

# **Annual Report**

**August, 2006/July, 2007**

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# **Annual Report**

**August, 2006 / July, 2007**

**WHO Collaborating Centre for the Education of  
Health Care Technicians**



## Summary

The Escola Politécnica de Saúde Joaquim Venâncio (EPSJV) [Polytechnic Health School Joaquim Venâncio], technical-scientific unit of the Oswaldo Cruz Foundation (FIOCRUZ), is responsible for the coordination and execution of teaching activities, research and technical coordination of the teaching, research and technical activities in the area of Professional Education at starting, continued and technical levels in health care. The School consists of cooperation objects with other countries, its capacity to design projects relative to policy, regulation, curricula, courses, methodologies and educational Technologies oriented toward the development of health care technicians and also producing and disclosing knowledge in the work, health and education areas.

As it regards technical cooperation, EPSJV keeps international cooperation partnerships, of bilateral character, with countries in the American continent and with the African Countries whose Official Language is Portuguese (PALOP), and of multilateral character with the **Organização Pan-Americana de Saúde (OPS) [Pan-American Health Organisation]**, in addition to being the Collaborating Centre of the World Health Organisation (WHO) for the Education of Health Care Technicians since 2004.

EPSJV, while Collaborating Centre, has based its activities and actions in accordance with the guidelines established in the Work Plan presented to WHO at the time of its accreditation as Collaborating Centre. Thus, the following unfolding in the period of August, 2006 to July, 2007:

**Actions were taken aiming at the training and development of health care professionals in Africa and in Latin America**, among which: the second meeting of the International Network of Health Care Technician Education (RETS) on May 22 and 23, 2007 (during the 1st Health Technology Congress in Cuba), the performance of workshop “International Cooperation in the African Continent: strengthening and expansion in the development of health care technicians”, on July 13 and 14, 2007 (during the 4th Brazilian Congress of Social and Human Sciences in Health, the 10th Latin American Congress of Social Medicine and the 14th Congress of the International Association of Health Policies, in Salvador, Brazil); to the actions foreseen in Project “Support to the qualification of human resources at PALOP’s”, and the activities related to the project of *Cooperação Técnica entre Países (CTP)* [Technical Cooperation Project among Countries], “*Colaboración Interinstitucional para el Fortalecimiento de la Formación de Técnicos y Auxiliares como Actores Esenciales de la Atención de Salud*” among Bolivia, Brazil and Paraguay; and the continuity of the activities informed in the previous report, related with the “International Education Forum of Health Care Technicians” (held from August 21 to August 25, 2006), the visit of an EPSJV mission to Luanda (in the scope of the Technical Cooperation with the National Direction of Human Resources/Ministry of Health of Angola), in addition to receiving technical visits representatives

from WHO, the United Nations Organisation for Education, Science and Culture (UNESCO) and from the National Autonomous University of Honduras (UNAH).

As it refers to the **training and development of the teaching staff involved in the development of health care professionals**, EPSJV had its Professional Master's Course in Professional Health Education approved in July of 2007. The first class will start in 2008, although there is the possibility of decentralizing the course to other states and countries, as of the actions of technical cooperation undertaken by the School.

**Didactic material was also developed to support the training and Professional development process of health care professionals and teaching staff.** A total of ten books were edited, with special highlight to the three first books of the collection "Professional Education and education in Teaching: the development and the work of the community health agent!, the launching of the "Health Professional Education Dictionary" and of the Instruction Leaflet "Surveillance of Post-Vaccination Adverse Events": an instruction leaflet for the vaccination room workers", fruit of a partnership with the Brazilian Ministry of Health.

Publications "Basics of School Education of Contemporary Brazil" and "Discussions and Synthesis of Seminar Basics of School Education of Contemporary Brazil" were also edited. The latter relies on two DVD's that highlight excerpts from the conferences and debates of the Work Seminar Basics of School Education of Contemporary Brazil, an event that envisaged to provide social and educational debate at the present time as it regards the basic references for the workers' development.

**Technical-scientific studies were developed on health care professionals.** It is worth emphasizing the studies under way at the Observation Work Station of the Health Care Technicians with the research entitled "Percentage of Health Care Professional Education in Brazil and in Mercosul Countries. Perspectives and limits for the whole development of the workers in face of the challenges of health care policies", and the cooperation Project in the scope of the Agreement between FIOCRUZ and the Institut National de la Santé et de la Recherche Médicale (INSERM) "Development of operational procedures and biosafety in bioterics of experimentation on technological platforms".

The dissemination of technical-scientific information and knowledge was privileged on health care intermediate level professionals. In this item, the change in the frequency of the scientific journal "Work, Education and Health" deserve highlight, which changed from being a bi-annual publication into a quarterly publication in 2007 – as well as the certification by the Latin American Centre and the Caribbean of Information in Health Sciences (Bireme-OPS) of the Biblioteca Virtual de Saúde [Virtual Health Library] – Educação Profissional em Saúde [Professional Health Education] (BVS/EPS).

# Introduction

The technical cooperation activities developed by the Escola Politécnica de Saúde Joaquim Venâncio, of Fundação Oswaldo Cruz (EPSJV/Fiocruz), as the Collaborating Centre of the World Health Organisation (WHO) for the Education of Health Care Technicians, during the period of August, 2006 to July, 2007, are briefly described in the present report.

With the purpose of allowing a clearer visualisation of the technical cooperation activities, the present document was structured in accordance with the region where the actions were established, thus, repeating the organisation of information adopted in the previous report. So, we start from a regional point of view to describe the activities performed as part of EPSJV work plan, as Collaborating Centre.

The report presents as first item the activities of technical cooperation performed in the African continent, followed by the ones developed in the region of the Americas. Other actions, such as the coordination of the Executive Secretariat of the International Network of Health Professional Education (RETS), the implementation of the Professional Master's Course in Professional Health Education, Project "Development of Operational Procedures and Biosafety in Bioterics of Experimentation on Technological Platform", the dissemination of technical-scientific information and knowledge on technical level professionals and the cooperation with other WHO collaborating centres due to their coverage, were inserted in separate items.

It is worth emphasizing that the activities mentioned in previous reports that present no continuity in the present report are pending a response from the demanding countries.





# 1. Africa

## 1.1. Angola – Technical Cooperation with the National Direction of Human Resources / Health Ministry of Angola

As informed in the previous report, in October of 2006, a mission from EPSJV was in Angola, with the objective of gathering and systemizing information on the policies on work, education and health in that country, so as to support the Escolas Técnicas Profissionais de Saúde (ETPS) [Health Professional Technical Schools] in curriculum organisation and in the planning of actions for the development of teaching staff, pedagogic coordinators and managers for these schools. At that opportunity, a meeting was arranged between the body of managers of the Schools of Luanda, Benguela and Lubango and the Health Intermediate Institutes of Huambo, Bié, Malange and Cabinda, in addition with the National Direction to discuss the theoretical-methodological bases that would serve as pillars to the conception of Professional education that subsidizes the restructuring proposal of these Technical Schools. As a result of the mission, it was agreed that for the year of 2007, the performance of a quantification in pedagogic management of the directing body of the ETPS would be performed; the development of teaching staff in the laboratory and nursing areas, with curricular revision in the respective courses for the development of aids to intermediate technicians and the implementation of the equipment and information maintenance courses as well as registration in health care. As part of this cooperation, an opening in the course of Specialisation in Health Professional Education at EPSJV, offered in 2007, was filled by the Head of the Teaching Section of the Department of Human Resources of the National Direction of Human Resources of the Ministry of Health of Angola.

These cooperation activities are related with the Project of "Qualification of Angola's Health System", BRA/04/044, signed on July 9, 2007, funded by the Brazilian Government – through the Agência Brasileira de Cooperação do Ministério de Relações Exteriores (ABC/MRE) [Brazilian Cooperation Agency of the Foreign Trade Ministry] and FIOCRUZ/Ministry of Health, and by the Government of Angola through the Ministry of Health (MINSA). Said project is legally based on the Agreement for Economic, Scientific and Technical Cooperation established between the Government of Brazil and that of Angola, signed on June 11, 1980.

The activities foreseen in this Project involve the performance of a short-term course in health Professional education; qualification in curricular revision and elaboration and adaptation of didactic material in the areas of registration and information, equipment maintenance and bio diagnosis; qualification of supervisors at the level of teaching-assistance development in the nursing area (which will rely on participation of the Escola de Formação Técnica em Saúde Enfermeira Izabel dos Santos [School of Technical Development in Health Nurse Izabel dos Santos] and Escola de Enfermagem da Universidade de São Paulo [Nursing School of the University of São Paulo], which is also WHO Collaborating Centre in the nursing area), in

addition to an internship for two Angolan professionals at EPSJV, in order to qualify them in the management of the health technical development. The beginning of the activities is foreseen to take place in the second semester of 2008.

## **1.2. Community of the Countries whose Official Language is Portuguese (CPLP) – Project to support the qualification of health care human resources**

As informed in the previous report, EPSJV participates in the Program for the Support to the Qualification of Health Human Resources of the Community of the Portuguese-Speaking Countries (CPLP), involving ABC/MRE and FIOCRUZ. The completion of the activities foreseen in this program involve the formulation and the edition of printed didactic material for the replication of the Pedagogic Qualification Methodology developed by the program consultants and applied to the first mission. In October, the didactic material that will be validated in missions organized in Maputo and Luanda in the month of November will be completed. One of the objectives of these missions is the qualification of the teaching staff in the application of the methodology developed by the consultants.

## **1.3. Ethiopia**

As indicated in the previous report, the technical cooperation proposal was continued in the area of health information and records, as required in August of 2006 by Dr. Wuleta Lemma, researcher from Tulane University and assistant to the Ministry of Health in Ethiopia. Structured so as to enable the diagnosis and problem-solving of the work process of the professionals who are responsible for the gathering and registration of the data the feed the information system of the country, the first mission of EPSJV to Ethiopia would last a total of thirteen days.

As the beginning of the technical collaboration, it was conveyed to the Ministry of Health, the plan of the technical course on EPSJV's health information and records for translation, aiming at the analysis of the pertinence of its curricular organisation for the reality of the Ethiopian health system. The definition of the collaboration work plan will be organized as of this analysis and the performance of the situational diagnosis during the mission to the country.

This technical collaboration's final product is the structuring of a technical course in that country, including the translation into English of the book "Support Texts Health Records" – a publication organized by EPSJV and edited by FIOCRUZ in partnership with OPAS. At the moment, the response from the Ethiopian Ministry of Health is awaited for the execution of the first mission.

## **1.4. Guinea Bissau**

In the landmark of the Strategic Plan of Health Collaboration of the Community of Portuguese-speaking Countries (PECS/CPLP), the EPSJV participated in the PECS meeting for Guinea Bissau under the coordination of the Diretoria de Planejamento Estratégico

(DIPLAN) [Directorate of Strategic Planning] of the Foundation, with the participation of representatives from the Ministry of Health of that country. The project has the objective of structuring the area of health care technicians' education through the strengthening of the School of Development of Health Care Staffing Dr. Fernando Cabral, which will be articulated to the National School of Public Health in the country.

### **1.5. Visit of WHO Representative**

Norbert Dreesch, technical officer from the Health Human Resource Department of WHO in Geneva, was at EPSJV in March. During his visit, which lasted one day, he learned about the teaching activities of the organisation, as well as research and institutional development of the School, and the collaboration projects under way, with particular emphasis on the ones involving the African countries, in the highest interest of the visitor.

