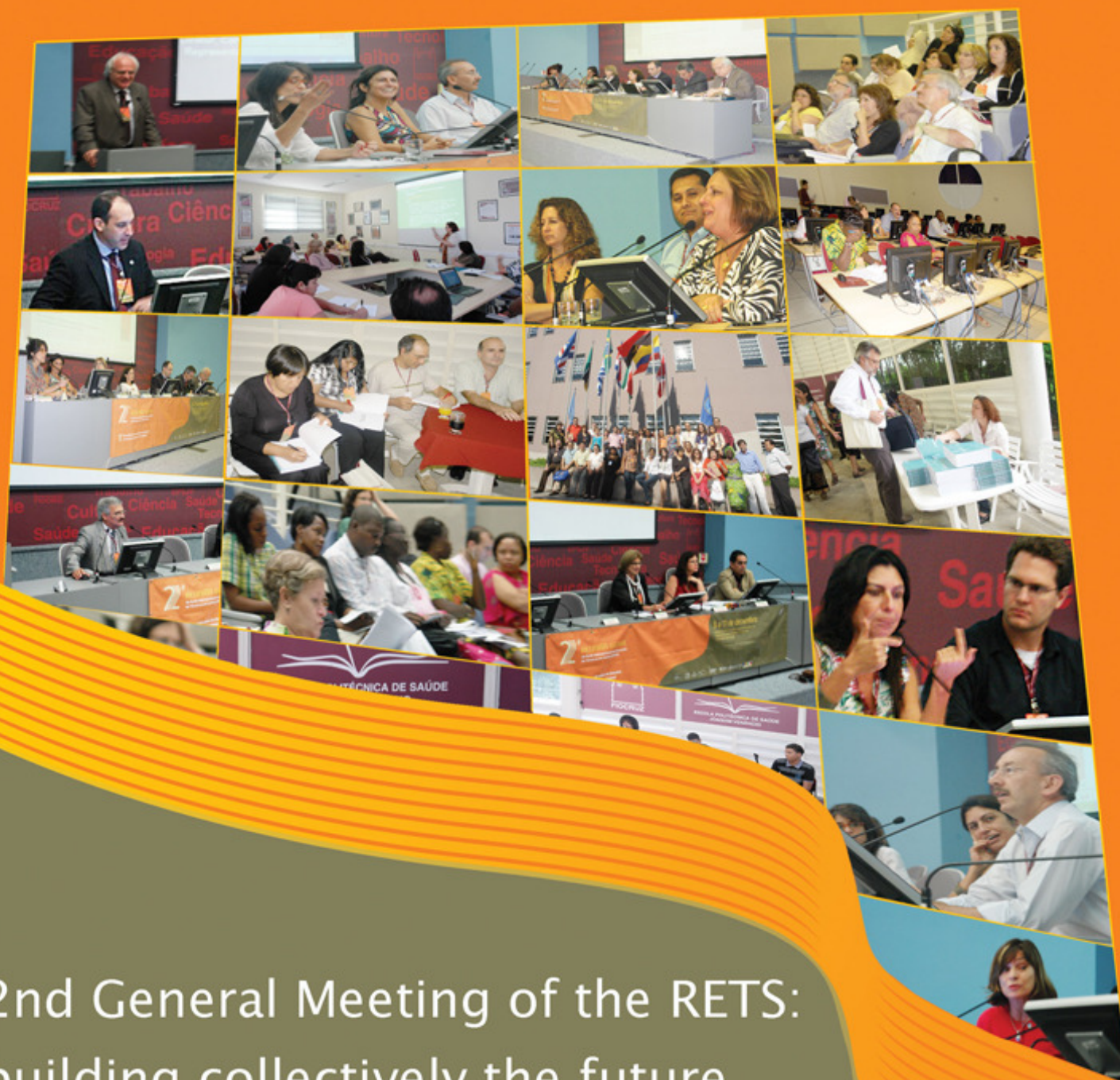


RETS

International Network of Health Technicians Education



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building collectively the future
of the Network

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The 2nd General Meeting of the International Education Network for Health Technicians, held last December at the *Polytechnic School of Health Joaquim Venancio* (EPSJV / Fiocruz) in Rio de Janeiro, is the main topic for the fifth edition of the *RETS Magazine*. It is aiming to involve more people to have access to discussions and presentations made during the meeting, as well as giving more transparency to the actions of the Network.

In this sense, the meeting was focus not only on the cover story, but also on the interview of this paragraph, in which the Director of the EPSJV, Isabel Brasil, talks about the role and challenges of the school as the Executive Secretariat of RETS and also about important issues related to complex processes of technical cooperation, especially in international terms.

In the 'Experiences report', the reader will have the opportunity to see how a group of professionals in the Management of Health Training of the Province of Buenos Aires is getting updated and "recreate" a training initiative that has yielded good results in the past to try to meet current demands.

In 'Glossary', we continue to treat the term 'technical education for health' and, based on the work of the EPSJV's researcher Marise Ramos, as well as presenting a brief analysis of two non-critical pedagogical trends of education: the technicality and the pedagogy of skills.

The highlight in the 'On the watch' goes to the launch by the Global Health Workforce Alliance (GHWA), the Resources Requirements Tool (RTT), a new technology that contributes to a reduction of global shortage of health personnel by

improving the planning in the area of human resources.

Finally, this issue also means the beginning of the work of the Editorial Board of RETS, made during December's meeting. The idea of creating an editorial board came from the wish of making more collective the process of production of the magazine, and even closer to the different national and institutional arrangements that compound the universe of education of health professionals. The expected result is that the publication, reflecting increasingly the principles and purposes of the Network, will be more profitable for all who are interested in many aspects of the topic.

Happy reading!

RETS Executive Secretariat

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“The actions of cooperations carried out under the RETS should respect the autonomy and sovereignty of the countries involved”



In this issue, focused on the 2nd General Meeting of RETS, it is intended to show how the network and the technical cooperation activities represent the *Polytechnic School of Health Joaquim Venancio* (EPSJV / Fiocruz). For this reason, we take into account the institutional point of view of the current Director of the School, Isabel Pereira Brazil.

Isabel took office on May 25 of 2009, promising to consolidate and expand the strategies that allowed, among other things, the strengthening of the School as a reference in the international cooperation in the educational field of health care technicians.

After nearly 15 years at the school, developing numerous activities in various areas, he served as teacher, researcher and manager, apart from having been Deputy Director of Education and Deputy Director for Research and Technological Development. She is also an adjunct professor at the *University of Rio de Janeiro* (UERJ) and has taught in Secondary school and in the ‘*Education for Young People and Adults*’ (EJA), on public city and state of Rio de Janeiro.

Opening the meeting, we realized that the configuration of RETS has undergone some changes since its inception in 1996. What is the influence of these changes on the operation of the network today?

