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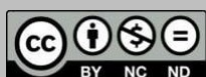
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POST-GRADUATION STRICTO SENSU IN THE HEALTH AREA IN ALAGOAS

ABSTRACT

This paper describes the scenario of professional training at the *stricto sensu* postgraduate level in the area of health, in the state of Alagoas, Brazil. This is a documentary research that allowed the elaboration of a mapping that evidenced: expansion in master's and doctoral courses in the area of health in Alagoas, in the last 17 years; existence of spatial inequalities and asymmetries in the distribution of programs; significant contribution of *stricto sensu* postgraduate initiatives in network and/or interinstitutional with national higher education institutions in the training of professionals and researchers at the regional level; predominance of courses with regular evaluations, according to CAPES concepts; and the existence of intersections and great thematic diversity in the lines of research.

Keywords: Postgraduate. Master's degree. Doctorate degree. Health.

PÓS-GRADUAÇÃO STRICTO SENSU NA ÁREA DE SAÚDE EM ALAGOAS

RESUMO

Este trabalho descreve o cenário da formação profissional, em nível de pós-graduação *stricto sensu* na área da saúde, no estado de Alagoas, Brasil. Trata-se de uma pesquisa documental que possibilitou a elaboração de um mapeamento que evidenciou: ampliação nos cursos de mestrado e doutorado na área da saúde em Alagoas, nos últimos 17 anos; existência de desigualdades espaciais e assimetrias na distribuição dos programas; contribuição significativa das iniciativas de pós-graduação *stricto sensu* em rede e/ou interinstitucional com instituições de ensino superior nacionais na formação de profissionais e pesquisadores no âmbito regional; predomínio de cursos com avaliações regulares, segundo conceitos da CAPES; e existência de intersecções e grande diversidade temática nas linhas de pesquisa.

Palavras-chave: Pós-Graduação. Mestrado. Doutorado. Saúde.

GRADUADO STRICTO SENSU EN EL AREA DE LA SALUD EN ALAGOAS

RESUMEN

Este artículo describe el escenario de formación profesional a nivel de posgrado *stricto sensu* en el área de salud, en el estado de Alagoas, Brasil. Se trata de una investigación documental que permitió la elaboración de un mapeo que evidenció: expansión en cursos de maestría y doctorado en el área de salud en Alagoas, en los últimos 17 años; existencia de desigualdades espaciales y asimetrías en la distribución de programas; contribución significativa de las iniciativas de posgrado *stricto sensu* en red y/o interinstitucionales con instituciones nacionales de educación superior en la formación de profesionales e investigadores a nivel regional; predominio de cursos con evaluaciones periódicas, según conceptos de CAPES; y la existencia de intersecciones y gran diversidad temática en las líneas de investigación.

Palabras clave: Posgrado. Maestros. Doctorado. Salud.

1 INTRODUCTION

The process of implementation of postgraduate studies in Brazil is recent, with little more than fifty years. This was established by the Law on Guidelines and Bases of National Education (*Lei de Diretrizes e Bases da Educação Nacional* - LDB) in 1961 and approved by the Federal Council of Education (*Conselho Federal de Educação*) in 1965 (NOBRE; FREITAS, 2017), promoted by the creation of the Coordination for the Improvement of Higher Education Personnel and the National Council for Scientific and Technological Development (*Coordenação de Aperfeiçoamento de Pessoal de Nível Superior e do Conselho Nacional de Desenvolvimento Científico e Tecnológico*) (CABRAL *et al.*, 2020).

Since its inception, the *stricto sensu* postgraduate program (PGSS) has been formulated with the purpose of contributing to national development, training teachers and researchers with research skills. In addition, it aimed to ensure the existence of specialized personnel in sufficient quantity and quality to meet the needs of the country (BRASIL, 2018). In the 1990s, the need to expand this type of education throughout the country began to be discussed as a way to accelerate socioeconomic development, both at the national and regional levels (CORBUCCI, 2000).

