

Permanent health education and Paulo Freire's libertarian education

Permanent Health Education portrays the educative processes of health professionals, pointing towards practices that go beyond service education and continuous education. It implies, thus, a new form of conceiving the production of knowledge and actions – no longer seen in a segregated manner, but rather comprehended as inseparable elements. In this way, linked to the process, there is teaching, management, care and social control, in agreement with the formation and development policy of the Brazilian Unified Health System (SUS) – the National Policy for Permanent Health Education, in force in Brazil since 2004 –, by inciting the articulation of health services needs, the possibilities of development of professionals, the resolute ability of health services and the social management of public health policies.

In its concrete reality, anchored on emerging political and ideological benchmarks, Permanent Health Education should be assumed as a daily practice, or, also, as learning-work, in the sense that both problems and solutions emerge from the routine of professionals and of health organizations. Led this way, every permanent educative practice, in the health field, arises from real problems lived, whose overcome is possible through the knowledge and experiences people involved have. Because it is conceived as so, the educative processes of health professionals will take place in the problematization of their work, balancing the needs of the service, the development of the workers and the health needs of the population. It is due to said nature that Permanent Health Education processes are deemed as transformers of professional practices and of the work organization itself, in such an intensity that the professionals are transformed by it.

As an emerging benchmark, Permanent Health Education is a result of change movements in professional formation. In the Brazilian case, the similarity with the assumptions of the educator Paulo Freire is not denied, given that educative processes are conceived as interventions that seek to transform a naive knowledge into a libertarian one, based on a critical awareness about facts. This process allows for the reconstruction of reality through contextualized actions. Paulo Freire called it *action-reflection-action*, and insisted that it is a viable path towards constant practice overcome, by means of criticality and action.

For this reason, Permanent Health Education is called libertarian. It presupposes not only the demand for technical formation, but also an ethical, human and sociocultural formation, aiming at health practices grounded on social responsibility, engagement, commitment with citizenship and with the promotion of people's comprehensive health. Thus, it refutes any form of alienated professional intervention – when it is based on the reproduction of actions –, which would oppose liberation. It goes beyond a disconnected 'knowing' and 'doing', requiring a 'knowing-how-to-do'. Hence libertarian, because it expresses a committed, thought and re-thought attitude that derives from a previous knowledge, from the current context and from that which is new and unfinished.

The dichotomies professional/user, service/community, management/care do not perpetuate under the premises of the Permanent Health Education. As part of a single context, they direct and impel new indissoluble knowledge and new practices. Likewise, it is defended by Freire, when assuming that the authors are educated in the context by

the authentic dialogue; or, as he used to say, ‘nobody educates nobody, nobody educates himself or herself, men are educated by the intermediation of the world’. In this attitude, people get rid of their uncertainties and search for a knowledge capable of transforming themselves, others and, consequently, the reality that surrounds them.

It is by doing that they learn; it is by learning that they do; it is by doing-learning that they recreate what once used to limit them. For this reason, Permanent Health Education is, by nature, libertarian.

Vanessa Denardi Antoniassi Baldissera
Student of the Nursing Department
State University of Maringá
Researcher on education and health
Leader of the GEEPS- Researches Directory CNPQ

Sonia Maria Villela Bueno
Student at the Ribeirão Preto Nursing School
University of São Paulo
Researcher on education and health
Leader of the CAESOS – Researches Directory CNPQ