### **1.6. Visit of UNESCO Consultant**

In May of 2007, EPSJV received Antonio Carlile Holanda Lavor, former Professor the School of Medicine of the University of Brasília (UnB), former Health Secretary of Ceará, sanitary physician from the Public Health School Marcelo Martins Rodrigues of Ceará's Health Secretariat, and UNESCO consultant to support the implementation of the Programa de Agentes Comunitários de Saúde (ACS) [Program of Health Community Agents] in Luanda, Angola. The visit of the consultant to the School had the objective of requesting subsidies for the work that will be developed by him in Angola, especially as it refers to the processes of development of the ACS's.

### **1.7. Workshop "International Cooperation in the African Continent: strengthening and expansion of the development of health care technicians"**

Workshop "International Cooperation in the African Continent: strengthening and expansion of the development of health care technicians" was held of July 13 and 14 of 2007, in the scope of the 4th Brazilian Congress of Social and Human Sciences in Health, the 10th Social Medicine Latin American Congress and the 14th Congress of the International Association of Health Care Policies, in Salvador– Bahia.

The event, organized and promoted by the Polytechnic Health School Joaquim Venâncio (EPSJV), the Organização Pan-Americana da Saúde – Brasil (OPAS) [Pan-American Health Organisation – Brazil], the Organização Mundial da Saúde (OMS) [World Health Organisation] and the Secretaria de Gestão do Trabalho e da Educação na Saúde do Ministério da Saúde do Brasil (SGTES/MS) [Secretariat of Work Management and Health Education of the Ministry of Health of Brazil], was characterized as an opportunity for the discussion and the sharing, at international level, of knowledge, experience and remands relative to the development of health care technical workers, aiming at the definition of strategies that would be structuring the technical cooperation for the strengthening of this area in the African Countries of Official Portuguese Language (PALOP). At the workshop, several pieces of Brazilian experience were presented related to the area of health care technical education.

Approximately 30 people participated in this meeting, among representatives of the Ministries of Health of Angola, Cape Verde, Guinea Bissau and Brazil, OPAS, OMS, Technical Schools that make up the General Coordination Commission of the Technical School Network of the Single Health System (RET-SUS), professionals from EPSJV and from the National School of Public Health Sérgio Arouca (ENSP) / Oswaldo Cruz Foundation.

Considering the need to strengthen the education of technicians in the African continent, to meet the demands and the needs that derive from the crisis in the health work force, as pointed out in the World Report of 2006, the participants of the referred to workshop made a few recommendations (Annex 1), which have the objective of funding the technical cooperation proposals in the region. Such proposals were the fruit of a broad discussion process held as of the presentation of the "status quo" in the area of health care technicians' education by the present PALOP's, and the explanation of some of the Brazilian shares of experience.

The recommendations are based on the supposition that the policies of health care technicians' education should envisage consolidation strategies or structuring of the technicians' development institutions at PALOP's, so that these countries can independently and continually develop the training of their technical workers, orienting in a more congruent\* way to the health needs of the population. However, one takes into consideration the fact that there is an urgent and immediately requirement for the development of technical cooperation that contribute for the increase in the number of qualified workers in these countries.

The report of the meeting can be found in Annex 1.

Referrals resulted from the Workshop point to the formalisation of the cooperation demands at the Brazilian Embassy of each country, so that later on, they can be forwarded to institutions required by way of the Brazilian Cooperation Agency – Ministry of Foreign Trade (ABC/MRE).

## 2. Latin America

### 2.1. TCC Bolivia, Brazil and Paraguay

As informed previously, research professors from EPSJV participated in two missions – Cochabamba (Bolivia) and Asuncion (Paraguay) in November and December of 2006, respectively – in the scope of the Technical Cooperation Project among Countries (CTP) “Colaboración Interinstitucional para el Fortalecimiento de la Formación de Técnicos e Auxiliares como Actores Esenciales de la Atención de Salud” among Bolivia, Brazil and Paraguay.

As unfolding of the cooperation mission held in Paraguay, the return of EPSJV Professional staff researchers was requested in order to assist in the organisation of the first Technical Course in Health Records and Information Systems, addressed to the workers who develop these activities in the country. One of the products of this activity was the elaboration of the “Technical Summary (Resumen Ejecutivo) – OPS/OMS Paraguay”, as included in Annex 2.

A general meeting with representatives from the three countries is foreseen to be held at EPSJV next October 18 and 19 so as to evaluate the work developed within baseline of this TCC, with the definition of continuity proposals of technical cooperation.

### 2.2. Research Project “Health Professional Education in Brazil and in Mercosul countries: Perspectives and limits for the full development of workers in face of the health care policy challenges”

As pointed out in previous reports, the research Project was funded by the Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNPq) [National Council of Scientific and Technological Development], having its implementation started in the first semester of 2007. With a 24-month foreseen duration, the Project is divided into two phases – national and international – and envisages identifying and analyzing the quantitative and qualitative offer of technical education in health in MERCOSUL countries - Argentina, Brazil, Paraguay and Uruguay. Such a research aims at providing subsidies to the policies of organisation and strengthening of health and international cooperation systems between Brazil and the countries of the referred to sub-regional block. At the present time, the project is in its national phase.

Among the products expected from the Project are: the issuance of a book on the condition of the national and international art of technical education in health; the performance of an international seminar on technical education in health, gathering representatives from the Rede Internacional de Educação de Técnicos em Saúde (RETS) [International Network of Education of Health Technicians] in 2008; an electronic registration of Mercosul technical education in health institutions, and a printed and/or electronic catalogue of technical professions in health in Mercosul.

### **2.3. Universidad Nacional Autónoma of Honduras (UNAH) - HONDURAS**

Dr. Rutíia Calderón, vice-dean of the Universidad Nacional Autónoma de Honduras (UNAH) [National Autonomous University of Honduras] visited EPSJV on January 9, 2007. The objective of the visit was to learn about the work developed by EPSJV aiming at the development of cooperation agreements between the two institutions.

The health and education areas were defined as most important for the Honduras government, demanding UNAH's effort in the search of solutions for the quality and pertinence problems of the courses conducted at the institution. For this reason, interest was expressed toward establishing an exchange with EPSJV in the area of health technicians' education so that new courses could be formatted and the existing courses could be re-evaluated.

As first unfolding of Dr. Rutíia Calderón's visit, EPSJV received in June the visit of Dr. Jesús Pineda, remote teaching coordinator of UNAH and of Lic. Digna Castillo, coordinator of the Curricular Development Program of UNAH. Both visited for one week, during which time they thoroughly understood the organisation of the activities of teaching, research and institutional development of the School.

As a result of the experience, it was stated the intention to construe a series of cooperation actions that involve: the creation of a polytechnic institute at the university so as to allow the development of intermediate and upper level technicians; admittance of the university to the RETS; EPSJV's support to the qualification of the instructions (development of teaching staff) and the School's cooperation in the implementation of a communication plan for the University.

### **2.4. International Institute of Educational Planning (IIPE/ Unesco - ARGENTINA)**

Aude Bresson, representative of the Instituto Internacional de Planejamento da Educação (IIPE/Unesco) [International Institute for Education Planning], was at EPSJV on January 19. The visit aimed at learning about the activities developed by the Polytechnic School and envisage cooperation possibilities in future projects.

## **3. International Network of Education of Health Care Technicians (RETS)**

### **3.1. Formalisation process of the members of the Network**

Continuing with the RETS reactivation process, started in 2005, this Executive Secretariat started the process of binding formalisation of the teaching institutions, members of the Network, which execute development programs of technical workers in the health care area, as per the guidelines established in chapter II of RETS rulings. This initiative encompasses the entities that had not yet been officially indicated by the governmental agencies responsible for the formulation of the education policy of technicians in the health care area, of their respective countries of origin. In parallel with the aim of expanding the geographic area of the Network performance, the Secretariat contacted once again the representations of WHO and governmental instances of the countries that had not responded to previous summons.

As it refers the execution of the communication plan, the perspective is that the site and the magazine of the Network be launched during the second semester of 2007. At the present time, the Executive Secretariat keeps RETS Electronic Bulletin, which consists of the remittance by e-mail of information on research, events and publications related with the health, education and work areas.

### **3.2. Presentation of RETS Executive Secretariat in Colombia**

RETS was formally presented during the "First National Congress of Developing Entities for Health Care Work", in Bogota, in November of 2006. The event had, among its major objectives, the conformation of a Colombia national network of developing entities for health care work that worked in an articulated way with RETS. This participation was made possible through an invitation forwarded to this Executive Secretariat by the National Learning Service (SENA) of Colombia, an institution participating in the Network.

### **3.3. Meeting of the RETS during the 1st Congress of Health Care Technology in Havana, Cuba**

RETS got together for the second time, since its reactivation in 2005, between May 22nd and 23rd, at the National Capitol, in Havana, Cuba, during the 'I Congreso de Tecnologías de la Salud'. The meeting relied on the participation of about 20 people, representing 14 institutions of six countries: Brazil, Colombia, Costa Rica, Cuba, Mexico and Uruguay.

The encounter was scheduled at the first meeting of the Network, held during the International Forum of Health Care Technicians Education, held in August of 2006, in Rio de

Janeiro, Brazil. The objective was to validate an instrument that contributed for the achievement of a unit liable to categorize the different careers and areas of technical development so as to envisage the educational reality in the countries integrating RETS. Such an instrument will facilitate the collection and systematisation of the information that will be available at the site of the Network, and will serve as a base for future research projects jointly developed. Among these, the elaboration of a glossary with the definition and classification of the technical occupations and related terms is highlighted, as pointed out in the RETS Work Plan for the period of 2006 to 2008. The synthesis of the meeting can be found in Annex 3.



## **4. Performance of Projects for the Training and the Development of the Teaching Staff involved in the Development of Health Care Professionals**

### **4.1. New Professional Master's Course in Health Care Professional Education**

The Conselho Técnico Científico da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior do Ministério de Educação (CTC/Capes/ME) [Technical-Scientific Council of Upper Level Personnel Improvement Coordination of the Ministry of Education] approved, at the end of July, 2007, the proposal of Professional Master's in Professional Health Education of EPSJV. The course's target audience is teachers and other professionals who act or are interested in the Professional Education in Health.

In the format offered at EPSJV, the Master's Course will take two years and will consist in the following disciplines: "Education and Health Policy", "Economics of Education and Conceptions of Health Development" and "Professional Education in Brazil: Current Contexts and Questions", "Education of the Adult Worker", "Competence Pedagogy" and "Historicity of the Education of Health Care Workers".

Therefore, already in the first semester of 2008, EPSJV will start to offer two modalities of *lato sensu* and *strictu sensu* post-graduation courses.

After implementing the Master's Course at its own headquarters, the next challenge of the School to strengthen even more the area of Professional Health Education will be to study the possibility of decentralizing the course to other states and countries, as of the actions of technical cooperation that EPSJV already develops.

The final objective of the course is to consolidate the Professional Health Education as an interdisciplinary Field, enhancing the production of knowledge and the strategic action in this area. In addition, it envisages contributing for the strengthening of the policies, which provide the technical health care workers with the right to acquire knowledge.

