strengthen national health systems committed to the health needs of populations. ■

RETS new website is now online

Have you seen there is news on air? The new RETS website (rets.epsjv.fiocruz.br) is now available with a more modern look and many relevant information about the education and work of health technicians. The design of the new site began in 2009, when the members present at the 2nd General Meeting of the Network could evaluate the old site of the network, pointing its negative points. The topics discussed at that time served as basis and gave a character of collective construction for the new editorial project which was completed in 2012 and passed on to the development team of Joaquim Venâncio Polytechnic School of Health (*Escola Politécnica de Saúde Joaquim Venâncio – EPSJV/Fiocruz*).

The new version of the website, symbolically released in November 2013, at the 3rd General Meeting of the Network, was put online on April 28th this year, replacing the old one. It is the result of shared assessments process made by participants of the 2nd General Meeting of the Network in 2009.

The current platform features a more intuitive interface, which favors the location of news and documents desired and the interaction among users, with space for comments and suggestions from members in all areas. Among the many new features is a unique library much easier for the query, a place reserved for each sub-network and greater interaction with social media.

Although the site is not fully ready, some sections are still not working and some content is still being translated, we invite you to visit it and send comments, suggestions and contributions. ■

RETS-CPLP: meeting in Lisbon establishes a new Work Plan for the Network

By Ana Beatriz de Noronha

On April 28th, 29th and 30th this year, the Technical Health Schools Network of the Community of Portuguese-Speaking Countries (RETS-CPLP), held in Lisbon, Portugal, its 1st Extraordinary Meeting. Representatives of government and educational institutions of health technicians from seven countries – Angola, Brazil, Cape Verde, Guinea Bissau, Mozambique, Portugal and Sao Tome and Principe – as well as the Executive Secretariat of CPLP, attended the meeting, whose purpose was continue the discussions started in November 2013, during the 2nd Ordinary Meeting of the Network, held in Recife, Brazil.

At that time, members discussed and approved the regulation of RETS-CPLP and also supported the continuation of Joaquim Venâncio Polytechnic School of Health (EPSJV/ Fiocruz) as coordinating institution and the Executive Secretariat of the Network for the period 2014-2017. There was no time, however, for other important discussions and the approval of the new Work Plan for those four years.

On day 28, after the welcome given by the Director of International Cooperation of CPLP, Manuel Clarote Lapão, and the opening of works by the director of EPSJV, Paulo César de Castro Ribeiro, there was a brief presentation of the schools present and was made a review of the previous Work Plan. Also on the first day of the meeting, we discussed some issues relevant to the operation and network consolidation. Days 29 and 30 were reserved for the definition of the Work Plan.

Structural character activities mark action of RETS-CPLP since its creation

Although not all activities mentioned in the first Work Plan of RETS-CPLP (2010-2013) were completed, the review was very positive. In May 2010, was held at the Lisbon School of Health Technology (ESTeSL) a seminar on development/adaptation of educational material for the courses offered by technical colleges of health that allowed the exchange of experiences and the design of educational material to be produced collectively and autonomously appropriate by the countries according to specific local needs.

On July 26th and 27th of the same year, was organized in Sao Paulo, Brazil, a workshop to discuss the specialized technical nursing education in Portuguese-Speaking African Countries (*Países Africanos de Língua Oficial Portuguesa* - Palop). At the meeting, among other things, were evident concern of countries to meet the profile of the nursing workforce and the need to deepen the knowledge about the existing nomenclatures and terminology, plus the access requirements and professional profiles of completion.

One of the actions of greatest impact was the traveling course of Specialization in Health Professional Education for Palop, whose aim was to specialize teachers and leaders in the field of Health Professional Education, through the deepening of theoretical and methodological foundations that underlie educational policies and its relationship to health and health work. The idea was to allow the historical understanding of such policies and leverage transformative practices capable to contribute to the structuring and consolidation of public educational institutions in those countries. The course, lasting 606 hours, was conducted from February to December 2011, with periods of classroom lessons that were held in Guinea-Bissau, Mozambique, Cape

Verde and Brazil, and had 27 graduates.

At the end of 2013, 33 Palop Technical Schools of Health received multimedia kits consist of a LED TV 42", a DVD player, a notebook with Microsoft Office installed, two speakers, a multimedia projector and a projection screen with retractable tripod and also UPS, surge protector and cart for transport. The purpose of this action was to promote improved education of technical health workers in these countries, through the possibility of incorporating, by teachers and students, some educational technologies. The kit's composition is the result of a survey conducted among the member schools of RETS-CPLP and the purchase of the equipment was performed by CPLP, with funds from the World Bank.

