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INFLUENCE OF BRAZIL AND AFRICA COOPERATION MASTERS COURSES: EVIDENCE OF TRANSFORMATION IN THE PROFESSIONAL TRAJECTORIES OF GRADUATES

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Abstract: This article presents the results of a study on the influence of master's courses offered by Fiocruz in Africa on the training of health professionals. The analysis is based on data from 36 graduates, 15 from Angola and 21 from Mozambique, who responded to an electronic questionnaire. The results indicate that the master's courses had a positive influence on the professional trajectories of graduates, with significant changes in their work, promotions to management and leadership positions, new job opportunities through competitions and transitions to specialized roles. Furthermore, the master's degree also proved to be relevant in the training of university teachers. The study reinforces the importance of structuring cooperation in health in academic training to promote professional development and contribute to the implementation of future educational policies in the health area.

Keywords: structuring cooperation in health; international cooperation; graduates; health work process; professional trajectory.

INTRODUCTION

Academic training is one of the main levers for professional development, opening doors to new opportunities and career growth. In this context, master's and doctoral courses have proven to be fundamental in training graduates with technical skills and critical competencies, driving significant changes in their professional trajectories.

The master's courses offered by Fiocruz in Africa have stood out for directly contributing to graduates identifying and reflexively analyzing the conditions of work practices and developing critical and reflective skills. This allows them to acquire new knowledge, transforming their practical experiences into fundamental concepts for advancing their human, social and professional trajectories, an essential factor for growth and improvement

as professionals (Abreu; Guilam, 2017).

In addition to improving technical skills, master's courses provide the acquisition of multiple professional and interpersonal skills, highly valued by future employers. Furthermore, the enriching social and cultural experience also plays a fundamental role in the training of graduates.

Other studies carried out with graduates from postgraduate courses also highlight significant changes in work, positions or functions, suggesting a movement of these workers to research and disease control centers (Abreu, 2016).

Knowing the influences of the courses on the professional lives of graduates is relevant to provide evidence on the effectiveness and results of the programs, helping to implement future educational policies both in Brazil and abroad. This way, the training of human resources in health, through international cooperation, has the potential to positively impact health systems in countries with a lack of qualified professionals, contributing to the improvement of the population's health and the development of these nations.

This study aims to analyze Fiocruz's master's degree courses in Africa, offered in Angola and Mozambique through Structuring Cooperation in Health from 2008 to 2013, seeking to understand the influence of the courses on the work processes of these graduates.

STRUCTURAL COOPERATION IN HEALTH

In general terms, cooperation is a form of interaction between States, with the purpose of reducing inequalities, thus safeguarding the eventuality of future conflicts between them. From this perspective, International Cooperation is a structured process that aims to promote development on a global scale, involving more than one nation.

The topic of International Cooperation has been widely discussed in the literature, approached from different perspectives. According to Campos et al. (2010), this issue is debated both as a “new configuration of action for States and international organizations”, and as a “strategic alternative to achieve development”. For this reason, the definition of international cooperation is considered recent and subject to conflicts of interpretation (CAMPOS et al., 2010).

According to Silveira (2013):

“ International cooperation means governments and institutions developing common standards and formulating programs that take into account the benefits and problems that can potentially be extended to more than one society and even to the entire international community” (Silveira, 2013, p. 41).

Brazil adopts the South-South Cooperation model, known as “Structuring Cooperation in Health” (ALMEIDA et al., 2010), which is based on training for development.

This innovative model breaks with the traditional unidirectional and passive transfer of knowledge and technologies, seeking to integrate the development of human resources with organizational and institutional development in partner countries in Africa and South America. The proposal is to explore endogenous capabilities and existing resources in each nation.

Unlike conventional international aid approaches, this model focuses on strengthening health institutions in partner countries, combining concrete interventions with local capacity building, knowledge generation and promoting dialogue between actors. The objective is to empower these countries to lead health sector processes and formulate the agenda for future health development. This focus also aims at a substantial change in the roles played by international organizations (Buss, 2011;

Almeida et al., 2010).

The Oswaldo Cruz Foundation (Fiocruz) plays a fundamental role as an executor of this cooperation. It has the Center for International Health Relations (CRIS) - “Global Health Center”, created in 2009, and the Office of Cooperation with Africa (Fiocruz-Africa), in Maputo, which aim to monitor proposed projects and coordinate international exchanges. These initiatives strengthen the actions of Fiocruz and the Ministry of Health in line with government policies, providing information, experts and resources (Buss, 2011).