As a result of these discussions, several public policies were implemented and there was an increase in the number of postgraduate programs *stricto sensu* (PPGSS) in Higher Education Institutions (*Instituições de Ensino Superior* - IES) public, as well as an increase in the participation of the private sector and the creation of new forms of this modality of education (NOVAES *et al.*, 2018).

From these milestones and as a result of this expansionist policy, in the mid-2000s, there was a quantitative and qualitative growth in the Brazilian scientific production in journals (IPEA, 2015). Currently, Brazil is the 13th largest producer of publications worldwide, with an annual growth in its academic production (CGEE, 2021). These advances were achieved mainly in the master's and doctoral courses.

When analyzing this scenario, Balbachevsky (2015) and Cirani *et al.* (2015) consider that encouraging the creation and expansion of the PGSS was one of the most successful strategies in Brazilian education. They agree that the experience of generating knowledge in this modality of training in the last decade is a successful achievement in the national education system, forming courses and professionals in practically all sectors and regions of the country.

Cirani *et al.* (2015) point out, however, that there are few analyses and studies on how much, where and when the teaching of PGSS has been growing over time, at the national and regional levels.

In view of this scenario, the present study aimed to outline an overview of professional training, at the level of PGSS in the area of health, in the state of Alagoas, considering the characterization of IES and the profile of their courses and programs.

2 METHODOLOGY

This research was designed from the documental analysis, a modality very close to the bibliographic research, but which differs by dealing with material that has not yet received analytical treatment (SAMPIERI; COLLADO; LUCIO, 2013). For this, we used the database of the Sucupira Platform of the Coordination for the Improvement of Higher Education Personnel of the Ministry of Education (*Coordenação de Aperfeiçoamento de Pessoal de Nível Superior do Ministério da Educação - CAPES/MEC*), as well as reports of the PPGSS, pedagogical political projects, internal regulations and general information made available on institutional websites on the functioning and characterization of master's and doctoral courses in IES located in the state of Alagoas, Brazil, and of programs developed in Association, Network and/or Interinstitutional Master (MINTER) and/or Interinstitutional Doctorate (DINTER) in partnership between national IES and IES of Alagoas.

The time frame was adopted as the totality of information made available by the data sources consulted. The methodological line used was the descriptive and exploratory analysis of the data, which were presented in graphs and tables to create propositions about the indicators.

For the survey of courses and programs, those directly linked to the area of knowledge "Health Sciences", established by the National Council for Scientific and Technological Development (*Conselho Nacional de Desenvolvimento Científico e Tecnológico - CNPq*), and its subareas were considered. In addition, areas were included that, even if they do not belong to this group, have transversality with the area of Health Sciences in their areas of concentration or lines of research, as is the case of courses of programs inserted in the area of Human Sciences, such as Psychology.

The study followed the following steps: 1st) Definition of the theme and selection of the guiding question; 2nd) Identification of search strategies and location of information sources; 3rd) Extraction, organization and tabulation of data; 4th) Treatment and

categorization of the information obtained; 5th) Interpretation and critical evaluation of information according to basic stages of documentary analysis through content analysis proposed by Bardin (2011); 6th) Presentation of the review in article format.

Table 1. Detailing of the stages of development of the Study.