In assuming the Executive Secretariat of the Network in 2005, the process legitimized by its members in 2006 during the International Forum on Education of Health Technicians, held here in Rio, we decided to expand the area of operation of RETS, which until 2001 was focused mainly on Latin America, to all the countries requiring the technical cooperation in education

of technical workers. This was not a random choice. It was taken because we were aware that the fragility and poor visibility in the educational area of health care technicians were not problems restricted to the Americas region. In our view, RETS should think of strategies focusing on South-South cooperation, to contribute to the strengthening and structuring of this area in member countries, thereby their autonomy would increase with regard to the training of their workers.

This led to other changes, especially as regards the formation of RETS. In order to develop activities of effective support aimed at building institutions and organize the area of technical

education in member countries, the RETS was then configured as an institutional network formed by institutions indicated by specific sectors of the Ministries of Health or Education, according to each case. The result of this transformation has been encouraging. In general, the actions of technical cooperation carried out under the RETS are really much more focused on discussing the theoretical and methodological assumptions that underlie the work of educational institutions. The development of educational policy projects, the establishment of areas of training, and even the qualifications of the directors and teachers of the institutions are

some examples of cooperation which have contributed to structure the area of technicians training, as well as the autonomy and sovereignty of the countries involved.

Within this same point of view, today we seek to focus on developing multi-centric researches that may contribute to the debate on the provision of training and the setting of technicians' labor regulation in country. An example of that is the continuation of the research on the training of technical workers carried out within *Mercosur*, which will involve the Ministry of Health of Argentina, the National Institute of Health of Paraguay and the University of Uruguay, and Brazil.

What are, in your opinion, the greatest virtues that the RETS features and the major deficiencies that still need to be addressed by the network to better benefit its potential?

I think that the area of communication from the network is potentially facilitating the initiatives of cooperation. For this to occur, however, it must rely on the effective participation of the Network members. In 2008, we launched the Executive Secretariat, the first issue of the RETS magazine and in 2009, we put the site up. These two initiatives, which are constantly being improved, try to answer our need to know the reality of the area in which we are working with in each country, in order to facilitate the exchange of experiences and knowledge production. And if that does not happen as we wish, we have to face the challenge of making these two products be more and more fruit of the cooperative work of the Network. In this way, I think that the dissemination of successful experiences, the systematization and the sharing of knowledge for the development of public education policies that recognize the complexity of the work of a health care technician are fundamental for the achievement of the RETS' goals,

and consequently, for the improvement of the assistance to the health needs of populations.

About the General Meeting itself, which points do you emphasize as the most positive for the strengthening of the Network?

The fact of having nowadays two sub-networks of technical schools – *UNASUR* and *CPLP* – within the RETS, and the *Network of SUS Technical Schools* (RET-SUS) means, with any doubt, a great advance in the establishment of cooperation in network, given the possibilities for integrated and coordinated work that were drawn in the work plans developed during the meeting. This extends the possibility of creating mechanisms to facilitate regional integration and therefore, the discussion and the search for alternatives to the challenges posed related to the quality training of technical workers, which are the basis of all national health systems.

In addition to evaluating the work of the past four years, since the network was reactivated and its Executive Secretariat was taken over by EPSJV, the meeting aimed at outlining the work plan for the triennium 2010-2012. What remained of the previous plan and what has changed?

There are some activities that are permanent for the organization of networking. Most of the actions contained in the axes 'Capacity, Expansion and Dissemination of the RETS' and 'Production, Dissemination and Exchange of Knowledge in Education of Technicians' from the work plan of the triennium 2006 - 2008 remain relevant because of the complexity of their development. Despite of great advances since 2006, the network still faces some difficulties in the implementation of certain actions of the Work Plan. In some countries do not exist, for example, systematic information on the status of training and the work of technical professionals. This situation hampers the development of researches that may

bring benefits to the formulation of public policies for the area. In this sense, actions that promote the production of knowledge, such as stimulating the establishment of observatories of human resources in which the technical work is inserted, the creation of research groups to develop a glossary of definition, and the classification of technical occupations are strategic actions that are expected to persist over the next three years.

Regarding the axis 'Communication and Production of Information and Knowledge', we worked out together with everyone at the meeting, a communication plan that has brought some results, among them, the establishment of an Editorial Board for the RETS magazine with the corresponding representation of the members (by region and type of institution); as well as several proposals in which we are already working on, which seek to expand the potential of the network site, such as building a database with information about the member countries or the insertion of interactive mechanisms, for example.

Being the director of the EPSJV, what does this unanimous reelection of the School as a Executive Secretary of the RETS for the triennium 2010-2012 mean for you?

Today, besides being the Executive Secretary of the RETS, the EPSJV coordinate the sub-networks of technical schools of *UNASUR* and the *CPLP*. That, as far as I am concerned, reflects the trust and confidence of member institutions on the work that has been developing the EPSJV, either nationally or internationally, and also on its ability to coordinate. I have no doubt that being re-elected executive secretary of the RETS, and being in charge of the two sub-networks, is the recognition of the efforts from the School, over its twenty-five years of existence, to reaffirm the importance of vocational training quality of health care workers for the implementation and development of government policies and programs directed to the assistance to the health needs of populations. 📌

RTT: a new off planning the development of the workforce in health

In July 2009, the Global Health Workforce Alliance (GHWA), in partnership with the World Bank, launched the Resources Requirement Tool (RTT) - which can contribute to reduce the global shortage of health personnel. The launch date of the RTT coincided with the Annual Ministerial Review of 2009 of the Economic and Social Council of the United Nations, which focused on the implementation of goals and international commitments under the global public health.

Focus mainly on the Ministries of Health, Education and Economy, parliamentarians, health managers and development partners, the RTT allows national authorities to estimate, in a less empirical way, the financial resources needed to ensure enough human resources for the realization of health plans, particularly with regard to hiring and training workers, and evaluate the feasibility of these plans. "So far, countries have estimated their needs for health workers without any basis," said the executive director of GHWA, Mubasher Sheikh, adding: "This tool will allow the Ministries of Health and Education and its partners to develop effective programs and to enhance sustainable human resources for health, improving at the same time the retention rate of employees, as well as ensuring an optimum utilization of the workforce to improve population's health. "The RTT has been already experimentally tested, by the Ministries of Health and Education of Ethiopia, Liberia, Uganda and Peru, among others, obtaining excellent results. "The RTT, along with the technical advice provided by GHWA, allows to expand the availability of health care quality and to increase the supply of qualified health professionals, which are essential to improve the health of the population and to achieve the Millennium Development Goals", said the Minister of Health Stephen Malinga of Uganda.

Concerning the workforce, the World Health Organization (WHO) establishes a minimum quota to ensure a broad coverage of essential interventions, also taking into account the specific health goals in the Millennium Development Goals (MDGs). Based on this calculation, the WHO estimates that there is a global deficit of around 4.3 millions of new health workers to meet the basic health needs of the population.

Furthermore, if the problem is throughout the world, in 57 countries the lack of qualified staff reaches crisis levels. In proportional terms, the situation is even more severe in sub-Saharan Africa, although in absolute numbers, the most affected region is South East Asia due to its high population.

- 2 - The cost of training plans to meet HRH, bearing in mind the demand for personnel and the production of the private sector;
- 3 - The availability of employment and vocational training.