### **4.2. Cooperation Project in the scope of the cooperation agreement between EPSJV and the Institut National de la Santé et de la Recherche Médicale, entitled "Development of operational and biosafety procedures in bioterries of experimentation on technological platforms."**

As fruit of the International Scientific Cooperation between EPSJV – and other units of FIOCRUZ – and the Institut National de la Santé et de la Recherche Médicale (INSERM) in

France, the book “Genetic Engineering Biosafety: Brazilian Legislation” was issued in 2007. The publication, inserted into the research Project of the cooperation, “Development of Operational and Biosafety Procedures in Experimentation Bioterries on Technological Platforms”, presented in the previous report, is informative in nature and presents the Brazilian Legislation of Biosafety in five (5) languages: Portuguese, French, Spanish, Italian and English. The objective of the work is to facilitate the relations between the countries that perform co-participation work in the area of genetic engineering, in addition to offering legal safety for the projects involving genetic engineering in transgenic.

The agreement between Fiocruz and INSERM was instituted two years ago and foresees the interchange of professionals from these institutions as a tool for the Exchange of knowledge about Biosafety. Among the major objectives of the partnership are the Exchange of experience in the management and procedures for the implementation of quality and biosafety programs, and the development of the institutional capacity for the development of specialized personnel in operating experimental bioterries and handling transgenic animals in development laboratories.

## 5. Dissemination of Information and Technical-Scientific Knowledge of Technical Level Professionals in Health Care

In the period from August, 2006 to July, 2007, ten books were edited by EPSJV (individually, in partnership with FIOCRUZ or with MEC):

- **Basics of school education of contemporary Brazil** is a piece of work prepared in the way of a collection, taking as starting point the Work Seminar Basics of School Education of Contemporary Brazil, an event held in the context of the celebration of the twenty years since EPSJV was founded. The objective of the publication is to deepen the debate on the contemporary society and its relation with education, answering to some urgent demands for the grounding of the political-pedagogical practice of present schools.
- **Debates and synthesis of the Seminar Basics of School Education of Contemporary Brazil**, is the first notebook of debates edited as of the material captured during the Seminar of Work on Basics of School Education of Contemporary Brazil, mentioned above. This notebook presents the summary and the emphasis of the authors on the conferences made in the Seminar, as well as on the resulting debates. In turn, the DVD's clip excerpts highlighted from the conferences and debates, organized as of great categories and themes: Contemporary capitalist society; Brazil today; Knowledge, Science and Technology, and Education and School.
- **Dictionary of the health Professional education**, based on the critical thought of the Professional Health Education; the work presents entries that describe and difficult conceptions about Professional health education, about the organisation of the Brazilian health system and of the historical process of the health job, among others.
- Release of the three first volumes of the collection **Professional Education and Teaching Staff in Health: the development and the work of the community agent** (Volume 1 - the territory and the health-disease process; Volume 2 – society, state and the right to health; and Volume 6 – Education and Health). The collection is addressed to the teaching staff of the institutions responsible for the development of the Health Community Agents (ACS), particularly those at the Technical Schools of the Single Health System (ETSUS). Starting from the premise that the ACS perform a complex job, the collection of six books encompasses a set of themes that try to discuss the technical bases of

the work of this professional, contextualizing them with the social and political relations that cross them and condition them.

- **Health Professional Education** presents systematisations of studies developed by the authors in the scope of the area “work and education” and their relationships with health. The book tries to bring a few reflections on the history and the conceptions that engender the health Professional education area, drawing the attention to the significant landmarks – projects and institutions – in favour of a counter-hegemonic Project of development of health care workers, with emphasis on the particularities of the relations between work and education in the conformation of the Brazilian state. The book is part of the series “Health Themes”, a collection that envisages providing studies, professionals and the general public with scenarios on concepts and fundamental contents in the health care areas.

- **Studies on polytechnique and health** is the first volume of a series whose proposal is to disclose texts construed as of the scientific work performed by EPSJV, derived from a reflection based on critical thought in the scope of the articulation work, education and health. The work gathers reflections about the social health and education policies that expand the development of the health care workers, of questions related with the health care work process, and analyses of daily questions from Professional health care schools.

- **Scientific initiation in Professional health care education: to articulate work, science and culture** is a piece of work constituted by scientific work performed by students of health care intermediate level technical education, in the scope of the Project Work, Science and Culture (PTCC). This Project has the purpose of initiating Young and adult workers in science, as part of a curriculum that has work and research as educational principles and the educational process turned toward human development.

- **Surveillance of post-vaccination adverse events: instruction leaflet for the workers in vaccination rooms;** publication prepared in partnership with the Secretary of Health Surveillance of the Ministry of Health. The work was structured aiming at the qualification of the workers in the vaccination rooms, fundamental professionals for the continuity of the success of the National Immunisation Program in Brazil (PNI), construed in the course of 32 years.

## 6. Dissemination of Information and Technical-Scientific Knowledge of Intermediate Level Professionals in Health Care

### 6.1. Change in the frequency of magazine *Work, Education and Health*

*Magazine Work, Education and Health* changed its frequency in 2007, starting to come out each quarter. The publication, which has already issued 10 editions, is classified in nine databases: *Bibliografia Brasileira de Educação* [Brazilian Bibliography of Education] (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira - INEP) [National Institute of Educational Studies and Research Anísio Teixeira]; *Edubase* (Faculdade de Educação da Universidade Estadual de Campinas - FAE/UNICAMP) [School of Education of the State University of Campinas]; *Sumários Correntes de Periódicos On line* (FE/UNICAMP) [Current Summaries of Journals on-line]; *Sumários de Periódicos em Educação* [Summaries of Journals on Education] (Faculdade de Educação da Universidade de São Paulo - FE/USP) [School of Education of the University of São Paulo]; *Sistema Regional de Información en línea para Revistas Científicas de América Latina, Caribe, España y Portugal - Latindex* (Universidad Nacional Autónoma de México - UNAM and Instituto Brasileiro de Informação em Ciência e Tecnologia - IBICT) [Brazilian Institute of Information on Science and Technology]; *Content Pages in Education* (Carfax Publishing); *Educational Research Abstracts On-line* (Carfax Publishing); *International Bibliography of Social Sciences* (The London School of Economics and Political Science); and *Índice de Revistas de Educación Superior and Investigación Educativa* (IRESIE).

### 6.2. Certification from the Virtual Library in Health by Bireme

As foreseen in report 2005/2006, the Virtual Library on Health – Professional Education in Health (BVS/EPS) was certified on December 22, 2006, by the Latin American Centre and the Caribbean of Health Science Information (Bireme-OPS). BVS-EPS is an interaction space of information sources and institutions destined for the education of intermediate level workers for public health, and have the objective to promote the dissemination of technical-scientific knowledge and access to registered and stored information in electronic mean. BVS-EPS address is: <http://www.bvseps.epsjv.fiocruz.br/>.



## **7. Cooperation with other WHO Collaborating Centres**

### **7.1. Visit of representative from the Royal Tropical Institute (KIT)**

In June, 2007, investigator Henk Eggens, representative from the Royal Tropical Institute (KIT), paid a visit to get to know the activities of the EPSJV while Collaborating Centre of WHO. In addition to visiting the School, the researcher came to request support for two consulting Jobs that KIT is about to develop with the Health Science Institute in East Timor.

The Royal Tropical Institute (KIT), located in Amsterdam, is a Collaborating Centre of WHO in research, training and development of health human resources.

### **7.2. Escola de Enfermagem de Ribeirão Preto (EERP/USP) [Nursing School of Ribeirão Preto]**

The Nursing School of Ribeirão Preto (EERP/USP), was elected as the next General Secretariat of the Global Network of Collaborating Centres of WHO for the development of Nursing and Obstetrics in the period 2008 – 2012. For this reason, EERP/USP has requested the support of EPSJV so as to share the experience acquired by the School as Collaborating Centre, and coordinator of two network secretariats, also signalling to the possibility of establishing partnerships in cooperation projects in the near future.





# **Annexes**





## Annex 1

Report of workshop “International Cooperation in the African Continent: strengthening and expansion in the development of health care technicians”

# **Workshop International Cooperation in the African Continent: strengthening and expansion in the development of health care technicians**

## **Final Report**

The present report aims at presenting the main discussions occurred during the two days' work of the workshop "International Cooperation in the African Continent: strengthening and expansion in the development of health care technicians".

It was decided to report only the issues and information that were not clearly described in the presentations of the lecturers. Thus, for a better understanding of the extension of the debates, it is necessary to perform the analysis of this material, forwarded to all members of the Workshop, by e-mail.

## **Programme**

### **July 13**

9:00 AM – Workshop opening and programme introduction;

9:25 AM - Conceptual milestones of the Brazilian Cooperation Agency/Ministry of Foreign Affairs for the technical cooperation activities carried out throughout Brazil - Ezequiel Pettersen / Brazilian Cooperation Agency/Ministry of Foreign Affairs ;

9:50 AM - Definitions and functions of the Collaborating Centres of WHO in the perspective of the achievement of the objectives of the millennium - Mário Dal Poz - WHO/Geneva;

10:15 AM - The experience of EPSJV as Cooperating Centre of WHO for the Education of Health Care Technicians - André Malhão and Anamaria Corbo - EPSJV/Fiocruz;

10:40 AM - The educational demands and needs of technicians at PALOP's (second pre-established programme):

Dr. Maria José Cardoso - Ministry of Health of Angola - (25 minutes)

Dr. Margarida Cardoso - Ministry of Health of Cape Verde - (25 minutes)

Dr Angela Pereira - Ministry of Health of Guinea Bissau - (25 minutes)

01:00 PM/02:30 PM - Lunch.

02:30 PM - Network of Technical Schools of SUS: history, strategies and perspectives - Ena Galvão - SGTES/MS Brazil and Renata Reis - Technical Secretary of RET-SUS / EPSJV/Fiocruz

02:55 PM - development of teaching staff:

- Pedagogic qualification: integrating teaching and service - Maria Regina Pimentel – Health Technical School Isabel dos Santos; (25 min)
- Specialisation Course of Teaching Staff Development in Professional Education in the Area of Health: Nursing. The experience of PROF AE - Milta Torres - National School of Public Health Sérgio Arouca (ENSP) / Fiocruz; (25 min)

- Development of teaching staff from the relationship among Work, Education and Health: The Specialisation course in Health Professional Education - Marise Ramos EPSJV / Fiocruz; (25 min)

- Debate

05:00 PM - closing of the Workshop.

## **July 14**

9:00 AM – The Network of Observatory of Health Human Resources - Christina Fekete and Patrícia Santos - National Coordination of the Network of Observatories of Health Human Resources / MH - Brazil;

9:25 AM - Curricular organisation and production of didactic material:

- The Experience of PROFAE - Mônica Durães - SGTES / MH Brazil; (25 min)
- The development of ACS - Sandra Mara Anesi - Development Centre of Human Resources Caetano Munhoz da Rocha - Paraná / RET-SUS; (25 min)
- The series Health Work and Development (PALTEX) - Márcia Valéria Morosini - EPSJV/Fiocruz; (25 min)
- Debate

12:00 / 01:30 PM - Lunch

01:30 - Considerations of the representatives of PALOP's about the experience presented;

03:00 PM - Presentation and validation of summary report on the pertinence, viability and need for adequacy of the experience present in light of the specificities of each PALOP;

05:00 PM - Closing of the workshop

## Presentation programme

Time of presentation for each participant: 25 minutes

Objective: Present a brief diagnosis of the development area of health care technicians in the country, highlighting the existing challenges and perspectives.

### 1) General information on the country:

- Total population (rural and urban);
- Population growth rate;
- Human Development Index (HDI) of the country;
- Budget destined for the health sector;
- Organisation fashion of the health system (predominant assistance model);
- Main health indicators.

### 2) Information on the educational system

- Organisation of the educational system (basic, secondary and upper education);
- Relationship of the basic education with the professional development/education;
- Main indicators of education.