Many actions were also carried out within the communication and dissemination of knowledge through RETS magazine and website, including translation into Portuguese of some reference material originally published in other languages.

Members discuss topics relevant to the consolidation of the Network

On the afternoon of day 28, some key issues were discussed so the work of RETS-CPLP effectively achieves its goal of strengthening national health systems by improving the education of workers which constitute the basis of this system.

The first topic was about the absence of representatives of the Network in **East Timor** despite numerous attempts to contact them. All people



The Democratic Republic of East Timor

The Democratic Republic of East Timor occupies the eastern part of the island of Timor, Southeast Asia, plus the exclave (legal territory or politically attached to another territory which is not physically contiguous) Oecusse on the north coast of West Timor, the island of Atauro, north, and the islet of Jaco, off the eastern tip of the island. With a total area of 15,007 km², the East Timor shares land borders with Indonesia and maritime with Australia. Its capital is Dili, and according to 2010 data, it has 1,066,582 inhabitants, of which the vast majority is of Malayo-Polynesian origin and Papua, with minorities of Chinese, Arab and European. About 90% of the population is Catholic, but there are Protestant and Muslim groups. The official languages of the country are Portuguese and Tetum. English and Bahasa Indonesia are considered as working languages.

A story of great struggle

Having been a colony of Portugal, who began establishing its dominance from 1515, East Timor could only become independent, when the restoration of democracy in that country, in April 1974, established the respect for the right to self-determination of the then Portuguese colonies. That year, the Commission for Self-Determination Timor was created and there were three party organizations: the Timorese Democratic Union (União Democrática Timorense - UDT), which advocated the integration of Timor in Portuguese-speaking community; the Timorese Social Democratic Association (Associação Social-Democrata Timorense - ASDT), later transformed into the Revolutionary Front of Independent East Timor (Frente Revolucionária de Timor-Leste Independente - Fretilin), which advocated independence; and the Timorese Popular Democratic Association (Associação Popular Democrática Ti-

morense - Apodeti), whose proposal for integration with autonomy in Indonesia community was rejected by the overwhelming majority of the population.

On November 28th, 1975, after a long period of internal conflicts, the Fretilin and the first President of the Republic, Xavier do Amaral, unilaterally proclaimed independence of East Timor, naming Nicolau Lobato for the post of Prime Minister. With the proclamation of Independence begins a civil war that came to decimate nearly one third of the Timorese population. On December 7th, driven by a great economic interest, Indonesia invades the country, turning it into one of its provinces. After the occupation, many fronts of resistance arise, and under the leadership of the current Prime Minister Kay Rala Xanana Gusmão, gather at the National Council of Timorese Resistance (Conselho Nacional de Resistência Timorense - CNRT) to lead the process until the independence of East Timor, now supported by the United Nations (UN).

During the occupation, the pro-Indonesian government prohibits the use of the Portuguese language identified with the resistance, and discourages the use of Tetum. The country is experiencing a period of violent media censorship, with restrictions on access to international observers of this territory until the fall of the Indonesian leader Hadji Mohamed Suharto, in 1998. At that time, under pressure by international organizations, the government of Indonesia welcomes the launch in August 30th, 1999, of a popular referendum with a choice of 'integration to Indonesia with autonomy' or 'independence', which receives about 80% of the votes. Unhappy with the result, anti-independence armed militias continue to operate in East Timor, causing many deaths and strengthening international solidarity. Still in 1999, the UN sends an international military force for East Timor, whose goal was to disarm the militias and assist in the process of transition and national reconstruction, carried out with support from many countries. Finally, on May 20th, 2002, considered the Day of Restoration of

Independence, shall enter into force the National Constitution, drafted by a Constituent Assembly elected, and East Timor regains its sovereignty.

The difficult reaffirmation of Portuguese as current language

Despite being an official language, along with Tetum, Portuguese faces big challenges to state in East Timor, where it is used almost exclusively by people who attended school before the Indonesian occupation. One of such initiatives is the existence, since October 2010, of a resolution, signed by the Timorese MPs, ordering the carrying out at least once a month, of Portuguese in plenary sessions, the participants recommended to the Government that efforts were made so Portuguese and Tetum were used in all acts of public administration. The problem to put this into practice is that only a few MPs and civil servants dominated the language of Camões.