After some calculations, apart from factors directly related to health - the health needs of the nation, the current distribution of the workforce in health, training needs and the transfer between the public and private -, the tool also considers other variables including: the tax issue, the rate of economic growth, the Gross Domestic Product (GDP) and the percentage of GDP for health, in general, and more specifically, for human resources.

Based on data provided by the agencies responsible (according to its creators, to fill in the RTT takes, on average, two weeks), users can, considering several points, make 'basic' estimates, 'optimistic' or 'pessimistic' ones in their calculations, and then make changes based on the evolution of the health

Miscellaneous data talking about improving estimations

The tool, built in an Excel spreadsheet, is composed of three interconnected modules:

- 1 - The total costs for personnel (salary, benefits, job training, bonuses and special conditions, among others) within the public sector and the private sector;



system and economic conditions. It is suggested to use the tool every year in order to provide an estimate closer to the reality of the amount necessary to meet the human resource plans, and monitor their execution as well.

In spite of being expected to work with a large amount of data, the RTT allows users to carry out hypotheses about unavailable data and even with some other fields. Such functionality is essential for the tool to be used by countries that have limited data on its workforce in health.

The optimistic scenario, for example, might assume a fast economic growth, a greater capture of GDP by the government, a greater portion of the government revenue for health and a greater share of health expenditure directed to the workforce. The pessimistic projection, in turn, would consider the worst possible situation.

The RTT is free and available for all interested countries and can be requested by e-mail: ghwa@who.int. Together with the tool, users receive the document 'Financial and Economic Aspects of Progression and Improvement of the Workforce for Health', which summarizes the literature and experience in financing HRH, and an action plan entitled 'What countries can Do Now: 29 actions for the progress and improvement of the workforce in health', which provides recommendations to policymakers about what steps can be taken immediately with respect to the financing of HRH. Moreover, it is also provided to users of one the RTT training materials in PowerPoint, a guide to data collection and a document with frequent questions.

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HIFA-pt: figures show success of the initiative

Worldwide, thousands of people die everyday because the person responsible for your health - parents, caregivers and health professionals - have a lack of information and knowledge they need to save you all. The Healthcare Information for All by 2015 project (Hifa2015), whose goal is to ensure that by 2015 all people will have access to health information, has launched a Portuguese version of the global network of knowledge, which already have more than 2800 health professionals, librarians, publishers and managers of health from 150 countries. The so call Hifa-pt formally entered the air on 19 November, during the II Coordination Meeting of the Network "BVS" ePORTUGUÊSe in Maputo, Mozambique.

The network consists of an online forum which has the supervision of moderators and a mailing list by e-mail. The Hifa-pt is the result of a partner of Network ePORTUGUÊSe, of the World Health Organization (WHO), with the Global Healthcare Information Network, a nonprofit organization responsible for Hifa2015. The Portuguese, the official language of eight countries - Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, Portugal, Sao Tome and Principe and East Timor - is the sixth most spoken language in the world - more than 240 million people.

According to the HIFA-pt campaign's coordinator, Regina Ungerer, as Hifa2015, established in 2006, has become an area almost exclusive for English-speaking users, several partners have suggested the creation of specific forums for other languages, and the Hifa-pt is the first.



"We know how difficult it is to participate in a discussion group on health entirely in Portuguese, with people of all Portuguese-speaking countries. For this reason, the network ePORTUGUÊSe is supporting this initiative", said Regina, at the time of the launch.

Today, with just over two months of operation, the network already includes over 420 members in 15 countries, willing to discuss issues such as 'The Virtual Health Library', 'Information and Communication in Health', 'Medical education in Portugal' and 'Primary Health Care', among others." Considering that the availability of Internet access is very limited in some Portuguese-speaking countries, the number of participants and the diversity of action areas should be celebrated," said the manager, in an email sent to the group in mid-January.

Every year, the Hifa2015 campaign emphasizes a discussion on a particular group of providers of health care. In 2008, doctors, nurses and students in obstetrics; in 2009, nurses and midwives. In 2010, the Hifa2015 and Hifa-pt are going to discuss on the work of the community workers in health. For further information or to request access into the network: <http://www.hifa2015.org>.

The HIFA2015 is a knowledge network that brings together more than three thousand health professionals, librarians, publishers, policymakers and managers from more than 150 countries around the world, which launched this campaign in order to bring health information to all people by 2015.

2nd General Meeting of the RETS: strengthening the networking

Strengthening cooperation strategies in the network. This was the main objective of the 2ND Meeting of the RETS, held from 9 to 11 December 2009, at the Polytechnic School of Health Joaquim Venancio (EPSJV/Fiocruz) - Rio de Janeiro, Brazil, along with the 1st Meeting of the sub-nets of Technical Schools of Health of the Community of Portuguese Speaking Countries (CPLP) and the Union of South American Nations (UNASUR).

For three days, more than 50 institutional representatives evaluated the work developed and, among other things, prepared a work plan of the RETS and its sub-networks for the period 2010-2012. The group also defined and agreed on a communication plan for RETS, and chose the headquarters of the technical secretariat for the triennium. In addition to meetings, specific for members of RETS, held a lecture and three roundtable open to the public.

At the end of the first day, a moment of relaxation and celebration with original Brazilian music took place: the cocktail for the book's presentation "The silhouette of the invisible: the training of technical health workers in Mercosur." The book is the result of the International Workshop 'Training of Technical Workers in Health in Brazil and Mercosur', held at EPSJV in December 2008. The articles by various authors, many of them present at the Meeting of the RETS, were organized by Marcela Pronko, who coordinated the research which led to the seminar, and Anamaria Corbo, coordinator of International Cooperation of the EPSJV and the Executive Secretariat of the RETS.

Autonomy and solidarity: principles that should not be forgotten

Anamaria Corbo opened the event with a brief history of the RETS and with a brief presentation of the topics and dynamics of the meeting. In sequence, the director of EPSJV, Isabel Brasil, talked about the importance of the event and the RETS. "We must remember that this is not just a network project. It is a project for the enhancement of health workers through education and empowerment of the work-education-health," he said, adding: "Although we have no longer the illusion that education can do everything, we know that without it, the way it is much more difficult or even impossible." "The Network, she said, is special because it includes a cooperation project based on the autonomy and solidarity among nations.

Continuing the ceremony, the director of the Center for International Relations in Health from *Oswaldo Cruz Foundation* (Cris / Fiocruz) and the Brazilian representative of the Coordinating Committee of UNASUR-Health, Paulo Buss, emphasized the importance of the RETS in strengthening national health systems of member countries, and the commitment of all those who have contributed to the consolidation of the Network, especially the former director of EPSJV, André Malhão. "It is important to note the work of these people to remember that the networks of educational institutions are absolutely collective creations", he affirmed.

Representing the PAHO-Brazil, José Paranguá reminded that human life on the earth has been marked by the value of solidarity - "The future does not belong to the strongest, but it does belong to those who learn to live - to live with and among others - around solidarity" - and expanded its reflection commenting on

the relations among countries, recalling a greater commitment of the strong ones with those who need help.