According to Buss & Ferreira (2010):

“ The difference in health cooperation at CPLP, even with limited financial resources, has been the large amount of qualified human resources and the offer of postgraduate programs in critical areas, such as Public Health, Communicable Diseases and Women’s and Children’s Health, in countries like Brazil and Portugal, as well as African countries” (Buss; Ferreira, 2010, p. 109).

Thus, Fiocruz, through Structuring Cooperation in Health, works to train human resources for quality health, both for clinical practice and for the development of research and teaching activities in African countries that still face a large burden of neglected diseases.

Strengthening the training of public health professionals to reinforce local skills is one of Fiocruz’s guidelines on an international scale. The institution has worked in collaboration with the Ministries of Health and Foreign Affairs of several countries, aiming to create postgraduate courses in countries from the Union of South American Nations (UNASUR) and African countries that share the Portuguese language.

African countries aim to achieve the health-related Millennium Development Goals, seeking to ensure equality in access,

quality and efficiency of health services. To achieve this objective, it is necessary to strengthen Human Resources for Health (RHS), so that they do not become obstacles to the implementation of essential interventions (WHO, 2012).

In addition to the shortage of health professionals, many African countries face challenges in managing HRH, which makes it difficult to adequately train qualified professionals in sufficient numbers and in the places where they are needed (WHO, 2012). HRH training capacity is also limited in many of these countries due to lack of qualified teaching staff, lack of learning materials and inadequate infrastructure (WHO, 2012). The lack of Human Resources for Health is a priority issue in the health systems of African countries, but there are several opportunities to face this challenge, including global initiatives for international cooperation between countries.

South-South Cooperation, aimed at strengthening health systems and institutions in Portuguese-speaking African Countries (PALOP) and Latin American countries, remains an important guideline of the Oswaldo Cruz Foundation, both in the areas of education and research and in cooperation activities. Structuring actions such as the offer of master's and doctorate classes in Mozambique are in full development, as well as negotiations for offers in Angola and São Tomé & Príncipe. The positive results highlighted in this research, from 2008 to 2013, must be updated in the near future, so that there can be detailed monitoring of the efforts undertaken in cooperation.

MASTER'S DEGREE IN PUBLIC HEALTH IN ANGOLA

In 2007, Brazil and Angola signed cooperation agreements for the implementation of the projects "Training the Angolan Health System" and "Training teachers in Public Health in Angola". Fiocruz, in partnership with CAPES, was responsible for executing and evaluating these activities.

The Master's in Public Health program in Angola, carried out jointly with ENSP/Fiocruz and the Angolan Ministry of Health, aimed to train teachers and researchers in an interdisciplinary and multi-professional perspective. The course aimed to improve the Angolan Health System, training human resources in strategic areas for the future National School of Public Health of Angola (ENSPA).

The course was financed by ABC/MRE and CAPES, with resource management handled by VPEIC/Fiocruz. The program admitted candidates with higher education, giving preference to employees from public health services in Angola. The classes took place at the Higher Nursing Institute of "Universidade Agostinho Neto" (UAN), later occupied by ENSP.

In the first selection process, 30 vacancies were offered, including 5 for candidates from other PALOP countries, but these vacancies were not filled. The course began in May 2007, offering public health subjects and tutoring for the development of dissertations.

In 2010, fourteen students presented the qualifications of their master's projects and one defended his dissertation. The following year, another fourteen defenses took place, totaling 15 students who successfully completed the course and received the title from ENSP/Fiocruz. The diplomas have the same legal value as those issued by Angolan institutions. The 15 dismissed students received a declaration of completion of the

subjects they passed.

MASTER'S DEGREE IN HEALTH SCIENCES IN MOZAMBIQUE

The Master's in Health Sciences in Mozambique was created to address the lack of qualified professionals in the country, due to low pay, career limitations, high workload and difficulties in the work environment. The government of Mozambique, in partnership with the Ministry of Health, has invested in national projects and international cooperation to train and improve human resources in health, in line with the priorities established by Brazil in Mozambique.

In 2007, Brazil and Mozambique signed a complementary adjustment to the General Cooperation Agreement, with the aim of strengthening the National Institute of Health of Mozambique. The project aimed to improve the support and quality of health diagnostics, develop national protocols, support evidence-based data collection and support health research.