STAGE	TOPICS	DESCRIPTIVE		
1 st	Theme	Scenario of <i>stricto sensu</i> postgraduate studies in Alagoas.		
	Question	What is the panorama of PPGSS offerings in the area of health in the state of Alagoas?		
	General objective	To describe the scenario of PPGSS in the area of health, in the state of Alagoas, Brazil, in its temporal totality.		
2 nd	Strategies	Analysis of electronic documents. Analysis of institutional databases.		
	Data sources	Database	Link	
		Sucupira Platform	www.sucupira.capes.gov.br	
		Institutional Sites of the programs		
3 rd	Collection period	July, 2022.		
	Search string	1. Sucupira → Courses Evaluated → Search by Region. 2. Institutional Sites → Program Website.		
	Tools	Digital Technology	Objective	
Microsoft Office Excel		Organization and tabulation of data.		
4 th	Tools	Digital Technology	Objective	
		Microsoft Office Excel	Elaboration of Graphs and Tables.	
		WordArt	Word cloud elaboration.	
		Past	Elaboration of descriptive statistics.	
5 th	Descriptors	Postgraduate studies. Masters. Doctorate. Health. Graduate Education. Masters. Doctorate degree. Health.		
	Specialized Literature	Library	Link	
		BVS	www.bvsalud.org	
		SciELO	www.scielo.org	
		Periodicals of Capes	www.periodicos.capes.gov.br	
	Google Scholar	www.scholar.google.com.br		
	Inclusion Criteria	1. Applicable law. 2. Specialized literature. 3. Relevance/Thematic appropriateness.		
Strategies	Categorization, coding and classification of data; Elaboration of indicators; Generation of graphs and tables; Referential interpretation and comparison with material surveyed.			
6 th	Tools	Digital Technology	Objective	
		Microsoft Office Word	Organization of the manuscript.	
		Mendeley	Elaboration of citations and references.	

Source: Prepared by the authors (2022).

Regarding the ethical issues involved, there was no need for approval by the Research Ethics Committee (*Comitê de Ética em Pesquisa*), according to Resolutions of the National Health Council (*Resoluções do Conselho Nacional de Saúde*) No. 466/2012 and 580/2018, nor for the Free and Informed Consent Form (*Termo de Consentimento Livre e Esclarecido - TCLE*), since the study was conducted with secondary data,

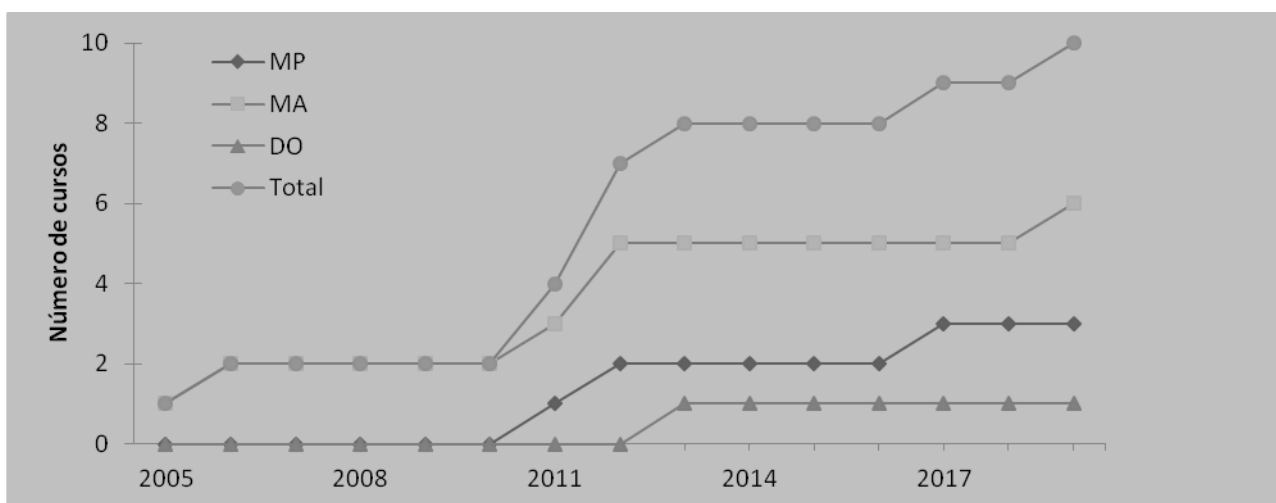
produced without the intervention of the researcher, and of domain and public access in digital environments.

3 RESULTS AND DISCUSSION

We identified 10 (ten) active and regular PGSS courses in the area of health offered in 3 (three) educational institutions in Alagoas.

In 2005, the state had only 1 (one) regular course and in 2019, this number increased to 10 (ten) courses, distributed in 9 (nine) programs, the same number of courses recorded during the data collection of this study. Figure 1 illustrates the growth of PGSS in the area studied in the IES of Alagoas, especially in the last decade.

