ABSTRACT

Objective: to describe the dynamics of permanent education workshops on sexually transmitted infections. Method: descriptive and exploratory study with a qualitative approach carried out in a technological high school of the federal public network, having as participants the workers acting in this scenario, through the Active Methodology pedagogical model from conversation circles and the precepts of Bardin were used for data analysis. Results: after the workshops, two categories emerged: << Permanent Education in the school >>; << The importance of raising awareness for the reconstruction of professional attitudes and values >>, discussed with the theorist Paulo Freire and the theoretical basis available in the scientific literature. Conclusion: the Permanent Education workshops with the workers resulted in a notorious and explicit awareness through reflections, confirming that Permanent Education is a path to solving problems, related to the life of the actors involved in the work environment. Descriptors: Education; Continuing Education; Sexually Transmitted Diseases.

RESUMO

Objetivo: descrever as dinâmicas de oficinas de educação permanente sobre infeção sexualmente transmissível. Método: estudo descritivo e exploratório, de abordagem qualitativa, realizado em uma escola de ensino médio tecnológico da rede pública federal, tendo-se como participantes os servidores que atuam nesse cenário, pelo modelo pedagógico Metodologia Ativa a partir de rodas de conversa. Para análise de dados foram utilizados os preceitos de Bardin. Resultados: após as oficinas, emergiram duas categorias: << Educação Permanente na escola >>; << A importância da sensibilização para reconstrução de atitudes e valores profissionais >>, que foram discutidas com o teórico Paulo Freire e fundamentação teórica disponibilizada na literatura científica. Conclusão: a realização das oficinas de Educação Permanente com os servidores resultou em uma sensibilização notória e explicitada através das reflexões, ratificando que a Educação Permanente é uma trajetória para a solução de problemas, relacionada à vida dos atores envolvidos no ambiente de trabalho. Descriptores: Educação; Educação Continuada; Doenças Sexualmente Transmissíveis.
INTRODUCTION

STIs are diseases transmitted from person to person through sexual, anal, oral or vaginal contact by virus, bacteria or microbes in any sexual relationship, or by indirect contact through sharing of poorly sanitized personal items (underwear), and sharing of syringes, poorly sanitized objects.\(^1\)

According to the World Health Organization, STIs are among the most common causes of diseases in the world and can be considered a public health problem with vast health, social and economic consequences due to the difficulty of diagnosis and early treatment, with severe sequels such as infertility, fetal loss, ectopic pregnancy, genital cancer and premature death as well as infections in newborns and infants.\(^2\)

Since the beginning of the AIDS epidemic, 15,738 young Brazilians have died due to their complications, evidencing the tendency of HIV infection. Due to the long latency period of HIV, studies suggest that the infection probably occurs in adolescence. In this way, the spread of the virus among adolescents is greater because of the sexual practices of risk and multiplicity of sexual partners.\(^3\)

Sexuality has emerged as a privileged topic to be approached with adolescents by health professionals and educators who work with this people. However, educating for sexuality is not easy, because it is not only the transmission of information from a subject that knows to another that learns. Sexuality is intimately linked to the human being in his or her private sphere and may be the result of his or her culture or personal relationships established by men and women during their lives.\(^3\)

Sex education is an important dimension in the personal, social and constitutive formation of the educational process of the people, can result in the way in which they react to the sexual questions and in the way they live the sexuality. Therefore, we think it is important to address issues of sexuality throughout life, especially in childhood and adolescence. It must be considered that the school is a significant social space where the adolescent can take his or her life experiences, curiosities, fantasies, doubts and concerns about sexuality.\(^4\) \(^5\)

In the classroom, the subjects to be portrayed is great and, having to develop the pedagogical content, teachers end up not talking about personal and intimate matters with the students, and the administrative staff often do not know how to deal with the adolescents sexuality, even because they were not sensitized to such a role.

On the other hand, family and modern parents are increasingly unable to talk to their children. Thus, it is necessary to ask: who can and should contribute to the education of these adolescents about STI? Would it be important for school employees to attend a permanent education (PE) workshop to facilitate this health education?