The adoption of Portuguese and Tetum as official languages, after the end of Indonesian rule, is a political option that seeks to strengthen some important symbols of national resistance and represents an attempt to erase one of the strongest occupation marks, and restore old historical and cultural ties of the country, as well as establishing its specificity in the region. The problem is that more than half of the youngest population had no opportunity to learn Portuguese and Bahasa Indonesia to communicate. Tetum, in turn, is widely known and used by the Timorese, but its use is mostly restricted to orality.

Although many believe that every effort so that the Timorese start to dominate the two official languages is valid; many others are also aware that the process of turning that dream into reality will be slow, exhausting and requires strong support from other Portuguese-speaking countries and the CPLP itself.



Manoel Lapão (director of International Cooperation of CPLP)



Paulo César de Castro Ribeiro (director of Joaquim Venâncio Polytechnic School of Health – EPSJV)



João Lobato (president of the Lisbon School of Health Technology – ESTeSL)

present highlighted the importance of the participation of Timor as a way to strengthen ties with other Portuguese-speaking countries and the very use of the Portuguese language in the country that occupies the eastern part of the island of Timor, Southeast Asia, and for over 25 years been under the control of Indonesia (see Box). It is proposed that the Executive Secretariat remains trying to contact by institutional and diplomatic channels, with support from CPLP, with the help of some members of the Network. “We are currently performing some actions for cooperation aimed at educating teachers of health technical courses in Timor and we can help establishing some contacts”, said the president of the Lisbon School of Health Technology (ESTeSL), João Lobato, remembering that there are still some difficulties in relation to language, since there are five languages in use in Timor, but that the process of political stabilization can facilitate on-going approach.

Another important discussion was related to the very existence and operation of the Network, which is formed by bodies of ministries dealing with issues related to human resources for health by educational institutions. The main question was about establishing horizontal relations of networking among agencies and institutions with different roles and relationships hierarchically constituted in each country. The consensus was that there is a great diversity among countries in the relationships established between the Ministry of Health and the educational institutions and that this needs to be respected, as emphasized the National Director of Human Resources of the Ministry of Health of Angola, António

Costa: “Each country faces a different reality that also ends up defining the different roles of ministries and institutions in the Network”.

Encouraging the formation of National Networks of educational institutions for health technicians, a topic that had been discussed at the 3rd General Meeting of RETS in November, was also the subject of debate, making it clear that, even in countries where there is more than one institution, the formation of a national network still depends on some internal reflections.

For the representative of the Ministry of Health of Brazil, Aldiney Doreto, in the case of Brazil, the formation of SUS Technical Schools Network (RET-SUS) was quite beneficial and now the idea is to strengthen the participation of RET-SUS in RETS, increasing the interface between networks and increasing the possibility of joint work between the institutions. “I think other representatives of the coordination of RET-SUS should attend the next meetings of RETS-CPLP. We will strive to at least one School from each of the five Brazilian regions are present”, he emphasized.

In the opinion of Pedro Serrano, who represented the Institute of Hygiene and Tropical Medicine (*Instituto de Higiene e Medicina Tropical* - IHMT), the process should occur naturally and from the strengthening of RETS-CPLP. “We must not put the cart before the horse. If we can strengthen RETS-CPLP, new players will be attracted to work”, he said.

The next point of discussion was on the need for member institutions nominate their focal points in the network, as set out in the Regulation. The idea is that focal points need not necessarily be institutional authorities, but people who can serve as facilitators of information exchange, maintaining communications with other organizations and members of the Executive Secretariat, helping to rescue and spread within the Network relevant information and documents that are of interest for the education and work of health technicians (Laws, National Plans, technical texts, etc.).

Other relevant questions have been about achieving specific diagnoses on the reality of the member institutions as a basis for defining new actions, monitoring of work processes and evaluation of actions taken within the Network, and on mechanisms for sustainability of these actions.

With regard to diagnosis, the proposal was that, wherever possible, they are carried out by electronic means (website, conference calls and emails, etc.) as a way to reduce the costs of displacement. The idea is that the focal points participate actively in this process, assuming their responsibilities and processing more efficient exchange of information.

The final theme was related to the concept of sustainability, regarded as a characteristic or condition that allows the stay at a certain level and for a certain time, of a process or a system. A major concern when a project is developed in the context of the Network has been the existence of technical and financial resources to ensure its future sustainability (after completion of the shares).

