

International Journal of Health Science

SANTA CATARINA SCHOOL OF PUBLIC HEALTH - ANALYSIS OF THE WORK DEVELOPED

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Abstract: The heuristic problem of the current research is to discuss the contemporary approach given to education in Brazilian society, especially the ideas of education as a promoter of economic competitiveness in Santa Catarina, broken down into the following specific objectives: Point out the functions of education in the development or role of education in the transformation of economic and social structures, in stimulating technological advancement or in its performance as an investment and presenting the perception of students and civil servants, in relation to the theme of this study, developed at the Escola de Formação em Saúde de Santa Catarina (ESP) /SES/SC); Identify the importance of the work process developed by Brazilian education and its magnitude in the social context, focusing on the economy element. The analysis of these categories and the identification of their presence in contemporary pedagogy can undoubtedly constitute a great program to be developed today around the current perspectives of education, in particular, aimed at specialist education, with the training of professional and technical work, but his influence on technological investment, the diffusion of innovations, business aptitude, consumption patterns, propensity to save, adaptability to economic mutations and the active participation of different social sectors in tasks is also important. of development. It is not intended here to give definitive answers, but it is intended to initiate a debate on the current perspectives of education, without the intention of, with this, ending it.

Keywords: Health Training School of Santa Catarina (ESP/SES/SC. Work. Analysis.

INTRODUCTION

Currently, there is a consensus regarding the direct relationship between education and economic development, that is, between the

enrichment of nations and their educational level, between economic progress and the creative and transforming capacity of its people. In this sense, educational policy is directly related to the context and political organization of each society, and its profile depends largely on that aspect of the society in which it takes place.

Education policy must ensure the right to education for all citizens. Along with other social policies that ensure their respective rights, it aims, finally, to provide more egalitarian living conditions, providing equal opportunities for everyone.

It can be said that the financing of basic education refers to the uses and control of the application of financial resources in the level of Brazilian school education, which covers early childhood education, elementary school and high school. Thus, the role that education can play in economic development is more evident in relation to the training of professional and technical labor, but its influence on technological investment, the diffusion of innovations, business aptitude, standards of consumption, propensity to save, adaptability to economic mutations and the active participation of different social sectors in development tasks. From this angle, knowledge has a solid place in any projection that is made of the future. In view of this, there is a consensus that the development of a country is linked to the quality of its education.

It is in light of this approach that the possibilities for education are optimistic and, therefore, this case study seeks to understand education in the context of globalization and the information age, pointing out the question of how will the focus on education remain, based on the fundamental categories for the future?

There are many other challenges to education. Only critical reflection it is not

enough, as it is also not enough to practice without reflection on it, but within an optimistic and critical view for an in-depth analysis of those who are interested in an education focused on the future.

EDUCATION

Education aims at achieving a set of ethical and moral norms. Therefore, the great importance of teaching norms, ethics and morals lies in the fact that they constitute basic principles of social life, without which society self-destructs over time, which may result, after two or three generations, in the crystallization of unavoidable causes of social pathology, such as violence, prevarication, delinquency, irresponsibility and social horrors.

The importance of education for the progress of a nation is indisputable, either developed or under development. Economists, sociologists and other intellectuals, as well as political agents, unanimously profess such a point of view, either as an effective use of human resources, or as an investment of capital with yields that can even be measured.

However, despite general awareness, studies are still in their infancy, about the functions of education in development or the role of education in transforming economic and social structures, stimulating technological advancement or acting as an investment.

Cavalcanti (2002) discusses the theme, defending that even considering the wide range of out-of-school social media, there is still room for the school in the technological and information society. This is because, according to the author, it fulfills functions that are not provided by any other instance, or that of providing basic general training, the ability to read, write, scientific, aesthetic and ethical training, development of cognitive and operational capacities.

The same author goes further, warning that the lessons given in the schools need to be reviewed, updated. This is because it does not have a monopoly on knowledge, since education takes place in many places, such as the family, the media, companies, clubs, gyms, unions.

The cities themselves are becoming educational agencies as that urban spaces and equipment, participatory ways of managing financial resources, cultural and leisure programs etc., are these typically educational practices.

For Cleaver (1981) the capacity of the worker goes beyond being for him only an exchange value, as it is also a use value, when it organizes itself to fight against exploitation, for better working and living conditions; when he uses his ability to think and organize himself for his own benefit. It is in light of these understandings that the worker organizes himself to fight for his rights, with the aim of better working conditions and finances.

