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## Political Education in Health Databases: An Integrative Review

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### ABSTRACT

**Introduction:** Since the 2016 coup d'état in Brazil, the discussion on political education has returned to the educational scene very strongly, especially in the health field with the acceleration of the deconstruction of the Unified Health System (SUS). **Objective:** The aim of this study is to review the worldwide scientific literature indexed in health databases on the concept of political education. **Method:** This was a theoretical integrative review, guided by the capture of the concept of political education and the theoretical-educational elements that supported this concept in these studies. It was worked with portals like Virtual Library in Health (BVS) of the Latin American and Caribbean Center of Health Science Information (Bireme) and the US National Library of Medicine National Institutes of Health (PubMed) and the Web of Science and SCOPUS databases. **Results:** Most of the included articles (17) were indexed in BVS (65.4%) and 61.5% (16) presented the concept of 'political education'. Mostly, the conception of political education in health is associated with the idea of citizenship and contradictorily it works with the critical perspectives of education. **Conclusion:** Finally, the concepts of political education were considered qualitatively reduced, but this review helps to draw paths in the order of a more critical thought about political education considering health as a social right in a capitalist society.

### KEYWORDS

Politics. Teaching. Unified health system. Review.

## Educação Política nas Bases de Dados na Área da Saúde: Uma Revisão Integrativa

### RESUMO

**Introdução:** Desde o golpe de Estado de 2016 no Brasil, a discussão sobre a educação política retornou à cena educacional com muita força, especialmente no âmbito da saúde com a aceleração do desmonte do Sistema Único de Saúde (SUS). **Objetivo:** Revisar a literatura científica mundial indexada em bases de dados na área da saúde sobre o conceito de educação política. **Método:** Tratou-se de uma revisão integrativa teórica, orientada pela captura do conceito de educação política e dos elementos teóricos-educacionais que embasaram esse conceito. Trabalhou-se com os portais da Biblioteca Virtual em Saúde (BVS) do Centro Latino-americano e do Caribe de Informação em Ciências da Saúde (Bireme) e a Biblioteca Nacional de Medicina do Instituto Nacional de Saúde dos Estados Unidos (PubMed) e as bases de dados Web of Science e SCOPUS. **Resultados:** A maior parte dos artigos incluídos (17) se encontrou indexados na BVS (65,4%) e 61,5% (16) apresentaram o conceito de 'educação política'. Majoritariamente, a concepção de educação política na saúde está associada à ideia de cidadania e contraditoriamente trabalha com as perspectivas críticas da educação. **Conclusão:** Por fim, os conceitos de educação política foram considerados reduzidos em termos qualitativos, mas esta revisão ajuda a traçar caminhos na ordem de um pensamento mais crítico sobre a educação política considerando a saúde como um direito social em uma sociedade capitalista.

### PALAVRAS-CHAVE

Política. Ensino. Sistema único de saúde. Revisão.

## Educación Política en las Bases de Datos de la Salud: Una Revisión Integradora

### RESUMEN

**Introducción:** Desde el golpe de Estado de 2016 en Brasil, la discusión sobre educación política ha vuelto a la escena educativa con mucha fuerza, especialmente en el campo de la salud con la aceleración del desmantelamiento del Sistema Único de Salud (SUS). **Objetivo:** Este estudio tuvo el intento de revisar la literatura científica mundial indexada en bases de datos de salud sobre el concepto de educación política. **Método:** Esta fue una revisión teórica integradora, guiada por la captura del concepto de educación política y los elementos teórico-educativos que apoyaron este concepto. Se utilizó los portales Biblioteca Virtual en Salud (BVS) del Centro Latinoamericano y del Caribe de Información en Ciencias de la Salud (Bireme) y la Biblioteca Nacional de Medicina del Instituto Nacional de Salud de los Estados Unidos (PubMed) además de las bases de datos Web of Science y SCOPUS. **Resultados:** La mayoría de los artículos incluidos (17) se indexaron en BVS (65,4%) y el 61,5% (16) presentó el concepto de "educación política". En su mayoría, la concepción de la educación política en salud está asociada a la idea de ciudadanía y trabaja de manera contradictoria con las perspectivas críticas de la educación. **Conclusión:** Finalmente, los conceptos de educación política se consideraron reducidos cualitativamente, pero esta revisión ayuda a trazar caminos en el orden de un pensamiento más crítico sobre la educación política, considerando la salud como un derecho social en una sociedad capitalista.

### PALABRAS CLAVE

Política. Enseñanza. Sistema unificado de salud. Revisión.

## Introduction

Since the second term of the Dilma's Administration (2014-2016), the issue of the guarantee (especially budgetary) of the right to health has worsened (NATIONAL BOARD OF DIRECTORS OF CEBES, 2014; MENDES, 2012; OCKÉ-REIS; GAMA, 2016). Even considering the relevance of the thesis that interprets the little expression of the "social *ethos*" of health under the capitalist production mode (LAURELL, 2002), in the current Brazilian situation, the arguments for the dismantling of the right to health in Brazil have been more in the 'political' component than in the past. Among them, the main ones are the government's political commitment to the health insurance companies that financed their campaigns (SCHEFFER; BAHIA, 2015) and the little dialogue between the head of the federal executive and the social movements in health (DRUCK, 2006; SOUZA, 2016).