Figure 1. Evolution of *stricto sensu* post-graduation in the Health Area in IES of Alagoas, 2005-2021.



Source: MEC/CAPES. Prepared by the Authors (2022).

Legend: MP: Professional Master's Degree; MA: Academic Master's Degree; DO: Doctorate.

Of the total of 10 (ten) courses identified with regular offer, only 1 (one) is at the Doctoral level, while 6 (six) are Academic Masters and 3 (three) are Professional Masters. Regarding the geographical distribution of the programs, 100% of them are located in Maceió, the state capital. Regarding the administrative nature of the IES that offer the courses, 90% of them are offered by IES of the public network.

Table 1 presents the characterization of the courses regarding the administrative nature of the offering IES.

Table 1. Offer of *stricto sensu* postgraduate courses in the area of health in Alagoas by administrative nature of the IES offering, 2021.

Category	Public IES		Private IES		Total	
	N	%	N	%	N	%
Professional Master's Degree	02	20%	01	10%	03	30%
Academic Master's Degree	06	60%	-	-	06	60%
Doctorate	01	10%	-	-	01	10%
Total	09	90%	01	10%	10	100%

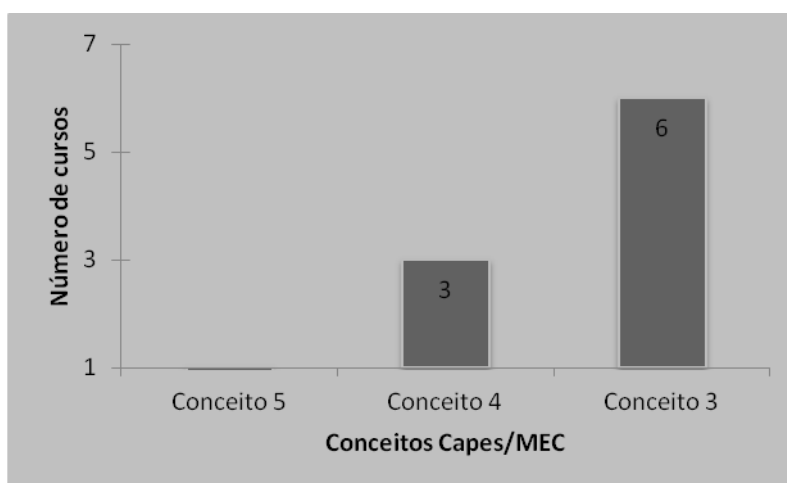
Source: MEC/CAPES. Prepared by the Authors (2022).

Legend: IES: *Instituição de Ensino Superior* (Higher Education Institution)

According to the performance in the activities of Recognition/Evaluation of the Coordination for the Improvement of Higher Education Personnel, the PGSS courses/programs in the area of health in Alagoas are distributed as follows: 60% of the courses have grade 3, 30% have grade 4 and 1 (one) course (10%) received the A (Approved) concept (Figure 2).

It's noteworthy that the concepts described above and in Table 2 correspond to the notes of the Quadrennial Evaluation 2017, in which the PPGSS were analyzed by the Technical-Scientific Council of Higher Education of CAPES in its productions related to the years 2013, 2014, 2015 and 2016.

Figure 2. Distribution of Capes/MEC concepts for *stricto sensu* postgraduate courses in the health area in Alagoas.



Source: MEC/CAPES. Prepared by the Authors (2022).

Note: The PPG in Medical Sciences (UFAL) did not present an Evaluation/Recognition grade due to the beginning of the offer in 2019.1, presenting a record of "concept A" regarding the Authorization.

We also identified 9 (nine) PGSS courses in the analyzed area, in the modalities of Master in Network, in Association, Interinstitutional Master (MINTER) or Interinstitutional Doctorate (DINTER), of which 6 (six) are doctorates. Table 2 presents the characterization of the programs offered through these modalities, in which the Alagoas IES work in partnership with national IES.

