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Dissemination of knowledge in state schools of public health

Disseminação de conhecimento nas Escolas Estaduais de Saúde Pública

Diseminación del conocimiento en las escuelas estatales de salud pública

ABSTRACT

Objective: To analyze the dissemination of technical-scientific knowledge by the 21 Brazilian State Schools of Public Health. **Methods:** Descriptive-exploratory research with a quantitative approach, based on documentary analysis of institutional websites to identify formal strategies for knowledge dissemination. **Results:** Heterogeneity was observed among the Schools regarding the existence, regularity, and visibility of editorial instruments. Eleven Schools maintain active electronic scientific journals, and three publish technical-scientific bulletins. In seven states, no technical-scientific publications were found on institutional portals, revealing asymmetries in institutional communication processes. All Schools actively use social media and hold annual technical-scientific events, regardless of the existence of journals or bulletins. **Conclusion:** Knowledge dissemination by the Schools aligns with territorial needs and with teaching–service–community integration practices, yet it still faces challenges related to standardization, continuity, and the strengthening of information management policies.

Keywords: Health Education; Knowledge Management; Diffusion of Innovation; Public Health.

RESUMO

Objetivo: Analisar a disseminação do conhecimento técnico-científico pelas 21 Escolas Estaduais de Saúde Pública brasileiras. **Métodos:** Pesquisa descritivo-exploratória, de abordagem quantitativa, baseada em análise documental de sites institucionais para identificar estratégias formais de difusão do conhecimento. **Resultados:** Observou-se heterogeneidade entre as Escolas quanto à existência, regularidade e visibilidade de instrumentos editoriais. Onze

mantêm revistas científicas eletrônicas ativas e três publicam boletins técnico-científicos. Em sete estados não foram encontradas publicações técnico-científicas, revelando assimetrias nos processos de comunicação institucional. Todas as Escolas utilizam mídias sociais de forma ativa e realizam anualmente eventos técnico-científicos, independentemente da existência de periódicos ou boletins. **Conclusão:** A disseminação do conhecimento pelas Escolas articula-se às necessidades dos territórios e à integração ensino-serviço-comunidade, mas ainda enfrenta desafios relacionados à padronização, continuidade e fortalecimento das políticas de gestão da informação.

Palavras-chave: *Educação em Saúde; Gestão do Conhecimento; Difusão de Inovações; Saúde Pública.*

RESUMEN

Objetivo: Analizar la difusión del conocimiento técnico-científico de las 21 Escuelas Estatales de Salud Pública de Brasil. **Métodos:** Investigación descriptivo-exploratoria, de enfoque cuantitativo, basada en el análisis documental de sitios institucionales para identificar estrategias formales de difusión del conocimiento. **Resultados:** Se observó heterogeneidad entre las Escuelas en cuanto a la existencia, regularidad y visibilidad de sus instrumentos editoriales. Once mantienen revistas científicas electrónicas activas y tres publican boletines técnico-científicos. En siete estados no se identificaron publicaciones técnico-científicas en los portales institucionales, lo que revela asimetrías en los procesos de comunicación institucional. Todas las Escuelas utilizan activamente las redes sociales y realizan anualmente eventos técnico-científicos, independientemente de contar o no con revistas o boletines. **Conclusión:** La difusión del conocimiento por parte de las Escuelas se articula con las necesidades de los territorios y con las prácticas de integración enseñanza-servicio-comunidad, pero aún enfrenta desafíos relacionados con la estandarización, la continuidad y el fortalecimiento de las políticas de gestión de la información.

Descriptores: *Educación en Salud; Gestión del Conocimiento; Difusión de Innovaciones; Salud Pública.*

INTRODUCTION

The dissemination of technical and scientific knowledge, understood as the systematic process of circulation, mediation, and social use of knowledge produced in teaching, research, and health practices, is a fundamental element for guiding decisions and improving policies, management, and care. In the field of Public Health, various authors point out that disseminating knowledge goes beyond academic publication and involves multiple devices and actors, such as training institutions, health services, digital media, and collaborative networks capable of promoting social dialogue and fostering innovation processes^{1,2}.