Also participating in the opening panel Clarice Ferraz, the Ministry of Health of Brazil; the Vice President of Education, Information and Communication of the Fiocruz, Maria do Carmo Leal, representing the Presidency of the Foundation, and the Cooperation director of the CPLP, Manuel Lapão, who talked about the use of consensus as a way of decisions in the CPLP. "Making decisions by consensus reduces the weight of the stronger countries and give precedence to the principle of solidarity among peoples," he said, reinforcing the central idea of the discussion.

Then, Paulo Buss and Manuel Lapão presented, under the supervision of André Malhão, the lecture 'The technical cooperation in health within the framework of UNASUR and the CPLP.' "After a brief history of the creation of UNASUR and the UNASUR-Health, Buss pointed out the establishment of a structural network in the area of technical education in health as an effective tool for improving national health systems in South America. In this way, Lapão has addressed the issue among the countries of the CPLP, presenting the Strategic Plan for Cooperation in Health ('Pecs' - *Plano Estratégico de Cooperação em Saúde*, 2009).

Model of Primary Health Care should guide formation

Coordinated by Clarice Ferraz (MS-Brazil), the discussion on 'Training experiences from the Primary Health Care (PHC)', held on the afternoon of 9th, met José Marin

A Network for the technical training in health

In 1995, based on the results of a study on the status of training of health personnel, the Program for Human Resource Development from PAHO / WHO proposed the creation of a network of technical cooperation and exchange of information and knowledge to tackle the problems of the sector, whose importance to the strengthening of national health systems became increasingly evident.

In 1996, it was created the Technicians in Health Training Network (RETS), aimed primarily for Latin America and which Executive Secretary's office was located in the School of Public Health of Costa Rica. In 2001, after five years of work, the network was disabled.

In 2005, the *Polytechnic School of Health Joaquim Venancio (EPSJV / Fiocruz)*, accredited as a WHO Collaborating Center for the Education of Health Technicians, is invited by PAHO / WHO to participate in the reactivation process of the RETS and to take the Executive Secretariat. In 2006, with the name of International Network of Education of Health Technicians, the RETS is back to work with the commitment of expanding its geographical coverage, incorporating all the countries that have needs for technical cooperation in the training of health technicians.

At the 1st Meeting of the RETS, which took place in 2006, in parallel with the International Forum on Education of Health Technicians, during the XI World Congress of Public Health, held in Rio de Janeiro, new guidelines and criteria for participation in the Network were established. Besides it was drawn a work plan, in charge of the EPSJV.

At present, the RETS brings together nearly 110 institutions in over 20 countries, located in the Americas, Africa and Europe. In its structure, two international sub-nets are in - UNASUR and the CPLP -, and a Brazilian one - the Network of SUS Technical Schools (RET-SUS), but it is not limited to them.

Masollo the Ministry of Public Health and Welfare of Paraguay, Marcia Valeria Morosini, vice director of Education and Information of the EPSJV and Julio Portal Piñeda, dean of the School of Health Technology of Cuba.

Massollo explained the recent reforms in public health policies in his country and its results as an indicator of population health. He said that the project 'Public policies for quality of life and health with equity' was built in a collective way, and assumes that the right to health implies the right to life, which must be protected above anything else. "What may seem obvious did not

happen in Paraguay, where this right was denied to many," he lamented. He stressed the importance of training a workforce that embraces the universal service, especially in primary care. "Today, we have a Director in the Ministry responsible for dealing with all the universities with regard to health education and the alumni associations and professionals that have everything to work appropriately for health, and create favorable conditions for the formation of workers able to integrate the teams of PHC," he said.

Marcia Valéria approached the Brazilian model of training and

management of the work of community health agents (CHA), emphasizing, among other things, the conception of the role that these agents should play in the system and the relations between the community and health services, especially under the Health Strategy for the Family: "In short, according to Roberto Passos Pereira, the CHA would be a social mediator, a link between the objectives of the state's social policies and the own objectives from the way of life of the community; among health needs and other needs of people; between people's knowledge and scientific knowledge on health; between the ability by the community of their own self-help and the social rights guaranteed by the state". She also talked about some training projects for these workers and the proposal of the Technical Agent Community Health of the EPSJV.

Finally, Julio Portal outlined a history of training in health technologies in his country, highlighting the strong link between training and the provision of health services. "I will not go into details of the training curriculum of health technicians in Cuba, but I will talk about the impact of training in primary care," he said. He showed how the various stages of the construction of the Cuban health system were accompanied by changes in the training of health, emphasizing the role of the so-called *Polyclinics College of Health* and research in vocational training. According to him, the Cuban system, it is vital to train technicians committed, who love what they do and they are human, responsible, cooperative and internationalist, but also with solid scientific knowledge and capacity to overcome. "We do not want professionals who report the problems, but those who face with the resources available to them", he added.

Culture: an essential element in the training of health workers

Closing the first meeting day, the issue 'A question of culture in the

training of health workers', coordinated by Isabel Brasil, was attended by the national coordinator of the Bolivian Network for the Humanization of Labor and Delivery, Ineke Dibbits, and Rafael Litvin Villas Bôas, professor at the University of Brasília (UNB). "This issue gains in importance as we understand that culture is embedded in the context of production of human existence, it is in the relationships established, in the constitution of subjects and in the consolidation of a collective project of society," emphasized Isabel, to open the discussion.

The Dutch Ineke Dibbits presented some observations on the results of a project developed from 2005 to 2007, in more than 80 health facilities in Bolivia - a country where he has lived for 35 years. The project, aiming at improving the sensitivity, the ability and the capacity of health personnel for intercultural maternal health assistance, showed that profound changes are necessary for the education of health professionals. "The training of these workers is still based on homogenization processes, but in real life, they need to deal with cultural diversity. Today there is much distrust of the rural / indigenous people with the medical staff trained in accordance with the most technical model. However, there is also fear of these professionals to deal with people of cultures different from theirs," he said. She said, today there is already awareness that only an understanding of cultural issues can change the picture of health in Bolivia, which also presents alarming data on maternal mortality - 230 deaths per 100

thousand live births - and on neonatal mortality - 27 per 1.000 live births, among others.

Rafael Villas Boas already talked about the relationship between politics and culture in the training of rural workers in Brazil, presenting, at first some features of the Bachelor's Degree in Education on the Field. "The course, designed for teachers of rural schools and members of social movements, using the Pedagogy of Alternation in that part of the timetable is met at university - the 'School-Time' - and another part is fulfilled in the community - the 'Community-Time'," he explained, noting that both the course and the pedagogy were demands of mass social movements, which were upheld by the University. "Initially it was a pilot project and today it is already a regular course," he added.

Mr. Villas Boas presented the idea of thought by contradiction. "Externally, Brazil is the image of a harmonious country, but internally we are a country of violence and inequality. This framework brings a mixed feeling of pride - to be a promising country - and frustration - of being a country that never got there, a feeling that, according to social psychology, tears subjectivities and disrupts human beings," he said, recalling it generates, especially in marginalized populations, numerous problems, including health.