The way in which education has been addressed in Brazilian society, have varied historically, taking into account the idea defended by Durkheim (1975). According to the teachings defended by the author, education is a method of socialization that aggregates individuals in the social context and, therefore, varies according to time and environment.

Education is one of the vital needs of society democratic, as it constitutes the only legitimate means for everyone to participate in everything. In addition, another important aspect to be highlighted is the economics of education.

According to Reis (2016), in his book *Economy of Education: generation of value for society*, the author presents some considerations about the values that education adds to society, both in the

generation of wealth and in the development of the nation, presenting suggestions aimed at improving productivity and increasing the competitiveness of higher education institutions, both public and private.

Among his suggestions, Reis (2016) highlights that the value of education

it impacts on several dimensions, such as the ability to create jobs and add value to the wages of those with higher education, investments in infrastructure, research, innovation and technology and, in particular, the capacity for social transformation. For the author, education must be thought of as a state policy and not a government one.

Along these lines, it is important to add that the quality of education in any country depends, in part, on its economy. That said, it is worth remembering that the investments applied in education provide better levels of general development, including, and mainly, in the education of the population. Especially because, when there is a lack of sufficient resources to invest in this area, the losses are immeasurable, ranging from the lack of infrastructure in schools, lack of didactic material, derisory salaries for education professionals, etc., which end up causing, also, a high level of school evasion, leading many of these students to follow opposite paths, among them, committing crimes, being drug users, or even participating in extreme poverty statistics.

Regarding the subject, it is worth highlighting what the statistics recommend. In 2007, according to the Brazilian Institute of Geography and Statistics (IBGE), school dropout is a major challenge for schools, the country and the educational system.

According to data from the National Institute of Studies and Research Anísio Teixeira (INEP), out of 100 (one hundred) students who enter the school in the 1st grade, only 5 (five) complete elementary school, that

is, only 5 (five) finish the 8th series.

Queiroz (2011) points out that school dropout, which is not just an exclusive problem of schools, but a national issue that has been occupying a relevant role in discussions and educational research in the Brazilian scenario. In this way, the issues of illiteracy and the lack of appreciation of education professionals are manifested in low pay and precarious working conditions. Because of this, Brazilian educators are increasingly concerned about children who arrive at school but who do not remain there.

ECONOMIC DEVELOPMENT

The problems of the Economics of Education or the application of analysis economic impact on schooling are yet to be properly addressed, although several economists have expressed an interest in educational problems. It is only recently that some authors have begun to research subjects such as education productivity and profits, quantitative indicators of human capital development and others.

At the present time, economists have been emphasizing the direct relationship between education and economic development, that is, between the enrichment of nations and their human capital, between economic progress and the creative and transforming capacity of its people.

Economists' interest in analyzing the relationship between education and development was recently stimulated by the study of some examples of rapid development of countries poor in natural resources, but rich in human resources, that is, with a high level of education.

Regarding the theme, Mello (1998) argues that education becomes play, along with science and technology policies, a central and articulated space at the tip of the State's macro policies, being a significant factor for the

qualification of human resources required by the new pattern of development in which the productivity and quality of goods and products are decisive for international competitiveness. Moreover, according to the author, education does not guarantee social justice, nor the elimination of violence, respect for the environment, the end of social discrimination, but it is undoubtedly an indispensable part of the effort to make societies more egalitarian, solidary and integrated.

Recently, some economists have begun to focus especially on to the study of the application of economic analysis to education, to measure the importance of human capital in development, the short-, medium- and long-term profits of education, its productivity, expenditures on education, the finances of the education system, the education accounting, among others.

It is possible that many educational policies, in theory, aim to aims to transform, through education, individuals and society into something better. However, when they materialize, when they materialize, they can trigger a process that is not teaching, but miseducation. Educational policy helps form types of human beings; it aims to ensure the survival of types of society. It is precisely at this moment that educational policy reveals its double face: political and economic.

In this line, Osborne and Gaebler (1994) add that the search for Structural and revolutionary changes, which decentralize authority, reduce hierarchy, encourage partnerships and privilege quality with a focus on customers, aiming to increase competitiveness in the new global markets that are being configured, has been more intense in various segments of society, among them, companies, non- governmental organizations, that seek to become more flexible, innovative and enterprising to face the challenges of modernity.