In this context, the State Schools of Public Health (EESP) present themselves as strategic spaces for the production and circulation of applied knowledge, aligned with the needs of the territories and the principle of integrating teaching-service-community³. Studies show that the EESP develop research, offer training, produce technical-scientific materials and systematize experiences that support Continuing Education in Health (EPS) and respond to the real demands of the services³⁻⁵.

EESPs are also widely recognized for their role in improving management and healthcare practices, contributing to the strengthening of public policies and the consolidation of the Unified Health System (SUS)³. Investigations into their performance show that these institutions assume strategic functions by training professionals who occupy key management positions and by offering continuous technical support to municipal and state networks⁵.

Despite this recognition, the literature also highlights important gaps in the systematization and visibility of the technical and scientific production of the EESP. Problems related to editorial standardization, continuity of journals, information management, and structuring of institutional communication channels still limit the consolidation of a robust and articulated dissemination policy at the national level^{4,6}. Furthermore, the heterogeneity among states reveals different institutional capacities and organizational models, which reinforces the need for comparative analyses and greater interinstitutional cooperation.

On the other hand, it is observed that social media has been gaining centrality in the communication processes of schools, becoming agile and widely adopted tools to broaden the reach of information and strengthen institutional identity. Recent studies indicate that platforms such as Instagram® favor scientific dissemination, health education, and the engagement of different audiences, playing a complementary role to formal publications and technical-scientific events^{1,2}. This trend follows contemporary movements of open science and democratization of knowledge.

Considering these elements, it becomes fundamental to understand how the Brazilian State Schools of Public Health organize and disseminate their knowledge, which formats predominate, and which communication strategies are employed. Thus, this study aims to observe and analyze the experience of

disseminating technical and scientific knowledge by the Brazilian State Schools of Public Health.

METHODS

This is a documentary study, with a quantitative approach⁷, which aims to analyze the experience of the 21 Brazilian EESPs in the context of disseminating technical and scientific knowledge. All existing EESPs were included as part of the analysis.

The identification of these institutions was carried out through the portal of RedeCoesp - the Collaborative Network of State Schools of Public Health, coordinated by the National Council of Health Secretaries (Conass).

Data collection involved systematically consulting the institutional websites of the 21 EESP and the documentation available in their official repositories. Additional information was obtained from the RedeCoesp website. This survey was conducted between July and November 2025. A mapping of knowledge dissemination strategies adopted by technical-scientific events and social media was also carried out through a Google search of the EESP's Instagram® accounts.

The quantitative analysis involved counting and categorizing the identified dissemination strategies, including the presence of electronic journals, digital platforms (such as social media), and scientific events. Data extraction into an electronic spreadsheet (Excel®) was performed by one researcher and subsequently reviewed by another, ensuring greater consistency and reliability of the information.

RESULTS

Table 1 presents a mapping of the 21 Brazilian EESPs and their instruments for disseminating technical and scientific knowledge, identified from information available on institutional websites and public repositories. Significant heterogeneity is observed among the Schools regarding the existence, regularity, and visibility of publications.

Of the total number of institutions analyzed, 11 Schools maintain active scientific journals, with particular emphasis on the states of Bahia, Ceará, Distrito Federal, Goiás, Mato Grosso do Sul, Paraná, Rio Grande do Norte, Santa Catarina, and Sergipe. In addition to journals, three Schools publish newsletters or technical-scientific series (Maranhão, Mato Grosso, and Rio Grande do Sul), although some have discontinued editions, such as the Rio Grande do Sul Health Bulletin, whose last publication dates back to 2017.

Conversely, seven states do not have any identifiable technical-scientific publications on their institutional portals (Minas Gerais, Paraíba, Pernambuco, Piauí, Rondônia, São Paulo, and Tocantins), highlighting asymmetries in the consolidation of formal strategies for disseminating knowledge.

