ABSTRACT

Objective: to demonstrate the use of Popular Education in Health by nurses in promoting citizenship users in primary care. Method: a descriptive and exploratory qualitative study with 15 nurses working in the Family Health Strategy. Data was obtained from a script of open questions that guided the interviews and analyzed using a content analysis technique. Results: popular Education was highlighted as a tool that enables the strengthening of social participation, greater privacy of users with consolidation spaces for their rights and expansion of notions of social vulnerability. Conclusion: it is considered that Popular Education in health, actions in addition to mediating the construction of new knowledge, promoting the development of responsible and autonomous positions, the transformation of reality and improving the quality of life of individuals.

Descriptors: Health Education; Social Participation; Nurses; Family Health Strategy.

RESUMO

Objetivo: evidenciar a utilização da Educação Popular em Saúde por enfermeiras na promoção da cidadania dos usuários na Atenção Básica. Método: estudo descritivo e exploratório de abordagem qualitativa, com 15 enfermeiras que atuam na Estratégia Saúde da Família. Os dados foram obtidos a partir de um roteiro de perguntas abertas que nortearam as entrevistas e analisados por meio da Técnica de Análise de Conteúdo. Resultados: a Educação Popular foi evidenciada como ferramenta que possibilita o fortalecimento da participação social, maior intimidade dos usuários com espaços de consolidação dos seus direitos e ampliação das noções de vulnerabilidade social. Conclusão: considera-se que as ações de Educação Popular em saúde, além de mediarem a construção de novos saberes, promovem o desenvolvimento de posturas responsáveis e autônomas, a transformação da realidade e a melhoria da qualidade de vida dos indivíduos.

Descritores: Educação em Saúde; Participação Social; Enfermeiras; Estratégia Saúde da Família.

RESUMEN

Objetivo: evidenciar la utilización de la Educación Popular en Salud por enfermeras en la promoción de la ciudadanía de los usuarios en la Atención Básica. Método: estudio descriptivo y exploratorio de abordaje cualitativo, con 15 enfermeras que actúan en la Estrategia Salud de la Familia. Los datos fueron obtenidos a partir de un guión de preguntas abiertas que orientaron las entrevistas y analizados por medio de la Técnica de Análisis de Contenido. Resultados: la Educación Popular fue evidenciada como herramienta que posibilita el fortalecimiento de la participación social, mayor intimidad de los usuarios con espacios de consolidación de sus derechos y ampliación de las nociones de vulnerabilidad social. Conclusión: se considera que las acciones de Educación Popular en salud, además de mediar la construcción de nuevos saberes, promueven el desarrollo de posturas responsables y autónomas, la transformación de la realidad y la mejora de la calidad de vida de los individuos.

Descritores: Educación en Salud; Participación Social; Enfermeras; Estrategia Salud de la Familia.

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INTRODUCTION

In the last decade we have witnessed the expansion of channels of participation, construction and consolidation of citizenship in various sectors of Brazilian society. This finding is by expanding access to education, income, health services and other consumer goods historically denied to most of the population.

In this scenario, while people started to consume some goods, such as education, the notions of participation in the social relations of production areas is also diluted. As part of these changes, some tools have contributed to the consolidation of citizenship. Popular Education assumes the role of strengthening popular participation by setting up from the popular practices and professional experiences working with communities and popular and social movements, streamlining its operations from that integration.1

The Popular Education in Health is a field of theory and practice, based on different matrices such as humanist, Christian and socialist finding their common denominator in the thought of Paulo Freire, the education based on the questioning of reality, the enhancement of knowledge of the student and in the promotion perspective and autonomy of subjects.2

Speaking about popular education is to speak of the conflict that drives human action in a field of forces of power disputes. Popular education can help to rekindle "the flame of hope" of the popular classes, because popular education proposes an educational relationship that goes beyond the work with school content.3 This Educational activity goes in search of the formation of man-things, the instead of man-things, turning it into a social being committed to the causes of their time, dissatisfied, curious, dreamy, hopeful and fundamentally transformative, ie, leveraging a critical role on the world.