As a country develops, it becomes less dependent on natural resources and increasingly from technology and skilled labor. Vocational training, technology and economic-social development are situations and attitudes that are integrated or even terms of an equation. Education offers the learner some options, whether depending on the degree of education, or depending on the choice of specialization. (BAPTISTA FILHO, 1975)

Along these lines, it is also worth adding that the role that education can.

Its role in economic development is more evident in relation to the training of professional and technical labor, but its influence on technological investment, the diffusion of innovations, business aptitude, consumption patterns, the propensity to save, is also important. adaptability to economic changes and the active participation of different social sectors in development tasks.

Due to its conservative tendency and its close connection with the structure existing social context, educational systems can favor the perpetuation of attitudes that are not conducive to economic development. (ECHEVARRÍA et al., 1967)

Thus, the high economic value of effective schooling for all the children. Such education provides the individual with the minimum conditions to participate in the modern economy, as a producer and consumer, and to receive professional training, at school or at work.

The economic benefits to be gained from universal primary education effective are practically incalculable. As they constitute an improvement for the entire population, they cannot be evaluated solely by differences in income levels or the need to have certain skills.

From an economic point of view, a country that starts its efforts to development, with a

rudimentary school system, could give too high a priority to the expansion of primary education over other levels of education. Furthermore, economic and educational development must be coherent. The educational service must provide the country with technical knowledge and a degree of cultural evolution, which favors population growth and the improvement of the standard of living of its inhabitants.

Schmitz (1984) maintains that the formation of higher education, based on teaching, research and extension, must also promote national unity, seeking to develop, through scientific research, solutions to problems that affect the nation.

Morin (1998) points out that the knowledge produced by science has great value in society, since it is verified knowledge, considered extremely accurate, which leads to great discoveries in the universe. At the same time, this same scientific knowledge, with its qualities (elucidating, conquering and triumphant), not only solves problems, but also allows the development of serious problems. In other words, the same scientific knowledge it produces, the action it determines, the society it transforms, brings terrible possibilities of subjugation.

The digital technological revolution and the emergence of the information society end up affecting all human activities. Therefore, it is necessary that individuals, passive and fascinated by innovations, become increasingly active in the attempt to ensure their rights in the face of the power of new technologies, preventing them from feeling invaded by the digital world of the infoways. (SANTOME, 1998).

Faced with these expectations, Teixeira (1999) adds that education fundamental is seen as the starting point for the triumph of social citizenship, knowing, however, that it will only in fact be practiced with the

universalization of basic education.

In spite of education integrating the individual into the social environment, as well as to provide a greater capacity for independence, it is imperative to point out that education always has an importance focused on the social issue, even if this proposition assumes different meanings throughout history.

In this sense, raising the working class goes beyond work employee, which guarantees part of his/her survival, work performed outside the companies, such as work carried out at home – domestic, in health units that guarantee the worker's health, in leisure and consumer institutions, which provide opportunities for replacement of their energies and in educational institutions that act directly in the necessary qualification for the exercise of the work.

Doray and Pelletier (1999) argue that education is in the process of transformations in the mode of knowledge production, which are linked to the globalization of the economy, the progress of knowledge or information and the introduction of technological changes in the production process. According to the authors, these transformations, allied to the reformulation of the role of the State that decrease public resources indispensable to education, suggest an economic rationality that is felt in university research, with the passage from a policy of science to a policy of innovation.

With that in mind, we consecrate a time of expectations, *perplexity* and crisis of conceptions and paradigms not only because a new millennium begins – a time of balance and reflection, a time when the imaginary seems to have a greater weight.

The year 2000 held a great fascination for many people. Paulo Freire said he wanted to reach the year 2000 (he ended up dying three years earlier). It is a new and rich moment

of possibilities. Therefore, one cannot speak about the future of education without a certain dose of caution. It is with this caution that this article will examine some of *the current perspectives* of the theory and practice of education, relying on those educators and philosophers who tried, amidst this perplexity, despite everything, to point some way to the future.

Perplexity and the crisis of paradigms cannot be an alibi for immobility.

The turn of the millennium is an opportune reason for an assessment of practices and theories that crossed the ages. Talking about current education perspectives is also talking, discussing, identifying the spirit present in the field of ideas, values and educational practices that permeate them, marking the past, characterizing the present and opening possibilities for the future.