Regarding social media, it is evident that all EESPs have active profiles on social media, regardless of whether they maintain a scientific journal or institutional newsletter. Furthermore, it was identified that all EESPs hold annual technical-scientific events, as evidenced in the institutional documents analyzed.

Table 1 – Presence of formal instruments for disseminating technical and scientific knowledge in Brazilian State Schools of Public Health.

State	Institution	Periodic (Qualis)	Newsletter / informative series	Social network handle (Instagram®)
AP	School of Public Health	Yes (NI*)	No	@esap.amapa
BA	Bahia School of Public Health	Yes (B2)	No	@espbasauade
CE	Ceará School of Public Health	Yes (B4)	No	@espceara
DF	Public Health School of the Federal District	Yes (B2)	No	@instafepecs
ES	ICEPi – Capixaba Institute for Teaching, Research and Innovation in Health	No	No	@icepi_sesa
GO	Goiás School of Health	Yes (B1)	No	@escolasaudegoias
MA	Maranhão School of Public Health	Não	Yes	@escoladesaudepublica.ma
MT	Mato Grosso School of Public Health	No	Yes	@esp.mt
MS	Dr. Jorge David Nasser School of Public Health	Yes (NI*)	No	@esp.ses.ms
MG	Minas Gerais School of Public Health	No	No	@esp.mg
PB	Paraíba School of Public Health	No	No	@esp.pb
PR	Paraná School of Public Health	Yes (B4)	No	@espp_cfrh
PE	School of Government in Public Health of Pernambuco	No	No	@esppe_ses_pe
PI	Piauí School of Public Health	No	No	@escolasaudepi
RN	Rio Grande do Norte School of Public Health	Yes (NI*)	No	@esp_rn
RS	Rio Grande do Sul School of Public Health	No	Yes	@esprs_ses
RO	State Institute of Public Health Education of Rondônia	No	No	@iespro.ro
SP	São Paulo State School of Public Health	No	No	@escolasaudepublica_sp

SC	Santa Catarina School of Public Health	Yes (B2)	No	(@espse)
SE	Sergipe School of Public Health	Yes (NI*)	No	(@funesa.sergipe)
TO	Dr. Gismar Gomes School of the Brazilian Unified Health System (SUS) in Tocantins	No	No	(@etsus_to)

Source: By the authors | NI*=not informed

DISCUSSION

The data set reveals a scenario in which more than half of the State Schools of Public Health (EESP) have journals or bulletins as institutional channels for dissemination. However, a significant gap persists in terms of editorial standardization, continuity of publications, and public visibility, a phenomenon already identified in the national literature. Studies that analyzed the situational diagnosis of the Schools of Public Health indicate that these institutions present great structural, administrative, and organizational heterogeneity, which directly impacts their capacity to record, organize, and disseminate their own technical and scientific production⁵. This diagnosis also highlights limitations related to funding, human resources, and the absence of clear regulations, which affect the consolidation of continuous editorial processes.

This analysis reinforces the need for more robust institutional information management strategies, capable of expanding access to generated knowledge and fostering inter-institutional coordination within the Network of Public Health Schools. In a convergent approach, recent studies highlight that strengthening these schools depends on the existence of stable mechanisms for the production and circulation of knowledge, since these institutions are strategic for the implementation of the National Policy on Continuing Education in Health and for the qualification of SUS workers³. From this perspective, the literature indicates that the mission of the Schools involves not only training professionals, but also sustaining continuous learning environments that promote innovation and the transformation of health practices.

The analysis of social media shows that all EESPs have an active profile on Instagram®. This universality contrasts with the heterogeneity observed in other dissemination strategies and confirms that social media are becoming established as agile and multimodal resources for institutional communication. This trend aligns with studies that analyzed initiatives to combat health misinformation during the Covid-19 pandemic, which identified that digital platforms became essential for the rapid circulation of information, especially in contexts marked by political instability, gaps in access to information, and reduced institutional transparency⁸. These findings reinforce the pedagogical and communicational potential of social media, not only as tools for scientific dissemination but also as strategic devices for public health communication.