Along with the thesis of the capital-labor conflict (but always underlying the debate), from 2013 onwards the problem worsened until the consolidation of the impeachment of the democratically elected president, which for several analysts was characterized as a legislative-legal-media coup (GENTILI; MARÍA; TROTTA, 2016), or, as it became known in the literature of critical political theory (DEMIER, 2017), the 'institutional coup'. Since then, an interim government, ruled by the successor Michel Temer, and then by Jair Bolsonaro, has significantly deepened the dismantling of the right to health in Brazil through the reduction of state actions previously carried out in this sector, which can be considered, to some extent, as a legal political violence, however, illegitimate (BARRETO; BORJA, 2007).

Historically, resistance to the dismantling of the right to health in Brazil (with the Unified Health System (SUS) as a material expression of this right) has always been played by health professionals (CECILIO, 2012). From the Brazilian Health Reform movement (PAIM, 2012) to the rise of the Lula's Administration, the performance of this segment has been endowed with pioneering spirit and determination. At first, the defense was of SUS as a project of direct state provision of services (contrary to outsourcing initiatives) (BRAVO, MENEZES, 2014) and, in a second moment, in an attempt to occupy the state apparatus (HUR, 2014) with members historically linked to the movement in strategic positions in the health portfolio.

However, in the current scenario (PAIM, 2018) there is still a disqualification of the role of health professionals as a leading segment in the defense of republican health interests as already described by Ceccim and Bilibio (2004). Unattractive wages for most categories (CAVALCANTI NETO; LIRA; MIRANDA, 2009), absence of job plans and motivating careers (PINTO *et al.*, 2012), excessive bureaucratization of services (ALVES; SILVA, 2015; BRAZIL, 2011) and workplaces with little infrastructure for professional practice (AKERMAN, 2015; LIMA, 2016) have repealed the interest of professionals in the system, thus helping with the low level of commitment to the ideological defense with the health project created in the 1970s.

Therefore, it is expected that, in a fiscal adjustment scenario as carried out by the interim government, social rights (of which *health* is one of them) will undergo deep budgetary cutbacks (BERHING, 2011). This measure will encounter little resistance on the part of the professional segment, which is currently politically disarticulated, resulting in the need to regain political debate in health if it is not desired to endorse the victory of the macroeconomic policy proposal of the adjustment and, therefore, undermine the sustainability of the system.

In spite of the urgency of this debate, the dismantling has already been consolidated (Constitutional Amendment 95) and it is now up to those who consider themselves progressive to make efforts to regroup the different social subjects in order to gain enough unity and political strength to dispute again the State apparatus. In view of this fact, it seems pertinent to think that it will be necessary to invest in the training of fresh staff through a long educational process that should start from graduations of health programs (CECCIM; BILIBIO, 2004) until the consolidation of a new professional segment. Therefore, betting on this path requires examining the form and content in which the policy has been installed in the formation of health courses in general.

In this sense, it is worth remembering that politics is a topic that beckons from afar to the curricula of undergraduate health courses. Therefore, it is important to theoretically differentiate what is considered to be “political training” and “politics in training”.

“Political training” is understood as the act of forming leadership staff among students to organize matters of interest to the student community (MOURA, 2010). It is not uncommon for students who receive “political training” to assume unions, academic directories, representations of other orders within the university world, reaching prominent and, consequently, decision-making positions. Traditionally, this type of training has contents about the national/international political situation, about the foundations of capitalism and about the role of student struggle/assistance in the university world (CRUZ, 1994). Even recognizing the relevance of this proposal, this type of training runs parallel (or at the margin) to the essential contents of undergraduate courses and the participation of students in these courses depends on a ‘certain’ voluntarism.

“Politics in training” is related to the insertion of content on politics (in a *broad* sense) in the essential content of undergraduate health courses. Despite the polysemy of the word “politics” (BOBBIO, 2000), here politics will be considered in its multiple meanings, especially those that do not enjoy so much clarity in the social ideals of students of health courses (VIDAL, 2016).

With the editions of the new National Curriculum Guidelines in health courses, especially the most recent ones, such as medical degree (in 2014) and collective health (in 2015), there has been a slow and gradual investment in “humanities” as a way of bringing together the essential contents of the courses to the more social debate (AUGUSTO *et al.*,

2008). However, what has been observed empirically is that the courses have not given the necessary emphasis as the guidelines advocate very especially for the internal disputes for technicality that occur within the Structuring Teaching Centers (NDE) (ZILBOVICIUS et al., 2011).

At a certain point, it was believed that the transversality recommended by the new guidelines was enough to make the humanistic debate reach the other more technical knowledge of health courses, providing more homogeneity in search of a critical-reflexive formation (CECCIM; FEUERWERKER, 2004). Even with a few centers that have advanced in this perspective, what has been perceived in the reality of the curricula is the persistence of the model centered on disciplinary fragmentation, with little dialogue between technical knowledge and humanistic knowledge, and when they merge into more comprehensive curricular components (or modules), there is a clear distinction between classes that are technical and those centered on humanistic reflection (SOUZA; ZEFERINO; DA ROS, 2011).