### 3) Information on the education of health care technicians

- Definition of technical worker (length of time of the training, minimum education required for admission in the training course);
- Education levels of technicians (promoters, assistants, basic technicians, etc) with length of time of the training;
- Development areas of technicians;
- Institutions that graduate technicians in the country (number and sector they are linked to);
- Strategies of teaching development;
- Methodology used for the elaboration of didactic material;
- Process of definition of the curricular content for the development of technicians (centralized, defined by schools, etc.);
- Total of existing technical workers, relationship with upper level workers;
- Distribution of the workforce according to the professional category (total of physicians, senior level nurses, dentists, technicians, etc...);
- Priority areas for technical development;

### 4) Main existing difficulties for the development of health care technicians.

## **Development of the Workshop**

**July 13, 2007**

- **Opening of the workshop and programme presentation**

After welcome greetings to all participants and presentation of the workshop programme, the justification for the absence of the representatives from São Tomé and Príncipe and Mozambique was disclosed. The first was unable to participate due to the cancellation of his/her flight by the Angolan airline, TAAG, and the second due to the fact that the leaders of the Ministry of Health of Mozambique were gathered in that period for the elaboration of the National Plan of Human Resources.

- **Presentation of conceptual milestones of the Brazilian Cooperation Agency (ABC) / Ministry of Foreign Affairs (MRE) for the technical cooperation activities carried out by Brazil**

The theme was presented by Ezequiel Pettersen, of the General Health Cooperation Coordination, Social Development, Education and Professional Development of ABC / MRE. In general lines, the legal instruments that make the technical cooperation of Brazil with other countries possible, the cooperation modalities, expected products, guidelines and history of the Brazilian international cooperation have been presented.

Highlights of the presentation: (1) Brazil already has technical cooperation agreement signed with PALOP's; (2) in 2005, 46% of the resources of the cooperation coordination among developing countries of ABC have gone to Africa, mainly for PALOP's; (3) when one analyses the distribution of resources by sectors, right upfront professional development comes up (28%), particularly as a result of the projects of the National Service of Industrial Learning - SENAI; (4) within the sphere of the professional development, ABC only addresses the cooperation for short-duration courses, that is, the proposals for developing Master's degree courses are forwarded by CAPES; (5) for the execution of projects, in some cases, ABC finances equipment; (6) the financing of cooperation projects is divided among ABC, the demanding country and the institution responsible for the cooperation; (7) ABC works from the demand of countries. It tries not to provide cooperation without being required first. Brazil should receive a request from the country demanding the cooperation, with the indication of the institution that will be partner in the development of the proposal.

- **Definitions and functions of the Collaborating Centres of WHO in the perspective of the achievement of the objectives of the millennium**

At the beginning, Mario Dal Poz, coordinator of the Human Resources Department of WHO/Geneva addressed the functions of Collaborating Centres and the expectation of WHO with the designations of those Centres. He drew the attention to the fact that the expression "professional education" in the other countries, differently

from Brazil, names the graduation of senior level professionals instead of intermediary technicians. Next, he emphasized that WHO is an executive agency of technical and scientific consensus. The independent formulation of policies is limited, because priorities must be established based on mechanisms of consensus. Its role is to harmonize and integrate cooperation mechanisms, protocols, proposals for treatment of diseases, diagnoses, health human resources (RHS), among others. In the area of RHS, investments are still small, but in the last years they have been intensified, involving not only the development of technicians, but of physicians and other professionals as well. He further highlighted that the collaboration relationship with other countries is a great learning opportunity, because it is not simple and it involves time for mutual knowledge, the establishment of relationships of trust and friendship. Specifically about Collaborating Centres and their relationship with WHO, he defined the role of the Centres, their functions, expectations and advantages, and the procedures required for their formalisation before the organisation. The entire relationship of WHO with the Collaborating Centres, in the sense of the presentation of reports and designation processes, re-designation and discontinuance of accreditations will be carried out through site [www.who.int/colaboratingcentres/en/](http://www.who.int/colaboratingcentres/en/).

Highlights of the presentation: (1) in May, 2007, two great objectives for the area of RHS were approved, which are the strengthening of information and of the knowledge base on the health workforce for analysis purposes, planning and implementation of human resource policies; and the development of the capacity of countries to improve the development, distribution, team work, set of abilities and workforce retention; (2) resolution for development in wide scale of health workers has been approved, both for those who are on duty and for new staff, which requires the organisation of schools, teachers, methodologies and other; (3) there is a shortage of health care professionals in 57 countries, of which 36 are in the African continent; (4) the perspective for 2008/2009 is to increase the number of Collaborating Centres of RHS, with focus on the areas of information, planning and policies, because WHO has an active establishing policy of collaborative networks; (5) in Brazil, the opening of two other Centres located in the Institute of Social Medicine of UERJ, in Rio de Janeiro, and in the Nucleus of Health Care Collective Education of the University of Medicine of UFMG, in Minas Gerais, is in progress; (6) the Collaborating Centres can look for funding in other areas of WHO; for instance, for the development of professionals in specific areas such as AIDS, since the area of RHS is traverse to many areas; (7) Hugo Mercervai would undertake the position of follow-up technical official of Collaborating Centres of the area of RHS of WHO, in substitution for Mario Dal Poz.

- **The experience of EPSJV as Cooperating Centre of WHO for the Education of Health Care Technicians**

André Malhão, director of the Polytechnic School of Health Joaquim Venâncio talked about the strategic role of the international performance of Fiocruz; he presented the acting areas of the School as Cooperating Centre, emphasizing his articulation potential since he is responsible for the Executive Secretariat of the International Network of Education of Health Care Technicians (RETS). He has also made reference to the regulatory milestones that subsidize the actions of international cooperation of EPSJV.



Highlights of the presentation: (1) Fiocruz was invited to be an advisory observer of the Community of Portuguese-Speaking Countries (CPLP), contributing for the elaboration of the Strategic Plan of CPLP and for the development of RHS; (2) Fiocruz leads a Network of National Institutes of Public Health in the CPLP, founded in November, 2006; (3) an office of Fiocruz will be established in African territory as specialized attaché of the Brazilian diplomatic representation, which should be accredited before the African Union, in Ethiopia. The office headquarter will be in Maputo / Mozambique.

Anamaria Corbo, coordinator of the international cooperation of EPSJV, addressed the organisation of RETS, which has its executive secretariat located at EPSJV. RETS is a strategy of articulation and technical cooperation in the education area of technicians, which has as objective to strengthen the national systems of health. Currently it is constituted of 20 countries of several continents with 98 participating institutions. The private sector participates in the Network as long as the public sector of the corresponding country legitimates that participation. Out of the countries that compose PALOP, Guinea Bissau and Cape Verde do not participate in the RETS yet. The work plan for the period 2006-2008 was approved, agreed upon at the International Forum on Education of Health Care Technicians, held in Rio de Janeiro, in 2006. This plan has three great axes: 1 - expansion, strengthening and dissemination of the RETS; 2 - communication and production of information and knowledge; 3 - production, disclosure and exchange of knowledge.

Highlights of the presentation - Challenges of the network for the strengthening of the area: (1) structural adjustments in the health sector; (2) outsourcing of the workforce; (3) internal and international migration; (4) lack of guarantee of safe work; (5) reorientation of the models of health care from APS; (6) and integral development of workers.

About these challenges, Mario Dal Poz highlighted that WHO has as objective the structuring of sound institutions in the countries for the implementation and promotion of policies of RHS. One possibility is the organisation of a National Department of HR with personnel, equipment and internet connection in order to make available sufficient information. It is necessary to discuss the direction of the development policies of HR. If the countries are losing personnel, do not have qualified professional staff, do not have professionals as physicians, nurses and managers (economists), the idea is that they can retain people as of the establishment of policies of payment incentive, better work conditions, etc. The Collaborating Centres may help in the formulation of these policies. In Cape Verde, for instance, the existing school might expand the development, but it needs qualified teachers, methodological support, improvement in the infrastructure, etc.

- **The education demands and needs of technicians at PALOP's (second pre - established programme)**

The representatives of PALOP's who attended, Angola and Cape Verde<sup>1</sup>, have presented the education demands and needs of technicians, according to a pre-established programme. Maria José, representative of the Ministry of Health of Ango-

<sup>1</sup>The representative of Guiné Bissau will only be able to attend the last day of the workshop, due to visa issues in Dakar.

la, has presented the main health and education indicators of the country. She reported that out of the group of health care workers, 94% are technicians, 1% licensed nurses and 5% physicians, and most of the teaching staff of technical schools is trained at their own schools, but without pedagogic development and experience in sanitary units. Those having upper level are not from the health area. Currently, the cooperation in the area of RHS is made with Brazil, Portugal and South Africa. According to the report, the principles of the Angolan health system are based on the access, equity, and primary health care. Mario Dal Poz has added the following comments: the formulation of the health system is theoretical, it has not managed to be materialised due to years of civil war; it has an equity formulation, which does not succeed in implementing in practice; the proposal is that the government centralizes the actions of primary health care. For him, the great challenge is the development area and organisation of a national system of development, which articulates these elements in a strategic formulation and can be implemented aiming at its consolidation over time. Another challenge is the construction of didactic material not only in Portuguese, but in other national languages. At last, he informs that resources from the European Union have been approved in the range of 10 million Euros for PALOP's, which should be used in a strategic way.

After the presentation of Angola, the one of Margarida Cardoso began, who is director of the cabinet of studies, planning and cooperation of the Ministry of Health of Cape Verde - [www.minsaude.gov.cv](http://www.minsaude.gov.cv). According to her, it is a country that is entering a phase of medium development as a result of the boost in education and health after its independence. Currently, Cape Verde has an HDI of 0.71, with a large population of immigrants that help GDP (about 1/3 of the resources). Most of the population is rural, with an urban population that maintains rural habits and culture. In the area of health, the government has prioritized the Primary Health Care, with an important drop in infant mortality. In education, the priority has been the universal coverage of basic education for men and women.

The epidemiological profile is temporary with the occurrence of transmissible and non transmissible diseases. The current life expectation is 72 years old, notwithstanding its young population. The health system is organized at the primary, secondary and tertiary levels. The health centres are the entrance door of the system and are organized in sanitary districts, together with sanitary and base stations. Base positions have ahead the sanitary base agents, responsible for health promotion and prenatal follow-up and vaccination. These agents have a short training, 1 year duration (6 months of development on duty, and should have a minimum schooling of 4 years of basic education). Nurses are responsible for the sanitary stations, in addition to supervising the work of sanitary agents. The health centres are supervised by physicians. In the tertiary care, the system already assists cases of hemodialysis and chemotherapy, but many patients are treated in Portugal. The access to these treatments out of the country is made viable for all patients that need them, independently of social class. From this point of view, the constitution of the country guarantees access of all to health services (health is considered as a citizen's right) and it foresees exemption payment of the poorest people, with moderating rates due to the income. The system sustainability is difficult.

The teaching system is organized so that the basic education is obligatory and universal, consisting of 6 years. The secondary schooling consists of 6 years, and at the end of this period, the student can continue studying up to the upper level.

From the graduation point of view, the development priority is in basic care, but also in some other specialties. Cape Verde does not have a school of medicine. This training is carried out in Brazil, Cuba and Portugal mainly, with highlight for the participation of Cuba in this process. The cooperation in this area also includes graduation and post-graduation. Senior nurses are quite few and graduated out of the country. Another way of cooperation is in the remote teaching area, considered an important strategy having in mind the characteristic of the country, which is constituted of several islands that form an archipelago.