According to a study on popular education in Freire's perspective builds a reflection and constitutes a pedagogical theory for popular classes.4 Still, the goal is the acquisition of knowledge, where the excluded population understands the functioning of society in which it is found, understanding their role as subject, through a critical posture and from the recognition of their knowledge.

With regard to the promotion capacity of popular participation we can infer that we are in a privileged moment in the consolidation of participation and the search for new ways of building educational acts and appreciation of the subjects. In this context, in 2012 the National Policy for Popular Education was approved, with the theoretical perspective oriented educational practice and emancipatory social work, intentionally directed to the promotion of people's autonomy, the formation of critical awareness, participatory citizenship and overcoming social inequalities.5 This notion reinforces the commitment of professionals with educational practices operating in the changes of logic in the lives of users of the Unified Health System - SUS.

Taking popular education as a cross-practice and what should happen in all care production areas in the SUS, an important site for the production of care and in primary care - PC. As the preferred port of entry for users to health services, the Family Health Strategy - FHS has been consolidated as a stage for the exchange of knowledge between professionals and users. In this universe a professional who excels in educational acts is the nurse.

This study stems from the experience as students of the Nursing course from the activities of the Labor Education Program for Health - LEPH-Health and later in graduate studies in Public Health Latu Sensu at the State University of Southwest Bahia - SUSB to Check the potential that popular education has in promoting citizenship in the context of the Family Health Strategy. This study aims at demonstrating the use of Popular Education in Health for nurses in promoting citizenship of users in primary care.

METHOD

A descriptive study with a qualitative approach, with nurses working in the FHS in a city of the south of Ilheus, Bahia / BA.

The scene was composed of units of the Family Health Strategy of the municipality, of which the population is estimated at 182,350 inhabitants according to IBGE estimates for 2014 which is a municipality reference of the 6th Board of Regional Health (6th BRH) with 36 health teams, of which ten teams are set in the countryside and twenty-four in the urban area.6

For the selection of the nurses who participated in this study we used the following inclusion criteria: professionals who worked in the FHS and agreed to participate in the study by signing the Informed Consent form - IC; and the exclusion criteria that were adopted were: the absence of professional shifts, schedules and those who did not accept to sign the consent form.

The data collection instrument consisted of a script of open questions that guided the
interviews and the conversation between the respondents and the interviewer, who once recorded and transcribed were systematically reviewed and listed 1 to 15.

Data was analyzed using a content analysis technique which refers to the analytical description works on systematic and objective procedures detailing the content of messages. Thus, it can be translated as the processing of the information contained in the messages. The recommendations contained in Resolution No. 466/12 of the National Council of Health, the Ministry of Health - MS, which regulates research involving human subjects, were observed during all stages of the research, the project approved by the Ethics Committee and Research with Human Beings of the State University of Southwest Bahia, the opinion number 703,420. Thus, this work was guided in the four basic principles of bioethics: the autonomy, justice, beneficence and non-maleficence, ensuring the rights and duties concerning the scientific community the research subjects and the State.

RESULTS AND DISCUSSION

♦ Characterization of Participants

The study population consisted of 36 nurses from the FHS, of which three were on medical leave, three were in their vacation period, ten could not be located due to the incompatibility of schedule, since their schedules were flexible because they work in a rural area, five refused to sign the consent form, getting the sample from fifteen nurses. Of these, ten have expertise in public health; two in emergency; two in nursing work and one in neonatal and pediatric nursing.

After the construction of the corpus of this study, the interaction with the material, dialoguing with the object of study and their revealed faces in the field, used in the construction of this article category: Popular Education in Health such as searching for rights, citizenship consolidation and popular participation.

♦ Popular Education in Health such as searching for rights, citizenship consolidation and popular participation.

Percebe-se a relação da educação popular em saúde como as noções de empoderamento ou fortalecimento da participação social de modo a permitir acesso aos direitos sociais e de proteção do cidadão na seguinte fala:

The Ministry of Health (MOH) resorts to Popular Education as a methodological theoretical field and social practice, which has presented challenges in the public health policy for the advancement of participatory democracy, promoting the affirmation of UHS as guarantor of access to health actions and essentially consists of promoter values of humanized relations. Among the different environments of health services, FHS, stands out as a privileged context, in view of the fact that this environment has a work philosophy that promotes the achievement of educative actions.