It is relevant to remember that, even under the auspices of the humanities in health courses, it is entirely possible that the policy may be going unnoticed. In the analysis of some courses, it is visible that the debate in the humanistic field is directed towards socio-anthropological issues of health-disease-care (CANESQUI, 1997), as well as bioethics and ethical-philosophical aspects of professional practice in a given category (GONÇALVES et al., 2010). Even recognizing the importance of this knowledge for training in a holistic approach (TAVARES, 1997), it is important to emphasize that “politics in training” does not refer to these contents. When it comes to “politics in training”, there is a bet on content, which emerge from technicality (because they politically qualify the content of the work that will be carried out by the professional) (BRANDÃO, 2007), and which focus on the fundamental discussions on State, democracy, social rights, participation, representation to stay only in those fundamental categories that shape the idea about politics (BOBBIO, 2000).

Thus, educating politically in undergraduate health courses is not a trivial task and requires continuous pedagogical efforts, especially in clearly defining what the objectives of this training would be as a necessary basis for changing the political posture of the student who left these courses.

The interest of the student who enters an undergraduate course in the health area is usually focused on the human body and the technique/technology that he/she will learn during his career because it is related to his/her future financial autonomy (ZANETTI, 2007). In general, the debate on what characterizes being human is far from the centrality of the contents offered, which often prevents the student from reflecting on the construction of the “human” and its multiple determinations.

Aristotle already stated that man is a political animal (*zoon politikon*). This is one of the most exhaustively studied concepts in political philosophy and one of the fundamental

arguments for social and political organization (ARISTÓTELES, 2002). When talking about ‘politics’, in the Aristotelian perspective, the social character of politics is being affirmed, that is, living in community (in the *polis*) and this aspect is the fundamental condition of the human condition of human beings. Thus, there is a deliberate process of inculcating a way of life that characterizes the possibility of relating in society and, through feedback, of constituting ‘being’ into ‘human’. This process can be called education (BRANDÃO, 2007). Consequently, it is possible to affirm, then, that the act of educating for life in society is already political in itself (GUTIÉRREZ, 1998).

However, moving away from this broader conception of politics (but without losing the connection with it), what health training needs is to understand the extent to which humanistic training (understood as the one that “revives the humanity of students and its objects of care”) separates itself from this broader vision, which equates the ‘social’ with the ‘political’ and, which can help to identify ‘politics as an option for the defense of historically constructed social rights’, among which, ‘being healthy’ is part of them.

For some authors like Biesta (2013), politics in this sense would be closer to what is understood by “democracy”. Thus, for this author the student must “become” before giving them the opportunity to show who they are and who they want to be. For Freire (1996), politics is inherent to the educational act, that is, there is no education without an ideological position taken on what will be said or done. In this sense, politics can be something closer to what it understands by “taking a stand on a certain issue”, intentionally and deliberately.

Notwithstanding the contributions of the aforementioned authors, it is important to note that they were located in the field of education and, therefore, dedicated themselves to solving problems of this specific knowledge core. In order to understand what political education in production and positivist knowledge and traditionally averse to the humanities (such as health) would mean over a long period of time, this study comes up to the question: what does the world’s scientific literature indexed in databases of interest to ‘health’ present on the concept of political education?

It is believed that the systematization of this concept, originally produced within the great area of health, can serve as an initial trigger for the understanding of the object of political education from a biomedical perspective. Therefore, the objective of this study is to review the world scientific literature indexed in databases in the area of health on the concept of political education.

## Method

This study is an integrative literature review. Integrative reviews can be classified into several types. As this is a conceptual review, the ‘theoretical integrative review’ will be the subtype used. This type of review aims to generate criticism of theories around a specific

theme (in this case, the concept of political education) by analyzing evidence that supports and does not support a given theme (LOCH; GÜNTHER, 2015).

Therefore, this type of review has the potential to promote scanning in several areas of knowledge, maintaining the methodological rigor of systematic reviews (UNESP, 2015). It also combines data from theoretical and empirical literature, in addition to incorporating a wide range of purposes: definition of concepts, review of theories and evidence, and analysis of methodological problems of a particular topic (SOUZA; SILVA; CARVALHO, 2010; SOARES, 2014).

The concept of “Political Education” is centrally considered in this review. It will start from the concept of political education, described by Dantas (2010) complemented by Carneiro (2010), who state that:

[...] political education means recognizing the qualitative character of democracy, (Dantas, 2010, p. 7) [...] to generate good choices. Good choices at the political level are those that lead to the common good at the national and international levels. (Carneiro, 2010, p. 112).

The issue focused on in this review is to understand how the scientific literature in the area of health presents the idea of “political education”. The intention, in possession of this content, is to synthesize what the literature presents on this topic, with the ultimate goal of reconstructing a concept of political education that serves the Brazilian reality today.

The research question for the review was: “what does the scientific literature indexed in the databases present about the concept of political education in the graduation of health professions?”. In order to guide the search process from the research question, the adaptation Problem-Variable-*Outcomes*(Results) (PVO) derived from the acronym Problem-Intervention-Comparison-*Outcomes*(Results) (PICO) will be used for systematic reviews exploratory as described by Greenhalgh (2005).