Some theoretical perspectives that guided many practices may disappear, and others will remain in essence. What theories and practices were established in the educational *ethos*, *took root*, *crossed the millennium* and *are present today*?

To understand the future, it is necessary to revisit the past. In the education scenario in the current context, some footprints can be highlighted, some milestones, which persist and may persist in the education of the future.

METHODOLOGY

For the construction of the work, methodology techniques will be used that enable the achievement of the objectives proposed in the study.

In this case study, qualitative, descriptive, and justified by the fact that it is an exploratory research and the In-Depth Interview, based on Documental Survey.

Field research and interviews were carried out with students and teachers of the course

in progress with the theme “Worker’s Health”, with the School of Public Health, linked to the State Health Department of Santa Catarina (ESP/SES/SC).

The Case Study began with a visit to the School of Public Health, after prior contact with the administrative manager, who organized a meeting with the team that builds and coordinates the specialization courses taught at this institution.

Three meetings were held, the first with the participation of the group, and the two subsequent ones, for individual interviews with civil servants, and also collection of materials for documentary research, which was carried out on October 02, 03, 04, 2018.

The research is based on a case study and for its elaboration qualitative and descriptive research, in-depth interviews and bibliographical research were used. Through the survey of data to be researched, we seek to obtain results that will signal an answer to the theme of the role of schooling in economic development, including education in the context of globalization and information, in addition to education as a promoter of competitiveness in Santa Catarina.

The case study is based on the following subjects: employees of the school of Public Health and students enrolled in ongoing courses.

The case study carried out through the qualitative method differs from each other in terms of method, form and objectives. Through the qualitative approach used in this case study, it will be possible to obtain information regarding the theme, seeking to improve the development of the theme.

With regard to the types of research, descriptive research will be used that aims to observe the data, analyze them and interpret them in order to obtain information regarding the present study.

This work is presented as follows:

Chapter 1 - we start with the Introduction and Methodology;

Chapter 2 - presents a brief introduction of the Theoretical Reference on the topic studied;

Chapter 3 - Data Presentation and Analysis, including a brief report of the historical context on education, economic development, based on the reality observed in the School of Public Health of Santa Catarina, linked to the State Department of Health (ESP/SES/SC), with proposals for solutions, improvements, results expectations and viability of the suggested proposal;

Chapter 4 - Final Considerations;

Chapter 5 - Bibliographical References.

DATA PRESENTATION AND ANALYSIS

The data collection instruments adopted in this work are described in the following chart.

HISTORICAL CONTEXT

The conception of the School of Public Health of Santa Catarina is associated with three distinct moments: conception of the Center for the Development of Human Resources in Health (CEDRHUS), incorporation of CEDRHUS into the Board of Human Resources Administration under the name of Management (GEDRHUS), as determined by Complementary Law No. 284 of 2005, revoked by Law Complement No. 381, of 2007. (SC, 2007; 2005)

In 1992, under the coordination of the Resource Development Management Human Resources from the SES/SC Personnel Administration Board and the assistance of the Pan-American Health Organization and the Ministry of Health, the process of creating CEDRHUS began, through Complementary Law No. 091/93. (SC, 1993)

Data collection instrument	universe researched	Purpose of the Instrument
Interview	Staff of the Secretariat of State of Health of SC, linked to ESP/SES/SC.	Identify the methods developed by SES professionals, in relation to education in society, above all, as a promoter of economic competitiveness in SC.
Observation Direct or from the participants	As it is a government school, where there are several professionals from different areas, it is necessary to identify the entire scenario presented. Observed situations: student x preceptor, didactic material, evaluations (teacher and students), applications in everyday life.	Check the work process developed by the school against the execution of the activities developed in the institution and its applicability in the economy of the State.
Documents	Interview forms with those involved, document analysis (evaluation surveys carried out by students), bibliographical research.	Observe the data, analyze them and interpret them in order to obtain information regarding the present study.
Archived Data	The documents evaluated and researched will be carried out through a face-to-face evaluation carried out at the beginning and end of each course developed by the educational institution.	Make a comparison between the activities developed and the degree of satisfaction of those involved in the teaching-learning process and what this adds to the economy of Santa Catarina.

Table 1- Flowchart of activities developed at the research site.

Source: Researcher information. October/2018.

CEDRHUS had the general objective of planning and executing the State Policy for the Development of Human Resources, in articulation with the State Health Policy, aiming to guarantee the quality and humanization of the assistance provided by health services.