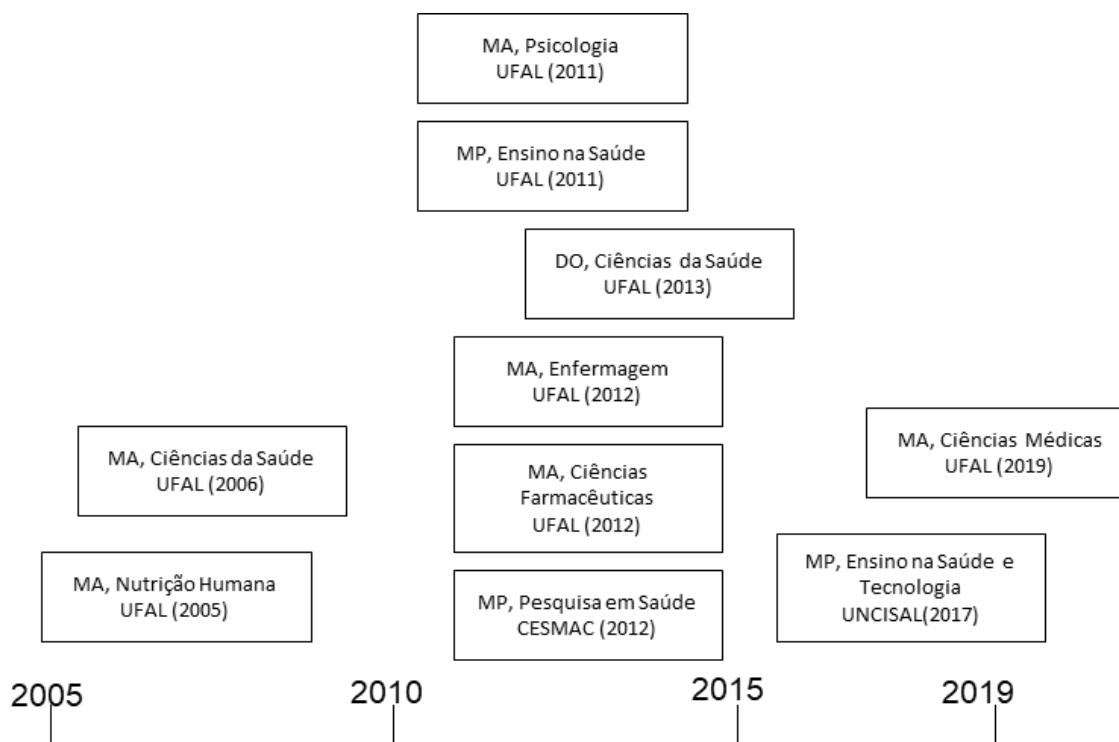
Table 2. Interinstitutional, Association and Network Master's and Doctoral Programs in the health area in Alagoas, 2021.

Programs	Academic-Administrative Characterization					
	Type	Category	Start	Promoter	Receiving	Concept
Internal Medicine and Therapeutics	DINTER	DO	2012	UNIFESP	UNCISAL	5
Maternal and Child Health	DINTER	DO	2013	IMIP	UNCISAL	5
Biotechnology	IN NETWORK	DO	2015	RENORBIO	UFAL	5
Health Sciences	DINTER	DO	2016	UFS	UNCISAL	5
Biotechnology in Human Health	MINTER	MP	2017	UECE	CESMAC	4
Biotechnology in Human Health	DINTER	DP	2020	UECE	CESMAC	4
Family Health	IN NETWORK	MP	2019	PROF-SAÚDE	UFAL	3
Public health	DINTER	DO	2019	USP	UNCISAL	6
Speech therapy	ASSOCIATION	MA	2021	UFRN	UNCISAL	3

Source: MEC/CAPES. Prepared by the Authors (2022).

LEGEND: DINTER: Interinstitutional Doctorate; MINTER: Interinstitutional Master's Degree; DO: Academic Doctorate; MA: Academic Master's Degree; MP: Professional Master's Degree; DP: Professional Doctorate.