The variables of interest were identified in the articles. They were: a) the theoretical-methodological educational perspective used, b) what is meant by ‘politics’ in these academic productions, c) a critical evaluation of the material (identifying what can be removed, as other possible variables).

Notwithstanding the need to standardize the systematic review processes (as is the case with integrative reviews), authors recommend the use of scales to check the inclusion and/or quality of articles in these reviews (FRANQUEZ, 2017). Even with this methodological prerogative, it is understood that, for this study, these scales are inadequate due to the necessary flexibility to the object to be apprehended (MENDES; SILVEIRA; GALVÃO, 2008).

In review studies, which go beyond the health sciences environment and reproduce methods for other related areas, it is necessary to adapt the method to the object in case one does not want to incur the inability of the method to achieve success in this task.

All studies identified in the literature without a year or language filter were included. Searches were carried out in the VHL, PubMed, Web of Science (WebOfSc) and SCOPUS databases. The search strategies were carried out from the definition of the descriptors of each database to be investigated. From there, specific search strategies were created for each database, taking into account their specific form of indexing.

The studies were selected considering the following elements: a) the term “political education” in the text, or in the abstract or title of the study; b) the study had to have the presence of a summary and c) the availability of free access. In the case of studies in which they appeared repeated in several databases, only their first recovery was considered, excluding repetitions.

As this is an integrative literature review, it is understood that, according to Resolution nº 510 (Brazil, 2016) (which governs the ethical aspects of research in social and human sciences), this work does not need the opinion of an ethics committee.

## Results

When cataloging the identified studies, the following distribution by database is observed according to the indexing data (table 1). Of the 181 studies identified, only 26 met the required criteria, totaling the articles included in this review, which were read in full. Most of the articles included (17) were indexed in the VHL (65.4%). After this first systematization, the studies can be identified in chart 1.

**Table 1.** Identified studies and articles included according to the portal-base chosen for review

Portal-Base	Identified studies		Included Articles	
	n	%	n	%
VHL	39	21.5	17	65.4
PuBMed	50	27.6	1	3.8
Web of Science	53	29.3	8	30.8
SCOPUS	39	21.5	0	0.0
<b>TOTAL</b>	<b>181</b>	<b>100.0</b>	<b>26</b>	<b>100.0</b>

Source: direct research



## Artigo de Pesquisa

**Quadro 1.** Portal or indexing base, authors, problem, variables and objectives of the articles included in the integrative review, 2019.

Portal-Base	Authors	P (Problem)	V (Variables)			The (Objective)
		What is the concept of 'political education' the study presents?	The theoretical-methodological educational perspective used	What is meant by 'politics' in these academic productions	Reference of the social theory used in the material (reference authors)	Objective of the study
BVS	Pontin	It does not present	It does not present	Politics here is understood as occupation of the senses, distribution of the sensible and of a common.	DELEUZE, Gilles GUATTARI, Félix PELBART, Peter Pál RANCIÈRE, Jacques ROLNIK, Suely	To discuss the occupations in schools that have happened in Brazil in recent years, about the case of physical education in high school.
	Gama, Duarte	It does not present	Historical-critical pedagogy	Politics such as the selection of school contents. It is admitted that it is not neutral, even when carried out from conceptions that intend to impose on pedagogical action a supposed political neutrality.	MARX, Karl	To reflect on the category of freedom in the Marxist tradition, in a manner opposed to the liberal-bourgeois view and reflecting on human formation and the school curriculum.
	Frigotto	It does not present	Historical-critical pedagogy	Politics as the theoretical density in the analysis of the relationship between education and society, without which the political struggle has no direction and the systematic clash in the criticism of educational laws and policies advocating its organic link with scientific organizations, policies and social movements committed to the transformation of	MARX, Karl	To reflect, in the light of the materialist conception of history, the dialectical method of understanding human reality and the sense of political action that are based on the vital activity of work and how it is defined in the social relations of material production of existence, over time

## Artigo de Pesquisa

				society and education.da educação.		
Saldarriaga-Vélez	Political education as a synonym for citizen education. It is understood as political socialization through the configuration of 'political behaviors' both in students and in learning facilitators.	Critical pedagogies	It does not present		FREIRE, Paulo GIROUX, Henry	To focus on school practices of political socialization based on critical pedagogies, derived from processes of formation of subjectivities in young people, here called processes of subjectivity.
Vidal <i>et al</i>	Political education as 'political literacy', associating the idea of citizen education.	It does not present	It does not present		COSSON, Rildo	To identify the students' perception about politics in the collective oral health contents and if it is possible, thus, to carry out a political education of these students.
Bascope <i>et al</i>	Political education as education for citizenship aligned with government agendas oriented to the training of students, providing civic skills and knowledge for political participation.	It does not present	It does not present		PUTNAM, Robert KERR, David	To evaluate comparatively the institutional view of citizenship expressed in each curriculum and the attitudes of students on civic issues.