He discussed concepts of culture and addressed the issue of consumerism, the creation of hegemonic standards of beauty and many other cultural aspects that affect in particular the most underprivileged populations. He declared that the culture should not be understood as 'scholarship' and not be transformed into a leader or a mean of social organization. "The real cultural work should focus on critical reading, a vision beyond the content, it must oppose the logic of the spectacle, and it must be done collectively, but without excluding individuality," he said.

The observatories of human resources: an initiative that worked

On the morning of 11th, the issue 'Production of knowledge about the technical health: the importance of observatories of human resources for health', coordinated by the director of the Center for Human Resources Institute of Social Medicine, State University of Rio de Janeiro (IMS / UERJ), Célia Regina Pierantoni, met Giovanni Escalante Gúzman of the PAHO-Peru, and Monica Vieira, coordinator of the Center for Health Technicians of the EPSJV.

Mr. Escalante presented the process of establishing the Andean Network of Observatories of Human Resources for Health '*Edmundo Granda*'. He highlighted the fact that networking is much more than a website - "The website is just a tool that complements the network, which has to do with human nature and the need to build spaces and confluence cooperation" - and cited the flexibility, directionality and a strong coordination mechanism working dynamically as features of a network.

According to the Peruvian, a characteristic of the Andean network is to be strongly linked to issues of national, subregional, regional and global for the sector, providing technical support for the actions of countries to develop international agreements. The Andean Center is responsible for monitoring at the national level of 20 regional goals established by the Andean Plan of Human Resources for Health, while also hosting a large and growing collection of technical production for the sector.



Monica presented the work carried out by the Observatory for Technicians of the EPSJV and told a little history of the research on human resources in health. “In 1994 it was already known the importance of studying the workforce in health, and in 1998 began the creation process of observatories in Brazil,” he added. She also pointed out the fact that the structure of the workstation of the EPSJV invited to participate in the national network in 2000, have occurred in parallel to the formation of the Network of SUS Technical Schools (RET-SUS). “At that time the Technical Secretariat of the RET-SUS was established in the EPSJV and this was fundamental. A network exists as establishing trade with other networks, “he argued, noting that it brings many possibilities for a joint production of knowledge.

Group sets the direction for the work of the Network

In exclusive meetings for members of the network, we defined Work Plans for the RETS, the **Technical Schools of Health’s Network of the CPLP**, and the **Technical Schools of Health’s Network of the UNASUR** for the period 2010-2012, and a Communication Plan for the same period, as well.

For the Work Plan of the Technical Schools’ Network of the CPLP, over 13 actions and about 30 activities were set, in order to strengthen the physical infrastructure and equipment of the Technical Health Schools belonging to the Ministries of Health and Education of the Community countries; to increase the number and diversity of the teaching in Technical Health Schools and the qualifications of teachers; to develop skills in academic management and teaching in the area, and to expand the exchange of information, experience and skills in the Technical Health Schools .

For the Technical Schools’ Network of UNASUR, the work plan established about 20 actions aimed to: (1) the ongoing monitoring and systematization of information related to the area of training of technical workers, (2) the promotion of technical cooperation science among member institutions, (3) the development of mechanisms to facilitate production, dissemination and systematization of information on the area among the members of the sub-net, as well as (4) fostering the development of research among member institutions at the interface between the areas of Health, Education and Labor.

In the case of the RETS, the Work Plan has retained the three axes of work already: ‘Capacity, Expansion and Dissemination of the RETS’, ‘Communication and Production of Information and Knowledge’ and ‘Production, Dissemination and Exchange of Knowledge in the Field of Education Technicians’. Setting, among many other strategies, the strengthening of the technical cooperation activities in countries that already have representation on the Network; the search for new members and partners to develop a glossary of definition and classification of technical occupations in the country members; the incentive for technical cooperation towards production and the improvement of instructional materials and identification of potentials, needs and demands in strategic areas for the education of technicians with the purpose of establishing partnerships between institutions.

Regarding the second axis, among the strategies established, according to the Communication Plan set during the meeting, include the creation of an Editorial Board for the magazine RETS and changes for the site of the Network, aimed

The Pecs CPLP 2009-2012 sets as its primary purpose helping to strengthen health systems of its Member States to ensure universal access to health care quality. To this end, establishing strategic axes and priority projects for the development of actions of multilateral cooperation within the Community. The structuring of the Technical Schools of Health’s Network of the CPLP was considered a priority project on the shaft Training and Development Workforce Health ‘(see RETS magazine n.3).

In September 2009, at its first meeting, the Group for the Development and Management of Human Resources for Health of the Health Board of UNASUR (UNASUR-Health) approved for the Board of Health of UNASUR to create networks of Structuring Institutions in Health, for example one for Technical Schools of Health. According to the document, those networks must work through exchanges between the institutions responsible for training personnel for the national health systems. The idea is to overcome the educational disparities in the region, strengthening the capacity of teaching, research and technological development of countries. (see RETS magazine No. 4)

mainly at making the update process faster and increasing interactivity with users.

In the final plenary, an example of the work carried out by the EPSJV: unanimously, the School was re-elected head of the Executive Secretariat of the RETS for the triennium 2010-2012. “This decision





itself, but knowing that each meeting at the School Joaquim Venancio is a challenge to the search for new proposals and an area of knowledge, and a recognition of the efforts of colleagues from different countries to contribute to the development of training technicians in health, “said Isabel Duré (HM-Argentina), giving her general opinion about the event. She affirmed that the RETS is establishing itself as an indispensable forum for all who value the contribution of technical workers in the health team, and apart from reinforcing the importance of such workers within the health institutions in the country, it places the problem of education in a field dominated by pragmatism.

About the meeting, Isabel Duré was emphatic: “Above all, my enthusiasm for these meetings is due to their productivity and what they make emerge from each participant. We work responsibly, the focus is on cooperation and supersedes the search for alternatives to achieve the consensus. Practice is a horizontal, not a rant.

According to Isabel Inês Araújo, representing the University of Cape Verde, the meeting was a great opportunity to network with professionals from other medical schools and to experience the reality of technical training in other countries. “This knowledge, sharing of information and exchange of

experiences help to strengthen our schools and enhance the training,” he said.

According to Carlos Einsman, president of the Argentine Association of Nuclear Medicine Technicians (AATMN), among many positive points of the meeting, deserves the opportunity to interact personally with different professionals involved with the issue. “This allows you to establish contact with various local situations and, most importantly, build trust,” he explained; regretting, however, the delay still in many countries for the production of knowledge and activities on the issue. “The point is that this is often not a lack of financial resources, but because of concerns that keep health care technicians in professional invisibility and consequent lack of specific and participatory state policies for the sector. The absence of representatives of other organizations in the meeting is proof of this invisibility, “he argued, concluding: “ Nevertheless, I acknowledge and thank the valuable allies we find in the RETS and I hope that joint projects will continue guiding us to the achievement of shared goals. ☒

All presentations, documents and videos of the event are already available at the RETS (www.rets.epsjv.fiocruz.br) and can be accessed by both the area of news – ‘Strengthening and expansion of the guided 2nd General Meeting of the RETS’ (22/12/2009) – as for the section

is a recognition of our effort and dedication to the strengthening of the network,” said Anamaria Corbo, thanking everyone for their confidence.