In the analysis of the areas of concentration and lines of research of the programs, using a weighted list approach, we sought to identify nuclei of meaning, which are sets of expressions and similarities between the areas of knowledge, in addition to the themes covered in the programs and related thematic axes. It was possible to observe the frequent and prominent presence of certain tags in the institutional documents of the programs and courses, as illustrated in Figure 3.

Figure 4. Timeline of *stricto sensu* postgraduate studies in the area of health, in Alagoas.

Source: MEC/CAPES. Prepared by the Authors (2022).

Legend: MA: Academic Master's Degree; MP: Professional Master's Degree; DO: Academic Doctorate.

Alves *et al.* (2014) point out that this expansionist policy is in line with a set of national public policies in the field of Education, Science, Technology and Innovation, and is directly related to the social and economic development of the country.

Azevedo *et al.* (2016) highlight that this scenario fits into the context of the current National Postgraduate Plan (PNPG/2011-20), an instrument that establishes guidelines, strategies and goals for graduate studies and research in Brazil throughout the decade. Bahia *et al.* (2018) emphasize the role of the National Program for Teacher Development in Health (*Programa Nacional de Desenvolvimento Docente na Saúde - Pró-Ensino*) and its initiative to support teacher training in the area of health as factors that contributed to the increase in the number of courses and programs.

Cirani *et al.* (2015) propose that the general expansion of the PGSS occurred mainly due to the increase in society's demand for a higher level of schooling, which became a requirement to enter the labor market.

Lievore *et al.* (2017) note that this search for qualification and the increased demand for PPGSS has also been met by private higher education institutions, which have significantly increased their participation in the offer of doctoral, master's and professional master's programs in the country.

Kato and Ferreira (2016) highlight the role of public education in the development of the country:

There is an increasingly close relationship between the educational sphere and the economic sphere in the face of the option of productive and financial development of the country, where economic policy becomes the great inducer of public educational policies. It's under this new structure that the public state university, as a space for the realization of the public fund, is now considered the 'backbone' of the productive and financial development of the country, attributing to the activities of this institution great social and economic weight (KATO; FERREIRA, 2016).

In Alagoas, the expansion of courses in public IES took place significantly from the perspective of the total number of programs. This reality is different from that observed in the scenario of the country and other regions of the national territory, where there is great attractiveness of investments in the private sector in the proposition and opening of PPGSS courses (CIRANI; CAMPANARIO; SILVA, 2015).

Asymmetry in the distribution of programs

The expansion of Master's and PhD courses in the area of health in the state of Alagoas occurred unevenly, with a great asymmetry and regional inequality in their distribution. This reality requires special attention, as it highlights the need to correct the regional disparities that influence the identification of demands when creating new PPGSS in the state.

This is a situation observed in Alagoas, but it has also been discussed at the national level for PGSS programs and courses in various areas of knowledge. It has even been the subject of a political agenda, as is the case of the PNPG 2011-2020 mentioned earlier. In a study that compared the distribution of PGSS courses among the Brazilian regions, it was found that of the 4,650 courses analyzed, 51% were in the Southeast, 20% in the South, 18% in the Northeast, only 7.2% in the Midwest and 4% in the North (CIRANI; CAMPANARIO; SILVA, 2015; CAPES, 2021).

Given this scenario and with the objective of reducing the inequalities perceived in the Brazilian territory, the PNPG 2011-2020 incorporated in its guidelines actions aimed at:

Identification of regional asymmetries and strategic areas of knowledge in the National Postgraduate System to guide induction actions in the creation and expansion of postgraduate programs in the national territory (BRASIL, 2010).

Cirani, Campanario and Silva (2015) emphasize that these remarkable regional inequalities have a direct impact on national scientific and technological production, as well as on regional growth prospects. According to the authors, the greater the number of postgraduate courses, provided that they are implemented with quality, the greater the production of knowledge and its effect on local development.

On the other hand, Erdmann *et al.* (2019) report that one of the main functions of PPGSS is to train qualified human resources to work in graduate and postgraduate education in health courses and related areas.