The first public university is being established in Cape Verde and Brazil is collaborating. One of the proposals is the opening of senior classes in the nursing area. She informs that there is a private university for nurses' development (Bachelor) and senior pharmacists, and a growing participation of the private sector in the development area. Besides, NGOs have been exercising a fundamental role in the development of health care, mainly in the promotion of health. In June, 2007, an agreement of technical cooperation was signed in training actions (production of didactic material, teaching, etc.) among Brazil, Portugal and PALOP's.

Mario Dal Poz made a few additional considerations: the priority of the development of physicians is centered in family medicine, hence the large participation of Cuba in this area. One of the great problems of Cape Verde is the lack of universities, which causes senior training to be performed out of the country, according to standards that are not pertinent to the reality of the country. Most agents (of health/community/sanitary, etc) in Africa as a whole are not inserted in the health system. They are volunteers with a short-duration training (4 up to 6 weeks).

- Network of Technical Schools of SUS: history, strategies and perspectives

Ena Galvão, coordinator of technical actions of DEGES/SGTES of the Ministry of Health in Brazil, talked about the structure of the educational system in the country, emphasizing the levels of the professional education, problems of health technical development and the experience of Larga Escala, of PROFAE - Professionalisation project for the nursing area workers, and the current proposal called PROFAPS - Development Program in the Area of Health Professional Education. The perspective is the development of 745 thousand workers in 8 years, in the areas of Radiology, Pathology, Cytology, Equipment Maintenance, Odontology, among others, and technical specialisations for the elders' caretakers and high complexity services. An amount of 900 thousand dollars is foreseen, with resources from the Ministry of Health (40%), FAT (40%) and IDB (20%).

Highlights of the presentation: (1) At the end of the 70's, there were 300 thousand workers who did not have specific qualification. During the democratic opening, these workers claimed qualification. They did not wish training, but instead professionalizing courses. (2) The Larga Escala Project, a strategy of the public sector for the qualification

of workers, in the period from 1980 up to 1999, developed 100 thousand people, mostly in the nursing area. (3) In 2001, according to the census, there were 2334 schools that offered courses of professional education, out of these only 785 provided courses in the health care area; 84% of the courses were offered by the private sector and concentrated in the southeast region (68%). (4) The creation of the Technical Schools of SUS, which began as of the eighties, had as conception a kind of teaching that would go until working students were inserted into SUS, decentralized, with a conception of integrated curriculum and a pedagogical proposal based on the difficulties in the practice. (5) PROFAE worked with 319 public and private schools to qualify 225 thousand workers. In the national enrolment, more than 400 thousand were registered, showing how much the project was underestimated. Notwithstanding this, 323 thousand students were assisted.

After the presentation, Leda Zorayde (OPAS) emphasized that PROFAPS will form workers in areas that are not within the interest of the private sector, such as, Family Health (ACS) and Sanitary Surveillance, and in regions where the cost of certain developments is high and the private sector does not invest, such as the courses of cyto-technician in the North region. In addition to continue development in a decentralized way, another innovation of this program is that it will act articulated with social programs, such as the *Bolsa Família*, prioritizing the professional development before those families.

Another issue discussed was the development of new staff for the area of health, because, according to Mario Dal Poz, except in Kenya, the experience of training professionals that are already inserted into the health system does not exist in most African countries. In Angola and Mozambique, the totality of the development is for new staff. Besides, as these countries are in the process of decentralisation of health services, it is necessary to graduate technicians for work management in all areas as well (administration, finances, personnel, etc.).

Closing the first day of discussion, Renata Reis, coordinator of the Technical Secretariat of the Network of Technical Schools of the Single Health System - RET-SUS, presented the Network Organisation, the schools that make it up and the communication plan that includes the monthly edition of a magazine and potentialities of the website. The existing site and tools, such as meeting room, discussion forum and news commented have arisen interest due to the articulation perspectives and future connection of PALOP's.

## July 14, 2007

### • Demands and needs of the education of technicians at PALOP's (second pre-established programme)

The second and last day of debates began with the presentation of the organisation of the systems of health and education of Guinea Bissau by Maria Ângela da Costa Pereira, Director of the Technical School of Health Care Staff of the Ministry

of Health of the Republic of Guinea Bissau. The country has a National School of Health, linked to the Ministry of Health, which joins the Upper School of Medicine, Technical School of Health Care Staff and Continuous Development. The medical and nursing development is also carried out at the Amílcar Cabral University, linked to the Ministry of Education, with the collaboration of Cuban physicians. The Technical School of Staff, responsible for the Professional Technical Education, trains assistant technicians in 2 years, medium technicians in 3 years and senior technicians in 4 years. She informs that there are not strategies and methodology for teaching staff development or production of didactic material. The teachers themselves, who, in general, are the best students trained by the school or those who obtain scholarship from WHO in order to study pedagogy abroad, are the ones who prepare the didactic material (summary of lessons and texts).

Priority areas for the development are: reproductive health, child health, HIV/Aids, Pedagogy, Administration and Management, Nursing Licensing and Master's Degree. As for the teaching difficulties, she reports the precarious learning conditions of students, because the classrooms do not provide conditions due to the lack of light and ventilation, etc.; the lack of qualified technicians for the teaching profession; lack of recycling of teachers; the precarious school infrastructure, such as lack of a library, equipment, internet, etc. The Ministry of Health only guarantees the salary of the teachers; the remainder depends on collaboration from other countries.

This precariousness is due to the civil war that devastated the country until recently (1998), destroying all facilities, such as the school and the hospital. The capital, Bissau, concentrates 50% of the population and the country is being rebuilt. After the war, the Technical School of Staff started to work in the same facilities of the Amílcar Cabral University, limiting the school service, which closes at 02 PM, because the classrooms are used by the students of the University after this time.

The priority of the country is the development of medium technical staff, since the development of senior staff has a higher cost, and usually the professionals do not want to go to the interior of the country. In these places, because there are not services of diagnostic support, they rely on local healers and their knowledge of herbs.

## **Development of teaching staff:**

- **Pedagogical qualification: integrating teaching and services**

The presentation of Maria Regina Pimentel, pedagogical coordinator of the Technical School of Health Enfermeira Izabel dos Santos, has addressed the pedagogical qualification from the experience developed since the Larga Escala Project.

After the presentation of the qualification history of workers of medium and elementary level in the area of health care up to the 80's, Maria Regina addressed the implementation of the Larga Escala Project, emphasizing her two perspectives: the development of the worker that acted in the services of health care and had only the tacit knowledge of his professional practice; and the development of the former that

was oriented by the valorisation of the practical knowledge of health care workers and his/her conception of the world, of the construction of SUS (its principles and guidelines) and the possibility of discussion of the contents as a result of the difficulties in the work process experienced by that student. This pedagogical qualification is based on Paulo Freire's conceptions, using the theoretical grounding of the integrated curriculum. The evaluation of the teaching-learning process used is not exclusionary. For such, a process evaluation is used in which the teacher follows the student's learning more closely, intervening in several moments, not only at the end of modules or disciplines. The instructor was also the graduate professional that is on duty (without licensing), for that reason the need to think about their pedagogical qualification. This proposal suggests integration between the teaching and service. The reasoning is based not just on thinking about the resources that the teacher should use for the planning and execution of his/her class, but also on the learning process from the student's reality. It also uses the integration between scientific and technical knowledge that substantiates and sustains the practices, conceiving knowledge as the result of the approach between the object of knowledge and the student himself/herself.

• **Course of Specialisation of Teaching Development in Professional Education in the area of Health: Nursing - The experience of PROFAE**

Milta Torres, coordinator of remote *lato sensu* courses of teaching development of the National School of Public Health Sérgio Arouca, addressed the teaching development experience of 12,000 specialist nurses developed with PROFAE. Initially, she presented the project experience as the result of a historical struggle of more than 30 years, which aimed at the professionalisation of workers in the nursing area, and not only of the result of the need for the fulfilment of goals set forth by the Ministry. The challenge was to think about a course that would not be a linear transposition to the entire country, unique, but that would incorporate the development weaknesses of nurses, category that has always been more involved with the development of medium level workers. She conceives the health teaching profession differently from the general education teaching profession, because the development of workers is an articulation among work, education and professional development. The health work process requires differences in that teaching profession, demands to look at the professional of technical level and see him in another way. Milta pointed out some exceptions in relation to remote education, due to the fact that it is not a modality that can be used in any context, mainly from the marketing perspective to which its use is associated. She then emphasized the need for that modality to have a social quality that should also be present in any physically attending process. She highlighted the execution of regional workshops of initial development throughout the national territory. Three assessment researches of egresses and dropouts from the course were carried out. From that research, the elaboration of the didactic material was reformulated, taking into consideration the suggestions of students (in the second edition of this material these suggestions were incorporated). Out of the 45 institutions of higher education partners in the execution of projects, only 8 were private ones. The project had 482 tutors, in its majority masters.

- **Development of teaching staff from the relationship among Work, Education and Health: The Specialisation course in Health Care Professional Education**

Marise Ramos, post-graduation coordinator of EPSJV, presented the proposal of the specialisation course in Health Care Professional Education, the organizing principles, objectives of the course and its curricular components.

She pointed out that the course is structured to reach not only the teaching staff for the development of technicians, but all those who are involved in this activity, including the makers of technical education policies. The presupposition of the course is to present subsidies that may help the student understand the reality, so that it can be transformed and overcome from its action. In this conception, the work is considered as production of human existence and not only as a formally productive activity. Education is understood as a process of human development, which occurs in several places, but mainly in the spaces constituted for such, so that the knowledge socially produced by human kind may be accessible to all individuals. She also informed that the course was originally organized in a modular way, in Montes Claros (MG) taking place once a month, during two days a week. She maintained the hourly load set forth by the legislation (360 hours), with two-year duration. Currently, it is offered twice a week at EPSJV, with a duration of one year (360 hours), with the possibility of foreign students' inclusion, as it happens at the present time.

After the three presentations, the representatives of Angola, Cape Verde and Guinea Bissau talked about their expectations and, in a general way, evaluated the Brazilian experiences and proposals positively, in the sense of making possible appropriate solutions for the countries and not an automatic adaptation to those realities. The teaching staff development is a concern in the three countries, particularly the ones that act in the development courses of new staff for the health area. In this sense, the importance of the pedagogical qualification added to health services, renewal of curricula, and remote education were highlighted. On the latter aspect, the core concern was the content and quality of the pedagogical material, and the follow-up and physical attendance of more importance, given that the access to the internet is very precarious.

- **The Observatory Network of Health Human Resources**

Cristina Fekete, representing the National Coordination of the Network of Observatories of Health Human Resources of the Ministry of Health, presented the background and organisation of the ROREHS Network in Brazil and highlighted that, according to discussions already held of ROREHS with PALOP's, the main demand for the observatories is the production of information in the area of health work and education in the country to contribute to the decision-making process. On the other hand, the constitution of a Network would facilitate the communication process and exchange among countries. She also emphasized the importance of the existence of a ministerial ordinance that establishes the creation of the observatory in order to provide more soundness to the process. In Brazil, the Network works through 20 Work Stations, which generate studies and researches that address the area of work management, education and the challenges placed for the production of knowledge in the area of

human resources. She evaluates the need of the Ministry of Health to create more specific institutional demands for the Work Stations in order to subsidize the decision-making process in the area. She reaffirmed the intention of the MH, with the support of OPAS/WHO, to narrow the cooperation of the existing observatories with the African countries, given the potential of the Network and the need to work the information that is dispersed in those countries, aiming at providing higher reliability to guide the policies in the area.

