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Work management strategy for formation and production of research

Estratégia da gestão do trabalho para formação e produção da pesquisa

Estrategia de gestión del trabajo para la formación y la producción en investigación

ABSTRACT

Introduction: Health research and the knowledge that emerges from it are essential for improving the quality of healthcare, especially within the Brazilian Unified Health System (SUS). Law 8080/90 defines public services as fields for practice, teaching, and research. Since 2014, the Pernambuco School of Government in Public Health has offered postgraduate programs that stand out for their theoretical-pedagogical approach, decentralized development, and improvement of healthcare services. **Objective:** To report on the experience of implementing and developing postgraduate programs from 2014 to 2025. **Methods:** This is a descriptive and exploratory study, of the experience report type. **Results:** After a decade, a large volume of research conducted by health professionals and health residents is observed. **Conclusions:** The strategic role of the institution in consolidating the policy of continuing education in health in Pernambuco is evident, as it articulates teaching, service, and management, guided by the daily routine of the services.

Keywords: *Research promotion; Public health systems research; Public health; Continuing education; Public health education.*

RESUMO

Introdução: As pesquisas em saúde e os saberes que delas emergem caracterizam-se como primordiais para a qualificação do cuidado em saúde, sobretudo no sistema único de saúde. Nessa perspectiva, a lei 8080/90 define os serviços públicos como campos de prática, ensino e pesquisa. Alinhada a esse princípio, desde 2014, a Escola de Governo em Saúde Pública de Pernambuco tem oferecido pós-graduações, que se destacam pela concepção teórico-pedagógica, pelo desenvolvimento descentralizado e qualificação da atenção em

saúde. **Objetivo:** Relatar a experiência de implantação e desenvolvimento das ofertas de pós-graduação da ESPPE, no período de 2014 a 2025. **Método:** Trata-se de um estudo descritivo e exploratório, do tipo relato de experiência. **Resultados:** Passada uma década, observa-se grande volume de pesquisas realizadas pelos profissionais de saúde e residentes em saúde. **Conclusão:** Evidencia-se o lugar estratégico da instituição para a consolidação da política de educação permanente em saúde em Pernambuco, ao articular ensino, serviço e gestão, orientadas pelo cotidiano dos serviços.

Descritores: *Promoção da pesquisa; Pesquisa em sistemas de saúde pública; Saúde pública; Educação permanente; Educação em saúde pública.*

RESUMEN

Introducción: La investigación en salud y los conocimientos que de ella se derivan son esenciales para mejorar la calidad de la atención sanitaria, especialmente en el marco del Sistema Único de Salud (SUS) brasileño. La Ley n.º 8080/90 define los servicios públicos como espacios de práctica, enseñanza e investigación. Desde 2014, la Escuela de Gobierno de Pernambuco en Salud Pública ofrece programas de posgrado que destacan por su enfoque teórico-pedagógico, su desarrollo descentralizado y la mejora de los servicios de salud. **Objetivo:** Dar cuenta de la experiencia de implementación y desarrollo de los programas de posgrado entre 2014 y 2025. **Método:** Se trata de un estudio descriptivo y exploratorio, del tipo relato de experiencia. **Resultados:** Tras una década, se observa un gran volumen de investigación realizada por profesionales de la salud y residentes en salud. **Conclusión:** El papel estratégico de la institución en la consolidación de la política de formación continua en salud en Pernambuco es evidente, ya que articula la enseñanza, el servicio y la gestión, orientada por la rutina diaria de los servicios.

Descriptor: *Promoción de la investigación; Investigación en sistemas de salud pública; Salud pública; Educación permanente; Educación en salud pública.*

INTRODUCTION

Health research and the knowledge it generates are essential to improving healthcare, especially within Brazil's Unified Health System (SUS). This cyclical process of knowledge construction promotes improvements in health practices, supports professional development, and enables better alignment of public policies with local population health needs¹.

Law 8080/90 – the normative instrument that regulates the SUS – defines research as an attribution of the three federated entities – the Union, states, and municipalities. In its article 27, it states that "the human resources policy in the health area will be formalized and executed, in an articulated manner, by the different spheres of government." In addition, the sole paragraph of this same article determines that the public services that are part of the SUS constitute a field of practice for teaching and research, through specific norms, developed jointly with the educational system¹.

In this way, the most diverse areas of the SUS constitute the locus of knowledge production and need to be articulated with teaching and research activities. In this context, the Schools of Health, the Centers for Studies, Permanent Education Centers, Health Councils and other institutional devices constitute scenarios for the articulation between training, work and knowledge production in health, in accordance with the principles of the National Policy for Continuing health education².

Continuing health education is a pedagogical concept that takes the daily routine of work and training in health as the central object of analysis. This approach understands that educational processes are intrinsically related to the concrete practices developed in the services, being traversed by the social relations that produce and reproduce realities. In this sense, Continuing health education favors the construction of collective spaces for critical reflection, in which the subjects involved can re-signify their practices and evaluate the meanings attributed to the acts produced in the daily routine of work in health^{3,4}.