The complementary adjustment determined that the project included support for the organization and implementation of the Master's degree in Health Sciences in Mozambique, with the aim of training qualified professionals to work in teaching and research in the country. Furthermore, the project also aimed to support the restructuring of the health library network and the preparation of the Strategic Planning of the National Institute of Health of Mozambique.

The countries' responsibilities were established, with Brazil being responsible for sending experts to develop technical cooperation activities in Mozambique and receiving Mozambican experts in Brazil for training. The Government of Mozambique was responsible for appointing Mozambican experts to participate in technical cooperation activities and provide adequate infrastructure,

necessary support and monitoring of the project's development.

The Master's in Health Sciences is one of the initiatives resulting from this cooperation and aims to train teachers and researchers in Mozambique. The program, started in 2008, selected candidates from the biomedical sciences area, with a commitment to work in the National Health System after completing the course. The program has the participation of Brazilian and Mozambican teachers, with classes taught in Maputo and is constantly improving to meet the country's needs.

The Master's in Health Sciences program in Mozambique is aimed exclusively at candidates in the area of biomedical sciences, following CAPES standards for the selection process. The target audience are employees of the Ministry of Health with training in this area, with at least two years of service, linked to laboratories or scientific research. The course aims to train masters capable of conducting health research, contributing to solutions to public health problems and the development of the country's Health System.

Students are released from their activities to dedicate themselves fully to the course and, upon completion, they commit to working for the National Health System. Fiocruz sends teachers to teach course modules at the Regional Master's Center, which works as a consortium of three IOC programs in the areas of Cellular and Molecular Biology, Parasitic Biology and Tropical Medicine. In addition, courses in epidemiology, mental health, occupational health, hospital administration and planning are offered.

During the first six months of the course, 15 mandatory subjects are taught in person, with Brazilian teachers traveling to Maputo to teach. In 2009, seven students completed a three-month internship in the Fiocruz laboratories, hosted at the Hélio Fraga Reference Center. The defense of the projects

of the first group took place in November 2010, with topics covering STD/AIDS, malaria, protozoa and helminths, among others. The second class began in March 2010, with 10 students selected from 16 applicants.

Each student has two advisors, one Brazilian and one Mozambican, fostering partnerships between researchers from both countries. Mozambican students spend 2 to 3 months in Brazil for technical-academic development and completion of the dissertation. Classes in Maputo are taught by Brazilian and Mozambican teachers. Project qualification and dissertation defenses take place in Maputo, with the participation of Mozambican members, and graduates receive degrees from the IOC.

The Master's in Health Sciences program graduated four classes, totaling 47 graduates. It was planned that the diplomas would be binational, but only Fiocruz issued the diplomas. In addition to this master's degree, the Master's Degree in Health Systems was implemented in Mozambique, with the proposal to create a doctorate in Public Health and Health Sciences, under the responsibility of ``Universidade Eduardo Mondlane`` and the National Institute of Health of Mozambique, in partnership with institutions Brazilian and Portuguese. However, the doctorate has not yet been implemented.

METHODOLOGY

“Influence of Fiocruz Master's Courses in Africa: Evidence of Transformation in the Professional Trajectories of Graduates” constitutes a part of the study that culminated in the master's thesis defended in the Postgraduate Program in Public Health at the Sergio Arouca National School of Public Health, called “Professional trajectories and changes in the work processes of Fiocruz graduates in Africa: Structuring Cooperation in Health”.

This is a descriptive and exploratory research that was conducted with graduates of the master's degree courses in Public Health and Health Sciences at the Oswaldo Cruz Foundation, who completed their studies between 2008 and 2013, through Brazil's International Cooperation with Angola and Mozambique. The objective of the research was to analyze changes in position or function after completing the master's degree and understand the perceptions of graduates about the changes in their work practices, both personally, professionally and collectively.

To collect data, an electronic questionnaire was used to be completed online. The methodological approach for analyzing the research questions was Thematic Analysis, as proposed by Braun and Clarke (2006), as this methodology proved to be the most appropriate and coherent to give a voice to former workers. Initially, all collected material was organized and subjected to a floating reading, with the identification of trends, similarities and divergences in the participants' perceptions. From this process, the analysis categories emerged. The thematic analysis made it possible to compare the participants' points of view, revealing the richness, complexity and contradictions of the social context studied. It is worth noting that the research received approval from the Research Ethics Committee of the Sergio Arouca National School of Public Health (ENSP/Fiocruz) with CAAE: 42956415.2.0000.5240.