- **Curricular organisation and production of didactic material:**

#### **The Experience of PROFABE**

Mônica Durães, technical consultant of the Coordination of Technical Actions of DEGES / SGTES, presented the proposal of PROFABE whose challenges was schooling, professionalisation and complementation of the fundamental teaching of nursing workers, management and institutional strengthening, curricular organisation and didactic material. About 35 thousand workers had complementation of the fundamental level, 81 thousand nursing technicians and 200 thousand nursing assistants were trained. From the pedagogical project point of view, there was disagreement between the schools that participated in the process. One was experiencing a moment of transition of the curricular model by disciplines for the curriculum by competences (discussion present even today in technical schools). The lack of text books for the medium level is verified: the material was adapted from the existing ones for the upper level. The production of didactic material had the participation of the group of nurses from the Ministry of Health (linked to PROFABE) and ENSP, and specialists by thematic area.

#### **The development of ACS**

Sandra Anesi from the Former Centre of Human Resources Caetano Munhoz da Rocha - Paraná, presented the experience of the School in the implementation of the initial development course for the community health agent (ACS). Initially, she informed that the profile and assignments of this professional, addressing the legal aspects of the profession, in addition to the history of the category appearance. The course is organized to deal with the extolled by the curricular referential of ACS, but also some aspects required by municipal managers, being its duration 440 hours. The methodological option was centered on the student, having citizenship as the core theme. In other words, each content worked maintains articulation with the student's reality. It happens in a decentralized way in order to approach the place where the ACS is. The timeline is flexible, because each division can organize its own, according to its specificities.

Next, the contents of each unit and the way they are worked have been presented, in addition to some difficulties found in the process.

#### **The series Work and Health Development (PALTEX)**

Márcia Valéria, researching teacher of EPSJV, presented the series of educational material "Work and Health Development", which has resources from the Expanded



Programme of Text Books and Instruction Material- PALTEX (OPS/WHO). Initially, she presented the difficulty found concerning the use of didactic material in the development of medium level workers. She pointed out that the series has as objective to produce reference didactic material for this development and, in that sense, she published seven books in strategic areas: Epidemiological Surveillance; Health Records and Information; Hemotherapy (2 volumes); Administration; Mental Health; Health Policies. Next, she presented the collection “Educação Profissional e Docência em Saúde: a formação e o trabalho do Agente Comunitário de Saúde” [Health Professional Education and the Teaching Profession: the development and work of the Community Health Agent], which is addressed to the teaching staff of the institutions responsible for the development of (ACS), in particular the Technical Schools of the Single Health System (ETSUS). The idea of organizing the collection has emerged from the recognition of the need to systematize and socialize the fundamental knowledge for the development of these professionals, knowledge that transcends the local level and conforms a common base of the work. The collection has also envisaged considering the understanding that the ACS carries out a complex work, whose technical bases cannot be decontextualised from the social and political relationships that cross and condition them. The discussions addressed in the books that constitute the collection have emerged from debates carried out with teachers, ACS, managers and specialists (representatives of municipal and state coordinations of the Family Health) in regional workshops developed at three schools of Retsus, which represented three Brazilian macro-regions.

At the end of the workshop, the debates were centered on three themes: the profile and specificities of Community Health Agents in the four attending countries, the curriculum formulation by competence and the production of didactic material.

On the first aspect, the representative of Guinea Bissau said that the reality of the country is completely different from Brazil's. The health agents are not integrated to the health system as they are here, and are not considered technicians. It is the population itself that identifies the agents and traditional midwives, determines the selection criteria and presents them to the Ministry. They are not young people, since the population does not accept them; they just want older people. The development of health agents is performed by technicians appointed by the MH, usually nurses. The new midwives are trained by the oldest midwives. They do not have a salary, they are volunteers. The population rewards the work with chicken or other food, or replacing them in the farming. The MH is facing the classification request of health agents as technicians, but they do not have any schooling and are not literate. Anyway, she considers that the development experience of the ACS in Brazil is important and may help improve the work. In Cape Verde, the health system is quite similar to the one in Brazil and the ACS are integrated to the system. Due to the lack of nurses, they end up carrying out nursing tasks. Therefore, the main difference is that they perform procedures such as vaccination, distribute serum and hormonal medicines, among others. In Angola, the ACS are promoters who are integrated to the health system and are working to turn them into assistants. They are considered important workers, because they deal with the diversity of national languages, but do not have the same orientation as in Brazil, in terms of development and performance. Anyway, she finds it is important

to apprehend the development principles and the work of ACS in the country with the perspective of adapting them to the Angolan reality.

In relation to the curriculum by competence, the representative of Angola raised that the country has experience in the formulation of curricula by competence for the development of specialists in the area of maternal health and questions on the discussion of this theme in Brazil, knowing that there are controversies around it. Marise Ramos stated that there is hegemonic conductive logic in the elaboration of curricula by competence. One considers the idea of flexibility, but when determining the details of the work processes, one ends up falling in technicism and in a functionalist approach. The great debate around this conception is that there is a possibility of re-signification of this notion and the perspective of a more integrated development. In Brazil, this re-signification has been discussed and it became clear that there are limits as a result of the very origin of this conception. On the other hand, Ena Galvão said that at PROFABE time, the Inter-American Bank of Development (IBD) required that the curriculum be organized by competence and, as the team of the MH did not agree with the approach, it was decided to expand the concept of competence. It was at the disposal to discuss the wealth of this discussion process together with the one responsible for this theme at the MH, Claudia Marques.

The difficulty of access and elaboration of didactic material at PALOP's has been presented. In Guinea Bissau, for instance, there is no library, because the war destroyed everything. On the other hand, even with the support of international donors, appropriate books are not found, even in Portugal. In practice, from the program of discipline the teachers produce the text/summary of lessons without any control and evaluation of the content by the coordination. In this sense, the existence of didactic material having a more universal character produced with the support of Paltex/Opas was remembered, the initiative of organizing the Blue Library with the support of WHO and ICICT/Fiocruz; and the assembly, organisation and development of library personnel at all PALOP's. Furthermore, the perspective of collaborating with the methodological process of construction of books and production of didactic material in other media and supports according to national realities, aiming at turning these countries into independent ones and authors has been mentioned.

Mario Dal Poz emphasized that it is necessary to "become clear as to where we will be going" and highlights that in the month of October a meeting of the Ministers of Health of Brazil, Portugal and PALOP, in Cape Verde will be held, a convenient moment to influence the calendar of these countries concerning the education of health care technicians.

Finally, one has emphasized that the conduction for the operationalisation of technical cooperation proposals among the countries should follow the path of their formalisation by the demanding countries before the Brazilian embassy, so that the request is sent to ABC/MFA. Preferably, the proposal should indicate the institution with which one wants to establish the partnership.

## **Recommendations for the Development of Technical Cooperation with PALOPS**

- The processes of technical cooperation that come to be developed with PALOP's should have as primordial objective the collaboration in the organisation of the national education systems of health care technicians, respecting the sovereignty of the nations in the formulation and implementation of the public policies of education and health;
- The development of technicians should be articulated with the organisation of health systems, with emphasis on the qualification of workers for the primary care, without leaving on the background the secondary and tertiary care;
- It is of fundamental importance that strengthening strategies of the education of technicians take into consideration the schooling development of these workers, through their articulation with other public policies;
- The structuring of Technical Schools must take into consideration the specificities of each country, incorporating decentralized processes of development, teaching - service integration and the remote education strategy;
- The Network of Education of Health Care Technicians (RETS) should be strengthened at PALOP's, mainly by means of communication tools designed (site and printed magazine), to make possible the sharing of information and knowledge related to the area of education of technicians;
- The implementation of Observatories of Health Human Resources with emphasis on technical workers should be encouraged due to its potential of contribution to the formulation, follow-up and evaluation of policies and projects in the area of Human Resources;
- In order to support the education process of technicians, favouring the access to scientific and technological information the structuring, strengthening and modernisation of specialized bibliographical collections is required. One suggests the access to the Blue Libraries and to the production of the Expanded Programme of Text Books and Instruction Materials (PALTEX), in addition to the incentive to the donation of didactic material, books and scientific magazines.
- The development of the research activity in the technical education, including the teaching and learning staff should be stimulated as a way to contribute to the production of knowledge in the area, systematizing the experience of the development undertaken, thereby contributing for the identification of potentialities, needs and demands in the area;
- The initiatives of technical cooperation for the elaboration of didactic material should respect the national languages and dialects, incorporating the several cultural realities, in the perspective of constructing the autonomy of those countries for that didactic production. So, cooperation proposals that aim at the adaptation of didactic material produced internationally to the national realities, the support to the methodological process of elaboration of that material for the African countries themselves, in addition to the construction of processes that make possible the development of the capacity of authorship of the teaching staff of the Technical Schools of those countries are indicated.

- For area consolidation, proposals of investigation that have as objective the evaluation of the teaching-learning process, as well as the follow-up of egresses should be undertaken

## Annex 2

Technical News (Executive Summary) – OPS / OMS Paraguay on the activity held in the scope of the TCC “Inter-institutional Cooperation for the Strengthening of the Development of Technicians and Aids as Essential Players in Health Care” among Bolivia, Brazil and Paraguay.”

**TECHNICAL NEWS**  
**(Executive Summary)**  
**OPS/OMS PARAGUAY**

**Executive Unit:** Department of Biostatistics dependent on the General Director of Planning and Evaluation of the Ministry of Public Health and Social Welfare.

**Activity:** Joint workday with teaching staff from the Instituto Nacional de Salud – INS (National Health Institute) and the Escuela Politécnica de Salud Joaquín Venancio (Joaquín Venancio Health Polytechnical School) and the Fundación Osvaldo Cruz de la República Federativa del Brasil [Osvaldo Cruz Foundation from the Federative Republic of Brazil] (Osvaldo for analysis of the Study Program for Health Registry and Information Systems technicians).

**Execution Period:** From August 20th, 2007 to August 24th, 2007.

### **Summary**

#### **Background:**

Analysis of the situation of the Ministry of Public Health and Social Welfare information systems, the results of the application of the SIS Analysis and Monitoring Tool proposed by the Red Métrica de Salud (RMS) [Metrical Health Network] and the Organizational and Behavioral Evaluation (OBAT), developed by MEASURE, was the motive for prioritizing strengthening the capacity of human resources of the Sistema Nacional de Información en Salud (SINAIS) [National Health Information System] at the national, regional and local level.

At present, the Instituto Nacional de Salud de Paraguay [Paraguay National Health Institute] has no technical formation career-path in the area of Information & Statistical Systems. Because of this, the Direction of the SINAIS Program, through the Department of Biostatistics of the Ministry of Public Health and Social Welfare, started the necessary actions for the implementation of the first technical course for Health Registry and Information Systems Technicians.

The course is aimed at health personnel presently carrying out work in the statistical area of regional, specialized, district and central level hospitals depending from the Ministry of Health, the Instituto de Previsión Social (IPS) [Social Prevision Institute], Military Health Department and the Police Health Department.

For the purpose of conducting an analysis of the Study Program for Health Registry and Information Systems technicians, a new request was made to the local Representative of the OPS/OMS-P and the technical and financial cooperation agencies to finance the arrival of experts on the subject.

Technical support was developed under the framework of the TCP-Bolivia-Brazil-Paraguay, interinstitutional collaboration for the support in the formation of Health Registry and Information Systems technicians, with the collaboration of the faculty of the Joaquín Venancio Health Polytechnical School and the Osvaldo Cruz Foundation from the Federative Republic of Brazil.