The focus of PE is to incorporate teaching and learning into daily life of organizations and social and work practices in the real context in which they occur, modifying educational strategies from practice as a source of knowledge and problems.\(^1\)

The work experiences in a public school in the federal education system led to the problematization of school health education and especially the lack of information about students on STI. It is worth mentioning that, although we live in a technological age, in which the acquisition of knowledge is facilitated through information technologies, in informal conversation with students to respond to my concerns, approaches, educational methodologies and sex education specifically STI/AIDS, many reported that they did not find it interesting to learn this topic through the internet or social networks. Therefore, this study aimed to describe the dynamics of permanent education workshops on sexually transmitted infection.

METHOD

This is a descriptive and exploratory study with a qualitative approach carried out in 2014/2015, a cut of the master’s research of the author, in a technological high school of the federal public network, having the public servants who work in this scenario as participants.

For the research, there were workshops on permanent education on Sexually Transmitted Infection, in the form of talk circles, the Active Methodology pedagogical model was chosen, and as a theoretical reference Paulo Freire. The active methodology is subdivided into two strands: problem-solving methodology and problem-based learning.\(^8\)

In the workshops, we use the two objectives. Thus, we carried out the dissemination of the Permanent Education workshops on Sexually Transmitted Infection, one week before the beginning of the workshops, through institutional email, folder, and social networks. It was used situations-problems developed by the author from the doubts of the students for the workshops with
the workers. It should be noted that an electronic device (MP4) was used to record the reflections performed by the servers in the workshops, and a field diary was carried out with the impressions and reflections of the researcher. For identification of the servers, we used the codename consonant S (server), followed by the numerical order, for example, S1, S2, S3.

The data collection was obtained to analyze and interpret data, using the precepts of the content analysis outlined by Bardin, organized in categories and discussed with the theorist Paulo Freire and theoretical basis available in the scientific literature. The research was submitted to the ethics committee and approved with the opinion 741.076, and the free informed consent term and a characterization questionnaire were elaborated.

RESULTS

There were 17 servers interviewed of the 161 invited, 17 were female, 17% male, 18% were between 20 and 30, 65% had between 31 and 40 years, 11% from 41 to 50 years and 6% for 51 years; 77% of the employees are administrative technicians, and 33% are professors, 59% of them having specialization training, 12% high school, 17% graduation and 12% master's degrees. With the time of institution, 2% of the employees work in the institution for less than a year, 42% work from 4 to 6 years and 47% work from 7 to 10 years. As previously described, PE workshops with the on STI were held.

After the workshops with the servers, two categories emerged:

- Permanent Education at school;
- The importance of raising awareness for the reconstruction of professional attitudes and values.

DISCUSSION

• Permanent education at school

During the PE workshops, the server’s knowledge about the pertinent issues in the life of the students was analyzed: they were invited through the studies of real situations based on problems, to know a little more about the reality of the lived by the students.

There is a great interest in the subject when a server reports:

It is necessary to have future meetings of permanent education on other subjects pertinent to the school. More specifically on education. (S15)

Every professional must have a sense of his social responsibility. (S3)

Permanent education workshops on sexually...

It is necessary to have a moment of reflection in the school, on the problems of education. (S14).

Education is an essential part of the life of man and of the society in which he lives, but it has not always been realized in the same way. The term Permanent Education appears for the first time in the nineteenth century in 1955 in France, becoming official in 1956, gaining popularity and respect for being related to the growth of economic development.7

In Brazil, the term Permanent Education is imported in 1968, as a project for all life within reach of all. But it was in the health area that it established its greatest link, the Federal Constitution of 1988, in which the Unified Health System (SUS, Law No. 8,080/90) originated, established in its Article 14 that Permanent Commissions should be created (CIES), whose purpose is to propose priorities, methods, and strategies for the training and continuing education of SUS human resources and through NOB/RH-SUS, the government elaborates an institutional program for all health workers, and was later ratified in 2003 by resolution 335 with Public Policy, for training, strengthening and development of SUS.7

Permanent education is based on the presupposition of meaningful learning, promoting and producing meaning and suggests that the transformation of professional practices is based on a critical reflection on actual practices.10 Thus, Permanent Education enables to constantly re-read reality, in which we are always learners, beginning to make sense when it “comes” to us, provoking us and demanding a position. That is why Permanent Education has its roots in the real evolution of education.11