## Artigo de Pesquisa

Botero-Gómez	Political education such as the critique of intercultural and intergenerational dialogues in education that limit themselves to training for recognition and tolerance between cultures and that diverge from concrete experiences of civil disobedience against the different cultural or legal norms that foment injustice..	Pedagogy of hope	Politics is pedagogy in the sense of hegemonic dispute as a political-educational project	GRAMSCI, Antonio	To confront a pedagogical-epistemological disciplinary discussion with a non-disciplinary-theological discussion related to the training processes that explain different organizational experiences in Colombia.
Coqueiro, Santos, Leal	It does not present	Permanent education	It does not present	CECCIM, Ricardo FEUERWERKER, Laura	To expose the perception of students/interns, from the 4th Edition of Internship Experience at SUS (EVSUS-BA), about the work process and experiences lived during the internship in the municipality of Feira de Santana (BA)
Brutscher, Serrano	It does not present	Permanent education	Politics is a dimension that involves every human being and, in particular, public policy managers, contributing to assuming themselves as political subjects, aware of the responsibility to ensure citizens the guarantees of the Democratic Rule of Law.	CECCIM, Ricardo	To demonstrate, through experience, a problematic teaching and learning process that can contribute to the transformation of the reality of management workers and, consequently, the network of health actions and services.

## Artigo de Pesquisa

	Fortuna <i>et al</i>	It does not present	Permanent education	Politics is micropolitics	CECCIM, Ricardo	To map the movements of permanent health education in the region of Araraquara, São Paulo, Brazil, triggered by the course of Facilitators of Permanent Education in Health, from the Ministry of Health and the National School of Public Health.
	Marino Filho	Political education, in a broad sense, is the relationship between men and each other and the domain of the production of their lives in relation to nature and society, it must be a subject, or even a discipline, important in the scope of teaching and schooling.	It does not present	It does not present	VYGOTSKY, Liev	To reflect on power as a product of living and cultural activity, emphasizing that learning is the means by which power develops in individuals.
	Fernandes	It does not present	It does not present	It does not present	SACRISTÁN, Gimeno NÓVOA, Antonio	To point to the need to break the dichotomy, often present in the series/cycles debate, and argue in favor of its overcoming for the construction of a more democratic school and for all.
	Saviani	It does not present	Historical-critical pedagogy	Politics as the critique of nationalist developmentalist political ideology, through a progressive denationalization of the economy.	SAVIANI, Dermeval	To resume the educational policy and the achievements of the military dictatorship in Brazil, highlighting aspects that are still present in Brazilian education today.

## Artigo de Pesquisa

Reigota	Political education as the questioning of the role of environmental education whose main foundations are citizenship and ethics.	It does not present	Politics as citizenship	It does not present	To analyze political, environmental and pedagogical events that occurred during the first Lula government (2002-2006) and claiming that there was an ethical and political crisis that caused the breakdown of the representation of citizenship built in the resistance movement in the military dictatorship (1964-2004).
Canônico, Brêtas	It does not present	Permanent education	It does not present	CECCIM, Ricardo FEUERWERKER, Laura	To know the meaning of the Experience and Internship Project in the Reality of the Unified Health System (VER-SUS) for the education of health academics
Semeraro	Political education is to recover the “classic” intellectual, a cultivator of reason and worldview, historical patience and popular political pedagogy, criticizing the logic of “emotional intelligence” and the emphasis on technological resources.	Marxian and Gramscian Theory	Politics is political praxis	MARX, Karl, GRAMSCI, Antonio	To highlight the original traces that emerge from Gramsci’s reflections, presenting a rereading of some of its categories and pointing out ways to update them in relation to our time.
Conti, Castelani, Battistini	Political education is for students to recognize the routine of municipal legislative power, through democratic exercise.	It does not present	Politics as citizenship	FREIRE, Paulo	To integrate political education into the pedagogical intentions of its curriculum, developing a field study involving the conceptualization of citizenship and democracy, culminating in the development of activities in the City Council of Santo André.

## Artigo de Pesquisa

PubMed	Auyero, Damin	Political education is the citizenship awareness of the poor in the encounter with different forms of state power, converging into conscious and planned practices.	It does not present	Politics as citizenship	It does not present	To interview Javier Auyero about popular sectors in Latin America.
WOfSc	Came, Griffith	Political education as knowledge in relation to equity and racism.	It does not present	It does not present	FREIRE, Paulo	To defend anti-racist practice as a tool to deal with inequalities in public health, and describe a framework of anti-racism praxis to inform the training and support of allies
	Dong <i>et al</i>	Political education such as cultivating talent with moral and scientific and cultural qualities to and promote a country's social progress and development	It does not present	It does not present	It does not present	To use a mathematical model to study the trend of ideological and political education in colleges and universities in the information age.
	Gan, Yonggang	Political education as an attempt not to be influenced by the media.	It does not present	It does not present	It does not present	To consider mobile media as a clue and lead to reflection on mental health education of university students.
	Zhang, Xueli	Political education as development of entrepreneurial education	It does not present	It does not present	It does not present	To reflect on the ambitious spirit of university students and gradually establish the entrepreneurial awareness of students through further cultivation.
	Woodward, Smart, Benavides-Vaello	Political Education such as political <i>advocacy</i> and civic engagement.	It does not present	It does not present	It does not present	To review the literature on three primary factors that promote civic engagement among nurses

## Artigo de Pesquisa

	Almeida, Soares	Does not present	Popular education	Politics as a criticism of the theoretical-practical and technical-political disarticulation, both on the part of students and teachers, devaluing the political dimension of this process.	VASQUEZ, Adolfo	To analyze how the teaching of health education in undergraduate Nursing courses takes place today.
	Efferth	Political education such as making interconnections with interdisciplinary fields.	It does not present	It does not present	It does not present	To show how the integration of molecular biology in the teaching of classical biology disciplines can be achieved.
	Hickling-Hudson	Political education as a form of political struggle and activism.	Social education	Politics as education	CLEMENT, M.	To argue that any challenges in the world will involve an understanding of politics and activism. It examines the potential of educational structures in Third World regions, using the Caribbean as the main example, to implement eco-political education.