Success of the meeting sets future expectations down

“Definitely, Rio de Janeiro is becoming one of my favorite destinations. It is not only the city



Back to dream the impossible

New concepts for a rereading of training in health*

“Twenty years is nothing, says a famous Argentine tango. For us, however, not quite. At that time, many things happened in our country, our province and our health system. Without going into details of how it all impacted public policies in the State in general and in our area, we can say that deep fissures have been created in the institutions, or rather, doors, different actors coming together to reopen in some cases or avoid closing themselves, in others,” explains Patricia Chabat and Bettina Garcia Laval, respectively educator and coordinator of the Educational Unit of the Directorate of Training for Health (DPCS) of the Province of Buenos Aires, before explaining the experience of the resumption of an old project of training which may seem an utopian goal: to transform the day-to-day services and the health system.

Known as Superior School of Health, the Directorate of Training for Health (DPCS) of the Province of Buenos Aires boosted over the years, several initiatives in-service training for professionals who met teaching duties, among which, the course of Teacher Training in Health, which, from 1999 to 2003, had 950 graduates.

The initiative was trying to articulate the field of health and education, designed as dynamic social achievements. Its starting point was a survey of educational processes, the practices of the service, the professions and concepts that circulate around health and education, among others. The Permanent Education in Health, Primary Health Care (PHC), Popular Education and the methodological approach teaching-service set the basis for the theoretical construction of the project, according to Patricia and Bettina, it represented an opportunity to reduce the gap between the practices of the workers and the manufacturing practices of everyday’s reality in services and the health system.

In 2009, a survey conducted in 12 Health Regions of the Province indicated the need for teacher training for nearly a thousand health workers who perform activities in service training. The result led a group of professionals to face the challenge of recovering the old project. “Today, after acknowledging the project of teacher education as a component of our institutional identity and seeking to respond to current needs in the sector, a group of workers tried to recover the project, with support from the Provincial Direction, has a double challenge: to recover, not to repeat,” Patricia and Bettina.

Between memory and the promise

With the “purpose of re-read, recreate and rewrite a training proposal, feasible to be implemented and certified by the General Direction for Culture and Education was held in 2009 the ‘Concept coordinates Seminar for the reading of Teacher Training in Health, organized by DPCS. Seminar conducted by professors such as Jorge Huergo, Kevin Morawicki and Bettina Garcia Laval, educators and other involved health workers from all of the 12 health regions of the province of Buenos Aires. “This rewrite retrieves the experience and materials in our institution and incorporates new aspects of content and curriculum design criteria,” they explain, adding: “The work was focused on

The history of the current Provincial Directorate of Training for Health (DPCS) of the Ministry of Health of Buenos Aires province goes back to the creation of the School of Nursing and Coaches of Pharmacy and Laboratories in 1941. In 1994, with the signing of the Decree 1833, it gains institutional support and it is constituted as a organizational structure responsible for training and empowering health workers in the public sector. Through the DPCS, the State of Buenos Aires province is seeking to accomplish the commitment to ensure the training of these workers in order to improve the health and quality of life of the Buenos Aires province.

some conceptual coordinates that allowed us to begin to reframe the horizon formation of teacher training in health.

According to them, the horizon formation was seen within a historical and forward-looking concept, with emphasis on the construction of the health education field, a field historically and socio-culturally conditioned, full of tension and uncertainty, complex and subject to frequent changes, marked by subjective relationships and institutional decisions. “Working from this notion meant a challenge more relevant than to rely on an image previously crystallized and usually characterized by a series of skills,” they justified.

The experiences of the participants and their subjectivities were as considered as the programs and projects they are involved,



The first steps

The idea was to give during the four-face meetings, spiral steps towards the re-reading and rewriting of the Project. “In meetings, disagreements and interrelations, we were weaving personal expectations, technical reports analysis of texts, films, debates and reflections translated into concrete work and production in groups,” describe Bettina and Patricia.

They say that the work started from the analysis of the educational process, considering the interaction of formal requests from various social talks - media, community, common sense, school, market, religious, etc.. – and the subjective identification or recognition that these debates provoke. “The film *Bagdad Cafe* (Percy Adlon, 1988) served to deepen this notion and to help us think about how all these references and differences (sometimes contradictory) between distinct cultural universes end up being manifested in our health education,” they remark.

Another type of significant exercise shared by the group was to build “parallel texts” by the book “The importance of the act of reading” by Paulo Freire. “We analyze how they appeared in the texts written by each participant concerning the education, referrals, and educational practices or meanings. Furthermore, each participant used pictures of their personal and professional life to build a collective mural,” says Patricia. “Working on our own lives and our subjective formation, allowed us to approach the analysis of how we impact the history, the references and reference spaces. We know that the subjective history is not neutral. It is related to the ‘big story’ and the ‘institutional history’, complements Bettina, ensuring that, by consensus, the training was designed as an unfinished process that involves conditioning, but also action. “Action, as Paulo Freire would say, supposed to write the world,” he emphasizes.

without restricting them to their techno-instrumental dimensions, but considering the political and cultural processes that may serve as context and permeate. “We address the interrelationships among education, work, health and culture that influence the educational practices that were the focus of our analysis,” notes Bettina.

The work of rebuilding the project Teacher Training in Health, in order to implement it by 2010 in different regions of the province of Buenos Aires, comprised four face meetings, in the intervals of which several activities were carried out, aimed to search for evidence and clues that would allow challenge and question the

subjectivity of teachers in health and their practices as well as the construction of methodologies for approaching the field.

The Seminar-Workshop, in turn, neither sought nor promoted individual learning. Its goal was to initiate a process of collective construction that depends on each participant. “The construction of the memory of that experience was also considered very important. We read texts on various subjects and build a blog (www.fordocsalud.blogspot.com), there was still our own experience, dialogue and work in group. In addition, we have a product – open and unfinished – the draft of the Curriculum of Teacher Training in Health,” adds Patricia.

Based on Freire's conception of the world "you write, you paint, you dance," the group noted the widespread increase in poverty that has led to the crisis of the institutions of political representation and those of training of subjects; crisis of global social agreements and emergency of new ties. "This finding led us to a question - How to establish links? - And imposed a challenge to build new ties, new ways to "read and write the world," said the coordinator, adding: "We have recovered the notion of work as a training area and, when considering the subjective formation of teachers in health, we face a crossroads that is never smooth between subjectivity, institutions and practices."

According to Patricia and Bettina, another important issue which has arisen in exchanges and debates went on the complexity of the current situation in which the 'hegemonic' educational traditions and the 'critical and popular' traditions, which were discussed considering the Current Directions of popular education and the joints with the PHC.