The PE should be based on a pedagogical process that includes the acquisition and update of knowledge and skills to learning that starts with the problems and challenges faced in the work process, involving practices that can be defined by multiple factors such as knowledge, values, power relationships, planning and work organization, and considering elements that make sense to the actors involved, based on meaningful learning.7

It is also worth mentioning that Permanent Education is defined as an ongoing educational process of qualification, with personal and professional overcoming, and can be carried out individually or collectively, with the purpose of reformulating values, developing a critical and reflexive attitude.12
As we begin to develop educational practices through active methodologies, inducing the subject to problematize and reflect his practice, he has been in tune with permanent education and Freire who proposes a participatory and conscientious education that values the individual's experience in the educational process.  

Awareness is a historic moment in the life of man, in which man assumes the role of transforming subject of the world. All professionals who work in education should have a moment to dialogue, because “dialogue is the indispensable way”, it is an existential necessity. It is the encounter between men, in which reflection and action guide them to the world that must be transformed and humanized. Dialogue is the basic condition for education.

According to server S6, saying:

All workers who work with education should have a moment like this for discussion, especially teachers who live a lot with students and the server ($15$)

Sexuality, drugs are little spoken in the classroom! $15$

The problem reinforces dignity and respect for people. It favors in this way, the exchange of knowledge, of the educator and educating. Thus, as the educator is a human being who seeks knowledge together with the student, since the subject who teaches, learns in teaching, and the subject who learns, teaches by learning, through a dynamic, dialogical and political process, developing through reflection and dialogue between the subjects, so as to come to an understanding and transformation of living, each one in his way, can learn and discover new dimensions and possibilities of reality in life. “Education becomes a process of common and permanent formation.” $^{11,102}$

With the Permanent Education workshops, the group emphasized the importance and the need to plan the permanent education in the school, future meetings, because in the workshops there was an exchange of knowledge and experiences, and we can intervene in reality. $^{14}$

In this way, the permanent education workshop is presented as a possibility to solve the problems of Health Education, since it differs from other educational interventions, since the pedagogical proposal used in the permanent education considers the workers as subjects of a process of construction of Knowledge and social practices, making them responsible for their lifelong learning processes. $^{7}$

Teaching is not transferring knowledge, but it is improving the way to teach. However, for this professional to be able to sensitize, guide and prepare students for life, it must be a change of attitude. They are always guiding them to the right paths, so in the future the students will be real citizens with a critical sense, equipped not only with intelligence but also with values, offering the construction of a more developed, fairer country with opportunities for all. $^{14}$

The educator needs a professional qualification to assume this commitment to education, that is, educational competence, which can be through Permanent Education. In this sense, the philosophy of education unveils the human condition and proposes ways of liberating man, so together we can walk a new path in defense of life, autonomy, self-care and freedom of our students in STI, because the educator is not only what educates, but while educating, he can propitiate the transformation of reality, in a dialectical relation, having the concept of praxis as a fundamental element of the relation of theory and practice. A new educational plan is the development of programs rooted in an emancipatory ideology, in which readers become “subjects” rather than mere “objects.” $^{11,14}$

♦ The importance of awareness-raising for the reconstruction of professional attitudes and values

This category is born after the notorious result of the sensitization described by the servers in the reflections, after the permanent education workshops about STI. According to the servers, it is necessary to:

To implant moments of reflection and dialogue about education in the school ($15$)

It is necessary to have a moment of reflection in the school, on the problems of education. ($54$)

Then, reflecting is presented in two complementary aspects. On the one hand, it indicates the necessity of intercession of the practice, of its modification by a process peculiar to the person. On the other hand, to reflect the practice is to develop the logical reasoning before the life, through a recreator process, adopting like perspective the inherent possibility of construction of a new knowledge. $^{15}$

For being aware that the process of knowing reality demands, among other aspects, an option, an effective engagement, so it can not be done only from theoretical notions. In this sense, human beings committed to the issues of their daily lives
become transforming social subjects of reality, many times through the sensitization.