We realize the relationship of popular health education with empowerment notions or strengthening of social participation in order to allow access to social rights and citizen protection in the following statement: The patient, he/she talks, and then I have to guide them within their rights, with a woman attacked by her husband, we have the Maria da Penha Law, and then we guided this woman talking to her about the support that today we have, judicially speaking to support her. Also about a child who is abused by parents, what we can be doing in the sense of direction to be seeking the advice to be together with us, because we have this link here in the city.

Popular health education takes the possibilities for empowerment and strengthening of citizenship, seeks to promote the participation of social subjects, encouraging reflection, dialogue and expression of affection, enhancing their creativity and autonomy. In particular, in one of the interviewees we affirmed the power of popular education in potentiation of the ability to act on the world of the subjects.

(...) And it is education, it is the importance of educating people, of a politicized people, a people always careful to seek their rights, because without education nothing can improve.

Popular education when based on the principle of questioning has the ability to empower people and enable the promotion of the realities of change. Whereas, if the educational process is dialogical and conscientizing always contributes to the transformation of reality and the world. Propitiate the construction of new economic, social, cultural, environmental relations based on equality, fraternity and social justice. In the statements below notions of participation and exercise of rights are emphasized.

(...) Involving the community in educational activities within the scope in the case of health, it is you making the population participate in these actions, even for her to realize what their vulnerabilities and learn how it can be trying to resolve this situation.

So today, we really individually stimulate the person to seek their rights to seek information, but it is not a thing in the level of the way that it should not be done.
Use (popular education) to pass concrete information in an explanatory way to the people, for they are met consistently, for they are welcome and can learn what is the program, what are their rights and duties they are participating in. That’s my view on popular education in health (E3).

The notion of rights was admitted abundantly by the interviewees. Popular education in health potentiates reflection by individuals and communities in which they participate in critical action on reality. According to author the principle of popular participation is usually accepted and defended by all; however, tends to believe that this principle operates almost spontaneously, as legally provided in the formal spaces of implementation, namely: the councils and health conferences, potential sites in materialization of popular education activities, which guarantee participation and performance of the population.13

The importance of human activities on society is expressed by Freire when he says that, to take a committed act he must be able to act and reflect.14 They must be capable of being in the world, knowing-it. Thus, popular education enhances the “situational capacity” of man in their midst in society.

Sure enough, because from the moment that the community realizes the importance of involving it and not only the responsibility of the professionals who are here right in relation to their health, it can improve their quality of life correctly. So this issue is very important (E4, emphasis added)

Health promotion and health education require methodologies and theoretical inspirations that can result in popular participation.15 Popular Education enables health care to be soaked in dialogue and participation and it is in daily health practices that the citizen is dismissed , by authoritarianism and arrogance of the traditional biomedical model, instead of questioning, it has strengthened the structures of disease present in the way life is organized today.

We need to take the democratization of assistance to microcapilarity of the operationalization of health services. Without the active participation of users and their movements in the discussion of each conduct there implemented, the new expanded services will be unable to become a re-definition space of social and individual life toward integral health.13

**CONCLUSION**

As an instrument for strengthening popular participation and empowerment, popular health education has excelled in various areas of the production of health care. This study emerges the capacity expansion of the concept of Popular Education in Health as an action for the strengthening of social participation as an important action for the enhancement of the capacity of the individual to act in their world, mainly to act on the reality in which they live.

The relationship of educational actions (popular education) is also noteworthy is as a tool that enables greater privacy of users with rights consolidation of spaces, such as in cases of aggression against women or even the search for improvements in health services. Nurses increased the relationship between critical awareness education and training so that individuals can understand the vulnerabilities which are exposed, or take the Popular Education as a reflection space for individuals and the community as an action to promote the empowerment and the critical participation of the subject in order to conduct the exchange of knowledge and allowing awareness and instrumentalization of individuals on access to social rights and citizen protection.

Therefore, it can be considered that Popular Education in health actions in addition to mediating the construction of new knowledge, where buoyed on issues of socio-historical context of the individual, guided by the value of knowledge in the development of responsible and independent postures lead popular participation in view of the transformation of reality and improving the quality of life.

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