Participants recognized the importance of this issue and agreed that all members of the Network should consider means to mobilize resources to provide sustainability to the projects carried out, especially with regard to resource costing and maintenance. All agreed that the Network needs the support of the CPLP in funding needed to carry out projects with funding bodies and agencies.



António Costa (national Director of Human Resources of the Ministry of Health of Angola)



Aldiney Doreto (representative of the Ministry of Health of Brazil)



Pedro Serrano (represented the Institute of Hygiene and Tropical Medicine – IHMT)

Work Plan 2014-2017: where the funds will come?

The Work Plan approved for the period 2014-2017 aims to reflect the maturing of the initiative and work processes that begin to take hold in the context of the Network, always with the idea of strengthening the participation of all partners in order to maximize the purpose of structuring projects. It also seeks to provide continuity of some initiatives, as well as the adoption of new proposals aimed at the establishment of multilateral cooperation actions for health within the CPLP.

The Plan is based on three major goals: (1) Strengthen the infrastructure (physical space and equipment) of the ETS of the Ministries of Health of the CPLP countries, especially with regard to student access to technical and scientific information in digital and physical environment and the conduct of activities in laboratory practices; (2) Qualify teachers of technical health schools in both technical and pedagogical aspects; and (3) Enlarge the sharing of information, experience and expertise among the members of the Network.

With regard to the actions planned, we can highlight: the deployment/restructuring of computer labs and libraries in the ETS, with equipment purchases and holdings and education/ qualification of personnel; conducting courses for teacher education in areas prioritized by the countries; performing pedagogical actions to educate teachers; and the preparation, under the coordination of the Schools of Health Technology of Lisbon and Coimbra, of a pilot program of teacher mobility between the ETS within the CPLP. Furthermore, the agenda is also conducting, in

2016, an event on educating health technicians, where institutions that integrate the Network can present and discuss their different experiences in the area of health technicians' education.

At the end of discussions on the Work Plan, the moment was to review and closure the meeting, still leaving great expectation: a balance sheet made by Manuel Lapão of the resources still available for the maintenance of the Network and the prospects of new support of the World Bank. The bad news is that there are practically no more resources available. The good news is that, precisely because all existing resources were used with responsibility, showing a good ability to execute, RETS-CPLP can be considered a good candidate for new financing on the part of government agencies, international organizations and development agencies. ■



1st Extraordinary Meeting of CPLP

Peru seeks ways to improve the health status of its population

By Elisandra Galvão



Picture: Minsa/Peru

Many Latin American countries in the last 20 years have gone through processes of reform in the health sector. In the second half of the 1990s was Peru's turn into a debate on the need to promote a reform of its health system. Finally, in January 2013, Peruvian President Ollanta Humala, elected in June 5th, 2011, instructed the National Health Council to prepare a set of proposals for strengthening and reform of the national health system. In July of the same year, after an extensive process of discussion involving regional governments and civil society, the Council published the document 'Peru welcomes life' (*'El Perú saluda la vida'*), which provides guidelines and measures requested.

Reinforcing the idea of health as a fundamental right and the State's role in ensuring the protection of all citizens' health, the document underlies the process of Health Reform presented by the government, which, under criticism from those who always advocated for the implementation of a universal public system, defines the model as a basis for securing universal changes. In the proposed reform model, the idea is that everyone is protected by health insurance, whether paid by the person or subsidized by the government.

According to the Minister of Health of Peru, Midori de Habich, in her presentation at the International Seminar 'Toward universal health protection in Peru' (*'Hacia la universalización de la protección en salud en el Perú'*), held in June 2013, the reform aims at suspending restrictions –normative, institutional, organizational, management and personal conduct – that system users face to fully exercise their right to health. "Deep and substantial structural changes and not just decorative or specific improvements should be made", said the Minister, adding that the process can take months and even years.

To its defenders, reform is the political expression of a commitment to the health and welfare of the Peruvians, understood as a basic condition for the development of the country. To critics, extending health plans for everyone is not enough; we must ensure that every Peruvian receives comprehensive care quality, timely and without barriers (geographic, economic and insurance coverage, among other things).