To be in the world is to have the responsibility to make it better for the vulnerable, or rather, for the “oppressed” of ideas, hopes, and attitudes. And since we are “unfinished human beings” in constant growth and maturation, being people is to assume the role of subject in their history and discover our ethical and moral role in the social context in which we are inserted.14,16

It is to understand that teaching requires loving learners, and that each man and woman are unique beings in their essence and physiology, and that each stage of life requires the educator an extra effort to reach it and make it an agent of change, master of his life and destiny, because teaching requires critical reflection on the practice.14

The great task of the coherent educator is to think right, involving a dynamic, dialectical process of doing and thinking about doing, always remembering that as a human being he must challenge the learner with whom he communicates to produce his understanding of the world. It is to be people and be conditioned to the unfinished and to understand that their passage in the world is not predetermined, pre-established, their “destiny is not a given, but something that needs to be done, whose responsibility I can not exempt”.14,52

> It is of utmost importance to raise the awareness of the server to the pertinent questions of the students’ lives, and that within a school, regardless of the function you occupy, we are all educators. (S13)

It is to understand their role in the world and to be perceived as equal to all, as to their rights and duties. In this way, the social subject becomes critical and reflective, responsible for his/her actions towards himself/herself and towards others, building a life history, their developmental process is dialogical and historical, that is, a human being who has taken self-awareness and participate consciously in the construction of the social processes in which he is inserted. Therefore, he is organized collectively and able to intervene in infinite situations as a manager, the motivator of social transformations.14

The commitment of the individual to society is established at the same level of commitment to himself and as a “connective human being, he can establish interactions, to think individually and collectively, not being able to live alone, constantly seeking to perfect himself to grow and developing, understanding as an unfinished being in the constant pursuit of “being more.” The “being more” committed to their “doing well” and with the conviction that change is possible through praxis to transform the reality of the school community.7

Using Freire as one of the theoretical references in the workshops provided the development of the professionals through a participative and liberating education that can instrumentalize the individuals to be able to generate and make the necessary changes, taking as an example this servant (S9), who said:

**The teacher could include in his subject the STI and drugs in his classes, through texts read, for example, I can bring an STI text in English, a story for translation. (S9)**

In this way, the hope is reborn when we see new expectations of transforming the reality we experience in school. Freire, clearly shows us the need for hope and the dream of human existence, necessary for struggle, for better days in society, because without a minimum of hope we can not even begin the clash. He warns us that not dreaming or idealizing would be an excellent way to fall into despair, for “as an ontological need hope needs the practice to become historical concreteness,” 17-11

These anxieties may be imbued with longings, doubts, hopes or despair that imply important themes a relationship can be formed, since the human being is in an uninterrupted educational process to adapt to the needs that arise and to be more like a person, “to learn is to build, to rebuild, to verify to change”.14,68

Thus, we become able to intervene in the social reality in which we are inserted, provoking changes in professional attitudes and values for those who have not yet begun their journey towards knowledge, autonomy, ethical and moral responsibility, always reminding us that educating it is an act of intervening in the world.

**CONCLUSION**

Valuing health is an important component of the human development process, since it leads to an increase in the quality of life, contributing to the empowerment of individuals in preventive measures and, consequently, to actions that reduce the vulnerability of adolescents. The inclusion of empowerment as one of the foundations for health promotion practices in schools reinforces the need to fight for the rights to health and quality of life.

From the Permanent Education workshops on STI with the servers and with the
implementation of Permanent Education in the school and resulted in a notorious awareness of the servers. This is shown through the reflections described in the research results, confirming that Permanent Education is a trajectory for the problem solving, related to the life of the actors involved in the work environment, since PE serves multi-professionals, with an institutionalized practice, focusing on work-related problems, with continuous periodicity, and pedagogy focused on problem-solving through dialogue and problem-making workshops, with the result of changing behavior, attitudes and active appropriation of knowledge with the strengthening of the work team.

It is worth stressing the importance of nursing as a profession of social commitment, sensitive to problems and human rights in this teaching-learning process in health, and as a science, as it seeks new methodologies to achieve the improvement of quality of life and healthcare for the population, appropriating knowledge and skills, using the liberating praxis to intervene in favor of the lives of those who are under their responsibility.

REFERENCES


Permanent education workshops on sexually...