In 1999, the beginning of a new state management, CEDRHUS was incorporated into the Board of Human Resources Administration under the name of Management (GEDRHUS). The organizational change, however, did not modify the competencies of the three basic structures of the former CEDRHUS.

The constitution of the School of Public Health of the State Department of Health of Santa Catarina (ESP/SES/SC) begins with the Administrative Reform of the State, culminating in Complementary Law nº 284, of 2005, revoked by Complementary Law nº 381, 2007. (SC, 2007; 2005)

The law establishes a new organizational design that establishes a hierarchy that includes the following levels: SUS Management Superintendence (SUG); Human Development Board (DIDH); Managers of the School of Public Health (GEESP) and the School of Technical Training in Health (GEFOS), which already existed in the previous structure.

The School of Public Health of the State of Santa Catarina (ESP/SES) has address at the street: Esteves Júnior, 360, Florianópolis/SC, ground floor, annex I, of the State Department of Health of Santa Catarina.

Its Human Resources staff has 12 professionals, including specialists, masters and doctors, focused on Health Education, among them, 01 librarian, 01 psychologist, 01 dentist, 01 pharmacist, 03 nurses, 01 pedagogue, 01 administrator, 01 engineer, 01 architect, 01 school secretary, 01 geographer and 03 higher-level interns from

educational institutions accredited by this health department (law, library science and administration courses). (ESP/SES, s./d.)

In addition, for the programming and elaboration of specific courses, the school relies on contracted companies, via bidding notice, to complement other specialist professionals in the areas of the courses offered by the school. The school's organization chart is defined as follows: Management, Advisory Board, Assistant, Research Division, Professional Development Division, School Management Division, Documentation Division. (ESP/SES, s./d.)

Its mission is to promote the systematic study of collective health with a view to construction, follow-up and evaluation of strategies aimed at teaching, within the scope of SUS in Santa Catarina, with emphasis on the multidisciplinary and interdisciplinary perspective, contributing to the formation of capable citizens to act in an ethical and humane way. (ESP/SES, s./d.) ESP/SES/SC offers technical, post-technical, specialization and training courses focused on the health area.

The general objective traced by ESP is to promote the permanent education of workers of the Unified Health System, aiming at the production of knowledge and the improvement of the system, contributing to the realization of the citizen's right to health. (ESP/SES, s./d.)

The specific objectives are: to promote the adequacy of the physical space and staff; promote the constant improvement of the Pedagogical Political Project; establish an effective communication channel between the school and the members of the Advisory Board; seek from SES the human resources necessary for the development of activities; carry out *lato sensu* and training courses; implement evaluation strategies for course graduates and carry out research of public

health interest. (ESP/SES, s./d.) Guiding Axes defended by ESP/SES: a) Work Management in the SUS;

- a) Health Care;
- b) Social Control;
- c) Health Surveillance;
- d) Humanization as a transversal policy.

WORK PROCESS IN THE RESEARCH FIELD

The entry of the researcher in the field of study took place in 02 (two) different periods.

The first phase took place on October 2, 2018 with a visit to School of Public Health of Santa Catarina (ESP/SES/SC), scheduled with the School Manager.

The reason for this first visit was to get to know the research field, the team and the work process developed by the school. The Manager, as well as the entire team, was willing to collaborate with the research, delivering copies of documents and folders, developed by the team with information about the work process, announcements of new courses and guidance to students. In view of this documentation and access to the school's website, a more relevant research that can be carried out, including new information in the questionnaires and questions prepared for the second phase of the visit to the ESP/SES/SC school.

The second visit took place on October 3 and 4, 2018, where scheduled an interview with some ESP/SES/SC employees, among them, the ESP Manager, Research Division, School Secretary, responsible for Distance Learning (EaD) and Pedagogical Support.

First, there was a conversation with each person involved and, after this phase, they were asked to complete a questionnaire prepared by the researcher, in order to understand the entire work process developed by these professionals. In addition, space was granted for documental research of the

school, such as course data, monographs, articles published in a specific magazine of the school, complaints, opinions and suggestions given by students, selection process, choice of themes and courses, methodology used and new job proposals.

When carrying out the field research, with an interview and document analysis by ESP/SES/SC, it can be observed that these policies aimed at the Brazilian economy, in particular, that of Santa Catarina, are present, not only in the diagnoses presented and defended by the servants of this institution, as well as its employees and students enrolled in the course, in particular, the object of this work that they are (Post-Graduate Lato Sensu in Work Management).