Source: Direct Research

## Discussion

In spite of the difficulty of the health area in understanding the importance of political education, including finding studies in the literature on the subject, this review shows that there are authors who touch, study, and even deepen the theme in search of outlets for social situations-historical in which they live. Therefore, it is not possible to state that studies indexed in the health database do not bring any contribution to the discussion on political education, either as a practice, content or even as a quote.

However, the difference of what health presents about political education, which may be different from the area of social and human sciences, is the qualitative characteristic of its content (TAQUETTE; MINAYO, 2016). It was to be expected that this understanding of fast, hurried, poorly reflected and even instrumentalized configuration would be the path of appropriation of the theme by scholars in the field, since there is a positive-functionalist tendency to apprehend the phenomena proper to biomedical logic (TAVARES, 1997 ). This does not differ from the findings of the studies by Bosi (2014) and Carnut (2019) that demonstrate the difficulty of understanding ‘social’ in qualitative research and its problems of appropriation.

This statement can be made when it is identified that five of the sixteen studies that bring some concept on political education, reduce them to applications, methods, or techniques (CAME; GRIFFITH, 2018; EFFERTH, 2001; GAN; GAO, 2017; HICKLING-HUDSON , 1994; VIDAL *et al.*, 2016). They qualitatively dry their meanings, making political education synonymous with: a) a form of political struggle and activism; b) knowledge in relation to equity and racism, c) an attempt not to be influenced by the media, d) making interconnections with interdisciplinary fields and e) as ‘political literacy’.

Mostly, the concept of political education in health is associated with the idea of citizenship, corroborating with Carneiro (2010). In the findings of the present study, the main concepts converge toward this choice (BENEVIDES, 1996) that, at most, conform to the rules of political institutions without criticizing them. Translated into different emphases of what citizenship means (entrepreneurial education, recognizing the routine of municipal legislative power, political advocacy and civic engagement, education for citizenship aligned with government agendas, strengthening civic skills and knowledge for political participation, inducing ‘political behaviors’ and the citizenship awareness of the poor in the encounter with different forms of state power), the political ideas that support them move from liberalism in general to social-liberalism (CASTELO, 2013), demonstrating what political thought is contained in educational processes on screen.

Still on the concept of political education, a pole of ethical-moral significance could be identified. In this, political education is understood as the talent with moral qualities and scientific and cultural qualities to promote the social progress and development of a country or, even, the questioning of the role of education whose main foundations are ethics and



citizenship. This moralizing aspect of political education in the health field, as it is an indication of the moralistic verve in which health professionals understand the politician in an attempt to fit him into a regime of values (QUEIROZ, 2007; LIBONI; SIQUEIRA, 2009 ). These values, often consistent with their ways of understanding the world through work, come from this practice of “assistance meeting” in health as an individual and autonomous work (PELLUCHON, 2008) whose logic morally impregnates the constitutive politician of his education.

Finally, a minor thinking thought about what is understood by political education in health profiles a more critical path, which confirms the data of the little criticism in the health area to a more totalizing perspective of the assistance meeting evidenced in other studies (CARNUT; GORAIEB; GUERRA, 2020), and that the findings of this review point to little adoption of a critical perspective. Everything that was found to be critical was directed towards the ‘rescue of original peoples’, ‘socio-historical thinking’ and ‘criticism of man in capitalist society’. In this perspective, studies consider that to educate politically is to recover the “classic” intellectual, cultivator of reason and worldview, historical patience, and popular political pedagogy, criticizing the logic of “emotional intelligence” and the emphasis on technological resources. Another definition that follows the same logic is to consider political education as a criticism of intercultural and intergenerational dialogues in education that is limited to forming towards ‘recognition’ and ‘tolerance’ between cultures and that distances it from concrete experiences of civil disobedience. In other words, in a *broad* sense, it would be the relationship between men and each other and the domain of the production of their lives in relation to nature and society, which should be a subject, or even a discipline, important in the scope of teaching and schooling.

With regard to the theoretical-methodological educational perspectives used in these studies, they are made explicit, cited, or only overlooked in the analytical or essayist discourse of the articles. It is contradictory to realize that most of them use historical-critical pedagogy as a perspective that supports the educational context under discussion. For Saviani (2005), historical-critical pedagogy depends on the dialectical conception, specifically in the version of historical materialism in education, having strong affinities, with regard to its psychological bases with the historical-cultural psychology developed by the “Vygotsky School”.