States that do not have scientific journals or bulletins – such as Minas Gerais, Paraíba, Pernambuco, Piauí, Rondônia, São Paulo, and Tocantins – still maintain active profiles on the platform, suggesting that social media plays a

complementary or compensatory role in institutional visibility. Conversely, schools with established journals, such as those in the states of Bahia, Ceará, Distrito Federal, Goiás, Mato Grosso do Sul, Paraná, Rio Grande do Norte, Santa Catarina, and Sergipe, also use Instagram® as a rapid dissemination channel. This reality converges with analyses produced in recent studies, which indicate that even institutions with structured journals still depend on agile and interactive mechanisms to expand their communication reach and engage diverse audiences⁶.

In this regard, studies on digital social networks highlight that these platforms function as informal structures capable of expanding information flows, strengthening collaborative networks, and supporting innovative activities, especially in institutional environments affected by operational constraints¹. The evidence present in the documents analyzed by the Ministry of Health regarding the strengthening of social media suggests that dynamic and decentralized communication is a fundamental component of new models of institutional support, especially those sustained by the logic of co-management and the expanded circulation of knowledge within the SUS⁹.

Furthermore, it was identified that all EESPs hold annual technical-scientific events, which reinforces their role as dynamic spaces for knowledge mobilization. These events are fundamental for the socialization of experiences, professional exchange, and the consolidation of collaborative networks, as discussed in the literature on innovation and continuing education. Recent research shows that networking enhances the creation of innovative products and strengthens the production of educational and technological solutions in the field of public health¹⁰. Similarly, studies on continuing education policies demonstrate that the role of the Schools as drivers of continuing education contributes to the consolidation of municipal and state policies for the qualification of work in health⁵.

In this context, the literature also shows that successful experiences in open scientific communication, such as the public dissemination of preliminary results from the clinical study on the Elmo helmet conducted by the Ceará School of Public Health, reinforce the role of the Schools as institutions that articulate knowledge production, technological innovation, and agile communication strategies geared towards social interest. This experience demonstrated that webinars and digital broadcasts can significantly broaden the reach of institutional research, strengthen the transparency of work processes, and bring scientific results closer to health professionals and the population, contributing to the consolidation of communication practices aligned with open science¹⁰. Furthermore, the presentation of data in real time highlighted the Schools' ability to use digital resources to disseminate applied findings and foster qualified public debates, which directly aligns with the institutional mission of the EESP to democratize knowledge and promote environments for continuous learning.

The systematic holding of these events therefore complements existing dissemination strategies and contributes to expanding the circulation of applied knowledge, especially in contexts where editorial production is still incipient or irregular. It is observed that, even in the face of structural challenges and asymmetries between institutions, as pointed out in the national diagnosis of the

ESP, there is a continuous effort to build collective training spaces, which reinforces the identity of these Schools as strategic and resilient public institutions^{5,10}.

Thus, both periodicals and social media, as well as training events, comprise a communication ecosystem that reflects the diversity, resilience, and transformative potential of Public Health Schools within the Brazilian Unified Health System (SUS). This body of evidence indicates that strengthening such strategies means expanding the capacity of Public Health Schools to produce and disseminate applied knowledge, sustain learning networks, and contribute decisively to the institutional development of the SUS.

CONCLUSION

The presence of scientific journals and bulletins in some of the continuing education institutions demonstrates progress in the dissemination of knowledge, although challenges persist regarding the standardization, regularity, and visibility of publications. On the other hand, the universal use of social media and the annual holding of technical-scientific events demonstrate the consolidation of dynamic strategies for the socialization of knowledge and the strengthening of continuing education in health.

The need for integrated information management policies that articulate different means of dissemination is highlighted, expanding the circulation of applied knowledge and consolidating the EESP (Specialized Educational Institutions) as strategic centers for the production and dissemination of knowledge within the SUS (Brazilian Unified Health System). The limitations of the study stem from the heterogeneity and lack of standardization of the available information, indicating the relevance of future research that deepens the analysis of the quality, uses, and impacts of this production.

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