However, it can be seen, after interviews with professionals of this school, that there is a limitation in the work processes on the part of the State Department of Health of Santa Catarina (SES/SC), citing as an example, difficulty in hiring qualified and trained professionals, since, in certain courses, there is a need to hire technicians from specific areas, delay in bidding processes, professionals leaving for the retirement process without due replacement, or when there is, there is no qualification, nor quick training to assume certain specific areas.

As for the difficulties described by students enrolled in specific courses, through satisfaction surveys or complaint/suggestion forms analyzed, there are few practical classes, leaving the courses very theoretical, the need to carry out more EaD courses in view of the displacement of professionals from regions outside the capital, which would facilitate the entire learning process, leaving only room for doubts and practical training.

In addition, agility in the processes of implantation of the courses, in particular, the post-technical ones (refresher courses that are carried out by ESP/SES/SC with updating of

new themes and legislation), in order to put into practice new techniques or compliance with current legislation, as well as training for cases of epidemiology (disease outbreaks) and the like.

PROPOSAL FOR IMPROVING THE REALITY STUDYED

According to the bibliographical and documental studies, field research and interviews, it is noticed that some actions developed by the Santa Catarina State Health Secretariat (SES/SC) are carried out, with contemporary approaches given to education in Brazilian society, above all, with ideas of education as a promoter of economic competitiveness, despite the fact that these are processes aimed at the area of public health in Santa Catarina.

However, after analyzing the documentary research and satisfaction survey, the interviewees and students who attend the courses offered by this school, understand that improvements can occur on the part of the school regarding the themes, the methodology developed, with the use of technological resources, further improving all the activities performed by the professionals who receive these trainings.

According to the servers interviewed, for the implementation and accomplishment of some courses, there is a need for federal funding, and, if this occurs, this public institution will be able to improve its work process, such as, for example, greater planning and monitoring of its processes, using formulas and computer resources that facilitate the good progress of its activities.

According to the civil servants interviewed at ESP/SES/SC, openings of courses, vacancies, bidding processes still occur slowly, requiring their printing, signatures of several involved, taking these documents from one sector to another, and only after all this procedure does

the process hiring management arrive, or yet, in financial management to release resources.

In these examples cited above, we cannot fail to mention that in some public bodies, the implementation of a computerization process took place, which is fundamental for all the development and success of its activities.

Here it is worth remembering that the Judiciary, not only in Santa Catarina, as well as at a national level, it has been systematically implementing this new activity, facilitating all those involved, with agility and speed, not only in the sending of judicial documents, but also in their access to publications of decisions and requirements, where each involved (lawyers, judges and the judiciary employees themselves), manage to carry out their work in an active and simple way.

Thus, to qualify and improve even more the work processes, with the idea of improving effectiveness and reducing the waste of public resources, there are quick solutions that can streamline this entire work process developed by SES/SC and that, only with the implementation of new technologies and change in the behavior of managers, can eliminate all this excess waste of work.

In addition, the whole chain being interconnected, it facilitates the monitoring of demands and charges in its implementation and development of its work, which strengthens the entire economy focused on education and health, found in the research.

Other highlighted points were the demands requested by students of ongoing courses. That repeatedly request the implementation of new courses in the EaD modality, at least part of the theoretical discipline, which facilitates the studies and the elimination of public expenses, since the servers are exempt from their activities to attend courses at ESP/SES/SC.

Students also mention that there are excessive expenses with printing texts,

hiring teachers in the face-to-face modality, internet, electricity, cleaning staff, among other services. Students also suggest new current themes, such as sustainable processes, environmental balance and quality of life. Topics not only in educational activities but also in their work routines, courses with less onerous processes and rework, because there is no point in raising new programs, new themes, improvement courses, if the practice is different.

EXPECTED RESULTS

After analysis and research carried out at ESP/SES, referring to all the work carried out by its professionals and suggestions given by students who attend the two courses at the time of the research at the school, it is expected that the proposals outlined by the servers, students and the proposal presented in this work, that the process of computerization of the entire work chain takes place, as well as the implementation of distance learning courses, investments in the area of technology, are effectively implemented, with the increase of new participants, facilitating the multiplication of knowledge, which effectively reaches the entire chain of services provided to the population, which depends on free healthcare.