Thus, the reality of asymmetry in the spatial distribution of programs becomes even more relevant in the context of the training of health professionals and in the search for qualification to improve care and practices. This perspective is discussed by Bahia *et al.* (2018), who mention the possibility of qualified education resulting in a more resolute health care in the face of the problems and demands of the communities.

Institutional association and cooperation and qualification of programmes

The PGSS in Brazil has undergone significant transformations in recent decades, given the demands related to its role in the training of human resources (AMORIM, SANTANA and GÖTTEMS, 2019). These transformations include the incorporation of multidisciplinary and interdisciplinary research, as well as the creation of new institutional structures, such as postgraduate networks, research and collaboration, as well as associations and cooperation between institutions (LIEVORE, PICININ and PILATTI, 2017).

In Alagoas, as found in this study, nine initiatives in this direction were identified. Most of these proposals are coordinated by nationally renowned institutions in the area of research and innovation, linked to postgraduate programs with a grade of 5 or higher in the CAPES Quadrennial Evaluation (*Avaliação Quadrienal*). Of the nine initiatives, six are interinstitutional PGSS courses and three are programs carried out in cooperation or association networks.

According to Ordinance No. 237/2017 from CAPES (2019), the objectives of the interinstitutional Master's (Minter) and Interinstitutional Doctorate (Dinter) Projects are:

- I - enable the training of masters and doctors outside the consolidated centers of teaching and research to work in teaching and / or research;
- II - to subsidize the creation of new *stricto sensu* postgraduate programs;
- III - assist in the strengthening of research groups;
- IV - promote cooperation between teaching and research

institutions; V - qualify human resources to work in the labor market; VI - meet social, professional and technological demands of public and private organizations; VII - contribute to the increase of productivity and competitiveness of Brazilian organizations; VIII - promote cooperation between academic and non-academic institutions.

Like the Minter/Dinter programs, the courses offered in the network are composed of teaching and research institutions from different locations in the country that partner to offer master's and doctoral programs in a shared way, using a web network of co-management, in which representatives of each institution participate (CAPES, 2019).

In Alagoas, in the area of health research, the presence of the Northeast Biotechnology Network (*Rede Nordeste de Biotecnologia* - Renorbio) stands out, since 2015. This network aims to train qualified professionals at the doctoral level to work in research and higher education in the area of biotechnology (RENORBIO, 2021). Recently, the Prof-Saúde Network (*Rede Prof-Saúde*) was created, with the proposal of promoting the production of new knowledge and innovations in primary care through the training, at the level of professional master's degree, of professionals working in Family Health (PROF-SAÚDE, 2021).

Another form of PPGSS identified in the study are those in association, which are characterized:

by the joint offer of 2 (two) or more institutions, public or private, which in an articulated and officialized way create and maintain a master's and/or doctoral program with defined and shared responsibility among the associates (CAPES, 2017).

Freitas et al. (2006) emphasize that these new forms of organization of the training of higher education professionals strengthen postgraduate programs and require efforts from teachers to develop new pedagogical strategies, own didactic materials and teaching technologies that meet the needs of this new academic public. They also highlight the advantages of these training modalities for the institutions and localities involved, such as the decentralization of academic production to regions not previously contemplated, the strengthening of interinstitutional links, the impulse to scientific and technological development, and the opportunities for exchange between institutions and participants involved in cooperation.

In this same perspective, Proença and Nenevé (2004) affirm that the strengthening of regional demands and the production of research that values aspects of the local reality, rescuing regional values, culture, history and life of the region, are advantages present in these models of organization and offer of PPGSS.

CAPES is the organ of the Ministry of Education (*Ministério da Educação*) responsible for establishing quality standards applicable to master's and doctoral courses in Brazil. Currently, it uses an evaluation/qualification system with seven strata (PATRUS *et al.*, 2018; CAPES, 2017). Dias *et al.* (2017), when analyzing the institutional documents of CAPES, summarize the evaluation system of postgraduate studies in Brazil and provide additional clarifications.