RESULTS

This article will present the responses of graduates to questions about changes in the work process after completing the master's course, collecting data and analyzes from 36 graduates of *Stricto sensu* courses offered by Fiocruz in Africa, between 2008 and 2013. From this group, 15 are from Angola and 21 from Mozambique, all duly registered on

the SIGA platform. Of these graduates, 17 participated in the electronic questionnaire, with the majority represented by 12 graduates from Mozambique, while only 5 graduates from Angola responded to the survey.

An important observation was the lower response rate from Angola graduates, which can be attributed to the longer time that has passed since obtaining the diploma, possibly causing changes in their email and telephone contacts. The results show that, despite some limitations in the participation of graduates from Angola, all Angolan graduates reported changes in their work during or after the master's course. On the other hand, among Mozambican graduates, the occurrence of changes at work was 58.30%, with 41.7% reporting no significant changes.

The graduates' responses were grouped into four thematic categories relevant to the general perception of the graduating workers – “Career progression”, “New job”, “Changes to specialized roles” and “Training of university teachers”.

It is understood that the training of health professionals at the strictu sensu level is important and necessary to promote changes in their professional trajectories. These courses directly contribute to them identifying and reflexively analyzing the conditions of work practices, allowing them to appropriate and develop new critical and reflective skills, transforming practical experiences into fundamental concepts for their human, social and professional progression, which is essential for his training as a worker.

In addition to improving technical skills, master's courses also provide the acquisition of multiple professional and interpersonal skills/competencies, highly valued by future employers, in addition to enriching the social and cultural experience of graduates (Bryla, 2015).

CAREER PROGRESSION AND SIGNIFICANT CHANGES IN MANAGEMENT AND LEADERSHIP POSITIONS AFTER COMPLETING THE MASTER'S DEGREE

Some significant career changes were reported by graduates, with advances to management and leadership positions in different sectors:

Graduate EA1 went from Municipal Director of a Health Center to Head of a Provincial Public Health Department. Graduate EA2 had an even more notable career progression, going from doctor to becoming Hospital Director, Vice Minister and Secretary of State. Graduate EM1 made a change of sector, occupying the position of Head of laboratory. Other graduates, such as EM2, took on new coordination and leadership positions. After completing the Master's degree, graduate EM6 took on a leadership role as interim head of the Laboratory and a specific sector. Graduate EM8 mentioned a change of position that provided more opportunities to occupy leadership positions and technical-scientific growth.

These changes are consistent with findings in other studies. Le L. C. et al. (2007) identified that the majority of students reported promotion to higher positions after completing their master's degree, which included occupying management positions in institutions and organizations, in addition to responsibilities at ministerial level, contributing to increasing the proportion of graduates in high positions both nationally and internationally. It is important to note that not all promotions can be directly attributed to master's level training, but qualitative interviews suggested that the course made a major contribution to graduates' career prospects.

Similarly, Zwanikken et al. (2014) also observed that the majority of graduates

reported that master's courses had a substantial impact on their promotions to leadership positions and technical functions, enabling the acquisition of new responsibilities and, in some cases, change of employer.

Another study carried out by Schattner et al. (2007), with graduates of a master's degree in Family Medicine, found that there was a significant difference in the employment situation after obtaining the master's degree, opening doors to work in areas of research, clinical practice and teaching at universities.

These results reinforce the importance of the master's degree as a factor that boosts the career progression of health professionals, providing opportunities to assume positions of greater responsibility and growth in their professional trajectories.

PROFESSIONAL ADVANCEMENT AND NEW JOB OPPORTUNITIES AFTER COMPLETING THE MASTER'S DEGREE THROUGH COMPETITION

New jobs through competitions were obtained after completing the master's degree, as highlighted by graduates:

Graduate EA8 reported that he applied for a new role after his master's degree.

Likewise, graduate EA4 attributed the possibility of applying for the new position he currently holds to the master's course, resulting in significant changes in his professional life.