Many reasons to change

In Peru, the history of security in health begins in 1936 with the creation of Social Worker Security. Since then, this model has undergone numerous changes that eventually draw the current reality in which coexist secure private and public health, with large variations in coverage, resulting in a low management capacity of the Ministry of Health. Today, the Peruvian health system is based on four types of insurance – the Integral Health Insurance (*Seguro Integral de Salud* - SIS), the Social Health Insurance (*Seguro Social de Salud* - EsSalud), connected to the Labor and Social Protection sector, and the Health Insurance of the Armed Forces (*Seguros de salud de la Fuerzas Armadas* - Fospemfa) and Police (*Fuerzas*

policiales - Fospoli) – plus a huge variety of private insurance. With all this, the fact is that in 2011, nearly eight million Peruvians (30% of the population) had no health insurance coverage, reportedly for being poor, unemployed, or working in the informal economy or in microenterprises.

To make universal a system that is historically precarious and segmented is the main challenge that the government and population of Peru face. A system whose health indicators, despite some improvement over the years, are still very poor compared to other countries in the region or similar economic situation.

According to data from the Ministry of Health, the availability of health workers in Peru is 50% lower than that recorded in middle/high income countries. With regard to infant mortality, the Peruvian rate of 17 deaths per 1,000 live births is twice higher than the one found in Uruguay, Chile and Costa Rica. Internally, the rate of chronic malnutrition in the poorest regions of the country is four times higher than in regions with more resources, which reflects social inequality and inequity in health. Moreover, according to health authorities, 45% of the load of disease could be prevented through actions of promotion and risk control.

In case of financing, Peru spends only 5.1% of its GDP on health, value that is below the Latin American average of 7.6%. Of this total, 40% correspond to payments made by the people themselves, while in countries that have achieved universal coverage; this percentage is around 20%.

Proposal is comprehensive and seeks health equity

The reform project presented by the government is based on three pillars: the protection of risks, the protection of users and financial protection. The protection of risks involves expanding the



capacity of the managing authority to make decisions and act on the actions of surveillance, prevention and control of major public health problems and to implement services that meet this purpose; the design and implementation of the career of 'public health technician' to ensure effective timely control response against epidemics and disasters; and the creation of a specialized technical body that incorporates the sanitary inspection of medicines, foods and other products of interest to health, among other things.

In the case of protection of users, the project foresees the organization of integrated health networks for primary and secondary health care articulated around 750 strategic establishments; standardization of the health portfolio and creating protocols and information systems that allow users transiting the various health subsystems existing; establishment of hospital management improvement programs; intergovernmental and multisectoral planning (among the three levels of government: central, regional and local) to improve the management of public investments in the expansion of the resolving capacity of the healthcare system, including considering the controversial merger of the Public-Private Associations (APP, from Asociaciones Público-Privadas). Are also scheduled numerous measures to attract and retain health workers in remote areas, the implementation of a remuneration policy of merit-based performance and risk health personnel, and the adjustment of the initial education and graduate of HRH to meet the needs of the system.

The issue of financial protection has to do with the inclusion in the system of those who previously were uninsured, but also with increased government investment and the reduction of individual health expenditures. Moreover, the reform envisages several measures, among which the strengthening of the Intangible Solidarity Fund for Health (*Fondo Intangible Solidario de Salud* - Fissal), for the financing of benefits regarding high cost diseases, which tend to protect citizens from economic ruin in the event of lengthy and costly treatments, such as cancer, for example.

The role of health workers

Throughout its history the Peruvian public health model was marked by a strong hospital character, the trend of medicalization of life and a deep biological focus. The reordering of this system based on primary health care can't ignore special attention to health staff, i.e., the workforce in the sector, without which it is impossible to provide good quality health care services for the population. In this sense, appropriate actions to the improvement of working conditions and education in human resources for health are fundamental.

In normal situations most health problems can be addressed in primary health care, with follow-up only for the most serious cases. The problem is, because they happen too late or in unsatisfactory way, almost half of the cases end up needing specialized treatment. So, it is on the first health care level that health professionals are faced with a huge

variety of cases and diseases, thus, they need to deal with them in order to minimize or delay them as long as possible, an inherent evolution. The complexity of this operation, however, hardly reflects working conditions or career plans, which tend to value experts of other health care levels at the expense of health workers serving in primary health care. Therefore, this is one of the problems that must be solved so that the reform is successful. How to value workers who comprise the multidisciplinary teams responsible for primary health care? How to educate professionals better prepared both from ethical and scientific and humanist point of view, committed to respecting the traditional medicine from many Peruvian regions and population's health?