Another set of studies in which the same article is affiliated with a mix of critical perspectives that pass between different critical pedagogies, popular education, social education, Marxian-Gramscian theory and Paulo Freire’s pedagogy of hope. It is important to note that even though they belong to the same educational paradigm (BERHENS, 2014), these theoretical and methodological constructs differ from each other as distinct educational trends. For Libâneo (2014) even within a paradigm known as progressive, there are expressive differences that can be divided into ‘liberator’, ‘libertarian’ and ‘social-critical of content’. In these findings we can say that there is a clear mix between these trends.

Minority, the perspective of permanent health education is outlined as theoretical and methodological support in studies on political education in the health area. Even considering the ‘entrance’ that permanent education has in the scope of the Education and Health interface studies (MICCAS; BATISTA, 2014), it seems possible to say, due to this finding, that this theoretical framework does not help much to build the process of political education of the working class in health. Pistrak (2000) constructed the theory of education-work based on the foundations of a new anti-capitalist society that considered omnilateralism and the concept of polytechnic in conducting education-work as a source of political education. It seems possible to say that the referential of permanent education used by studies in the health area either departed from these ontological foundations of work-education or reread it through other *epistemes*, apparently no longer serving political education work.

When looking at the content of the concept of ‘politics’ that they use to conduct their analysis, reflections or applications in educational processes, the authors once again tend to reduce the content (characteristic of health studies) (TAQUETTE; MINAYO, 2016), this time, of a semantic order of what politics means, in three groups of meaning: a) those who consider politics as citizenship, b) those who consider politics as micropolitics, occupation of the senses, or distribution of the sensible and of a common and, c) those who consider politics as political praxis, or even politics as an act of educating.

The concepts of politics that further refine its content are also present and are directed towards a more critical perspective of politics to the detriment of direct, simplified or technical-instrumental concepts. It is possible to say that the most elaborate concepts of politics generally come from a critical perspective, since the intermingling of the elements that make up social phenomena, of which the politician is one of them, does not consider them to be totally autonomous in this perspective, being necessary a greater descriptive capacity analytical in delimiting an idea, fact or concept (TAQUETTE; MINAYO, 2016). These concepts, considered as ‘expanded’ on politics, could also be grouped into three meanings: a) a more social-democratic one that considers politics as a dimension that involves each human being and, in particular, public policy managers, contributing to their assumption as political subjects, aware of the responsibility of ensuring to citizens the guarantees of the Democratic Rule of Law, b) more oriented to the educational-pedagogical work that considers politics as pedagogy in the sense of hegemonic dispute as a political-educational project, oriented to problematize the selection of school contents, admitting that it is not neutral, even when carried out from conceptions that intend to impose on the pedagogical action a supposed political neutrality, and yet, as a critic to the theoretical-practical and technical-political disarticulation, both by the students and the teachers, devaluing the political dimension of this process, and c) a more totalizing one that considers politics as a critique of nationalist developmentalist political ideology, through a progressive denationalization of the economy or as a theoretical density in the analysis of the relationship between education and society, without which the political struggle has no direction and the systematic clash in the criticism of laws and educational policies lose their organic link with scientific, political and social movements committed to transforming society and education.

Among the aforementioned authors and the social theories that join to conduct the interpretation of the social in the political education under study, it was possible to notice that there is a group of authors affiliated to the tradition of philosophy and social sciences that can be considered the fundamental nucleus of the theories that inform the concepts of political education in the studies on screen and there is a group of authors who are considered as the ‘interpreters’ or ‘commentators’ of the original social theory who translate the original social theory to reinterpret it in the light of the educational processes experienced within the scope of the Education and Health interface.

Thus, the first group of originating authors are those affiliated with the ‘hermeneutic-phenomenological tradition’, of which Gilles Deleuze, Félix Guatarri, Peter Pál Pelbart are part of. An ‘institutional social democratic group’ and oriented towards the contingency of the political act as a social act is represented by the authors Jacques Rancière and Suely Rolnik. The ‘derivative’ nucleus, or ‘interpreters’ of the social in the light of the original authors, is basically the presence of Ricardo Burg Ceccim and Laura Feuerwerker as those most referenced in the revised political education studies, corroborating the studies already described about this fact (MICCAS; BATISTA, 2014). It is possible to say that these authors, especially the latter, are the main ones used in the interface studies between Education and Health, considered as references. However, as explained above, it is questionable whether they are mostly cited when they do not seem to use the social theory more related to the political education process when the theoretical-methodological aspects of education are reviewed. It is possible to think, as suggested by Briceño-León (1995), that when it comes to ‘political education seen by health’, there is a mismatch between educational thinking and social thinking that, in an attempt to meet to think about health, dismantle the ‘social’ with ‘educational’, reducing them to the interactionist process between health professional and user or to the educator and student.

Another nucleus of social theory was also identified in the studies, this time guided by the critical Marxist tradition, with Karl Marx and his followers focusing on the area of critical pedagogies as in: Antonio Gramsci, Adolfo Vázquez and Henry Giroux. These authors, as Pereira (2003) reminds us, are also used in health in general, but in fact they are not yet constituted as hegemony of social thought that informs the educational act in health. When it comes to political education, it seems that the frequency in which these authors are cited suggests the importance for this specific type of educational process. Thus, among the authors considered ‘interpreters’ of the social theory that leads her to rethink the educational processes, Paulo Freire and Dermeval Saviani were mentioned, however, both, related to the field of educational sciences specifically. This finding draws attention to the fact that, when theorists dealing with health education are originally affiliated in the field of ‘strict sense’ education (and not the Education and Health interface), there is a greater possibility of affiliating with aspects criticisms of social thought.