Coordination of the workday was under the supervision of the National Health Information System Support Program – SINAIS within the framework of Strategy 3.3. “Strengthening the capacity of the human resources involved in the SINAIS at the national, regional and local level through the Head of the Biostatistics Department of the Ministry of Public Health and Social Welfare.

**General Objective:**

- Contributing to the elaboration, in a joint manner, of the study program for the Health Registry and Information Systems Technician Course to be implemented by the Paraguay National Health Institute.

**Specific Objectives:**

- Discuss and define the profile of the working professional that will perform duties in the Health Registry & Information Systems sector.
- Define the necessary content (requisites) for technical qualification in the Health Registry and Information System, coherent with the idealized profile for the worker;

**Methodology:**

Comparative study, exchange of shared experiences and constructions, highlighting the vision of those who have in-depth knowledge of the subject matter to be worked on, based on the necessities of the health service, especially as regards the health registry and information system, mediated by the exchange of experience between doing and thinking.

**Development of the activities:**

- Presentation of the Terms of Cooperation among Countries (TCP).
- Presentation of the workshop program and objectives.
- Presentation of the main results obtained through the execution of the workshop in December of 2006.
- Comparative study of the course programs in Bolivia and Brazil.
- Course for Health Registry and Information Systems Technician to be given by
- Course for Biostatistics Technician (proposal sent initially from Paraguay).
- Reading and analysis of the text: CAMARGO Jr., K. R. & COELI, c. M. Políticas de informação em Saúde (Health Information Policies). Rio de Janeiro: Fiocruz, 2005.

- Debate on:
  - Information and Information Systems.
  - Information Systems and Health Systems.
- Discussion regarding the profile of the professional worker in the Health Registry and Information sector.
- Principles of Professional Health Education.
- Structure and development of the Study Program.
- Definition of the study program organization for the Course for Health Registry and Information Systems Technician, prerequisites, definition of the course and/or module sequence.
- The preparation of the final document that will include all aspects treated during the workday will be concluded briefly with the support of Paraguayan faculty.

**Commitment assumed by the Paraguayan team**

- Preparation of the final draft of the study program document
- Submit the document to the Brazilian faculty who led the workday for their review and final suggestions for modification.
- Preparation of the final document

Presentation of the document to the SINAIS and INS for their consideration and approval.

**Main recommendations/Necessary actions:**

- Carrying out a Training Course in Teaching Methodology through the INS and the SINAIS, directed at faculty for the development of the Course for Health Registry and Information Systems Technician in Paraguay. Supporting the exchange of experiences through a visit to the Joaquín Venancio Health Polytechnical School, located in Fiocruz, Brazil, by the Paraguayan faculty coordinators.

|   |                            |                         |                              |
|---|----------------------------|-------------------------|------------------------------|
| <b>Name:</b><br>Lic. Lucia Bogado Riveros | <b>Signature and Seal:</b> | <b>Date:</b>            |                              |
| (For OPS/OMS use only)                    | 1. Date:                   | 2. Consultant Approval: | 3. Note: technical revision: |





## Annex 3

Report of the Meeting of BETS held during the 1st Health Care Technology Congress, Havana – Cuba

## **News of the 2nd Meeting of RETS**

### **Havana - Cuba – 22nd and 23rd of May of 2007**

RETS met for the second time since its reactivation in 2005, between May 22 and 23, in the National Capitol, in Havana, Cuba, during the 1st “Congreso de Tecnologías de la Salud”. The meeting had the participation of about 20 people, representing 14 institutions of seven countries: Angola, Brazil, Colombia, Costa Rica, Cuba, Mexico and Uruguay (the list of participants in Annex A).

The meeting has been scheduled as the first meeting of the Network, held during the International Forum of Education of Health Care technicians, held in August, 2006, in Rio de Janeiro, Brazil. It had as objective to validate an instrument that would contribute for the achievement of a unit liable to classify the several careers and areas of technical development in order to consider the education reality of the countries that integrate RETS. Such an instrument will facilitate the collection and systemisation of information that will be available at the site of the Network, as it will serve as base for future research projects developed together. Among these, the elaboration of a glossary of definition and classification of technical occupations and related terms, as mentioned in the Work Plan of RETS for the period from 2006 up to 2008 is highlighted.

The meeting agenda was organized in order to allow each representation of the countries present to explain the definition of technical worker, according to the configuration of the areas of education and health; to present the education legislation about the development of technicians, including the relationship of this with the secondary education; and to point out the development careers of technicians, according to the requirements of admission, duration, certification and egress profile. The different presentations will soon be available through the web, at site [www.epsjv.fiocruz.br](http://www.epsjv.fiocruz.br), until the RETS site is active.

After this presentation, the synthesis of the information was carried out in a table (Annex B) and the discussion of the process of categorisation of the several levels of development of technicians began (assistant, medium technician, senior technician, etc). It is worth emphasising that during the presentations, 13 different denominations for these levels were identified. In this process, the difficulty to submit them to a logic that would provide a common unit of classification was verified. In other words, it became evident for all attendees that the professional assignment and situations that workers experience in their work process are different from country to country, even if they have the same denomination of level of technical development. In this perspective, the construction proposal of a classification structure should have as basis some parameters that make possible a first approach among the several realities of the educational and health systems of the countries that constitute RETS.

So, the attendees proposed that the definition of the development hourly load and minimum admission schooling for the different levels of technical development should be fundamental indicators for the definition of these classifying parameters. In this regard, the treatment agreed upon was the inclusion of these parameters in the information table discussed in the meeting, which will be forwarded for completion by each member of the Network. From the return of the information requested, the executive secretary will perform its analysis and

systemisation, and prepare a proposal of classification of these several levels of development for presentation to the group of RETS.

Another point discussed in the meeting was the categorisation of the several areas of development of health care technicians. To begin the discussion, the executive secretary presented a proposal derived from a study carried out by the Work Station Observatory of Health Care technicians of the Polytechnic School of Health Joaquim Venâncio, which had as objective the construction of a database of the Health Technical Professional Education in Brazil. This study analysed the information of the School Census that incorporates the technical teaching, comparing it with 12 health subareas defined in the national curricular referentials of professional education of technical level. In addition to these subareas, the analysis of the offer of courses performed by the referred to study has indicated the need to create another eight ones. This proposal to group the areas was presented for analysis at the meeting of RETS, aiming at discussing the need for adaptation and viability of its use as structure of categorisation of the areas of technical development. It is highlighted that work processes experienced in some of these areas may be similar amongst themselves and other ones; due to their specificity they are fundamentally different. The intention is to create a grouping of areas that takes into consideration the set of health work processes, which constitute the basis of the technical development, in all of the countries, members of RETS.

During the discussion of the proposal, the need for change of some denominations of areas was evaluated, and some directions were defined, since this categorisation is very complex and would need a longer time to be discussed. So, the following actions have been agreed upon, which should be read accompanied by Annex C, for better understanding:

- Each institution member should analyse the relationship of areas, aiming at verifying if the same considers the specificities of each developing process. In other words, the several profiles of development should be framed into the areas presented;
- Each area should have a brief description of its purpose in order to facilitate the process of aggregation and classification of the different profiles;
- In case a profile is not considered in the relationship, the institution should suggest the inclusion of a new area that meets this need, in addition to presenting the brief description of its purpose;
- The executive secretary of RETS will be responsible for consolidating the suggestions of inclusion or modification of nomenclature, and proposing a classification structure that aggregates all areas mentioned.

Finally, one of the points emphasized was the need for participation of all members of RETS in the processes that have begun in the meeting of Cuba. As links of a Network, all members are responsible for the directions agreed upon and that are originated from the work plan defined in 2006. Due to the fact of being a complex Network that joins several types of institutions of countries of several continents, the holding of physical attendance meetings is not always possible. For that reason, the need to establish expeditious and efficient communication mechanisms in order to give continuity to the arduous task of strengthening of the education of technicians, and consequently, to contribute to the improvement of the quality of the national health systems.



## Annex A Attendance List

| NAME                         | COUNTRY    | INSTITUTION  | E-MAIL                        |
|------------------------------|------------|--|-------------------------------|
| Anamaria D'andrea Corbo      | BRAZIL     | Escola Politécnica de Saúde Joaquim Venâncio / FIOCRUZ       | anacorbo@fiocruz.br           |
| André Malhão                 | BRAZIL     | Escola Politécnica de Saúde Joaquim Venâncio / FIOCRUZ       | malhao@fiocruz.br             |
| Julio César França Lima      | BRAZIL     | Escola Politécnica de Saúde Joaquim Venâncio / FIOCRUZ       | lima@fiocruz.br               |
| Lêda Zorayde de Oliveira     | BRAZIL     | OPAS -Brazil   | oliveiraledo@bra.ops-oms.org  |
| Elsa Zárate Santamaría       | COLOMBIA   | UNISALUD - Colombia  | unisalud1982@hotmail.com      |
| Eunice Medina Braussin       | COLOMBIA   | UNISALUD - Colombia  | unisalud1982@hotmail.com      |
| Juan Bravo Cortez            | COLOMBIA   | F. Universidade Area Adlina                                  | bravo@areandina.edu.co        |
| Juan Carlos González M.      | COLOMBIA   | SENA   | gonzalesm@sena.edu.co         |
| Juan Carlos Orjuela Moncada  | COLOMBIA   | Fundación Universitaria Del Area Andlina                     | orjuela@areandina.edu.co      |
| Ana Lizbeth Rojas Breres     | COSTA RICA | Universidad Estatal a Distancia                              | radiologia@areandina.edu.co   |
| Ángela María Jara Bolaños    | COSTA RICA | Asociación Nacional de Tecnólogos de Tratamiento y Ortopedia | trajosas@saludcoopesain.com   |
| Berta Emilia Alvarez Montoya | COSTA RICA | Universidad de Costa Rica                                    | anjara@ccss.sa.cr             |
| Xénia Alvares de Zeledón     | COSTA RICA | Universidad de Costa Rica                                    | anisarabolanos@hotmail.com    |
| Digzón César Hidalgo Salas   | CUBA       | Filial de Ciencias Médicas Saneti Spiritus - Cuba            | ziberi@univision.com          |
| Julio Portal Pineda          | CUBA       | Facultad Tenologia Salud                                     | alvarezberta@hotmail.com      |
| Martha Lima Pentón Pajón     | CUBA       | Filial de Ciencias Médicas Saneti Spiritus - Cuba            | Cesar@filialfcm.esp.sld.cu    |
| Zuelma Fuentes Nuñez         | CUBA       | CPHE - La Habana   | julio.portal@informed.sld.cu  |
| Alberto Javier Garcia Garro  | MEXICO     | Instituto Mexicano Del Seguro Social                         | Martha63@filialfcm.esp.sld.cu |
| Alicia Raggio                | URUGUAY    | Escuela Universitaria Tec. Medica Univers. Republica         | zuelmafuentes@informed.sld.cu |
| Raquel Martinelli Labadie    | URUGUAY    | Escuela Universitaria Tec. Medica Univers. Republica         | albertogarcia@mss.gob.mx      |
|                              |            |  | raggio@hotmail.com            |
|                              |            |  | martinellilabadie@hotmail.com |