Finally, as a result of open and unfinished workshop and its many productions, the group rewrote the curriculum design of teacher training in health, recovering the experience developed institutionally. The new curriculum design adheres and assumes the central paradigm articulating with sociocultural and political-cultural intentionality postulates that currently the General Director for Culture and Education in the Province of Buenos Aires. The intention is given by the reconstruction of cultural-political sense of education and training in health, and by the sense of teaching in the Health System, taking as a reference and residual tradition the way followed by permanent

- **Field of update training:** What aspects of previous training, in cases of health-illness-care should be deepened for teacher training?
- **Field of reasoning:** What is the meaning of teaching health in today's world, in Latin American society, Argentina, Buenos Aires province and in each of its health regions?
- **Field of subjectivity and culture:** What knowledge for the recognition and understanding of the subjective world and the cultural subject of health education?
- **Field of teaching:** What are the training courses needed to meet the health education as a dialectic 'praxis' between knowing/knowledge (pedagogical work in health) and the contexts in which it materializes (the work processes in health)?

education in health in Latin America, their health systems, as well as institutions and workers in the field of public health. The design of the curriculum is organized around 'fields' and 'optional ways' bound by central questions and organizers of relations among the different subjects that compose them.

A process that continues

As a collective process, the implementation and continuity of this area of training course will take place on an area of tension. "The great value placed by participants to the four meetings, to materials, to space for the group construction of knowledge, highlights the advances in the recovery of the sense of work, of the institutional and subjective memory of a 'happy to be together' to reread and rewrite this project. Nevertheless, at the same time, as one of the participants says, it points out the uncertainty embodied in the fragility of many past 'institutional promises' which failed to sustain themselves," admit Bettina and Patricia.

Far from discouraging, however, they ensure that this and other strains only increase enthusiasm for the work. "We hold that a curriculum transformation makes sense only if those involved are their authors' they claim, concluding:" More than the search for certainty, the key to this transformation is the opportunity to dive into the complex field of health education and scenarios that our health services offer for the training of workers".



* The subject was written from the text 'Volver a soñar lo imposible: Coordenadas Conceptuales para una Relectura de la Formación Docente en Salud' ('Back to dream the impossible: conceptual coordinates for a rereading of training in health'), written by Patricia Chabat and Bettina Garcia Laval, Provincial Director of Training for Health of the Ministry of Health province of Buenos Aires. The full text is available at the RETS (www.rets.epsvj.fiocruz.br) in Members> Americas> Argentina - Capacity Building for Health Technicians Office.

Education of Health Technicians - part 3

As mentioned above, in addition to the definition of health technician that vary widely from country to country, the conception of 'education' also changes, since there are several pedagogical currents. To better understand the issue, let us talk about some of these trends, using as basis the text 'An overview of the critical and non-critical pedagogical currents' *, by Marise Ramos (see interview in the RETS magazine No. 3), a research professor at the Polytechnic Health School Joaquim Venancio (EPSJV/Fiocruz).

In Number 4, we present two of the trends that the author classifies as 'non-critical', i.e. that seek to adjust individuals to a reality seen as natural and stable: the 'traditional Pedagogy' and the 'new Pedagogy'. In this issue, even under the 'non-critical' currents, we will see the 'Technicality' and 'Pedagogy of skills'.

' Technicality ': education for production

The increasing incorporation of standards in the Taylorist-Fordist capitalist production process and a stronger education's conception focus on productivity, caused that educational processes incorporate, also increasingly, methods and content necessary for forming the moral and psycho-physical of the individuals according to the needs of production.

The technicality is strongly influenced by the idea of **scientific management** of the work of Frederick Taylor (1856-1915) and by the behavioral psychology - behaviorism - with BF Skinner (1904-2000) and Benjamin Bloom (1913-1999), and in the context of the **theory of Human Capital**, proposed by Theodore W. Schultz (1902-1998), strengthens the productivity logic.

From Taylorism, the skilful design of education brings the concepts of rationality, efficiency, effectiveness and productivity, which seek to make the educational process more objective and operational. Brought into the organization of school work, these principles end up materializing in the form of curriculum, built in order to remedy the possible shortcomings of individuals in the execution of their duties. Learning comes to be seen as the intended result, specifically directed, controlled and measurable. Education gets an instrumentalist / functionalist character, and it is controlled by external purposes to it. In the 60 and 70, there are the strongest movements for competency based education and the idea that professionals graduated from scientifically designed curriculums would constitute the third factor of production, together with machinery and raw materials.

Technicality, that resulted in a growing process of bureaucratization in schools, the role is the rationalist organization of the means. Teachers and students take a back seat, becoming mere executors of a process created by neutral, objective and impartial experts. The social equalization, previously credited to education (traditional Pedagogy) and the acceptance of (new

The Scientific Management is based on four management principles:

- **Principle of planning:** it replaces the sole discretion of the worker, improvisation and empiricism by methods designed and tested (scientism).
- **Principle of training workers:** seeking the scientific selection of workers according to their skills. The training of them to produce more and better, and the rational arrangement of machinery and equipment. It requires, among other things, the study of tasks, time and motion.
- **Principle of control:** maintains permanent control of the work for which it is implemented, in accordance with the method and production plan established.
- **Principle of implementation:** advocates the distribution of roles and responsibilities, so that the work is performed in the most disciplined way.

pedagogy), is now seen as the result of the balance of the system. Education begins to be conceived as the subsystem able to train individuals to perform the innumerable tasks demanded by the social system, and the 'learning to learn', which seed was planted by the 'new Pedagogy', gives place to 'learn to do', which becomes the central educational question.

Due to the appropriation of some concepts of the behavioral psychology, the technicality was also known as 'teaching by objectives', understood to be goals devising methods that aim to change students' behavior, i.e. the means by

In the mid-50th at the University of Chicago, the concern to explain the productivity gains generated by the 'human factor' in production, just leading to the discipline of Economics of Education and the conclusion that human work, when qualified by education, was one of the most important means to increase economic productivity, and therefore the rate of profit on capital.

which you can change the thinking, feelings and actions of individuals. Thus, the technicality incorporates some problems, such as reducing human behavior to their appearance and the observable nature of knowledge to their own behavior, and the belief in human action as a collection of basic information acquired through a cumulative process and through the integration and coordination of the segments of action as a further action, as a goal of higher level and it starts to disregard the issue of ‘content capabilities’, i.e. learning processes that go beyond the behavior and performance.

The Pedagogy of competences: from pragmatism to technicality

According to Jean Piaget (1896-1980), intellectual development, as well as biological development occurs from the need of individuals to adapt themselves to the physical and environmental organizations. The imbalance that comes when people are faced with new and challenging situations tends to be corrected by the reorganization of mental structures at a higher level than the existing one, in a constant process of **assimilation and accommodation**. Knowledge, therefore, is to be understood as a mental tool used to adapt the man in half.