These positive experiences are corroborated by previous studies. Zhaoa et al. (2006) conducted a survey in which the majority of graduates agreed that the master's course had a positive impact on their careers, providing them with new job opportunities, salary increases and/or promotion in their current position. These changes occurred shortly after completing the course.

Hesselbarth (2015) also concluded, in his article, that the majority of graduates changed

jobs during or after their master's degree, with some of these changes being associated with changes in the field of research or area of activity.

Another study, conducted by Hortale (2014), found that the master's degree made it easier for graduates to obtain new jobs or career promotions, thanks to the considerable enrichment of the learning content that allowed them to apply their knowledge at work.

IMPACT OF THE MASTER'S DEGREE ON CHANGES TO SPECIALIZED ROLES AND CAREER ADVANCEMENT OF GRADUATES

Regarding changes to specialized roles, graduates also reported significant benefits:

Graduate EM7 was previously only involved in diagnosing malaria microscopy, but after completing his master's degree, he developed activities in the area of serology and molecular biology of Rotavirus. Another graduate, EM3, underwent a career change to become a specialist in a certain area. Furthermore, graduate EM12 was invited to be part of the institutional bioethics committee at his workplace and received invitations to collaborate in interinstitutional research.

These role changes were noted as positive by graduates. Previous studies, such as Wilson (2000) and Drennan (2008), also showed that the majority of graduates were promoted or moved to higher positions during or after their master's degree, attributing such progressions to obtaining the diploma.

Gomes & Goldenberg (2010) also found that half of the graduates of a master's course experienced changes in their position or function as a result of the degree, demonstrating the positive impact of the master's degree on their careers.

On the other hand, research by Kellerman (2012) revealed that half of graduates remained

in their original jobs, while a minority received promotions and some were selected for new jobs in prestigious institutions. In this study, there were also promotions to management, research and specialized positions, in addition to acquiring new skills, resulting in an increase in remuneration for thirty percent of graduates.

These results reinforce the importance of the master's degree as a factor driving positive changes in the professional trajectories of graduates, whether through new jobs, promotions or specializations in their areas of activity.

THE ROLE OF THE MASTER'S DEGREE IN THE TRAINING OF UNIVERSITY TEACHERS AND PROGRESSION IN THE ACADEMIC CAREER

The training of university teachers is one of the results evidenced by graduates of the master's course, as illustrated by the following experiences:

Graduate EM5 began teaching Bachelor's degrees and was invited to teach Master's courses in Mozambique. Furthermore, graduate EM6 assumed responsibility for preparing the thematic plan for classes and practical tests in his area of teaching. In turn, graduate EM9 began to have more responsibility in the teaching area, even directing one of the subjects of the Medicine course.

These experiences reflect the acquisition and mastery of specific content that is applied in the teaching area. The master's degree plays an important role in preparing graduates to take on teaching roles of greater complexity and responsibility, such as teaching higher-level courses and carrying out pedagogical coordination activities.

According to the literature, graduates of master's courses have more opportunities

to obtain new jobs or take on higher-level positions in organizations and institutes, often even before completing the course. A master's degree is increasingly considered an almost necessary requirement for workers' career progression, especially in academic and research environments (Abreu, 2016).

These results suggest that completing a master's degree is strongly associated with the possibility of career progression, as well as the acquisition of skills and competencies that enable graduates to take on greater responsibilities at work and carry out activities related to management and teaching. Therefore, the master's degree plays a fundamental role in the professional development of graduates, enabling them to face more complex challenges in their careers and contributing to their continued growth and professional success.

DISCUSSION OF RESULTS

Stricto sensu courses, with multi-professional characteristics, welcome students from different areas of knowledge, which creates new opportunities and facilitates mobility. The demand for these courses reflects a great interest in health information, especially in regions with a shortage of quality content.

The scarcity of human resources in health in several countries, especially in the poorest ones, highlights the need for training professionals in the health area. In this context, Brazil has intensified International Cooperation projects with countries in Africa and South America, investing in professional qualification and strengthening institutions.

However, the migration of highly qualified professionals to developed countries (brain drain) is a concern, as it negatively impacts the provision of basic services in countries of origin, which reinforces the importance of investing in the training of human resources

in health, especially at postgraduate level. However, in this study the occurrence of this phenomenon was not found.