A third group of authors, considered as minority, bring the ‘social’ in education in a direct way, taking it as a social act without major social abstractions or attempts to form a wide-ranging social theory (SELL, 2013). They deal with the educational process oriented to ‘educational psychology’, ‘curriculum theory’ or contemporary education knowledge. These are identified by the authors Liev Vygotsky, Gimeno Sacristán and Antonio Nóvoa. Despite the relevance of these authors in the field of educational sciences, there is no tradition of their theoretical-analytical contributions to the education and health interface, much less, according to the data in this study, to those studies that focus on the political education reflected by this sector. Still, a fourth group of authors, ‘residual’ in this debate, present themselves as a mix of theoretical possibilities that move from ‘social literacy’ to ‘social and popular education’. They are Rildo Cosson, Robert Putnam, David Kerr and Clement.

Ultimately, it remains to be seen what action researchers are trying to target when they consider political education as an object of study. When studying this theme, the authors are more concerned with reflecting, arguing, and discussing in the first place what political education is and what the ontological foundations of this practical action are. Then, other authors are focused on confronting, pointing, knowing, identifying and considering political education as an important action in the field of health and dedicate themselves to outline first practices or experiments, still little systematized about how an educational experience can be. politics, what paths they can take and how subjects adhere to these types of practices.

Another group of researchers, more daring, advances in the process of using, defending, demonstrating, evidencing, focusing and exposing the importance of political education in the field of health, understanding these actions as fundamental for a qualitative leap in their ideas, that is, they are researchers who want to ‘get off the paper’ or the ‘world of ideas’ and want to implement political education practices and, therefore, their research seems to ‘probe a path’ for possible implementation. Finally, those studies, which constitute a minority, are signed by researchers who already have a political education process already consolidated or ‘in consolidation’ and that is why they are more concerned with analyzing, evaluating, mapping, integrating, resuming and revising its educational processes for the purpose of improvement, criticism, questioning and redoing the paths and political options that were taken in the initial moment.

When analyzing the study in general under this research method, it is essential to recognize the limitations that the capture and analysis of the object made here implies. First, capturing a research object through reviews means ‘observing’ the object without its phenomenal expression. This fact leads the reviewer to admit that the methodological-interpretative choices of the reviewed authors were the most ‘correct’ and, therefore, always requires doubt about the best procedures, techniques and methods that were used. In the case of an integrative theoretical review as this study is classified, this caveat applies to the content to be removed from the articles and, the certainty that they really express the precise position of their authors, or that they were not ‘reduced’, removed or incorporated due to peer reviews or character limits typical of biomedical journals. This, without a doubt, can be an important impediment to be considered especially when it comes to conceptual reductionism.

Second, the methodology adopted by this review (scope, coverage, languages, etc) demonstrates that further revisions are necessary to advance methodologically. Several studies in German, Russian and Polish, for the sake of mastery of the language, were used as exclusion criteria. Other documents, such as annals, printed magazines, and national and international monographs, which are difficult to access were not included. In this sense, it is essential to point out that the adopted criteria limited a wider range of published content, which certainly allowed many studies to escape the recovery process.

Finally, even with all the limitations mentioned above, it is understood that this review has some strengths. One of them was to shed light on political education in the databases of the health area, bringing it as an important theme, especially in the context of the political situation of the Country, of dismantling the social rights of which health is one of them. Another one was to problematize this social scenario and guarantee the visibility of political education as a fundamental theme. But even so, as the data in this study point out, political education has a broad conceptual and political spectrum, in which, for now, it can even be used to ratify dismantling, qualifying individualism to the detriment of social and collective rights. Thus, it is considered to review four different databases, analyzing the ‘anatomy’ of the concepts and paradigmatic affiliations of the terms and contents was a strength in the path of critical political education, which decolonizes the political discussion in health to deposit in it the necessary strength of defense of the life of the working and popular classes.

## Conclusions

In view of the above, it can be said that the world scientific literature indexed in the databases of interest to health presents the concept of political education as a lean concept in qualitative terms. It is generally taken as civic education or for citizenship. As for the theoretical-methodological educational perspective, it was contradictory to realize that most of them use historical-critical pedagogy as a perspective that supports the educational context under discussion.

Regarding the concept of ‘politics’, studies tend to reduce content once again, working with the mixture of citizenship-micropolitics-praxis-educating. The aforementioned authors and the social theories that join to lead the interpretation of the social in the political education under study are mostly affiliated with the hermeneutic-phenomenological tradition, and their main ‘interpreters’ for health are Ceccim and Feuerwerker.

At last, researchers who dedicate themselves to political education in the health area are more concerned with reflecting, arguing and discussing what is ‘political education’ and what are the ontological foundations of this practical action. It is believed that this systematization helps to trace paths in the order of a more critical thought about political education considering health as a social right in a capitalist society and taking flights for a broader understanding of the political, less restricted to instrumentalized application and, certainly, that inspire researchers to leave reflection (without forgetting it) and practice it. This, without a doubt, is the most important recommendation of all.

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