Since 2014, the School of Government in Public Health of Pernambuco (ESPPE) has been dedicated to offering Postgraduate Studies in the SUS in Pernambuco. These programs stand out not only for their theoretical and pedagogical approach, but also for being developed from the perspective of internalizing health education, thus contributing to the expansion of access and the consolidation of the regionalization process of health care networks.

The ESPPE adopts a Freirean perspective in its training, considering the student's prior knowledge, while encouraging them to develop a critical and reflective view of work processes and the territory. Thus, based on their practical experience, they become able to identify and understand a problem, their object of study, and based on it, propose ways to intervene, bringing forth new knowledge that contributes to and improves work processes and health care provided to the population.

Regarding the type of final course work, the specialization in public health adopts the intervention project modality, since its students are civil servants who

already work in the SUS. While residency programs offer the option of an article or monograph, in addition to an intervention project, since the workload is higher and students do not yet have a direct link with SUS health services.

A decade after the start of the first postgraduate class at Esppe, it is possible to analyze the knowledge produced during this period in order to understand in which scenarios and themes the elaborated knowledge has taken place. In this sense, the objective of this article is to report on the experience of implementing and developing Esppe's postgraduate offerings, from 2014 to 2025.

METHODS

This is a descriptive and exploratory study, in the form of an experience report, that presents the process of implementing and developing ESPPE's graduate programs, highlighting the training of professionals and the production of knowledge within the context of the SUS. The study was conducted based on an analysis of the School's reports and institutional repository. The study considered the final projects from the Specialization Course in Public Health (CESP) and from Residency Programs in the Health Professions (Residency Program in Obstetric Nursing (PREO), Multiprofessional Residency Program in Hospital Care with an Emphasis on Care Management (PRMAHGC), and the Multiprofessional Residency Program in Public Health with an Emphasis on Network Management (PRMSC-Redes).

To analyze scientific output, a survey of final course projects was conducted, organized by year of completion, based on monitoring spreadsheets from the course coordinators and the ESPPE Virtual Learning Environment repository, where the projects are deposited in their final version after presentation and approval by an examination committee. A timeline was created showing the year of implementation for the courses offered by ESPPE, with graduating classes through 2025. The theses were categorized by type of specialization. Works by graduates from the years 2015 through 2025 were considered. During this period, 7 cohorts of the Specialization in Public Health (360 hours) and 21 cohorts of Residency Programs in the Health Professions (5,760 hours) were completed.

As this study used secondary data from institutional sources without individual identification, it was exempt from review by the Ethics Committee, in accordance with CNS Resolution 510/2016.

RESULTS

Starting in 2014, ESPPE began offering *lato sensu* graduate programs, including both the CESP program and residency-based specialization programs. In 2016, two CESP cohorts were offered. Subsequently, in 2019, three cohorts were held, and in 2024, two more, demonstrating the continuity and expansion of this educational offering. All specializations in Public Health are intended for professionals in the Pernambuco SUS who are affiliated with municipal, state, or regional health administrations.

With regard to in-service training, in 2014, ESPPE launched its first residency program, in collaboration with the Multiprofessional Residency Commission (COREMU) of the University of Pernambuco, known as PRMSC-Redes. The following year, COREMU ESPPE was established, which incorporated the already existing PRMAHGC program, which had previously been affiliated with another institution. With the establishment of Coremu Esppe, the PRMSC-Redes program was affiliated with this Commission.

In 2016, the institution expanded its offerings of graduate programs with the launch of the Obstetric Nursing Program (Preo) and the first specialization program in Public Health. New cohorts of the specialization program were offered in 2019 and 2024, demonstrating the continuity and consolidation of this educational strategy over time. Consequently, there has been a progressive trend toward diversifying and strengthening the postgraduate offerings, which has contributed to the professional development of healthcare professionals for the SUS.

As part of the effort to implement and develop residency programs, 554 professionals were trained in Pernambuco, with the highest concentration of training occurring in the Agreste and Sertão regions, corresponding to Health Macroregions II, III, and IV. Through CESP, 243 management professionals were trained, distributed across seven cohorts, also predominantly in these regions. Regarding the work produced by the participants, 554 final projects were identified, with CESP accounting for 243 (43.8%) of them, followed by PRMSC-Redes, with 183 (33%), the Obstetric Nursing residency (Preo), with 65 (11.7%), and the Hospital Care residency (PRMAHGC), with 63 (11.3%).

As noted, given the number of available spots and the regularity of the programs, the largest number of theses produced within ESPPE's graduate programs is concentrated in the Public Health programs, when considering CESP and PRMSC-Redes, which account for the largest proportion of graduates (77%). Next are the residency programs conducted in hospital settings; the Obstetric Nursing program; and the Hospital Care program in Care Management.