FEASIBILITY OF THE PROPOSAL

The implementation of the Unified Health System (SUS) has constituted a great challenge for managers, health professionals and society as a whole. This is because the paths traced during these phases of operation and presentation of new work models are quite varied and rich in the different aspects and construction scenarios of this scenario, when we deal with health, this scenario becomes even more judicious.

With the purpose of improving its services, it is necessary to implementation of

educational policies that will encourage the improvement of services offered to the general population, without wasting public resources.

Thus, after carrying out this case study and research of bibliographical and documental files, it is noticed that the proposals presented here do not demand high costs, quite the contrary, with the implantation of computerized processes, the work carried out by the servants of this body facilitates the execution of its daily activities, improves the access to the other competent bodies, makes it possible to include new courses and participants, including new distance learning courses.

In addition, the work process that requires repetition of its acts, annulment, rectification of documents, becomes ineffective, insecure and bureaucratic and full of uncertainties.

Campos et al. (2010) state that planning is just thinking before and during the action. Regarding the theme, the Ministry of Health, the funding source of some courses implemented at ESP/SES/SC, has taken a position on this theme, when it describes that on the technical, political and ideological aspects that involve health, it becomes imperative to seek a new care model that is practical and responds to the concrete needs of the population. (BRASIL, 2007)

In this line, the professional, when seeking to carry out his projects or apply them in their day-to-day work, they need to draw up a plan to achieve their goals, whose actions are essential for the systematization of health programs to be offered to all SUS users. As determined by the guidelines of the Ministry of Health, health professionals, within their scope, must be able to develop actions for prevention, promotion, protection and rehabilitation of health, both individually and collectively. (BRAZIL, 2007)

However, there are different ways of thinking, planning and perform, what differs

from each other and the way of work, but with the aim that the result of the work is satisfactory, to the point of achieving the objectives outlined as accurately as possible.

It is in this sense that it is observed that cultural changes establish new postures, both from organizations and service providers. This leads us to implement new management trends, which demonstrate models of competences on how to learn and develop their jobs in response to the community's desires.

Among the competences, there are the technical competences, related to economic development; the intellectual ones related to the production of knowledge; cognitive related to intellectual capacity with cognitive domain; that related to practical ability, relationship and interaction; the social/political ones that encompass relationships and participation in society; the didactic-pedagogical ones focused on education and teaching; the methodological ones referring to the application of techniques and means of organizing work activities and finally, the leadership ones that unite personal skills and knowledge of techniques capable of influencing and leading people. (RESENDE, 2000)

It is in this context that the proposed suggestions for improving the work and teaching, which were suggested in this present case study, were implemented, to the point of contributing to the process of improving the quality of services provided to the community.

FINAL CONSIDERATIONS

With the elaboration of this Case Study, the importance of the works developed by ESPS/SES/SC, in which the development of training for health professionals is included, bringing quality to the services provided to the community served by the SUS (Unified Health System).

However, planning is nothing more than organizing activities in a way that clear, objective and simple, to the point of preventing the execution of repetitive work, annulment of acts, characterizing poor qualification/management of those who perform their tasks, bureaucratization, in addition to excessive and unnecessary expenses.

In this sense, qualifying, modernizing their acts can influence the tasks well-developed, emerging individuals able to face new challenges until their effectiveness, remembering that communication must be a powerful tool in the work process.

Through data collection (bibliographical, documental and on-site visits), the importance of training health professionals was perceived, with the purpose of performing tasks that demand practices and a critical sense.

However, the challenge of dealing with these new provocations requires time and stimuli, not only in the managers, but also in the individuals that form this chain. It is worth remembering that permanent education must be implemented in all segments, not only in the health area, to the point of exchanging experiences and success in the work developed and delivered to communities in general.

Finally, we sought to highlight the educational role of ESP/SES/SC for the dissemination of information and scientific knowledge, processes that are focused on the paradigm of sustainability, education as a means of disseminating knowledge and economic competitiveness, supporting the development of modern societies.

It is worth remembering that science contributes greatly to the production of knowledge and innovation to form citizens focused on sustainable practices, however, to this must be added the educational field, which is the easiest means of disseminating knowledge en masse.

The role of the school in relation to sustainability is to inform the students, scientific discoveries and technological innovations, highlighting and comparing other ways of thinking and acting on the environment.

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