Fiocruz, a pioneer in offering master's programs in Africa, has been developing International Cooperation projects for a few decades. Cooperation aims to improve the health of vulnerable groups by strengthening the health systems of partner countries. The master's courses offered by Fiocruz in Africa aim to train professionals to work in their regions, contributing to the development of health systems.

Within the scope of "Career Progression", we observed reports of impressive advancements to management and leadership positions in different sectors. Graduates EA1 and EA2 exemplify such advances, moving from municipal health positions to heads of provincial departments and rising to positions such as Hospital Director, Vice Minister and Secretary of State.

In the context of "New job", graduates EA4 and EA8 highlight the importance of the master's degree for gaining new roles and professional positions through competitions. Such changes represent significant transformations in their professional lives.

Regarding "Changes to specialized functions", graduates EM3 and EM7 report their transitions to specific areas of activity, showing that the master's degree enabled the acquisition of skills and knowledge to perform specialized functions.

The "Training of university teachers" was also evident in the reports of graduates, with examples such as EM5, EM6 and EM9, who went on to teach Bachelor's and Master's courses and assumed pedagogical responsibilities in their areas of expertise.

When we specifically address "Career Progression", we find impactful reports of advances to management and leadership positions in different sectors. Graduates EA1

and EA2 exemplify these transformations, reaching leadership positions in provincial departments and highly relevant positions, such as Hospital Director, Vice Minister and Secretary of State.

Regarding the "New job", graduates EA4 and EA8 highlight the importance of the master's course by gaining new roles through competitions, resulting in significant changes in their professional lives.

"Changes to specialized functions" also stand out in the graduates' reports, demonstrating the master's degree's ability to drive changes to specific areas of activity, as in the case of graduate EM7, who began working in the area of rotavirus serology and molecular biology.

Finally, the article will explore the role of the master's course in the "Training of university teachers", with reports from graduates who went on to teach Bachelor's and Master's courses, taking on pedagogical responsibilities and advancing their academic careers.

Completing a master's degree has been shown to be strongly associated with career progression and the acquisition of skills that enable graduates to take on more complex roles with greater responsibility in work and teaching. These results highlight the importance of the master's degree as a fundamental factor.

Given these results, it is clear that the master's degree plays a crucial role in the professional advancement of graduates, providing them with new opportunities for growth and improvement in their professional trajectories. Master's courses not only add technical and specialized knowledge, but also develop interpersonal skills and critical and reflective skills, fundamental for success in health and academic careers.

Understanding the relevance of these courses in promoting positive changes in

the professional trajectories of graduates, it is expected that this study will contribute to the improvement of master's programs, strengthening the development of qualified professionals capable of facing the challenges of the health area.

CONCLUSION

The detailed thematic analysis of graduates' responses to questions related to the work process after completing the master's degree revealed the occurrence of significant changes in the professional environment. All Angolan graduates reported having undergone changes, while among Mozambican graduates, 58.30% also experienced changes in their careers.

Through the answers provided by the participants, four thematic categories were identified, representing the perception of all the graduated workers: "Career progression", "New job", "Changes to specialized roles" and "Teacher training".

The master's degree demonstrated a positive impact on graduates' professional trajectories. The changes observed included promotions to management and leadership positions, enabling graduates to assume positions of greater responsibility and leadership in their institutions. Furthermore, the master's degree opened new job opportunities through competitions, allowing graduates to enter different and promising roles.

Another relevant change was the transition to specialized roles, where graduates reported that the master's degree enabled them to

work in more specific areas, acquiring new technical skills and knowledge relevant to their professional activities.

The training of university teachers also proved to be an important result of the master's course, providing graduates with the opportunity to teach in Bachelor's and Master's courses, as well as taking on responsibilities in preparing thematic plans and practical tests.

These results corroborate previous studies, which highlight the importance of the master's degree as a determining factor for the professional development of graduates. The acquisition of multiple skills and competencies, valued by the job market, combined with the social and cultural experience provided by the course, contribute to the career progression of health professionals.

The results of the thematic analysis emphasize the relevance of master's courses for the professional advancement of graduates, in addition to pointing to the growing demand for this level of training as a requirement for career progression and obtaining new job opportunities. The master's degree not only equips graduates with advanced theoretical and practical knowledge, but also opens doors for them to exercise leadership roles, work in specialized roles and contribute as teachers in the training of new professionals. Thus, investing in strictu sensu level education proves to be a relevant strategy for improving the work process and professional development in the health area.

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