## Annex B

### Information on the area of technical health information

|            | Definition of the Technical Health Worker  |
|------------|--|
| Brazil     | A set of workers exercising technical-scientific activities inside the health care sector, including from elementary workers (responsible for activities that are considered to be simple), aides and technologists from the different specialties up to upper level technicians.  |
| Colombia   |  |
| Costa Rica | <i>Technical Health Technician:</i> These belong to a science in a medical specialty. They attend university courses.<br><i>Health Technologist Personnel:</i> They belong to a science in a medical specialty. They attend qualification courses. The work of a technologist is included in the process of integral health care; their joint participation in the health multidisciplinary team and their support in sanitary problem-solving decisions are relevant and make their acts to be subject to ethical standards.<br>Academic Level: University, to which are integrated scientific, technological and social-political knowledge for technical Professional exercise. |
| Cuba       | <i>Technician in Health:</i> It is the one that is qualified in accordance with specific study plans to perform certain Jobs in different spheres of health care and performs his actions under the direction, orientation and collaboration of the Professional staff of upper level, to facilitate better use and output of services requiring attention and health.<br><i>Technologist in Health</i> is a profession with scientific and practical knowledge that enable him to work in a team, perform administrative functions, teaching activities and investigative activities in the health care Field.  |
| Mexico     | Professional with skills that enable him to perform, jointly with the physician, actions of prevention, diagnosis and treatment of the patient.  |
| Uruguay    | Professional from the health care team whose training is provided by the programs elaborated by the responsible agencies that regulate the Education. The scientific and practical knowledge acquired, as well as their expertise and ability allows them to work in different sanitary spheres acting under the supervision of supervisory levels such as the Technologists and the Licensees.  |

|                   | Agencies responsible for educational regulations   |
|-------------------|--|
| <b>Brazil</b>     | MEC: Ministério da Educação [Ministry of Education]<br>MS: Ministério da Saúde [Ministry of Health]  |
| <b>Colombia</b>   | Ministerio de Educación y de la Protección Social  |
| <b>Costa Rica</b> | <u>Órgãos Governamentais: [Governmental Agencies]</u><br>Ministerio da Salud<br>Ministerio da Educação<br><br><u>Instituições autônomas [Independent Institutions]</u><br>Caja Costarricense de Seguro Social (CCSS)<br><u>Otros: [Other]</u><br>Comission Nacional de Rectores da Costa Rica (CONARE, públicas)<br>Universidad da Costa Rica (UCR)<br>Universidad Nacional de Costa Rica (UNCR)<br>Universidad Estatal a Distancia (UNED)<br>Instituto Tecnológico de Costa Rica (TEC.)<br>Colegio Universitario Superior de Cartago. (Carreiras curtas Técnicas)<br><i>Colômbia: Universidad Superior de Abogados - Convocatoria de Abogados - Examinación</i> |
| <b>Cuba</b>       | Ministerio de Educación<br>Ministerio de Educación Superior<br>Ministerio de Salud Pública   |
| <b>Mexico</b>     | Secretaria de Educación Pública.<br>Comisión Interinstitucional para la Formación de Recursos Humanos para la Salud.   |
| <b>Uruguay</b>    | Ministerio la Educación y Cultura – Ruling body of general education in the country.<br>Universidad de la republica – Independent entity - regulating upper level education.   |

| Law of Education |   |
|------------------|---|
| Brazil           | Law 9394/96   |
| Colombia         | Law n. 115  |
| Costa Rica       | Political Constitution Article 140. Decree 2613 spps November 3, 1972. Organic Law of the college of physicians and surgeons of Costa Rica. Regulation of the health care technician's chapter, College of Physicians and Surgeons of Costa Rica. |
| Cuba             | Law of General Nationalization of Free-of-Charge Teaching of Cuba of 1961.  |
| Mexico           | Political Constitution of the Mexican United States. Article 3o.<br>Political Constitution of the Mexican United States. Article 123, Apartado "A", Fraction XIII.  |
| Uruguay          | Law N° 15.739   |



|                   | Levels of Education   |
|-------------------|---|
| <b>Brazil</b>     | <p>1<sup>st</sup> . Level of Education: Basic Education</p> <ul style="list-style-type: none"> <li>- Children's education</li> <li>- Basic Teaching (nine years – minimum duration)</li> <li>- Secondary Teaching (three years – minimum duration)</li> </ul> <p>2<sup>nd</sup> . Level of Education: Upper</p> |
| <b>Colombia</b>   | <p>Pre-school: 3 years</p> <p>Basic Primary: 5 years</p> <p>Bachillerato – 4 (basic) + 3 (elective) (to be continued up to the upper level)</p> <p>Training for the job and human development – 1/2 years (only needs basic bachiller)</p> <p>Upper Education</p>   |
| <b>Costa Rica</b> | <p>Pre-school : 1 year</p> <p>Primary: 6 years</p> <p>Secondary: 5 years (including Bachiller)</p> <p>Upper Education</p>   |
| <b>Cuba</b>       | <p>Pre-school : 1 year</p> <p>Primary: 6 years</p> <p>Secondary: 5 years</p> <p>Technical Professional Education 3/4 years, post-secondary, integrated to pre-university</p> <p>Pre-university: 3 years</p> <p>Upper Education: 5 years Pre-school: 1 year</p>  |
| <b>Mexico</b>     | <p>Pre-school: 1 and 2 years</p> <p>Primary: 6 years</p> <p>Secondary: 3 years</p> <p>Preparatory or Bachillerato: 3 years</p> <p>Upper Education</p>   |
| <b>Uruguay</b>    | <p>Initial Education: 2 years</p> <p>Primary: 6 years 6 years</p> <p>Secondary: Basic Cycle – 3 years</p> <p>Bachillerato – 3 years</p> <p>Secondary Technical Integrated (UTU – Universidad Tecnica del Uruguay) – 4 years</p> <p>Upper Education:</p>   |

| Law of Technicians' Education |   |
|-------------------------------|---|
| Brazil                        | Decree n°. 2.208/97 (revoked)<br>Decree n°. 5.514/2004<br>Decree n°. 5.840/2006 (establishes the National Program of Integration of Education and Technicians with Basic Education in the modality of Education of Youngsters and Adults)   |
| Colombia                      | —   |
| Costa Rica                    | —   |
| Cuba                          | Law 41 of Public Health   |
| Mexico                        | Federal Law of Labor. Article 132, Fractions XV, XXVIII and Chapter III, Bis of Fourth Title.<br>Collective Labor Contract, Clauses 114, 115 y 116.<br>Collective Labor Contract, Regulation of Qualification and Training, Article 114.<br>Collective Labor Contract, Regulation Inside the Job, Article 5.<br>Regulation for Students in Course of Technical Training and Nursing Specialization. |
| Uruguay                       | Resolution of n° 38 do Central Directive Council of the Universidade de la República dated 08/16/94<br>DIST. 596/94 – DO – 1/1/93   |

| Levels of Technicians' Education |  |
|----------------------------------|--|
| Brazil                           | Initial training and continued training of workers – without previous requirement of schooling.. Second itinerary can be offered second training itinerary (including qualification, improvement, specialization and updating)<br>Professional technical education of secondary level – complete basic education.<br>Professional Technological Education of graduation and post-graduation  |
| Colombia                         |  |
| Costa Rica                       | Health Technology Assistant Bachirellato in Intermediate Education – Technical of 03 to 06 months.<br>Practical Assistant Technician in Technology – Bachirellato in Intermediate Education – Technical of 03 to 06 months.<br>Practical Technician in Technologies - Bachirellato in Intermediate Education – Technical of 03 to 06 months.<br>Graduated Technologists in Health Technologies – Bachirellato in Intermediate Education– University Technologist – 2 years<br>Technologist with a degree in Health Technology- Bachirellato in Intermediate Education– Graduated from University with a Diploma– 3 years<br>Technologist Bachiller and Licensee in Health – Bachirellato in Intermediate Education – University Licensee 4,5 years |
| Cuba                             | Assistant Technician– transitory category with training between 10 and 15 weeks<br>Basic Technician – transitory category with training of 1 year<br>Technician – main training with a duration of 3 years and certificate from Mined<br>Licensee – main training with a duration of 5 years and certificate from Mined  |
| Mexico                           | Technical Aide – 1 year<br>Technician – 1 year<br>Technician – 2 years<br>Technical Professional – 3 years   |
| Uruguay                          | Technologist – 3 years<br>Licensee – 4 years   |

## Annex C Chart of Technical Training Areas

| Areas  | Courses  |
|--|--|
| <b>Bio diagnosis</b>                               | Technician in Laboratory of Clinical Analyses<br>Technician in Laboratory in Bio diagnosis in Health<br>Technician in Cytology<br>Technician in Assistance to Laboratory of Clinical Analyses  |
| <b>Nursing</b>                                     | Technician in Nursing<br>Assistant to Nursing Technician<br>Specialized in Technician of Labor Nursing<br>Specialized in Technician of ICU Nursing<br>Specialized in Technician of Gerontology-Geriatrics Nursing<br>Specialized in Technician of Surgical Instrumentation Nursing<br>Specialized in Surgical Centre<br>Specialized in Public Health<br>Specialized in Assistant to Labor Nursing Technician |
| <b>Aesthetics</b>                                  | Technician in Aesthetics<br>Assistant to Aesthetics  |
| <b>Pharmacy</b>                                    | Technician in Pharmacy<br>Assistant to Pharmacy  |
| <b>Hemotherapy</b>                                 | Technician in Hemotherapy  |
| Areas  | Courses  |
| <b>Nutrition and Dietetics</b>                     | Technician in Nutrition and Dietetics  |
| <b>Radiology and Diagnoses by Image and health</b> | Technician in Radiology and Diagnosis by Image and Health<br>Assistant in Radiology and Diagnosis by Image   |
| <b>Rehabilitation</b>                              | Technician in Massage<br>Technician in Mass therapy<br>Technician in Podology<br>Technician in Prosthetics<br>Technician in Rehabilitation<br>Technician in Rehabilitation of Chemical Dependents  |

|                                     |  |
|-------------------------------------|--|
| <b>Mouth Health</b>                 | <p>Technician in Dental Hygiene<br/> Technician in Dental Prosthetics Laboratory<br/> Assistant to Dental Prosthetics Laboratory<br/> Assistant to Dental Office</p>   |
| <b>Visual Health</b>                | <p>Technician in Optometry<br/> Technician in Optics<br/> Technician in Visual Health<br/> Specialization in Optometry</p>   |
| <b>Areas</b>                        | <b>Courses</b>   |
| <b>Health and Safety on the Job</b> | <p>Technician in Safety on the Job<br/> Assistant to Safety in Traffic</p>   |
| <b>Sanitary Surveillance</b>        | <p>Technician in Sanitary Surveillance and Environmental Health<br/> Assistant to Sanitary Engineering of Food and Nutrition</p>   |
| <b>Physical Education</b>           | <p>Technician in Sports</p>  |
| <b>Medical-Hospital Equipment</b>   | <p>Technician in Maintenance of Medical-Hospital Equipment</p>   |
| <b>Management in Health</b>         | <p>Technician in Hospital Administration<br/> Technician in Management of Health Services<br/> Technician in Health Records and Information</p>  |
| <b>Community Health</b>             | <p>Technician in Community Health<br/> Technical Health Community Agent</p>  |
| <b>Alternative Therapies</b>        | <p>Technician in Acupuncture<br/> Technician in Homeopathy<br/> Technician in Chiropractice<br/> Technician in Shiatsu<br/> Technician in Body Therapy<br/> Technician in Floral Therapy<br/> Technician in Yoga<br/> Technician in Neuropathy</p> |
| <b>Veterinary</b>                   | <p>Technician in <b>Veterinary</b></p>   |