The courses/programs located in concepts 1 and 2 are not authorized to operate, therefore, they are not part of the National Postgraduate System. In concepts 3, 4, 5, 6 and 7 are the courses/programs that make up the National Postgraduate System (*Sistema Nacional de Pós-Graduação*), but with differentiated recognition and promotion as a result of this metric. In concepts 6 and 7 are the courses/programs evaluated as presenting an international standard (these, for example, have a different term, receive direct resources from CAPES, a greater number of scholarships, among other specificities). Concept 3 authorizes the initial operation of the course/program. Concepts 4 and 5 aggregate well-structured courses/programs with different consolidation processes, considering the current guidelines in the area of their framework in CAPES. The opening of a doctoral course - authorized, so far, only for courses with concept 4 -, as well as the offer of Minter10 and Dinter - authorized only for courses/programs with concept 5. These differentiations occur, with one or another small variation, depending on the area of knowledge to which the course/program is linked.

It should be noted that the last Quadrennial Evaluation conducted by CAPES, which conceptualizes the programs from their related productions in the years 2017, 2018, 2019 and 2020, was carried out during the years 2021 and 2022. Its results were initially released in September 2022, only for the coordination of the Postgraduate Programs and Pro-Rectories of the IES (*Programas e pró-reitorias de pós-graduação das IES*) and, at the beginning of 2023, the relationship with the new concepts began to appear in some government documents and websites (CAPES, 2023), however, so far they have not been published in the Sucupira Platform.

In Alagoas, considering, therefore, the results of the penultimate quadrennial evaluation, courses and programs with regular evaluations predominated. Only two programs obtained a score of 4 (four): the Health Sciences program of the Federal University of Alagoas (*Universidade Federal de Alagoas*), responsible for the master's and doctoral courses in Health Sciences, and the master's program in Nursing of the School of Nursing and Pharmacy of the same institution.

Given these considerations, the impact of the PGSS in network, association or interinstitutional in the state of Alagoas can be assessed by comparing the indicators of these initiatives with the parameters of existing programs locally. Of the five doctoral courses offered in an associative or interinstitutional way, four received concept 5 (five) in

the CAPES evaluation, while the only doctorate in the area of Health regularly offered in the state obtained concept 4 (four).

In this way, these partnerships not only boost the training of new professionals and researchers in the state, but also enable training in institutions of recognized academic excellence, promoting exchanges and sharing of added scientific value.

Characterization of the areas and thematic lines

In the heuristic analysis of the areas of concentration and lines of research of the programs that were part of the study, keywords that stood out were identified, such as: clinical, experimental, epidemiology, teaching, bioproducts, SUS, technologies, therapeutics, research, public health and primary care. These nuclei of meaning represent, in general, the contours of the production of knowledge and the training expected in the master's and doctoral courses in the area of Health in the state, evidencing intersections and alignments between the programs.

On this topic Nunes *et al.* (2010) highlight that over the years, the Brazilian PGSS have assumed a more local characteristic, with the adoption of lines of research of interest to the country and to the reality where they are inserted, with areas of concentration, curricula and disciplines based increasingly on the national and regional context.

It's also important to mention that despite the nuclei of affinities and the articulation of the programs with regional interests, there was evidence of diversified distribution in the thematic approaches, with lines of work ranging from the social sciences in health, epidemiology, health education and SUS management to research on the development of products and processes and experimental studies to evaluate new therapies.

4 FINAL CONSIDERATIONS

This research revealed some important points: there has been an increase in the number of master's and doctoral courses in the area of health in Alagoas in the last 17 years; spatial inequalities and asymmetries in the distribution of these programs were identified; PGSS initiatives in network, association and/or inter-institutional with national higher education institutions play a significant role in the training of professionals and researchers in the region; most of the PGSS courses analyzed in this research have regular evaluations according to the concepts established by the Coordination for the Improvement of Higher Education Personnel (*Coordenação de Aperfeiçoamento de*

Pessoal de Nível Superior); and there is a wide variety of themes and intersections in the areas and lines of research of the programs.

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