Regarding the thematic areas of the Final Course Projects (TCC), a greater number of research studies focused on Health Policies, Programs, and Services, as well as on the Analysis of Living Conditions and Health of Population Groups. Next were Health Care and Epidemiology and Surveillance of Diseases and Health Conditions. Other themes were also represented, such as Labor Management and Health Education, Health Planning and Management, Health Care Networks, and Social Control in Health, highlighting the diversity of approaches in the participants' work.

DISCUSSION

Because Public Health Schools occupy a privileged position in the day-to-day management of work and services, they play a strategic role by offering graduate-level courses and programs tailored to the needs of the SUS. For this reason, the research and scientific output resulting from these programs directly

contribute to the process of continuing education in health. These institutions play a central role in educational offerings; however, inequalities in geographic distribution persist, with a greater concentration in state capitals and more developed regions⁵.

In an effort to minimize these inequalities, over the past decade, ESPPE has focused its efforts on offering training programs in municipalities farther from the capital, in order to serve SUS workers based in these locations, thereby emphasizing the expansion of these programs into the interior, with a focus on the Health Care Networks in Pernambuco's 12 regional health districts. It should be noted that these graduate courses are designed and conducted by SUS professionals for SUS professionals.

The expansion of ESPPE's courses into rural areas exemplifies the need to decentralize professional training to regions such as the Agreste and the Sertão, aligning with national strategies and the Policy on Continuing Education in Health (PNEPS). This territorialized approach strengthens local management and aligns with the broader process of expanding public health schools into rural areas in Brazil, which seeks to reduce disparities between urban and rural areas in professional training and to strengthen the SUS.

The consolidation of the PNEPS depends on the work of these institutions and training centers, which promote pedagogical practices that value workers' experiences and dialogue with service users, contributing to critical and context-specific training at the graduate level⁶.

It is therefore worth noting that the specialization programs offered by ESPPE—whether in the 360-hour format or as residencies in professional fields—aim to train managers through specialization or, indirectly, to provide continuing education for professionals who serve as preceptors in health residency programs. Thus, although there is a greater volume of research and training in the field of Public Health, hospital-based training programs in Obstetric Nursing and Care Management also address, through their research, the demands arising from users and/or workers.

Public Health Schools serve as an essential strategy for the continuous professional development of SUS workers, strengthening the link between education, service, and management⁷. At the same time, those affiliated with the SUS are fundamental for expanding access to knowledge and integrating public policies into care practices⁸.

The thematic areas selected for the research projects developed in ESPPE's graduate programs, although more numerous in the area of Health Policy, Programs, and Services, also engage with other thematic areas and policies inherent to the care process in health care and public health surveillance.

In addition to the exchanges with professionals during the research design process and the sharing of research results, expanded access to technical knowledge occurs through the supervision and co-supervision of research projects—many of which are carried out by preceptors and tutors who work in the

residents' fields of practice or even on the teams of managers enrolled in the CESP program.

Institutions offering such training programs should adopt active and problem-oriented methodologies, bringing students and professionals closer to the real demands of the health system⁶. The relevance of Schools of Public Health, therefore, justifies their central role in the critical and contextualized training of professionals, thereby consolidating the PNEPS. For this reason, ESPE has emphasized, in addition to teaching methodologies grounded in a critical perspective, the implementation of Intervention Projects, with the aim of engaging in dialogue and devising responses to the health needs identified by professionals who are actively involved in the day-to-day care and management of the SUS in Pernambuco.

Thus, ESPPE's activities are in line with the National Health Plan 2024–2027, which addresses the promotion of change processes in professional health education at the levels of technical-vocational education, undergraduate education, post-technical education, and graduate education, with special emphasis on health residency programs and specializations. Its purpose is to adapt and offer training programs that more effectively meet the needs of the SUS⁹. Additionally, it aligns with the United Nations (UN) 2030 Agenda, in accordance with the Sustainable Development Goals (SDGs), particularly SDG 3—Good Health and Well-being—by supporting professional training and improving the health conditions of the population¹⁰.

CONCLUSION

In light of the above, it is clear that ESPPE plays a strategic role in the consolidation of the PNEPS, particularly in the context of graduate education in Pernambuco. By integrating teaching, service, and management, the institution contributes significantly to the professional development of SUS workers, promoting a critical, contextualized education guided by the demands of day-to-day healthcare work.

The emphasis on expanding educational offerings to the state's interior—reaching health regions across the state—reduces territorial inequalities in access to training. This initiative strengthens local management and fosters the production of knowledge rooted in the realities of the Agreste, Sertão, and other regions, aligning with national guidelines and strategies for the decentralization of professional training within the SUS.

Finally, the experience described is in line with the National Health Plan and the United Nations 2030 Agenda, as it contributes to strengthening the SUS, promoting health, and expanding access to quality education. Thus, it reaffirms ESPPE's leading role as an institution that contributes to the training of professionals, acting with equity, providing comprehensive care, and implementing public health policies in Pernambuco.

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