Today, among the criticisms on health reform, with repercussions in the Peruvian press, are pointed out issues such as the impossibility of reform that does not recognize the same capacity and proposed decision of health workers, the State and the organized society and do not give transparency to processes in order to facilitate the fight against "public-private corruption" as Alexandro Saco, National Coordinator of the Civil Society Forum of Health (Foro de la Sociedad Civil en Salud- ForoSalud) insists. ■

Learn more:

- 'O Peru saúde a vida: delineamentos e medidas de reforma do setor saúde. Conselho Nacional de Saúde, Ministério da Saúde do Peru, June 2013.
- Luyo, Pedro Y. El Perú y la Reforma Sanitaria: Una agenda pendiente. Blog Estudios Socioculturales y Salud Pública, September 22nd, 2013. Available at: <http://blog.pucp.edu.pe/item/179200/http-pucp-academia-edu-pedroluyo>
- Minsa - www.minsa.gob.pe
- Principios rectores y visión de la reforma sanitaria. Forosalud, Consorcio de Investigación Económica y Social/ Observatorio del Derecho a la Salud. Lima, April 2006. Available at: <http://www.bvcooperacion.pe/biblioteca/bitstream/123456789/2785/1/BVCI0002664.pdf>.
- Saco, Alejandro. Peru: los pro y los anti reforma sanitaria. El Diálogo Internacional, September 23rd, 2008. Available at: <http://www.eldiariointernacional.com/spip.php?article2096>.

Food and Nutritional Security in the Community of Portuguese-Speaking Countries: Challenges and Expectations



The book is the result of the Workshop 'Food and Nutritional Security in Lusophone – New challenges for PECS' (*'Segurança Alimentar e Nutricional na Lusofonia – Novos desafios para o PECS'*), held during the World Congress of Nutrition, in Rio de Janeiro, 2012. The publication is the work of a partnership between the Center for International Relations in Health (*Centro de Relações Internacionais em Saúde - CRIS*) of Oswaldo Cruz Foundation (Fiocruz) and the Institute of Tropical Medicine and Hygiene (*Instituto de Higiene e Medicina Tropical - IHMT*) of the New University of Lisbon and was officially launched in December 2013 in Lisbon as part of the commemoration of IHMT's anniversary.

Available only in Portuguese (*Segurança alimentar*) on RETS site: (rets.epsjv.fiocruz.br, in: 'biblioteca')

World Health Statistics – 2014



The publication is an annual compilation prepared by WHO from health data of its 194 Member States. It includes a summary of progress to the achievement of the Millennium Development Goals (MDGs) related to health and its goals. In addition to synopses on the commitment to end maternal deaths that can be avoided, on the need to adopt measures to combat rising levels of childhood obesity, recent trends in life expectancy and premature death, and the crucial role played by civil registry systems.

Available in English (World Health Statistics 2014) at: ([who.int/ > publications](http://who.int/publications))

Migration of health workers



The book Migration of health workers is a result of joint work of the World Health Organization (WHO), the Migration Policy Institute and the Institute of Social Medicine of the University of Rio de Janeiro (*Instituto de Medicina Social da Universidade do Estado do Rio de Janeiro*). Through experience reports from other countries, the publication includes guidelines and recommendations for other countries deal with this issue, such as what to do to repair large inequalities in the international migration of health professionals.

Available in English on GHWA site: (who.int/workforcealliance > knowledge)

Gynecological cases session



Organized by the National Cancer Institute José Alencar Gomes da Silva (*Instituto Nacional do Câncer, José Alencar Gomes da Silva - INCA*) and the Ministry of Health (*Ministério da Saúde - MS*), the first book of the series 'Citotecnologia - Sessão de Casos Ginecológicos' aims to provide support to Cytopathology Technicians, and is intended to share the experiences of clinical practice, translating current clinical concepts and terminology in examples in order to allow the cytotechnologist doing the best use of the criteria on a technical report in the field of Cytotechnology.

Available in Portuguese and Spanish on RETS site: (rets.epsjv.fiocruz.br, in: 'biblioteca')

GHWA: knowledge center



The Global Health Workforce Alliance (GHWA) brings together, on its website, a series of relevant content which central theme is the issue of human resources for health, such as documents, reports, articles, tools, multimedia producer, research projects and news. Furthermore, it provides a space for users to collaborate by sending content to be published on the site.

Available in English and Spanish: (who.int/workforcealliance > Knowledge centre)