Under the philosophy of education, educational interventions are to act as individuals develop the ability to perform for themselves, driven by significant learning interests and needs. More important than learning knowledge discovered and developed by others is to develop personal methods of

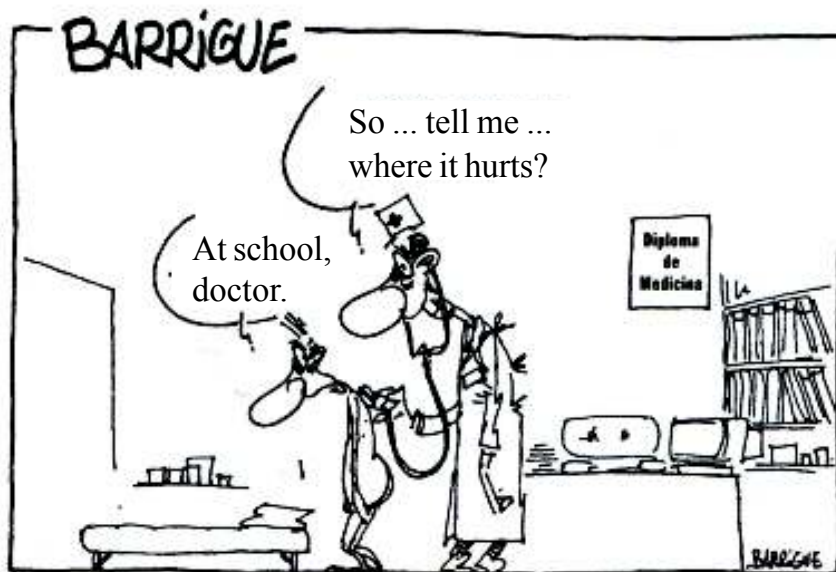


Illustration: Thierry de Barrigue, for the book ‘The School from A to Z - 26 ways to rethink education ‘(Philippe Perrenoud. Et al.).

acquisition and construction of knowledge. Students should ‘learn to learn’, motto, according to Marise, born already with pragmatism through the New School (New Pedagogy) and assuming a central role in pedagogy skills. Incorporating the idea of constructive competences - cognitive, social-affective and psychomotor - are the mental structures responsible for dynamic interaction between prior knowledge resulting from individual experiences and knowledge formalized. In this sense, the relevance of knowledge is evaluated by its feasibility and usefulness and not, as Marise adds, for its potential to explain the reality. “Knowledge

is no longer considered historic and is seen as contingent. Your ontological character is replaced by the experiential one. Objectivity and universality gives rise to subjectivity and particularity, “ she explained.

For the researcher, if the theoretical studies point to a rapprochement between the ‘Pedagogy of competences’ and pragmatism, because of its foundations, in practice the situation is somewhat different. According to her, the conversion of these fundamentals in pedagogical policy, especially under the Vocational Education, has revealed a significant connection between the

Assimilation is the process that occurs when someone tries to add a new perceptual row, motor or cognitive conceptual structures that already exist. The accommodation, in turn, happens when, for lack of a structure to absorb new information, a new scheme is created or an existing one is modified so that new knowledge can be assimilated. In this sense, assimilation (quantitative change) and accommodation (qualitative change) explain the intellectual adaptation and the development of cognitive structures of individuals.

Pedagogy of competences and educational technicality, once competences turn to be listed as behavioral goals.

In professional education based on competences, curriculum guidelines are settled after the analysis of the work process in several areas, usually through three analytical matrix: conductivist, functionalist or constructivist. The analysis by means of conductivist matrix searches skills that define the highest performance in the development of tasks. In the case of the functional matrix, there is an extension of the first one by involving the analysis of the functions performed by professionals within a system. In the constructivist framework, the skills required are defined by the workers in a collective process.

According to Marise, studies on the topic show that the prevalent use of the first two, resulting in operational guidelines, competences of which are largely defined activities or performances. As the description of activities requires stable processes, both in its proceedings and in view of technological and organizational changes, this is clearly a connection between the type of skills applied to professional education on the principles proposed by Taylorism-Fordism to work.

Another issue is that the use of the phrase 'be able' to state the required competences, says nothing about the content of the supposed ability set, or says nothing about what students should know or what knowledge they should acquire, so that they can what you expect them to do and nothing about the relationship between the activity of the subject and learning concepts. Moreover, the curriculum guidelines, the method assumes a role. The priority is now planning the curriculum, presented as a set of contextual situations through aimed at generating skills supposedly required by the job.

For her, the educational policies based on skills end up representing both a (neo) pragmatism and a (neo)

technicality, both of them reduce the so-called skills of performance and the observable nature of knowledge for the performance that she believes that can bring about a competent professional

activity, as a collection of elementary behaviors acquired through a cumulative process, and at the same time the issue of content capacity is minimized. ❏

Philippe Perrenoud and the pedagogy of competences

In the book 'To Build the Competences Since School' (1999), the Swiss sociologist Philippe Perrenoud recalls that, in the assimilation of knowledge, schools have always had as objective the development of general faculties (thought) and argues that the approach 'competency' simply accentuates this guidance, without rejecting neither the content nor the disciplines, but emphasizing its implementation.

Perrenoud argues that a competency approach would be, at the same time, a matter of continuity and change, since the routines and teaching methods, the division of disciplines, targeting the curriculum, the weight of the evaluation and selection, and the charges of school organization, among other things, end up contributing more to obtain the approval than to construct skills. He said that the main change is that the reference for the selection of content goes from science to practice or to expected conducts, i.e. the development of competences becomes to have power management on disciplinary knowledge. The choice of soft skills (of general character) to be developed, in turn, would leave the question: what kind of human beings the school wants to teach, with respect to family practices, as well as the sexual, political, union, artistic, sportive and associative ones, among others.

According to the sociologist, the knowledge should not be listed by itself, according to national programs. They should be organized around the skills that will mobilize them, requiring assimilation at the time of the curriculum. Thus, Marise explains that Perrenoud has strengthened the idea of knowledge as resources, often determining the identification and resolution of problems as well as for decision-making. For him, teaching methods must confront the student, regularly and intensely, with real and complex problems in order to mobilize more cognitive resources. The teacher has to lead the projects with students, offering problem-situations that make learning meaningful. These obstacles should become the starting point of a pedagogical action. In summary, the training courses should be more individualized instead of following the curricula of annual programs.

Learning is the very development of competences. Knowledge is the wisdom ready take action on the real and on the individual. On the possible overcoming of the issue of setting goals, Marise affirms that Perrenoud is not emphatic, as does not consider that the approaches arising from the 'tradition' of the pedagogy of power (or pedagogy by objectives) are not totally overcome, but she explains that his excesses - behaviorism, endless taxonomies and excessive fractionation of objectives, among others - have been checked.

According to Marise, trying to systematize the teaching of skills as a pedagogical current, Pillipe Perrenoud reveals a great approach with pragmatism and with Piaget's constructivism, but also a more subtle relation with the technicality and conductivism. "Accordingly, given the philosophical and epistemological affiliations, the pedagogy of skills means the summary, today, of the non-critical educational currents that rely on the philosophies of existence," concludes the researcher.

*The text 'An overview of the critical and non-critical pedagogical currents' is part of the studies for the development of theoretical research 'Professional Education in Health in Brazil: concepts and practices in the Schools of Health System', coordinated by Marise Ramos, whose final report in book form, will soon be available on the EPSJV.

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Direction of Higher Technical Institutes – Ministry of Education and Culture
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